

**Mark West Charter School**  
**Newsletter**  
**9/2/2022**



**Ms. Franci:**

We are so excited to have students back on campus after summer!! The campus is abuzz with laughter and energy. There is so much learning going on. Check out the information from the teachers below!

**PTA News:** I want to thank our PTA for providing funds for the new MWCS fence sign. I especially want to thank Sarah McCool, Emily Dickey, Lauralie Mayhew, Keely Dickey, Cullen Dickey, Leah Pahlow, and Nikki Dale for helping install the sign. It is a great addition to our school and you can see it from the freeway! If you have not had a chance to see it drive by MWCS on Lavell and take a look!



**Independent Study Contracts:** Please remember that we need at least 5 days notice to get an Independent Study ready to go. It takes the teachers quite a bit of time to get all the materials together. If you are needing a contract please let Nikki Dale in the office know so she can get the paperwork started. Thank you for your cooperation!

## FACILITIES

The Governor signed AB 367, Menstrual Equity for All Act of 2021, on October 8, 2021, which adds Education Code section 35292.6. Effective July 1, 2022, and no later than the start of the 2022-2023 school year, public schools <sup>2</sup> that maintain any combination of classes from grades 6 through 12, inclusive:

1. Shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms, and all-gender restrooms, and in at least one men's restroom; and
2. Shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section.

AB 10 defined "feminine hygiene products" as tampons and sanitary napkins for use in connection with the menstrual cycle.

Public schools are defined as a school district, county office of education, or a charter school.

"Menstrual products" are defined as menstrual pads and tampons for use in connection with the menstrual cycle. Students shall not be charged for any menstrual products provided to them by the school.

If you have questions regarding this requirement, please contact District Executive Assistant, Alicia Mills, at 707.524.2972 or by email at [amills@mwusd.org](mailto:amills@mwusd.org).

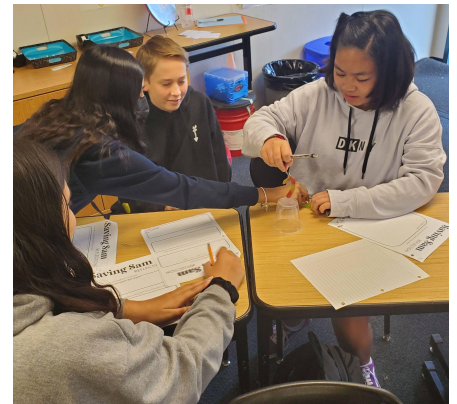
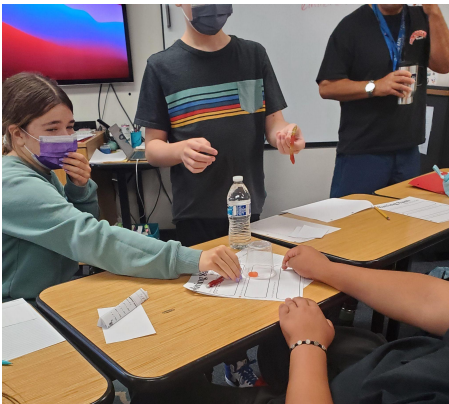
**From Mrs. Sunde:** Maker projects using the Cricut, heat press and Glowforge machines. It was a dolphin theme:)



