

Cascade Heights Public Charter School



Parent / Student Handbook

Revised JULY 2012

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Changes will be made to various policies throughout the school year; please check regularly for recent amendments on bulletin board near Office.

Dear Falcon Families:

We are happy you have chosen to join us at Cascade Heights, whether it is for the first or the sixth year. Your child is entering an advanced placement educational environment that is secure and challenging; a place where children grow socially, physically, emotionally and intellectually. At Cascade Heights you are part of a new educational era transforming America's schools today.

To you we make three promises:

First, to remember that YOU are the primary educators of your children;

Second: To examine life with intellectual rigor;

Third: To always do so with an ethical goal.

Socrates once said: "The unexamined life is not worth living." Honoring this 2400 year-old truth means that Cascade students learn to ask and answer challenging question. Like Socrates, we believe asking the right kind of question sets us on the path to understanding ourselves and our world. Examining life with academic rigor opens up the natural, cultural, and moral world in which we live. Thus we learn what makes life worth living.

Goethe said, "If you treat a man as he is, he will remain as he is; if you treat a man as he ought to be and could be, he will become what he ought to be and could be." Goethe's word has taught us that our examinations at Cascade Heights must be guided by a view of our moral potential. Our core values identify some of the character traits that Cascade Heights practices. Thus we learn to live a life worth living.

Living up to these ideals is a continual process of approximation and not a guarantee for certain success. For us, the education of our students presents several worthwhile challenges: We want to do justice to Socrates' and Goethe's words, to our subject matter, to our students' intellectual and moral potential, and to your trust in us. We want to teach as if Socrates were in the room; we want to teach so our students go home and have something truly interesting to talk about; we want to provide an education that we would have liked to have received ourselves. We see teaching and learning as crafts that improve through continual practice. In order to become better at our work, we welcome your feedback. Please contact us if you have questions or concerns.

We hope this handbook will provide the answers to your questions. The rules of the school apply to all students. Please contact a member of the administrative team at (503) 653-3996 for additional information or clarification.

PLEASE READ, SIGN AND RETURN THE DOCUMENT THAT APPEARS ON PAGES 51 AT THE END OF THE CODE.(An additional copy is provided for your records.)

It is a privilege to serve your family this year,

Holly Denman
Founding Director

SECTION I: GENERAL INFORMATION

CONTACT INFORMATION

Cascade Heights Public Charter School
15301 SE 92nd Avenue
Clackamas, OR 97015-9648
Phone: (503) 653-3996
Fax: (503) 653-1026

School Office hours: Monday – Friday 7:30 a.m. - 4:00 p.m.
Website Address: www.cascadeheights.org
General Email: info@cascadeheights.org

SPONSORING SCHOOL DISTRICT:

North Clackamas School District
4444 SE Lake Road
Milwaukie, OR 97222
Phone: 503-353-6000

CASCADE HEIGHTS SCHOOL STAFF

ADMINISTRATION

Founding Director:	Mrs. Holly Denman
Administrative Assistant:	Mrs. Deanna Marlatt
Accounting:	Mrs. Cindy Culver
Administrative Assistant:	Mrs. Debra Dietch

FACULTY MEMBERS

Kindergarten.....	Mrs. Faith Ketel
First Grade.....	Mrs. Cassie Varis
Second Grade.....	Mr. Hunter Currey
Third Grade.....	Ms. Angela Mahn
Fourth Grade.....	Ms. Denise Cantin
Fifth Grade.....	Mrs. Nicole Hans
Sixth Grade.....	Miss Melody King
Seventh Grade.....	Mrs. Melanie Adams
Eighth Grade.....	Mr. Ryan Harvey
Art.....	Mrs. Melissa Ray
Music	Mr. Alec Varis

Band	Ms. Dunja Jennings
Spanish.....	Mr. Eric Herboth
Chinese.....	Mrs. Chenwen Liao
Physical Education.....	Mr. John Weaver
District Learning Specialist.....	Mrs. Lou Hakanson

All staff may be contacted via email by using this formula: first initial, period, last name @chpcs.org. Example: Ms. Nancy Drew would be n.drew@chpcs.org

SECTION II: ABOUT THE SCHOOL

MISSION STATEMENT

The MISSION of Cascade Heights Public Charter School is to inspire the social, emotional, academic, physical, personal, and ethical growth of children and partner with parents who share the same mission to prepare them to be members of a global society.

The purpose of a liberal education is to lead young people on an odyssey of the mind and heart, which will steer them toward self-reliance. The traditional allegories for a classical education, such as the journeys of Odysseus, Aeneas, and Faust, represent a journey of the soul from one’s particular time, place, and attachments to the universal and back again. The beauty of this journey is its applicability to the actual development of mind, heart, skills, and knowledge in each child.

CURRICULUM

Cascade Heights is proud to offer the following curricula, which are part of our charter and not optional:

Core Knowledge – This is the center of our educational offering, providing excellence and fairness in education through a common foundation. This is achieved by successfully teaching a contextual body of organized knowledge, the values of a democratic society, and the skills of learning. We teach common knowledge, common virtues, and common sense. This sequenced curriculum (language, literature, history, geography, visual arts, music, and science) is characterized by knowledge that is:

- **Solid** – lasting, unchanging knowledge such as important events of world and American history;
- **Sequenced** – a planned progression building on students’ previous knowledge and eliminating excessive repetition and gaps;
- **Specific**-- clearly defined knowledge at each grade level ensuring fairness for all students;
- **Shared** – providing all students, regardless of background, with the shared knowledge they need to be included in our national literate culture.

RIGGS– Multi-sensory, intensive, explicit, simultaneous phonics.

Changes will be made to various policies throughout the school year; please check regularly for recent amendments on bulletin board near Office.

Riggs is an organized system of word analysis beginning with 71 phonograms (the smallest meaningful letter combinations) and a series of markings to make decoding (reading) and encoding (spelling) easier and better understood. We do not use letter names in spelling, but rather the sound the phonogram is making.

Saxon Math – *Saxon Math* is a teaching method for incremental learning of mathematics. It involves teaching a new mathematical concept every day and constant review of old concepts. In all books before Algebra ½ (the equivalent of Pre-algebra), the book is designed for the student to complete assorted mental math problems, learn a new mathematical concept, practice problems relating to that lesson, and solve a varied number of problems which are similar to the practice problems learned in that lesson and select previous lessons-all for one day's math. This daily cycle is interrupted for tests and life application exercises.

Polite Child- a character education program based on the following principles: Good manners begin with consideration of others. It is this thinking "beyond oneself" that is the foundation for how we speak and act when interacting with others. Developing and exhibiting kindness and consideration in **all** dealings with others will ultimately make for a happier, safer, and more successful life for the child.

Institute for Excellence in Writing- Teaching Writing: Structure and Style

Among the basic goals of the Teaching Writing: Structure and Style approach is the need to make writing a part of the study of content subjects, not a subject unto itself. Using material from science, biography, or history books as "source texts," careful teachers can accentuate or reinforce key ideas while practicing writing techniques. Our goal is to establish writing as a fundamental part of the study of all subjects.

Getty- Dubay Italic Handwriting Series-

This handwriting series is a comprehensive program that energizes the student's natural curiosity and thirst for learning. This same program is used from elementary to university levels and seminars for medical professionals worldwide.

For more information regarding specifics of the curricula and educational programs, please visit the school website. Links are provided to some of the individual programs. We also have information available in the school office.

ROLE OF THE HOME, STUDENT, SCHOOL, AND SCHOOL PERSONNEL

We the personnel, parents, and students of Cascade Heights Public Charter School share responsibility for a safe and secure environment, improving student learning, and increasing creativity and social skills.

We strive to enhance each child's experience at Cascade Heights by continually assessing and evaluating the attainment of these goals. In order for effective instruction to occur, there must be

a cooperative relationship between the student, family, and educators. This relationship and expectations may be described as follows:

As a student at Cascade Heights, I pledge to:

Follow the Falcon Five and be:

Tolerant Respectful Resourceful Safe Responsible

- v Ask for help from teachers, parents and family if I have trouble doing my work.
- v Take responsibility for my own work.
- v Complete assignments every day and turn it in when it is due.
- v Keep my parents informed about what I am learning and doing in school.
- v Always put forth my best effort and strive for excellence.
- v Show respect and kindness to myself, other students and school personnel.
- v Respect individual and school property.
- v Use my time wisely.
- v Attend all classes daily and be punctual.
- v Participate actively and be attentive.
- v Come to class with appropriate working materials.
- v Refrain from profane or inflammatory statements.
- v Conduct myself in a safe and responsible manner.
- v Present a clean and neat appearance with proper uniform.
- v Seek changes in an orderly and respectful manner.
- v Abide by the rules and regulations of the school and of each classroom teacher.

