



FAMILY GUIDE BOOK

Overview
Staff Contacts
Policies
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Cascade Parent Partnership Program
2919 1st Avenue West
Seattle, WA 98119-2329

www.cppp.seattleschools.org

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MISSION AND VISION STATEMENTS

VISION

We are an inclusive community of professional and parent educators working together to engage, encourage and empower students on their individual learning journeys.

MISSION

At Cascade Parent Partnership Program, staff and families collaborate to create individualized plans that support the unique needs and interests of our diverse learners. Students learn in our classrooms, at home, and wherever their curiosity takes them. At Cascade, we celebrate individuality, embrace community, and have fun as we learn about ourselves and the world around us.

GUIDING PRINCIPLES

WE ARE IN THIS TOGETHER

Cascade offers classes, resources and support to homeschooling families within an inclusive, participatory structure. Parents, staff and teachers engage as equal stakeholders, sharing responsibility for our learning community. We act with integrity, assume best intentions and treat each other with kindness. (And we have a lot of fun along the way.)

THERE IS NO ONE RIGHT WAY TO EDUCATE A CHILD

At Cascade, homeschooled students find challenge, inspiration and community as they travel their individual learning journeys. We believe that everyone can learn, and we embrace collaboration between the whole family, the school and the community to develop and implement meaningful curriculum and personalized learning plans.

OUR DIVERSITY IS OUR STRENGTH

Our community values are rooted in respect for self and others. We value diverse cultures and philosophical beliefs and believe they benefit our children (and ourselves). We respect and nurture each student as a true individual within a greater community. We are committed to maintaining a safe and supportive community where students, families, staff and teachers of all cultures, genders, sexual orientations, abilities, religious affiliations, and socio-economic classes can connect, grow and flourish.

CASCADE STAFF

Principal

Owen Gonder oigonder@seattleschools.org 206 743-3900

Support Staff

Linda Downing (Registrar) ldowning@seattleschools.org 206 743-3904

Anna Johnson (Front Office) amjohnson1@seattleschools.org 206 743-3900

Lloyanne Wallien
(Curriculum Resources) lcwallien@seattleschools.org 206 743-3911

Certificated Staff

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Laurie Reed (Visual Arts) lfreed@seattleschools.org 206 743-3919

Debi Thomas-Jones (Counselor) dthomasjones@seattleschools.org 206 743-3912

Ann Tracey (Counselor) amtracey@seattleschools.org 206 743-3913

Contract Instructors

Alex Bonfield (LEGO Robotics/Stop Motion) alexander.bonfield@gmail.com

Janet Cairns (Spanish) cairns7@integrity.com

James Chang (Martial Arts) jameswilsonchang@yahoo.com

Graham Downing (Improv) grahamdowning@gmail.com

Teresa Faulkner (Swimming) alteresa.1@hotmail.com

Neal Adams (Guitar) guitarneal@gmail.com

Jennifer Olson (Yoga) olsonjjo@gmail.com

Shannon Scott (Musical Theatre) shannon_c_scott@hotmail.com

Samantha Smith (Cooking) rainydaycakes@gmail.com

Anu Truax (Social Studies) anu.truax@gmail.com

Volunteer Instructors

Foxy Davison (Preschool)

Kathleen Porch (Spelling Bee)

Debi Thomas-Jones (Family Art/Preschool)

Program Overview

CASCADE Parent Partnership Program (CPPP) is an Alternative Learning Experience (ALE) school authorized by the Office of the Superintendent of Public Instruction. Adhering to Washington Administrative Code (WAC) 392-121-182, our learning community supports a K-8 student population and is dedicated to the belief that all students can succeed in a non-traditional environment with high academic standards and personalized learning. As a part of the Seattle School District, Cascade provides high quality home study support and onsite class instruction. Classes and instruction are provided through a teacher/parent partnership.

CASCADE provides families the opportunity to choose from a wide selection of classes and workshops that provide direction, support and supplements to parent facilitated learning at home. These classes are under the direction of certificated teachers and personal service contractors.

CASCADE is dedicated to making everyone feel welcome. We believe that there are many different ways to educate children and we are committed to working with families to create an education plan that is right for each individual student.

CASCADE is funded differently than traditional schools. Conventional schools are funded primarily on “seat-time,” which is based on student attendance within a 20-day time frame. Unlike our traditional neighbors, Cascade receives funding based on the number of hours per week that students are engaged in on- and off-site learning activities. Full and part time student status is determined by the number of hours per week per student. Based on grade level, the number of student hours required for full time status changes.