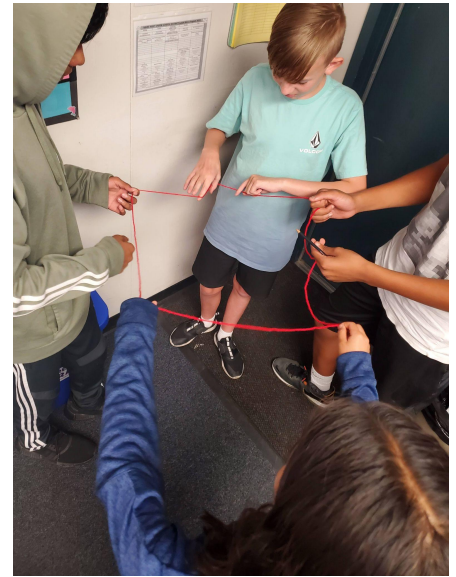
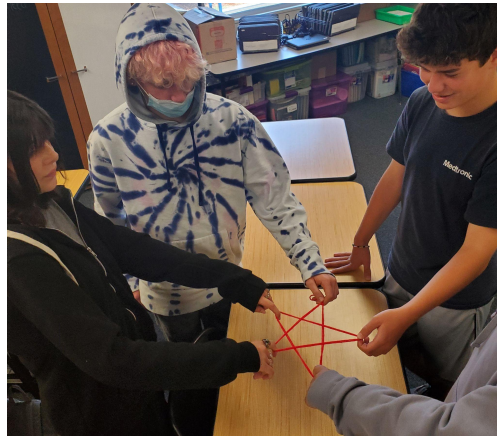
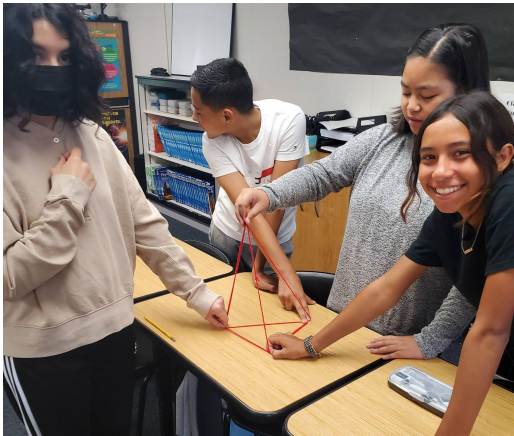
**From Mrs. Kaufman:** Students in the "Make Music" elective class are learning how to play different rhythms and keep a steady beat while also learning proper stick technique on the bucket drums. Students also started to learn how to read standard music notation for percussion and will soon be adding some new instruments to the mix - including other percussion and a few guitars. Our first performance is scheduled for Tuesday, October 4 in the MPR at 1:30 p.m. See you there!



**From Ms. Chapman:** In our 8th grade Math & Science class, students got their brains going right away; combining 21st century skills with their core subjects! On the second day of school, teens were put into small groups and tasked with "Saving Sam"...but like most things there was a catch. Sam's boat flipped and his life jacket was under the boat, so teens needed to work together in order to get the life jacket and put it on Sam by only using paper clips.



**From Ms. Chapman:** But our collaboration didn't stop there! The following week, teens woke their math brains up through a "YouCubed" activity that asked them to build shapes following 4 rules: 1. Everyone in the group must have at least 1 hand on the rope 2. You can not untie the rope 3. You must use all the rope to create each shape 4. The team must convince each other (and the teacher) that their shape is accurate.



**From Mrs. Gayowski:** In drama class we have practiced performing different improv in front of each other and getting comfortable performing in front of peers. Students really enjoy trying on different costumes to go with their short scenes. Students have broken up into groups and have each decided on a readers theater to perform at the end of the quarter. They are now in the process of deciding what parts they want as well as if they want to make edits to the script before they start rehearsing their roles.

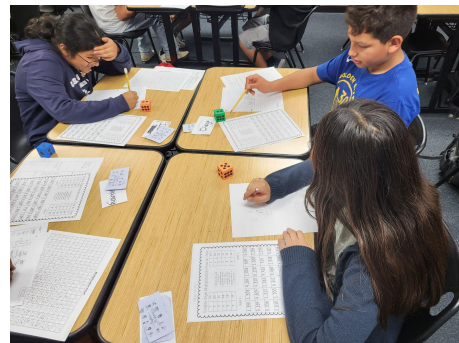
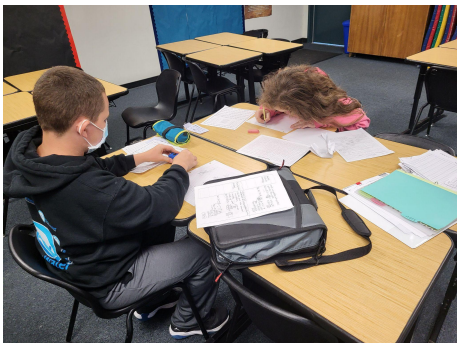


**From Mrs. Gayowski:** In Games Strategy students have been enjoying different types of tabletop board and card games. They have played popular games like Monopoly and Scrabble to not so widely known games like Exploding Kittens and Guillotine. They also got to experience a board game version of an escape room where the whole class had to work as a team to solve the puzzles in order to escape on time.