As a family member I pledge to:

- v Assure the daily attendance of my child and promptly report and explain any absence or tardiness from school.
- v Talk to my child about the school day, review school work and sign the school planner each day.
- v Inform teachers of events possibly affecting my child's behavior or academics (death in the family, change in medication, etc.).
- v Be prepared with suggestions, questions, concerns about my child's progress and needs to be discussed in productive parent-teacher conferences.
- v Support the school personnel and respect the diverse cultures of the school.
- v Provide my child with the resources needed to complete class work.
- v Assist my child in being healthy, neat, and clean.
- v Insure that the school has **current** home, work, and emergency telephone numbers.
- v Insure that **current** emergency health care information regarding my child is on file with the school, including the name and telephone number of my child's doctor and a hospital preference.

SECTION III: SCHOOL POLICIES AND PROCEDURES

ACTIVITY FEES

Each year the school will assess an activity fee for each student. These fees are used to provide additional educational opportunities for our students. The fees cover field trip expenses as well as supplies for Art, Music, Band, P.E., Foreign Language, Science and Math classes. The fee for 2012-2013 school year is **\$300** per student and is due by the first day of school. Children may be excluded from activities if fees are not paid in full and other arrangements are not made. Please contact the office if you desire a payment plan. These fees are non-refundable after January 1st. Prior to January 1st fees may be refunded at 50% upon written request.

ATTENDANCE

Regular school attendance is a critical factor for academic success.

Although accurate record keeping and analyses of data are critical, we believe the ultimate success of the school attendance program is determined by the quality of the school culture. By school culture, we mean the overall physical and psychological atmosphere in a school: the behaviors, attitudes, and beliefs exhibited by all school staff, students, parents, and community workers. This culture is accepting and inclusive with opportunities for all to learn.

At Cascade Heights, we strives to:

- Build a positive physical and psychological environment;
- Provide a positive, strong, adult role models for students;
- Nurture a high degree of student-to-student positive relationships;
- Maintain a challenging academic program.

Doors open for students at 7:45 a.m. Students are expected to be in their seats ready to learn by 8:00 a.m. School adjourns at 3:30 p.m. (7 1/2 hours) Monday through Thursday for grades 1 through 8; Kindergarten has two sessions; AM Kindergarten from 8:00 a.m. to 11:30 a.m. (3 1/2 hours) and PM Kindergarten from 12 noon to 3:30 p.m. (3 1/2 hours). No student is permitted to leave the school grounds at any time during the school day without written permission from the parent or guardian. Before leaving the school, a student must be signed out to the parent or guardian in the office.

EXCUSED AND UNEXCUSED ABSENCES

It is imperative that all students enrolled at Cascade Heights be accounted for each day. This is a safety issue. Therefore, if your child will not be attending school on a given day, please telephone the school prior to 8:00 a.m. on the day of the absence. The attendance line is 503-653-1850 ext 2. If parents do not call, the school will telephone the parents at home or at work. If a parent cannot be reached, persons listed on the emergency form will be contacted. Missed work will be waiting for them upon return.

Absence due to vacation or other events is strongly discouraged. We offer a challenging and rigorous curriculum and each day is important. **Remember: the multisensory nature of our school makes it impossible to replicate classroom time.** When students will be absent from school for reasons other than illness, parents are asked to inform the teacher at least two weeks in advance. For every day a student is absent one day is allowed to make up work assigned during their absence. For example, if a student is absent for three days, three days will be allowed to make up all work. Work assigned prior to the absence and due during the absence becomes due the first day back in class. We ask that whenever possible, routine medical and dental appointments should be made during non-school hours.

TARDIES

At 8:00 a.m. all students should be at their desks, ready to learn. Students arriving after 8:00 a.m. are considered tardy and are required to be signed in by a parent or guardian or car pool driver to receive a pass for class. Students will not be allowed into class without an office pass.

Excessive absences or tardies will result in disciplinary action consistent with school and district policy, as well as Oregon Department of Education statutes. These penalties may include, for example, letters home to parents, home visits, or contacting Child Protective Services.

If a child is absent or tardy for unexcused reasons three times, a letter will be sent home reminding parents of the attendance policy and their responsibility. If the child is absent or tardy for unexcused reasons five times, parents will be asked to complete a questionnaire and return it. After a child is absent or tardy for unexcused reasons seven times, parents will be asked to conference with teacher and sign a contract of attendance. After nine unexcused absences or tardies, a meeting with an administrator and a second contract will be signed. If the unexcused absences or tardies continue, the family may consider transferring to a school that is more convenient and where the student can arrive on time each day.

BULLYING

Cascade Heights is a safe place for all students. This means that bullying, intimidating, harassing, menacing, hazing, actions that cause the victim to feel threatened, belittled, ashamed, angry, hurt or in any other way upset is unacceptable.

Harassment, bullying, intimidation, and menacing behaviors include:

<p><u>Verbal Aggression:</u></p> <p>* Name calling</p>	<p><u>Intimidation:</u></p> <p>* Publicly challenging others to do things</p>
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Changes will be made to various policies throughout the school year; please check regularly for recent amendments on bulletin board near Office.

<ul style="list-style-type: none"> * Making fun of * Spreading rumors * Mocking * Teasing * Sarcasm * Intimidating phone calls * Making noises at someone * Obscene language or gestures * Talking about someone’s mother, girlfriend, brother, sister, or family member, etc. 	<p>they don’t want to do</p> <ul style="list-style-type: none"> * Playing a dirty trick * Threats or implied threats of harm * Extortion: demanding money or other things
<p><u>Physical Aggression:</u></p> <ul style="list-style-type: none"> * Biting * Spitting or Gleeking * Bumping into * Hitting * Kicking * Pinching * Punching * Pushing * Slapping * Tripping 	<p><u>Emotional:</u></p> <ul style="list-style-type: none"> * Excluding * Tormenting * Hiding or taking thing * Threatening gestures * Ridicule * Nicknames
<p><u>Racial</u></p> <ul style="list-style-type: none"> * Negative Comments about physical, behavior or cultural differences * Nicknames 	<p><u>Sexual:</u></p> <ul style="list-style-type: none"> * Touching * Dirty Jokes * Unwanted flirting * Sexual language (homophobic, gender-biased, or other) * Inviting out on dates * Asking someone to “go steady”

When bullying in any form does occur, we ask that students practice the following:

1. Ask the person who is physically or verbally harassing you to stop. Don’t joke around or make light of it. State that you would like the other person to stop the problem behavior. Depending on the behavior, you may choose to ignore the behavior or walk away.
2. If a problem behavior continues, tell a teacher or adult in charge right away. This is NOT tattling, this is reporting a problem.
3. The teacher then will address the problem with the student and if necessary, the student’s parents. Expectations of future behavior will be clearly defined for the student doing the harassing.

4. If the harassing continues, it will be referred to the administration. The Director will be informed in writing by the teacher of the history of the situation and will then choose appropriate disciplinary action. Consequences will depend on the severity of the situation. An investigation may be conducted and the student may be required to sign a Cease and Desist Order.
5. If the student continues with the prohibited behavior, the student will be subject to the consequences outlined in the school behavior policy.

Bullying and harassment is a serious issue. Parents are invited to contact the school at any time for clarification of the policy or should there be any question regarding behavior standards. Should a situation like this occur, please act immediately and do not wait for it to resolve itself.

CAR LINE PROCEDURES

In order to make student drop-off and pick-up as safe and efficient as possible, please observe the following rules:

1. Arrival time is 7:45 a.m. to 7:55 p.m. with class starting promptly at 8:00 a.m. We do not offer before school care. **Students should not be dropped off or left unattended before the classrooms open at 7:45 a.m. (or before noon for P.M. Kindergarten).**
2. School is dismissed at 3:30 p.m. **Students should not remain on campus unattended after 3:50 p.m. (AM Kindergarten after 11:40 a.m.).** We do not offer after school care. You may check in the office for information on community options.
3. Do not double-park in car line.
4. Pull to the front of the line. Do not stop when you see your child. They will come to you after they are properly dismissed by their teacher.
5. Cell phone use is prohibited in the car line. This is a safety issue and against the law. Your full attention is required to move through the car line safely and quickly.
6. Follow the directions of the traffic monitors.
7. Any children remaining after 3:45 may be picked up at the school office.
8. Be courteous and follow directions of school personnel.

Please note that children should be under the supervision of a classroom teacher, parent, or special activity instructor at all times while on the school grounds. **Children are NOT allowed to play unsupervised on school property while parents attend to school matters under any circumstances.**

CELL PHONE AND ELECTRONIC DEVICES

Cascade Heights is not responsible for lost, stolen or damaged items including cell phones and other electronic devices. Valuables such as cell phones, iPods, MP3 players, hand held

electronic games, etc. should NOT be brought to school. Ebooks and iPad-like devices will be allowed in the middle school with a written waiver of school responsibility on file.

Students may not use cell phones or other electronic devices during the school day. They must be turned off and kept off and stored in a backpack, locker or in teacher safekeeping.