Full time status by grade level:

Kindergarten 20 hours/week (maximum of 3 classes)

Grades 1-3- 20 hours/week (maximum of six classes)

Grades 4-8- 25 hours/week (maximum of six classes)

Non- Discrimination Policy

- On May 9, 2016, the Discrimination Complaint Process, Superintendent Procedure 3210SP.B/5010SP, was updated to align the procedure with current practice. When a district staff member or applicant alleges discrimination that complaint will be investigated by Human Resources (HR). When a student, parent or other individual alleges discrimination, that complaint will be investigated by the Office of Student Civil Rights (OSCR). That procedure can be found here: http://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/Procedures/Series%203000/3210SP.B.pdf
- On May 31, 2016, the Superintendent Procedure for Education of Students with Disabilities under Section 504 (Section 504 Handbook) 2162SP was revised. That change met OSPI requirements for Section 504 Grievance Procedures that align with the district’s Nondiscrimination Complaint Procedure 3210SP.B/5010SP. It also provided an opportunity to designate the Accessibility Coordinator in OSCR to be a Section 504/ADA Grievance Coordinator to handle disability discrimination complaints filed by students, parents and the public in the Office of Student Civil Rights (OSCR). Please note that role differs from the Section 504 Program Coordinator role

overseeing Section 504 free appropriate public education (FAPE) for students with disabilities.

That procedure can be found here:

http://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/School%20Board/Procedures/Series%202000/2162SP.pdf

If you have any questions about Seattle Public Schools Notice of Nondiscrimination, please contact Kelli Schmidt or OSCR@seattleschools.org.

Program Requirements

1. A *Statement of Understanding* is signed indicating understanding of the difference between home-based instruction and enrollment in an Alternative Learning Experience (ALE) program. This statement is included in the Cascade enrollment paperwork and online.
2. A *Written Student Learning Plan* (WSLP) is developed in cooperation with our counselors using WINGS, our data management system. Counselors will work with families to develop an individual WSLP for each student.
3. Students enroll and attend at least one weekly onsite course taught by a certificated teacher.
4. Students are responsible for completing a minimum number of educational hours each week. These hours may be a combination of hours earned for classes taken onsite and hours facilitated offsite.
5. Cascade is an Alternative Learning Experience program and does not offer all of the academic support of a traditional school.
6. There must be an adult living in the home that is designated as the primary educator with the demonstrated ability to facilitate home learning and to meet program requirements. If coming from another program, students must be in good standing with regards to academics, behavior, and attendance.
7. Students who have previously attended Alternative Learning Experience programs or online programs must be in good standing with regards to academics, behavior, and attendance.

Enrollment Process

A student may enroll full or part time. Enrollment levels and estimated weekly hours are established in collaboration with Written Student Learning Plan counselors during the initial WSLP meeting. Student status can be reviewed at any time over the course of the year. Enrollment level determines the number of classes a student may take on campus.

The following steps should be completed by a family interested in enrolling at Cascade:

1. Attend a new family scheduled Open House and tour. Contact our Office Specialist, Anna Johnson at (206) 743-3900, and she will be pleased to arrange this visit.
2. Schedule an enrollment appointment with Principal Owen Gonder.
3. Attend a Written Student Learning Plan (WSLP) orientation with your assigned counselor.
4. Upon enrollment completion, your family will be assigned a username and initial password via email to access WINGS, our online Written Student Learning Plan (WSLP) management system. Please change your password after logging in for the first time. Information on the use of WINGS is available on our website. Should you have any technical issues in utilizing your password, contact Registrar Linda Downing ldowning@seattleschools.org.

Program Expectations

- Notify office of planned and unexpected absences.
- Students arrive on time to class, prepared to learn.
- Students sign in and out each day.
- Parents sign in and out on parent list each day.
- Families check their family folder as well as email weekly.
- Families submit progress monthly with counselor during face to face meeting.

Cascade Non-negotiables

Be safe.

Be respectful.

Be here to work.

Expected and Unexpected behaviors

Cascade has worked closely with our community to develop certain expected behaviors in our building. As a learning community, we respect our individual differences and strive to create an environment which supports all learners. Adhering to our three, building wide “Non-negotiables,” we are then tasked to be considerate of one another while in this learning space, recognizing that behaviors which are expected in one setting may be unexpected in other settings. For example, in our hallways, it is unexpected that students would not run, as this is unsafe, but if on the playground, running would be expected. We understand there is a time and place for all behaviors, and we must navigate collectively when certain behaviors are appropriate.

Supervision Requirements

These requirements support both the safety and learning opportunities for Cascade K-8 students. Failure to abide by these requirements may result in disciplinary action. Parents are the primary monitor of student behavior. This extends to student participation on field trips. Parent(s)/Legal Guardian(s) of students K-6 must remain on the Cascade campus during class time. Students 12 and over may seek permission to be on campus without a parent/guardian. However, this privilege offered to our older students can be revoked if a student’s behavior becomes a concern or satisfactory academic progress is not attained.

1. Supervision Authorization form is available in the office when parents are asked to supervise students other than their own. This is designed to create a space for parents to support one another, but is meant to be a temporary arrangement with a predetermined amount of supervision time.
2. Gaps in Schedule - Students who have gaps in their schedule need to be actively engaged in learning activities with supervision. Students may be in the art studios, library, computer lab, or in individual teacher rooms with teacher permission and parent supervision. Typically, students are here a half hour before and after their classes. If a student has a longer break between classes, this student must be engaged in on-task work. Students cannot be on campus for extended periods of time outside of class.
3. Non-Enrolled Students on Campus: Cascade is unable to support the presence of non-enrolled students on campus.