**From Mrs. Lemieux: Math Squared:**

In Math Squared, students have identified math skill areas they need more practice with. From this information, a different skill is focused on each week, practiced, and reinforced with a game. Students have been practicing multi-digit multiplication the last two weeks. The game to reinforce this skill uses dice to determine the numbers they are to multiply and, using a multi-digit multiplication strategy, find the product on their board. They then cover the answer. Once they get four in a row they win! What if the product is not there? Well, then they need to use another strategy to double check the answer and figure out where the mistake was made.



## From Mrs. Lemieux: Academic Academy and Directed Studies

Students in Academic Academy and Directed Studies electives have been learning/ strengthening the habit of reviewing the digital tools available to identify assignments that need to be done. Then they set a goal of using the time in class to work on this assignment.

Students have also been identifying their strengths/weaknesses and setting a personal academic goal for themselves to improve a specific area of need they've chosen.

This picture is a worksheet for a student who chose a goal of improving their focus during their classes. The student will use the worksheet to determine how many times they are unfocused/distracted in each subject. Then the student and teacher will determine what a reasonable goal is to reach for improving their focus and also identify some strategies to help improve their focus.

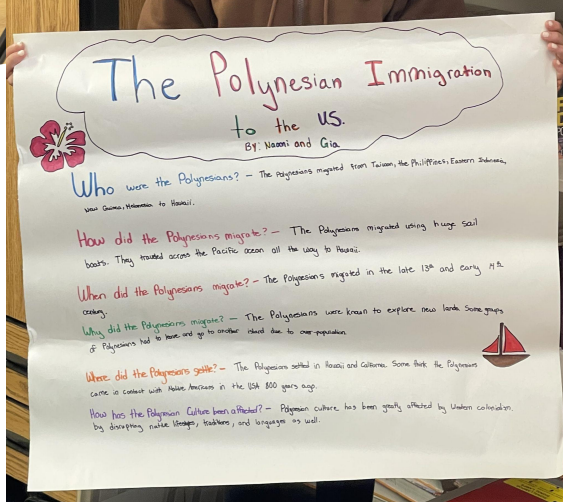
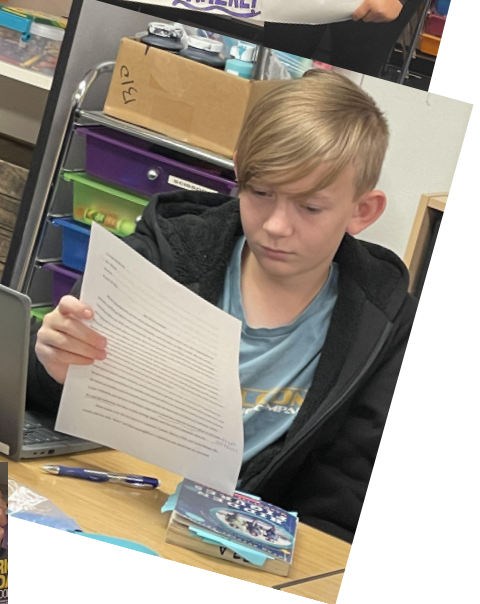
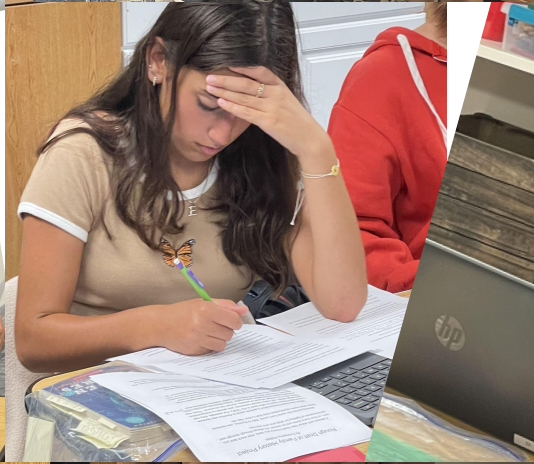
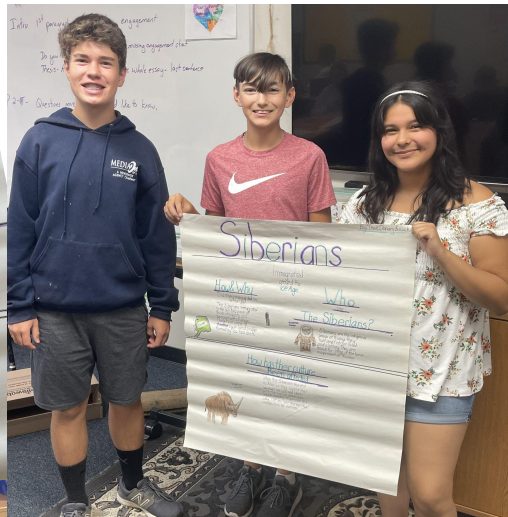
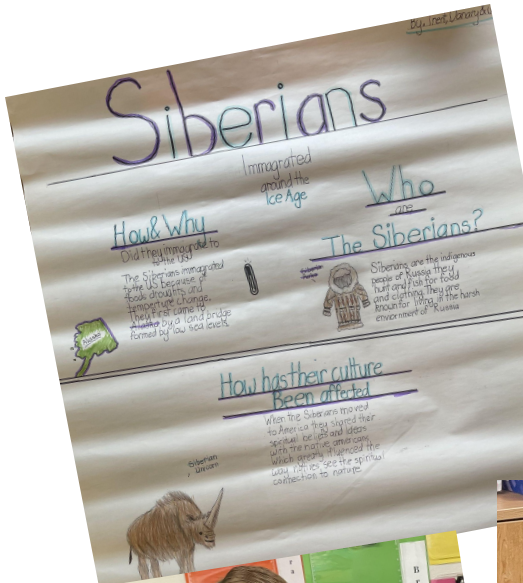
Please make a tally mark each time you find yourself distracted or losing focus. We will use this information to help you determine a reasonable goal for improving focus & figuring out strategies to help w/ focus.