Students do not need cell phones on field trips. Chaperones as well as teaching staff will all have cell phones and either make appropriate calls or allow student access. Students have access to school phones for emergencies. Use of a cell phone or other electronic device during the school day will result in the device being confiscated and placed in the school office. The device will be returned to the parent at the end of the school day. Additional offenses will be dealt with in accordance with the discipline policy.

CLASSROOM OBSERVATIONS

Parents are invited to observe in the classroom. Please sign in at the office and pick up a visitor badge. In order to create a consistent school atmosphere for learning, parents wishing to observe a class should arrive before a class begins and secure permission from the classroom teacher. Observers may take notes; however, computers or recording devices may be a distraction to teachers and students and are not allowed without permission from the teacher and administration.

COMMUNICATION

Cascade Heights has an open communication policy. All parents are welcome to contact the administration and faculty to ask questions and/or make suggestions. Staff may be reached through the school office or may be contacted via email. The school office is open from 7:30 a.m. until 4:00 p.m. for messages. Any difficulty involving a child with a particular teacher should always be discussed with the teacher first. Please make an appointment to discuss important matters with teachers, rather than “catching” a teacher before or after school. If the matter is unresolved, then you may contact the Director or Assistant Director. If you are still dissatisfied you may contact a Cascade Heights board member. See the grievance procedure for further information.

Contact the appropriate person at school at once if you wish to issue a complaint, or if something is not understood. Discussing the problem with other parents will not resolve the situation and may even aggravate it. It is important that we model appropriate problem solving behavior for our children. *We ask that you learn both sides of the story before forming an opinion and use facts rather than emotion to make decisions.*

If your child has an issue with another child contact the classroom teacher who will then arrange a meeting with both families. Our discipline policy will be utilized.

In addition, parents may bring a proposed action before the Board of Directors at any time using the procedure below. The Board of Directors believes that parents and staff should have a means to be heard by the Board. The following excerpt is from the Bylaws of Cascade Heights Public Charter School (Article 2, Section 13) and outlines a specific avenue for parents to propose formal action by the Board:

Any parent or staff member may present a proposed action to the Board of Directors in writing at any time. If it is moved and seconded at the next meeting of the Board (at which a quorum is present), the Board of Directors will vote on the motion.

Board meetings are meetings in public, not public meetings. They follow protocol and open meeting law. Parents are invited to offer comments or suggestions during the scheduled Public Comment time at the Board of Directors meetings provided it does not involve matters prohibited for reasons of student confidentiality or employee performance. Those matters should be submitted in writing for executive session.

Communication between school staff, parents, and students is crucial to overall school success. Please take the time to read all communication from the school. In addition to the Falcon Flash, your classroom will have a procedure for sending home weekly class newsletters and information on homework and classroom activities. Please make sure you are receiving information both from the school (FALCON FLASH) and from your student's classroom. Read the information carefully and clarify any questions you may have.

Planners are used by all students at Cascade Heights. Organizational skills are so important to lifelong success that these planners have been made part of the curriculum. The planners are another form of school-to-home communication and should go home and be returned every day. They provide parents with a convenient method to monitor their child's assignments and work-study habits. The students record their assignments in the daily planner. Teachers sign each student's planner at the end of each school day and may include brief comments to parents. Parents are asked to sign their students' planners each night. There is also room for parents to write brief notes to the teacher. The teachers check the planners daily for parent signatures and comments.

COMPUTER / INTERNET POLICY

Any computer equipment provided by Cascade Heights should only be used as directed by faculty or staff. Unauthorized use of school computer equipment or internal or external (internet) networks including accessing, posting, e-mailing or instant messaging obscene, harassing, or offensive material, copyright violations, deliberate attempts to disrupt system or network performance, and spreading computer viruses is prohibited and will result in disciplinary action.

To ensure that the use of the school's electronic communication systems is consistent with school purposes, Cascade Heights has the absolute right to monitor, access, retrieve, and review these systems and their contents at any time without advance notice or permission. Cascade Heights will monitor electronic transmissions on a random periodic basis. By using these systems, students and their families consent to Cascade Heights' accessing, monitoring and disclosure of the students' electronic communications, at any time, and for any business purpose. Any information contained in emails or on Cascade Heights' computer system is not private and passwords and codes do not guarantee privacy, as Cascade Heights will retain copies of all passwords and codes and will retain access to information on Cascade Heights' systems at all times.

DISCIPLINE POLICY

At Cascade Heights we believe that every student has the right to a safe and positive environment in which to grow and learn. These guidelines reflect that belief. When students are enriching the learning environment they are recognized through one or more of the following avenues:

In Class:

- Verbal praise
- Email or phone call to parent
- Special task
- Sent to office to celebrate with the Director
- In class token system- Each class has a non-food token system to reward positive behaviors. Students then may exchange these tokens for prizes or events (like an extra recess)

School Wide:

- All staff members hand out Falcon Bucks when they see acts of kindness, good decision making, and excellent role modeling. Classroom teachers give Falcon Bucks to students who are not in their own class; specialist teachers give Falcon Bucks to all classes. Falcon Bucks are entered into a weekly drawing or saved up for bigger prizes.
- When a student receives five Falcon Bucks they are featured on the Falcon Pride board.
- Each classroom teacher also chooses a student of the month who best reflects the character trait of the month. Student of the Month is honored at the monthly all school assembly, on the website and in Falcon Flash.

When students are disrupting the learning environment one or more of the following consequences will apply:

In the Classroom:

Every classroom has a visible tracking system used to provide immediate feedback to the student and the teachers. There are five levels in which students progress through with appropriate consequences at each level. The student planner will be marked with color the student ended on for the day. Parents should look for this each night and watch for trends.

- Green- The student is on task and doing what they are asked. They are managing their own behavior and actions.
- Yellow- The student needed a verbal reminder for a minor behavior infraction, after taking into account age and developmental level. Examples of minor behavior infractions are:

Noise making

Littering

Out of Uniform

Tattling

Quietly off task

Misusing or wasting materials

Losing control of their body

Calling out

Out of seat without permission

Not following directions in a timely manner

Copying/ eyes wandering during work time

Whining

Tardiness

- Orange- The student either did not stop the behavior after being verbally warned or needed a reminder for a different minor behavior. This is their second warning. It is often accompanied by a stern look and a “don’t push me” tone of voice.
- Blue- After two reminders the student continued to have difficulty in managing their behavior. They will be asked to take time out in a quiet part of the classroom or in another room. They will use a written form to help them plan for a successful return to the classroom. This form is not sent home, it is for the benefit of the student and teacher only.
- Red- After two reminders and a time out, the student still is not managing their behavior appropriately. The behavior is now impacting the classroom environment. Examples of these behaviors include:
 - Yelling, slamming, kicking, throwing
 - Inappropriate language
 - Defiance- arguing/uncooperative behavior
 - Teasing
 - Writing on desks, walls or other vandalism
 - Repeated minor infractions
 - Endangering other students
 - Plagiarism
 - Cheating
 - Lying

- Stealing
- Disobeying school or classroom rules
- Physical aggression towards others (at teacher's discretion)

The teacher will assign a logical consequence that might include:

- Cleaning
- Loss of privilege
- Apologies
- Contact with home
- Lunch detention

Hot Pink- After a logical consequence, the student continues to act out. The classroom environment is being negatively impacted but the student is not a threat to themselves or others. The office is called and the student is removed from the classroom. The administration will assign an appropriate consequence and contact the parent. Consequences for behaviors that require removal from the room but are not a danger to themselves or others may include:

- Before 2:00: student sent home; parents will be expected to meet with the Director upon pick-up.
- After 3:00: student waits in the office until end of the day; parents will be expected to meet with the Director upon pick-up.
- Further consequences may include:
Suspension (in-school or out-of-school)
Reparations
Exclusion from activities such as Winter Program, field trips, OMSI camp, OPI, JA Biztown, etc.
Creation of a Behavior Plan/Contract
- After the first Hot Pink, students accumulate suspension days

Behaviors that are a danger to themselves or others will result in immediate removal of the situation and a major consequence. Examples of dangerous behaviors include:

- Weapons
- Drugs
- Willful defiance
- Self harm
- Sexual harassment, intimidation
- Bullying
- Threats
- Verbal aggression, profane/vulgar language
- Physical aggression (at teacher's discretion)

- Racial comments
- Emotional or sexual harassment
- Leaving approved area without permission

Consequences for these behaviors will include suspension or expulsion. Suspension or expulsion is a last resort and will be assigned on an individual basis. CASCADE HEIGHTS follows the North Clackamas School District policies.

Steps in the discipline protocol may be skipped due to the severity of the misbehavior. These exceptions will be made at teacher or Director discretion. Parents will be notified of any behavior leading to immediate detention, suspension, or expulsion.

Fines will be levied to parents for vandalism and theft, lost, stolen or damaged school property under minor and major infractions. Students will also be required to be involved in restitution.

Minor infractions are generally handled by a student's classroom teacher. Any time a student is required to see the Director a learning opportunity arises. Every student is encouraged to be responsible for personal actions, and is instructed to share the incident with their parents. If and when necessary, the interaction between the Director will be followed up with a phone call or written communication to the parents as soon as possible. All detentions for discipline will be served soon after the infraction. If the discipline situation warrants notification of the parents, an attempt will be made to notify them the day the detention is given. Students serving a detention or suspension on the same day as an after school activity will not be allowed to participate in any school activities until the detention is served. Any change in the detention or suspension date(s) will be at the discretion of the Director.

Major infractions may require an immediate parent conference prior to suspension, during which time appropriate follow-up actions are discussed. These actions may include activity restrictions, creation of remedial discipline plans, and requirement of parent to attend class with student for a specified time or other plans. Discipline referrals and suspensions become part of a student's permanent record.

Formal Discipline Proceedings

For most disciplinary issues, the teacher in charge will determine the gravity of the offense by interpretation of the discipline policy. For more serious issues, staff members will call a Discipline Committee meeting consisting of at least three staff members. The convening staff member will take notes on verdict and enter it into the discipline tracking system.

Suspensions at Cascade Heights Public Charter School can be assigned only by the Director or her designee. Prior to suspension, the student's parent will be notified of the suspension when possible. Notice of suspension shall be given in writing. An informal hearing will be offered to a parent and student after receipt of notice of suspension lasting less than 10 days, by the Director. A parent conference involving the Director, student, and student's parent(s) or guardian(s) will be required before a student will be readmitted following a suspension. Any proposed expulsion will be given a formal hearing, which hearing shall be conducted in

accordance with the North Clackamas School District's policy pertaining to suspensions and expulsions.

Initial Suspension

An initial suspension will occur after a major infraction or a series of minor infractions, depending on the severity of the infraction(s). Initial suspensions are a minimum of one half day and a maximum of a ten-days. A student action plan may be created during the conference between the parent or guardian, student and Director depending on the severity of the infraction. An additional parent-student-Director conference may be required before student is readmitted to the classroom.

Secondary Suspension with remedial discipline plan review and revision

A secondary suspension is the second step of formal discipline proceedings and will occur after one or two major infractions following initial suspension, depending on severity of offense, and/or as a result of the student's violation of behavior plan. Secondary suspensions include a minimum of two days and a maximum of ten days total suspension. A required parent-student-Director conference will be held before student is allowed to return to school. If a behavior plan already exists, it will be reviewed and revised. If a behavior plan has not been created as yet, one will be created and implemented.

Final suspension and move for expulsion

A final suspension from Cascade Heights Public Charter School is the third and final step of formal discipline proceeding. After a final suspension, and prior to the expulsion proceedings, a student may appeal the decision and obtain a hearing from up to two members of the Board of Directors, which hearing shall be conducted in accordance with NC 12 policy regarding expulsions. The school board may authorize the discipline, suspension or expulsion of any student and may suspend or expel any student who assaults or menaces a school employee or another student. The age of a student and the past pattern of behavior of a student shall be considered prior to a suspension or expulsion of a student. As used in this subsection "menace" means by word or conduct the student intentionally attempts to place a school employee or another student in fear of imminent serious physical injury

Expulsion from Cascade Heights Public Charter School shall be mandatory for the following violations

1. Carrying, bringing, using, or possessing a dangerous weapon (including a firearm or firearm facsimile, any pellet or BB gun or other device operational or not designed to propel projectiles by spring action or compressed air; fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife with a blade longer than three and a half inches, any object, device, instrument, material, or substance, whether animate or inanimate used or intended to be used to inflict death or serious bodily injury. Weapon is defined as follows:

The possession, use, or threat of use, of any instrument, article or substance specifically designed for and presently capable of causing death or physical injury; or any weapon, device, or look-a-like device, instrument, material or substance which under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury (See Section 921 of Title 18 of the US Weapon Policy JFCJ).

2. The sale or possession of a drug or controlled substance
3. Death threats to other students or administration;
4. The commission of an act, which if committed by an adult would be robbery or assault other than third degree assault.

Expulsion is also mandatory if a student is declared habitually disruptive. Expulsion of a student shall not extend beyond one calendar year, however expulsion for no *less* than one year is required for any student who is determined to have:

- A. Brought a weapon to a school, to school property under the jurisdiction of the school or to an activity under the jurisdiction of the school.
- B. Possessed, concealed or used a weapon in a school or on school property or at an activity under the jurisdiction of the school, or
- C. Brought to or possessed, concealed or used a weapon at an interscholastic activity administered by a voluntary organization approved by the State Board of Education under ORS 339.430.

If a student has been given an In-School Detention or an Out-of-School suspension two or more times during the year, or if the student has received unexcused ATED's, the Director reserves the right to restrict the school events or field trips that the student may attend. All decisions concerning this matter will be made at the discretion of the Director.

Uniform Code Infractions

Students that are out of uniform will be asked to fix the issue. If it is not fixable, they will be sent to the office to call home. Students that are habitually out of uniform will be disciplined under the behavior policy.

Incomplete Work/Homework Policies

Students with incomplete class work or homework will be provided a quiet space during lunch to finish their work. Students will be sharing space with students in the lunch detention area, but are not in lunch detention. Students will be expected to work silently while making up their work.

Excessive Incomplete Work

Excessive incomplete work will result in disciplinary action and a meeting with parents. Cascade Heights does not give homework as busy work.

Student Rights and Responsibilities

The purpose of these behavior guidelines is to ensure that all students understand their rights and responsibilities. These rights and responsibilities are presented to students in the following contract. It must be signed and dated by the student and parents before entering school. This contract will be the agreement we all live by.

- ***I have the right to an appropriate education.***
Therefore it is my responsibility to listen, learn, and complete assignments in a timely manner and ask for help when I need it. I will behave in a manner that does not disrupt the learning environment.
- ***I have the right to be safe and secure in school.***
Therefore I will not hurt anyone physically, spiritually, or mentally. It is my responsibility to treat others the way I want to be treated.
- ***I have the right to go to school and be in a class with other children.***
Therefore it is my responsibility to be a classmate and act respectfully toward every adult and student in a team effort.
- ***I have the right to be treated with dignity and respect.***
Therefore it is my responsibility to treat all others with dignity and respect, to honor, be polite, and use consideration. Bullying, intimidation, harassment, or any menacing to personal safety will not be tolerated, and I will not act in this matter.
- ***I have the right to be myself.***
Therefore, it is my responsibility to respect others as individuals even though they may look, act or think differently than I do. Cascade Heights represents a microcosm of the diverse community we live in.
- ***I have the right to represent Cascade Heights by wearing our school uniform***
Therefore, it is my responsibility to follow the school uniform code.
- ***I have the right to express my opinions and feelings in a polite and respectful manner.***
Therefore, it is my responsibility to listen to and respect the thoughts, ideas, and feelings of others. The classroom is a place for cooperative inquiry in which everyone's voice is recognized, free from bullying, intimidation, and manipulation.
- ***I have the right to trust others with my personal property at school.***
Therefore, I am responsible to respect the property of others, including students, staff and community.
- ***I have the right to participate in an appropriate course of studies.***
Therefore, I have the responsibility to do my best work and learn all I can while I am here.

FIELD TRIPS

Cascade Heights recognizes the importance of out-of-classroom experiences for students. "Field trip" is defined as a journey or excursion away from school grounds involving one or more persons that is organized and/or sponsored by the school or by an authorized employee of the school, for curricular relevance.

One Friday a month (in most months) is designated as a field trip day. Field trips are directly related to curriculum and they are considered instructional hours used for credit towards required instructional hours. They are not optional. Field trip days are considered school days. Should your child need to be absent from a field trip, please notify the classroom teacher and

office beforehand (attendance affects grouping, payment, activity planning, etc.). See the school calendar for field trip dates.

Written permission is given at the beginning of the year and covers all field trips for the year. Teachers may send home a trip-specific RSVP form. Students who do not have a signed permission slip will not go. Parents are asked to note carefully all arrangements for field trips. Uniform dress is required for field trips unless otherwise stipulated by the teacher. Teachers may provide specific instructions on dress for the comfort and safety of the students.

When a bus is chartered, all students must ride on the bus or with their own guardian. Siblings will not be allowed to ride on a chartered bus. It is up to the teacher to determine the appropriate number of chaperones and whether siblings will be allowed on each field trip.