Date	Subject	Tallies (make tally mark each time distracted)	Total
8/30	English		
	History		
	Math		
	Science		
	Drama		
	Directed Studies		

**From Mr. Carusone:** My 7th grade English students are working on the elements of fiction. They read the short story, Seventh Grade, by Gary Soto. They are now using two different colored highlighters to pour over the story highlighting examples of direct and indirect characterization. Next they will read the short story, The Scholarship Jacket, by Martha Salinas. They will be looking at the setting.



**From Ms. Woods:** It's only our third week of school, but we have accomplished so much already. In 8th Grade ELA/History we have already completed a mini history project where students researched and presented the various groups that have immigrated into North America since 12,000 BC. This project leads into our Family History Project in which students select a topic to research about their families history, country of origin, traditions, or culture. Through this, students gain interest in the formation of the United States and our Government. The Family History Project has students write a personal narrative about their family and create a presentation that they will share with the class. We have also begun reading Hidden Figures. This book is being read across all 8th grade subjects as it is about History, Science, Math, and is Language Arts based. Students are completing assignments on vocabulary, comprehension, space, black history, and so many other interesting topics from this one novel. After we complete these projects we will be moving on to the American Revolution in History and begin working in StudySync in ELA.



## From Ms. Dickey:

### Yoga

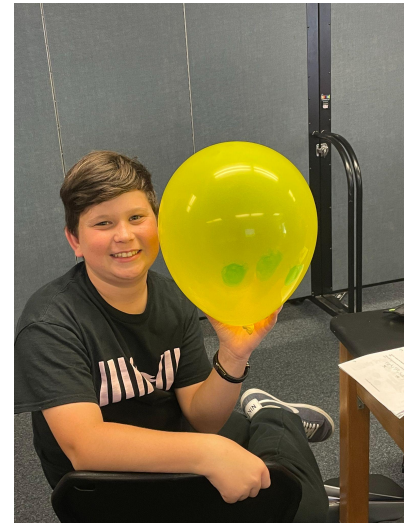
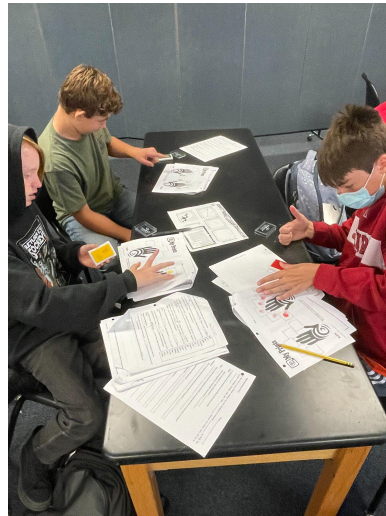
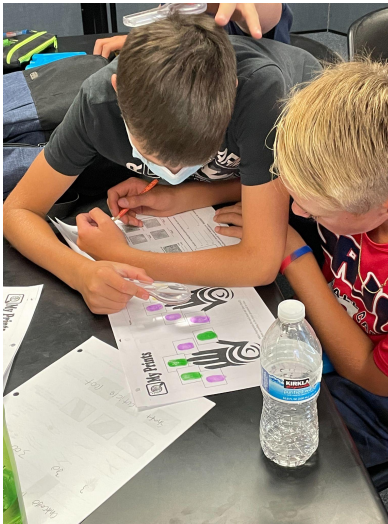
In Yoga, students have been learning the most common poses. They have learned a simple routine that they can do at their desks when they need a 5 minute stretch break. We have been doing flows that incorporate the poses they have learned. They are learning to relax and really fully participate in the routines.

### Paleontology

Students began the quarter by learning what Paleontology is. We have examined several different ways to understand the expanse of time that has passed since Earth's formation; including comparing geologic time to distance along a rope, during a calendar year and as a clock. Students have learned the different types of fossils that exist and how they were formed. They even made their own mold fossils and sedimentary layers. We will continue the quarter by examining what we know about each time period based on the fossil record, including what the earth's climate was like and what animals lived during the time.