If a private passenger vehicle is used, then the following will apply:

- 1) The driver must be 21 years of age or older.
- 2) The driver must have a valid, non-probationary driver's license and proof of current insurance.
- 3) The driver must have a clean driving record.
- 4) The vehicle must have a valid and current registration and license plates.
- 5) All passengers must wear seat belts at all times. Parents need to provide proper car seats for their children in order for the driver to comply with Oregon law. Child passengers must be restrained in approved child safety seats until they are 40 pounds. New law (effective July 1, 2007) requires that children must use booster seats until they are 4'9" or 8 years of age.
- 6) Chaperones must have completed all volunteer requirements and drivers must provide proof of items 1 through 3 prior to chaperoning the students.
- 7) All private vehicles must operate as a caravan with no unauthorized stops.
- 8) Movies and video games are not to be accessed during field trip transport.

GRADING AND REPORT CARDS

An academic grade reflects the teacher's most objective assessment of the student's mastery of grade level objectives. Parents and students have the right to receive a teacher's grading criteria at the beginning of each year; and to receive reasonable notification of failure or potential failure at any time during the grading period.

At Cascade Heights we assess students based on a 1-4 rubric. A rubric is a chart that shows the definition of mastery of an objective. With a rubric method, scores are assigned for each learning objective based on a defined continuum of mastery. Rubrics differentiate between learning objectives included in a single assessment assignment. They also differentiate between

information or content and process- or skill-based topics. Parents should contact the classroom teacher if there are any questions regarding a student's progress towards mastery.

Conferences will be held in the fall and winter to review student progress. Formal report cards will be issued at the end of the year.

Objective Scoring

4 (AA) Advanced Application of Standard - 4 represents "in-depth inferences and application were made that go *beyond* what was explicitly taught." 4's do NOT represent EXTRA CREDIT, BONUS "POINTS", etc. A "4" on a report card is extremely unusual (but possible) because it indicates that there is advanced application on EACH assessment of the objective throughout the term. "4" scores on daily assignments are very possible when the student takes what they learn and applies it in new and novel ways.

3.5 (SM+) Partial Advanced Application of Standard- 3.5 – 3.9 would be common for students who are beginning to apply in new and novel ways what they learn and there is some consistency to their application.

3 (SM) Standard Mastered – 3.0 – to 3.4 represents "proficiency." No major errors or omissions were made regarding any of the information and processes (simple or complex) and that the student shows mastery of all required objectives which were explicitly taught. A 3 score is a goal to reach for always and would be considered the highest score possible in other grading scales.

2.5 (MP+) Standard Partially Mastered-- this indicates there is good progress toward mastery of objectives.

2 (MP) Made Progress-- On this scale 2 is an indication that the students makes no errors or omissions regarding simpler details and processes but does make major errors or omissions regarding the more complex ideas and processes.

1.5 (MP-) Made Incremental Progress-- but not enough to show mastery. Students may be required to redo the assignment or project.

1 (CLP) Concerned - Little Progress-- 1 indicates that, with help, a student demonstrates only partial understanding. Student will be required to redo the assignment or project.

0.5 (CNP) Concerned - No Progress-- information has been presented, however there is no grasp on concepts by student.

0 (CNU) Concerned - No Understanding--0 indicates that even with help, the student demonstrates no understanding or skill.

Z (ND) No Data to Assess-- A "Z" could be scored when a student has not turned in any homework or assignments that could be used to assess understanding, or "Z" might be used if a student enters a class mid-term and has missed some of the information (in this case it is not a penalty).

GRIEVANCES

Cascade Heights recognizes the value of the observations, perspectives, and ideas of students and parents at the school, as well as the importance of being accountable to the parents for the educational program of their children. An important element of the accountability process is to provide an avenue for parent suggestions and grievances that both satisfies the parents and improves the operation of the school. A procedure for soliciting and responding to parent suggestions and grievances is outlined below:

The first element of the parent grievance process is to establish appropriate avenues for expression to allow the right people to respond to and deal with the issues raised. The following avenues for submitting a complaint or suggestion are provided:

1. Teacher appointments - If the concern is regarding specifics of the classroom, the teacher or staff member should be contacted directly for an appointment. We recommend that parents work directly with the teacher to resolve issues under the responsibility of the teacher. Parents should respect the time of the teacher and the confidentiality of other families. Teachers may be contacted through the school office or via email. It is best to do this as soon as possible.
2. Director appointments – If the concern is regarding a specific aspect of the school or if the parent has been unable to address the concern by working directly with the teacher regarding classroom issues, the Director may be contacted through the office for an appointment. Parents choosing this avenue should be mindful of the time and privacy of the Director. If the concern regards a teacher or classroom issues, the director will also involve the teacher in the meeting.
3. Board review – If a parent has pursued other options and feels that the issue has not been resolved, the grievance may be summarized *in writing* for the Cascade Heights Board of Directors. The Board will review the summary and make one of the following determinations: The Board may decide to support the previous decision; the Board may appoint up to two Board members to investigate the issue; the Board may address the issue in an open Board format; or the Board may address the issue in a closed executive session.

HOMEWORK

Homework is a fundamental part of our general academic program. At Cascade Heights, homework is not considered “busy work,” but reinforces concepts learned in the classroom, prepares students for high school and college and for entry into the working world, and helps develop strong work ethics and personal organizational skills. Homework is work that should be done independently with minimal assistance from parents, though parents should supervise homework time and check homework after it is complete for neatness and accuracy.

Homework’s immediate educational purpose is:



To reinforce skills and concepts learned in class.



To develop study skills and habits.



To practice skills and knowledge in ways not readily accomplished in the classroom.



To inform parents of what is being taught in the classroom.

Homework assignments should be expected every night. The amount of time required to complete assignments fluctuates from grade to grade. Students that are struggling in a subject may need longer to complete assignments. If you feel homework is taking an excessive amount of time (without television or other distractions) the teacher should be notified immediately.

In addition to regular homework assignments, each child is expected to read out loud or be read to every day. The amount of reading homework varies for each grade. Teachers will inform students what is expected for their grade level. By reading to your child and participating in this process as a parent, you encourage your child's growth and strengthen family ties. By reading in front of your children you model good habits and reinforce expectations.

Cascade Heights is proud to have a challenging, rigorous curriculum. This is one of the many things that make Cascade Heights a successful school. With such a rich and rigorous curriculum, the students need time to complete their homework well. Students may be involved in activities outside of school, however we encourage students and parents to balance activities and place priorities on those activities that are most beneficial in achieving long term goals.

ILLNESS / INJURY

Children who are ill must be kept home until they have recovered sufficiently to return to the regular routine of school. When a child is too sick to go outside to recess or participate in physical education, that child is too sick to be at school. According to North Clackamas School District policy, a student is clear to return to school when:

- 1) They have been fever free for 24 hours prior to their return. This means having an oral temperature of less than 100 degrees without using medication to lower their temperature.
- 2) They are able to participate comfortably in class activities without a cough or other symptoms becoming a disruption to themselves or others.
- 3) They must be free of gastrointestinal symptoms such as diarrhea and vomiting for 24 hours.
- 4) If they have a skin rash, they must be seen by their health care provider and provide written clearance prior to returning to school.

Parents will be informed immediately when a student has been seriously injured. If a parent or other emergency contact cannot be reached, school personnel will determine what action needs to be taken. Any child with a fever of 100 degrees or above will not be allowed to remain in the classroom. If a head injury is sustained the parent or other emergency contact will be called immediately. In case of a more serious injury, the school will immediately call 911 for emergency assistance.

All students at Cascade Heights will be inspected for head lice by trained volunteers on the first day of school. Periodic preventative head lice checks will also be conducted during the year. If head lice are found, parents will be called to come to the school to pick up the affected student. Should you discover your child has head lice, please notify the office immediately. Children must be lice, nit, and egg free before returning to school. When returning to school

following lice treatment, your child must have a lice check in the office prior to returning to the classroom. It is important to continue to check an affected student's head daily for at least two weeks following the outbreak to be sure that there are no new lice. Additional information on head lice is available on the North Clackamas School district website.

INCLEMENT WEATHER

When inclement weather makes it necessary to close the school, parents will receive notice via local radio and television stations. Cascade Heights follows North Clackamas school district's closure schedule for inclement weather. Please listen to early broadcasts or you can log onto the school district's website at www.nclack.k12.or.us, or check with the district office. **If there is a late start, there will be no morning Kindergarten only.**

If it should happen that the weather turns hazardous during the school day and school must close, parents are expected to pick up their children(s) early. If you would like someone else to be able to transport your child, please make sure you complete that information on the Student Verification Report Registration form available in the office. Please listen to the radio or television for weather updates and contact the school for information on early closures.

Winter Recess Policy:

Not accounting for windchill factor:

Children will eat outdoors and may make the choice about coats, etc.: **41°F and above**

Teachers will require the wearing of coats (for activity time of recess): **40°F and below**

Teachers will require the wearing of a hat and gloves/mittens (students without will not participate in the activity): **35°F**

LOST AND FOUND

Each year we collect 100's of lost items. Cascade Heights is not responsible for lost items. Lost clothing, notebooks, lunch boxes, and other items may be returned to the Lost and Found tub outside the office. Jewelry, glasses, cell phones and other items of value will be placed in the front office for safekeeping. Identification will be required for their return. Any items left at the end of each month will be given to a local charity, the PTA school uniform resale program, or discarded. All items left at the end of the school year will be donated or disposed. To avoid losing items, **please label them clearly and leave valuables at home.** Labeled items will be returned.

MEDICATION AT SCHOOL

Cascade Heights' policy requires that no prescription or over-the-counter medication (including pain relievers, cough drops, vitamins, etc.) shall be given to a student by school personnel except on written orders of the parents or a physician or dentist. Students may not self-medicate at school. When medication is to be given at school, physician or dentist instructions are required to accompany the medication. All medications must be in the *original pharmacy-labeled* container including the student's name, name of drug, dosage, name of physician, and current date. In addition, parents must provide all supplies necessary to properly administer the medication. These medications will be kept in the school office and not in the individual classrooms.

Students with asthma or severe allergies (requiring epipens) are required to have a written plan on file with the office, classroom teacher, and PE teacher. Forms are available in the office. Please notify your classroom teacher of any health condition that could impair learning.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences will be scheduled in the middle of the fall and spring grading periods. See this year's calendar for dates. The purpose of the conferences is to set goals, provide an up-to-date evaluation of the student's progress towards mastery of objectives, and discuss ways to assist their children. Conferences also give parents an opportunity to ask questions and to become informed of school and classroom activities. Information and sign-up sheets will be sent home prior to conference days. Should you wish an additional conference at any time during the year, please contact your child's teacher for an appointment.

PICTURES

School pictures are taken each fall and class pictures taken in the spring. Please see the school calendar for this year's dates. Information concerning prices and packages will be sent home about one week prior to picture day. Please note the school uniforms are the dress of the day for school picture day. Parents are not required to purchase any pictures. School yearbooks will be available for optional purchase.

PLAYGROUND

The school has developed the following guidelines for use of the open field play area used at recess, outdoor class time, before and after school, and school activities.

1. Teachers release students to the play area. No student is left alone in the classroom or returns to the classroom during recess.
2. Snacks are to be eaten before or after play (not during) and litter disposed of properly.
3. The play structure is available for use on a rotating basis (please ask classroom teachers for more details).
4. Boundaries have been set by each grade level cluster (please ask classroom teachers for more details).

For the safety and well being of all students we have developed the following list of expectations of students at recess:

- ❖ Walk silently through to the outside to the play area.
- ❖ Show consideration and respect for others.
- ❖ Obey all instructions given by any staff member or his/her designee.
- ❖ Stay within the boundaries given by the teacher.
- ❖ Show pride in your school by keeping the building and grounds free of litter.
- ❖ If necessary, please ask to use the bathroom.
- ❖ Stop activity immediately when your teacher signals the end of recess. Line up quietly and wait for your teacher's directions.

- ❖ If another student is hurt, tell a teacher immediately.
- ❖ Collect all equipment used and return it to the storage area neatly.
- ❖ Use all equipment for its intended purpose.

DIRECTOR PRIVILEGE

The Director has the right to carry out or amend any aspect of the Cascade Heights Public Charter School Parent handbook with or without notice.

PROMOTION AND RETENTION OF STUDENTS

Cascade Heights maintains a high level of expectations for student achievement. The school has adopted the North Clackamas School District Policy for the promotion and retention of students. The Policy follows in its entirety:

Elementary School

1. **CRITERIA**

Deliberations and decisions concerning satisfactory student progress and/or retention will consider all dimensions of student development.

A. **Academic**

Teachers will evaluate student academic progress as satisfactory or insufficient with respect to the following measures

- Teacher observations.
- Established and reliable measures of academic performance.
- Progress toward benchmarks, measured by statewide assessment scores and/or classroom work samples.
- Diagnostic testing,
- Informal assessment or inventories.
- Other measures considered reliable by the Multi-Disciplinary Team (MDT), which may include, but is not limited to, the school principal, psychologist, learning specialist, counselor, and classroom teacher(s).

B. **Other**

In addition to academic measures, promotion/retention decisions will be based on social, psychological, behavioral, emotional, language, and physical development. Informal or formal assessment instruments may be used to gauge development.

C. **Attendance**

Students need to attend school regularly in order to be successful. A student's attendance record will be considered in promotion/retention decisions.



PROCEDURES

Multi-Disciplinary Teams (MDT)-Each elementary school will utilize the school's MDT for the purpose of making recommendations about students who may be ineligible for promotion to the next grade. The MDT will review each referred student's current performance, including the interventions that have been used to help the student to be successful. The MDT will make recommendations about assistive

programs, alternative placement or retention. The Director will make the final decision about retention.

Different students develop at different rates, times, or stages. Retention for one student may not be appropriate for another student situated similarly. Therefore, retention decisions will be made on an individual, case-by-case basis.

INTERVENTIONS

A variety of interventions will be made available to students who are at risk of not meeting the promotion criteria. Each class will create an Individual Assistance Plan (IAP) for these students. These plans will ensure that students are given the opportunity to take advantage of support to meet the promotion criteria. The plan will outline how students at risk of not meeting the goal of promotion will be monitored. The plan will also outline additional assistance and opportunities for students to improve their performance. In addition, teachers will notify parents whenever a student is in danger of failing a given course.

Student interventions may include, but are not limited to the following:

- A. Student placed on weekly progress report that shows test scores, homework missed, and tardies.
- B. Parent and student conference to discuss progress.
- C. Assistive programs including an intervention group and Friday classes.
- D. Referral to special education multi-disciplinary team, English as a Second Language, Student Assistance Team.

3. PROMOTION REVIEW TEAMS

The Promotion Review Team may meet for the purpose of making recommendations about students who may be ineligible for promotion to the next grade. The Promotion Review Team should consist of an administrator, and two teachers, and any other person appointed by the principal. The team will review those students who have not met the minimum criteria for promotion. The Director will make the final decision about retention and will notify parents by letter.

4. RECOMMENDATIONS FOR STUDENTS FAILING TO MEET PROMOTION CRITERIA

A. Retention

Retention will be considered as the option of last resort for eighth graders. The Promotion Review Team will take all factors into consideration, including the cooperation of the student in working through various interventions during the school year. The focus of retention will be to allow the student another chance to learn the skills necessary for advancement.

Those students reenrolled in the eighth grade who successfully meet expectations during the first semester of the year may have the option of enrolling at the high school.

B. Alternative School Placement

If interventions, assistive school programs, and retention are not successful, or are determined not to be appropriate by the Promotion Review Team, an alternative school placement may be considered. For social and emotional reasons it may not be appropriate for every student to remain on a traditional school campus.

5. ACADEMIC IMPROVEMENT PLAN CALENDAR DATE

DATE	ACTION
By end of October (fall conferences)	Conference with parents if lack of evidence of achievement; refer to policy.
By end of first semester	Letter sent to parents of students at risk; review of IAP.
Mid-February	Review of IAP, revisions as needed.
March	Conference with students; Warning letters sent stating the possibility of retention.
First week of May	Student Study Teams meet to review at-risk students.
Second week of May	Student Study Teams conference with parents.
Third week of May	Director sends letter to parents/guardians notifying them of the team' recommendation.

RELIGIOUS BELIEFS AND CUSTOMS

Religious Beliefs and Customs

It is the policy of this school to foster mutual understanding and respect for the rights of all individuals regarding their beliefs. Cascade Heights recognizes that we reflect the diverse population of society, that communities participate in a variety of religious beliefs and customs, and that there exists a constitutional separation of church and state. The district also realizes the schools' responsibility to advance students' knowledge and understanding of the role diverse religious heritage has played in the social, cultural, and historical development of civilization. Therefore, school personnel shall be sensitive to and respectful of religious beliefs and customs by adhering to a policy of non-promotion of any religious view, and students and staff will demonstrate consideration for each others' views regarding religion.

Legal References: ORS 187.010 and 336.010

OBJECTIVE

To foster mutual understanding and respect for the rights of all individuals regarding their beliefs.

1. NON PROMOTION OF ONE RELIGION OVER ANOTHER

- Schools and/or staff may not promote any one religion over another.
- Initiation and participation in religious activities is a student right outside of the classroom/instructional time.
- Staff is prohibited from participating in or initiating religious activities during contract time.
- When the study of religion (for the understanding of History, Art, Music or Science) is appropriate, teachers must take care to present comprehensive information without endorsement.

2. INCLUSION

- Care must be taken to ensure that students do not experience exclusion because of their religious beliefs or practices and can participate without distinction in classroom celebrations, school wide programs, displays, activities, and performances.
- Student absences for religious purposes will be excused in accordance with district policy.