### Forensics

We began the quarter by learning some basics about crime scenes. From there we began to learn about the different types of evidence that is collected at a crime scene. They have learned about eyewitness testimony and its lack of reliability. They have begun to work on fingerprint evidence, including taking their own fingerprints and studying ridge detail. Most recently, they lifted fingerprints for "evidence." They will begin learning about impression evidence next.





## Guided Lunch Activities

The students have had the opportunity to participate in guided activities during the lunch break. Each day of the week is a different activity. The students seem to be really enjoying the added activities.



## Wednesday Enrichment

We are so excited to have this opportunity with some of the students! We have had two weeks so far. The first week, the students worked in teams to build a boat out of nothing more than aluminum foil to see which would hold the most pennies (the boat that held the most, held almost 200 pennies!). The second week, they built towers out of spaghetti and mini marshmallows to see how tall they could make one before it collapsed (the tallest tower was 24 inches!)



## **Important dates:**

September 5: Labor Day – No School

September 9: Spirit Store Closes today (last chance to order) -

<https://http-frederickengraving-printavo-com-invoice.printavo.com/merch/mark-west-charter-school-2021>

September 12: PTA Epicenter Bowling Fundraiser

September 13: PTA Epicenter Bowling Fundraiser

District Board Meeting at 5:00

September 15: Charter Presentation at Mark West Elementary for 6<sup>th</sup> graders

September 19: Charter Presentation at Riebli Elementary for 6<sup>th</sup> graders

September 20: Charter Parent Information Night for incoming 6<sup>th</sup> grade parents at 5:30 in Room C4 at MWCS

September 22: PTA General Meeting at 5:30 in Rooms C5 and C6 at MWCS

September 23: Charter Presentation at San Miguel Elementary for 6<sup>th</sup> graders

October 5: DELAC Meeting

October 7: Parent Conference Day – No School for Students

October 11: District Board Meeting at 5:00

October 14: End of first Quarter for Charter

October 18: MWCS Site Council Meeting at 3:30

October 20: PTA General Meeting at 5:30 in Rooms C5 and C6 at MWCS

October 26: NAEP Assessment of 13 year olds at MWCS - more information will follow

October 27: PTA Cal-Skate Family Night at 6:00

October 28: Report Cards go home for Charter

October 31: Halloween