3. CURRICULUM/ INSTRUCTION/ INSTRUCTIONAL MATERIALS

- Programs about the role of religion in the social, cultural, and historical development of civilization do not violate the religious neutrality of the public school.
- The occasion of religious and cultural holidays may provide opportunities for teaching about religions or cultures if (1) it is done within the context of the school curriculum objectives; and (2) the purpose is to provide secular instruction about multicultural traditions rather than to promote, observe, or celebrate particular religions or their holidays.
- The purpose of all school programs must be for the advancement of student learning and curricular goals. Care must be taken to avoid the presentation of religious symbols, music, art or other materials in celebration of any single religion over another.
- Consideration should be given to the cumulative effect of what is presented. A single art project, musical selection, or holiday discussion does not violate the purpose of this practice.

4. COMMUNICATION

- -To ensure that school activities, programs and calendars are considerate of staff, students, and community groups of all faiths, staff shall utilize advisory resources and parent groups in their planning and development.
- The school shall educate the staff regarding the policy and standard practice for religious beliefs and customs. This training shall be ongoing and required for all new employees.

5. PERFORMING GROUPS / PROGRAMS / ACTIVITIES

- School choruses, bands, orchestras, and other performing groups may accept occasional invitations to perform at non-school religious functions with the condition that any member of the group may be excused without penalty.

- If it is deemed appropriate by the Director and teachers to authorize parties, they must be secular in nature and their overall effect should not promote any religious practice or belief.
- Classroom sponsored student gift exchanges are inappropriate if connected with a religious holiday.
- In scheduling school activities, the school shall strive to reasonably accommodate the needs of the religious groups in the community by the following:

A. Soliciting input annually from the community before setting the school/district calendar (Advisory committees, parent groups, PTAs, PTOs, newsletters, and site councils)

B. Scheduling school activities to reduce the amount of conflict with the community's religious activities.

C. In-servicing staff to increase sensitivity to students' religious needs when scheduling activities.

6. **GRADUATION & COMMENCEMENT**

- Prayer or any aspect of religious belief shall not be a school-initiated part of the commencement or graduation exercise.
- The baccalaureate service may be sponsored by separate (parent or student) organizations since it is traditionally religious in nature and cannot be sponsored by the school.

REPORT CARDS

Report cards are issued at the end of second semester; comprehensive progress reports will be issued at the end of first semester. See the school calendar for issue dates. We encourage parents to discuss these reports with their child and to work cooperatively with their child's teacher to help each student develop to their highest potential. Report cards are not intended to provide a complete evaluation of a child's progress. They are assessment tools to measure a student's achievement and performance. A conference may be scheduled when needed to give a more complete view of a child's overall progress. If any student's work or the report card itself warrants concern, parents are encouraged to make an appointment with the teacher. Any questions regarding grades should be addressed directly to the student's teacher. If there are any questions or discrepancies regarding attendance please contact the school office.

STUDENT INFORMATION RELEASE

Certain directory information including a student's name, address, telephone number; parents' names, e-mail addresses and telephone numbers; and other similar information may be released without parental consent unless the parent notifies the school that they do not want certain designated directory information released. Please complete the Directory Release Form (which can be obtained from the school office) if you DO NOT want your child's or family's name, address, phone numbers and e-mail information published in the school directory. In addition, classroom activities and events sponsored by schools occasionally are photographed or videotaped by representatives of the news media. If you **do not** want your child's close up

photograph included in any school materials including but not limited to brochures or the school's website, please complete a Photo and Video release form.

UNIFORMS

We believe that a uniform dress code minimizes peer pressure, reinforces an academic atmosphere, and improves the appearance of the student body. Students in all grades are required to wear their school uniform on all school days and for field trips (unless otherwise directed). Uniform requirements for Friday elective classes and clubs are discussed in the general uniform guidelines. School uniforms are required for special school functions and performances unless notified prior to the event. We ask that parents use good judgment on appropriate attire for these activities that are non-uniform.

Teachers and administration may issue a uniform violation to any child for uniform infractions. Following is the current uniform code and general uniform guideline.

Uniform Code (rev 7/12)

Students and parents share the responsibility for proper uniforms and grooming. Students are responsible to the school community for their appearance and cleanliness. Since the school has the duty of presenting and maintaining a serious educational environment, the following guidelines apply while students are at school (including field trip days) and at school functions. Students are to dress and groom themselves in a manner that is modest, clean and appropriate for school. Clothes must be clean and may not be torn or frayed. The style, cut, fit and fabric of all clothing and jewelry must be appropriate for the school environment and must not be a distraction in or out of class. Students will be sent home if out of uniform and if this occurs the absence will be considered unexcused.

Students in Kindergarten through Eighth Grades wear the school uniform on **all** school days (unless otherwise noted). Uniform resale is operated by the PTA. Used uniforms in good condition may be available for purchase at very low cost and free of charge to those families in need. Contact the School Office to make arrangements for uniforms. If you have items to donate, please bring them to the School Office. Cascade Heights' uniforms are registered at [Dennis Uniform Company in Portland](#) and also online through [Land's End](#). Uniform items may be purchased elsewhere only if color and style match uniform requirements. If you have questions about the color or style, please stop by the office for samples. Ordering from Land's End mail order, you may also have our logo placed on any upper body garment.

Above the waist:

- Solid white shirts WITH collars (polo, turtleneck, mock turtleneck, etc.)
- Shirts must not expose the torso and they must be long enough to stay tucked in with arms raised above the head
- All undergarments above the waist must be of a discreet color and completely covered at all times
- Solid fire engine red vests, cardigans or pullovers, v-neck vests, NO HOODS are worn in the classroom
- SHIRTS TUCKED IN AT ALL TIMES
- Shirts and tops must come to the clavicle (no scooped necklines)
- Shirts must have sleeves; no sleeveless shirts or tank tops are allowed

- Cannot be sheer, see-through, or revealing

Below the waist:

- Navy blue pants, shorts, capris, jumpers, skirts, or kilts
- Pants may be cotton twill, corduroy (no jean or stretch material)
- Tailored walking shorts with zipper front or fitted waist
- Must be no more than three inches above the knee
- No cargo shorts or pants (i.e. pockets on the sides of pants)
- Solid colored footed tights or nylons are allowed under skirts and shorts

Additional Dress Code:

- PE is EVERY DAY- Proper play shoes must offer firm support, resist slipping, and pass the “kick test” (ask your child to demonstrate).
 - Solid black, white, brown, or navy shoes only (small logos and stripes ok).
 - NO CROCS, HEELIES, FLIP FLOPS, BOOTS of ANY KIND (including UGGS), HIKING SHOES or HIGH HEELS are allowed.
 - VISIBLE SOLID, white or navy socks must be worn with all shoes.
 - Watches, rings, and stud earrings, small necklaces and religious scapulars are acceptable.
 - Neckties and bowties are optional for both boys and girls. Solid fire engine red, solid navy blue or any red/navy/ white combination. Tie must be properly tied and no longer than waist of pants.
 - NO hats, sunglasses or bandanas may be worn in the building at any time
- Outerwear: Any coat, sweater or sweatshirt may be worn for warmth outdoors but **may not be worn in the classroom. NO Hoods or overcoats in the classroom.**

General Uniform Information

- Hair is to be clean, **neatly groomed** and **not interfere with eyesight**. Extreme fads in cuts, styles, or designs are not acceptable. Hair of an unnatural hair color is not allowed.
- Make-Up: Light makeup is acceptable **for 8th grade only**. Glitter (of any kind) or heavily applied makeup is not acceptable (eyeliner, mascara, lipstick, etc.) and student will be asked to remove it.
- Tattoos, henna designs, face painting or other writing on hands, arms, legs or other visible places are not acceptable. Please remove them thoroughly before school.
- Jewelry: Piercing is acceptable only if located in the ear lobes. Other body piercing may not be visible. Necklaces and bracelets must not be distracting. **Dog-type collared jewelry, studded wristbands, wallet chains, ropes, studs, are not allowed.**
- Hands: Hands must be clean and nails clean and trimmed. Clear nail polish only is acceptable; NO colored nail polish--student will be asked to remove it.

***Please note –Any shirt worn under the uniform shirt must be solid white without printing of any kind.** In addition, the uniform shirt must be completely covering the undershirt (the top two buttons on the uniform shirt may be opened to expose the undershirt, but the undershirt may not be hanging out of either the sleeves nor the bottom of the uniform shirt.)

Formal Dress - Commencement

In keeping with appropriate dress and respect for certain events and occasions, Cascade Heights Middle School's Commencement (For 8th grade) is formal dress. Students are expected to adjust to the special dress code guidelines:

Girls'/Boys' Commencement Attire

- Modest dressy skirt and a blouse, and/or sweater, dress shoes
- Dress slacks and a dress shirt and/or sweater, dress shoes
- Modest dress and dress shoes
- If you wear a dress or blouse without sleeves to graduation, please bring a sweater or covering of some sort to wear over your shoulders

Please note that the final determination on the appropriateness of any item of clothing and appearance rests with the staff and administration.

VIDEOTAPING

It is the policy of Cascade Heights that **no videotaping** is allowed of Cascade Heights students while at school or during performances without express permission of the school administration. Some parents do not want their student videotaped.

VISITOR POLICY

All persons not enrolled as students or paid staff must identify themselves at the office. When you check in at the office we ask that you sign in and pick up a visitor or volunteer identification badge. Please leave lunches, messages, etc. for your child at the school office rather than going to their classroom. Parents picking up a student early or dropping them off late must also report to the office and not the classroom. Students are not allowed to leave the school grounds during school hours unless the parent or guardian comes to the school and signs them out.

Please follow these procedures for the safety of all of our students.

VOLUNTEERS

Parent volunteers are an integral part of Cascade Heights. Parents are not only welcome, but they are crucial to our school's success. Cascade Heights encourages every family member and community member to take a special interest in the lives of Cascade Heights' students. Volunteers can be mentors and tutors in the classroom; on one of our many committees; or can assist with facilities and grounds, fundraisers, or special events. All persons volunteering at Cascade Heights must comply with the Volunteer Code of Conduct. All volunteers must pass a criminal background check and take mandatory training. The cost of the background check is to be paid by the potential volunteer.

It is important to remember that the teacher has the primary responsibility for the classroom and student learning within the classroom. The teacher's individual style sets the tone for the

classroom. This includes everything from delivery of the educational program to classroom management. Parents who wish to volunteer in the classroom respect the teaching style of the teacher. If the teaching style conflicts with the parent's volunteering style, the parent may want to find a more compatible setting within Cascade Heights to volunteer. Any grievance or concern a volunteer has with a faculty member should be handled in accordance with the grievance procedure as defined in this handbook in a discreet and professional manner.

Parents are responsible for their pre-school children. They must remain with you at all times. It is at the teacher's discretion as to whether siblings may accompany parents when they volunteer.

Under **NO CIRCUMSTANCE** is it acceptable for a volunteer to confront a teacher ***when students are present.***

VOLUNTEER CODE OF CONDUCT

Volunteers at Cascade Heights shall:

- ❖ Be on time and reliable in fulfilling volunteer commitments.
- ❖ Exercise kindness while volunteering for Cascade Heights.
- ❖ Respect and abide by the confidential nature of anything seen or heard while volunteering. Strict confidentiality is required.
- ❖ Conduct themselves in a professional and fair manner, without partiality to individual students including your own.
- ❖ Motivate students to work and help them succeed in school.
- ❖ Graciously accept direction and correction from staff members for which they are volunteering.
- ❖ Acknowledge the teacher as the authority in the classroom.
- ❖ Never confront a teacher regarding disagreements or difference of opinion in the presence of children.
- ❖ Discuss any questions or concerns with the teacher privately regarding any issues related to a student or classroom.
- ❖ Be respectful of the classroom by not disrupting a teacher's instructional time or student's learning.
- ❖ Dress modestly and appropriately for a school environment (i.e. midriff covered, no short shorts or skirts, no spaghetti straps). School uniform is optional.
- ❖ Wear a volunteer name tag at all times when volunteering at the school.
- ❖ Sign in and out at the school office on Help Counter when volunteering at the school.
- ❖ Ensure that all children accompanying the volunteer on school premises are supervised at all times.

- ❖ Arrange for a replacement in the event the volunteer cannot meet their scheduled obligation.
- ❖ Call the school 24 hours in advance (when possible) to inform the teacher of any volunteer replacements.
- ❖ Comply with school procedures for transporting students.
- ❖ Never be alone with a child

Any questions or comments regarding the Volunteer Code of Conduct should be discussed with the appropriate person including the classroom teacher or school administration.

NUTRITION POLICY

Nutrition guidelines:

Studies have shown that children who have a healthy diet (full of fresh fruits and vegetables, whole grains, and lean proteins) learn and behave better at school. Nutrition is important to our mission of educating the whole child. Please honor our commitment to building healthy minds and bodies by ensuring your child has a variety of natural, healthy food for snack and lunch.

Lunchbox Villains!	Lunchbox Superheroes!
White bread	Whole grain
Gatorade, Crystal Light, juice, Capri Suns, coffee	Water, white milk
Fritos, Doritos	Sunchips, whole grain crackers
Fruit by the Foot, fruit gummies	Real fruit, Stretch Island fruit leather
Lunchables	Food
Rice Krispie treats	Dry cereal
Chocolate covered granola bars (e.g., Quaker)	Nature Valley or similar
Chocolate covered protein bars	Odwalla or Lara bars or similar

Of course, we do get to indulge a few times a year on extra-special occasions. This opportunity is afforded to us by our daily commitment to quality nutrition. Moderation is the key!

For meal planning, recipes, shopping suggestions, and further reading, please visit the CHPCS website.

Changes will be made to various policies throughout the school year; please check regularly for recent amendments on bulletin board near Office.

Birthdays:

Students who wish to celebrate their birthdays at school should adhere to the following:

1. Treats must be healthy, and in line with our nutrition policy.
2. Contact your teacher at least a day before you bring it in.
3. Be prepared to communicate any possible allergens (tree nuts, peanuts, dairy, etc.).
4. Consider bringing in a non-food item to share: small gift for classmates (pencils, bookmarks, etc.), a book to donate to the class, etc.

Suggestions for healthy birthday treats:

Fruit kabobs or fruit salad

Crackers and cheese

Trail mix

Banana bread

Muffins

Birthday treats that do not meet our nutritional guidelines will be not be distributed.

Low/No Waste Policy:

With our commitment to excellence in educating the whole child comes a commitment to ensuring that the world our students inherit is worth living in. We believe in thinking globally and acting locally. One way our school can make a difference helping the environment is through a low/no waste policy. We commit to reducing consumption and waste of materials, and expect students and families to do the same:

- ⤴ Use reusable containers in lunches.
- ⤴ Buy in bulk and package in reusable containers.
- ⤴ Minimize use of individually wrapped foods (granola bars, etc.).

Falcons are resourceful! We reduce, reuse, *then* recycle!

Two Sculptors

By Cleo V. Swarat

"I dreamed I stood in a studio, and watched two sculptors there;
The clay they used was a young child's mind, and they fashioned it with care.

One was a teacher, the tools he used were books, music and art;
The other a parent, who worked with a guiding hand and a gentle loving heart.

Day after day the teacher toiled with touch that was deft and sure.
While the parent labored by his side, and polished and smoothed it o'er;

And when at last their task was done, they were proud of what they had wrought,
For the things they had molded into the child, could neither be sold nor bought.

And each agreed he would have failed if he had worked alone,
For behind the TEACHER stood the SCHOOL, and behind the PARENT, the HOME."

CHILDREN LIVE WHAT THEY LEARN

If a child lives with criticism, he learns to criticize.

If a child lives with hostility, he learns to fight.

If a child lives with fear, he learns to be apprehensive.

If a child lives with pity, he learns to feel sorry for himself.

If a child lives with ridicule, he learns to be shy.

If a child lives with jealousy, he learns what envy is.

If a child lives with shame, he learns to feel guilty.

If a child lives with encouragement, he learns to be confident.

If a child lives with tolerance, he learns to be patient.

If a child lives with praise, he learns to be appreciative.

If a child lives with approval, he learns to like himself.

If a child lives with recognition, he learns to set goals.

If a child lives with sharing, he learns about generosity.

If a child lives with honesty and fairness, he learns what truths and justice are.

If a child lives with friendliness, he learns that the world is a nice place in which to live.

If **you** live with serenity, your child will live with peace of mind.

When You Thought I Wasn't Looking

By Mary Korzan

When you thought I wasn't looking

You hung my first painting on the refrigerator- And I wanted to paint another.

When you thought I wasn't looking

You fed a stray cat- And I thought it was good to be kind to animals.

When you thought I wasn't looking
You baked a birthday cake just for me- And I knew that little things were special things.

When you thought I wasn't looking
You kissed me good-night- And I felt loved.

When you thought I wasn't looking
I saw tears come from your eyes
And I learned that sometimes things hurt -- But that it's alright to cry.

When you thought I wasn't looking
You smiled- And it made me want to smile too.

When you thought I wasn't looking
You cared- And I wanted to be everything I could be.

When you thought I wasn't looking --
I looked ... And wanted to say thanks
For all those things you did.....

When you thought I wasn't looking.

CASCADE HEIGHTS PUBLIC CHARTER SCHOOL
ACKNOWLEDGEMENT OF RECEIPT OF PARENT HANDBOOK :
2012-2013 SCHOOL YEAR

I acknowledge that I have received a copy of the Cascade Heights Public Charter School Parent Handbook for the 2012-2013 school years. I understand that it is my responsibility to read this handbook and become familiar with the school's policies and procedures. All polices and procedures are meant to be guidelines and as such are subject to change at any time.

Parent name: _____

Child (ren)'s name(s) and Grade(s): _____

Parent signature: _____ Date: _____