All supervising adults should abide by professional standards, avoiding the discussion of private, personal family matters in public spaces within earshot of small children and families. A general rule: Only information that is appropriate and generalized to the Pre-K – 8th grade population should not be discussed openly in the common areas.

Written Student Learning Plan (WSLP)

Your family will work with our Written Student Learning Plan Counselors to create a WSLP. They will evaluate overall progress made for each student's monthly WSLP review based on teacher, parent and student feedback and work samples.

Process: The WSLP is completed online via the WINGS Reporting System. This information stays in house as a parent and teacher resource. Parents work with their assigned counselor to sign up for classes and plan an annual curriculum for each child.

WSLP Design: WSLPs are reviewed with your assigned counselor monthly. These interactions are to assist you in signing up for onsite classes, choosing curriculum, personalizing your student's offsite classes, reporting student progress and making adjustments as necessary.

Please note that religious instruction may not be included in the WSLP or used to support the minimum education hours as these hours are considered "public school hours."

Offsite Class Example:

1.Class Title: 8th Grade Math

2.Subject: Mathematics

3.HQ Teacher: Cartales, Alayne (Mathematics (4-8))

4.Class Description: The first part of the year focuses on algebra skills needed to continue in high school and college math, including understanding exponential and logarithmic functions, polynomial and rational functions, and conic sections. The last four weeks of the year will be a study of trigonometry including right triangle trig, inverse trig functions, trig identities, and graphing trig functions. A graphing calculator, TI-83 or 84, is required and emphasis is placed on proficiency in the use of the calculator to graph functions, and perform some statistical analysis. Parents will be responsible to facilitate instruction and ensure that student is completing and correcting daily assignments.

5.Learning Materials: 1) Pre-Algebra I - An Integrated Approach; by Larson, Kanold, Stiff; published by Heath c1995; ISBN: 0669383171;

6.Learning Goals/Performance Objectives: 6.EE.1- Write and evaluate numerical expressions involving whole-number exponents.

7.Learning Activities: There are 180 lessons in this book. Student will complete one lesson each week day. Every 10 lessons a test is administered, and every 5 lessons a quiz. Student will complete practice activities daily as well as pass all tests and quizzes with an 80% or higher. Student will meet monthly with Highly Qualified teacher to review practice homework, tests and quizzes. This will determine monthly progress.

8.Progress Criteria/Methods of Evaluation: Student meets with HQT monthly and review progress with HQT teacher. Parent will submit monthly progress report and review with HQT teacher.

Parent/Guardian Monthly Review

Parent and student will meet with their counselor once a month about their progress in their off-site subjects. Counselor will use teacher and parent comments to determine that student overall progress has been made. They may ask for additional supports to make this determination.

Completing the review will include a summary of the previous month's activities for each "off-site class" and should include specific information as available. The parent should share specific goals met or worked on, progress made and any areas or concern when meeting with the counselor.

Monthly Progress:

Student progress is monitored daily by students, parents and teachers, as we work to ensure that students are making progress towards their learning targets. These on-going assessments include participation, engagement, teacher observation, project completion, parent observation, running records, formative and summative assessments.

Progress in onsite classes is determined by the classroom teacher, based upon progress observed toward one or more of the learning goals as demonstrated through classroom participation, student self-assessment and completion of work. Students must attend and participate in 70% or more classes* (Prearranged absences due to health, education, educational trip, or religious reasons may qualify as an excused absence. In these cases, satisfactory progress is determined based upon makeup work and demonstration of student mastery of class material)

Progress for offsite classes is determined by certificated teacher oversight of the Written Student Learning Plan (WSLP). Progress will be based upon evaluation methods outlined in each class (including highly qualified teacher feedback, parent observation, work samples and student self-assessment) with demonstrated growth toward mastery in at least one essential learning goal related to the scope and sequence of the course.

Student overall monthly progress is demonstrated by completed and documented progress in 70% or more of student learning hours, including a majority of core (math, science, social studies, language arts) classes.

1. *Example for an offsite class monthly progress*

a. Progress: SATISFACTORY

Sally completed 24 lessons in her math program this month as well as completed the test for chapter 2. Sally studied integers and the number line, rational numbers, additions of rational numbers, subtraction of rational numbers, multiplication of rational numbers, division of rational numbers, using the distribute property and inverse of a sum and simplifying this month. She had a 98% average on homework and earned a 92% on chapter 2 test this month.

OSPI Essential Academic Learning Requirements Met this progress period:

A1.1. Core Content: Solving Problems

A1.2. Core Content: Numbers, expressions, and operations

- b. The first monthly review of the WSLP is due in September. It is acceptable to indicate that a student has just begun the class and to describe the first two weeks' activities.

Overall Progress Criteria:

- a. Monthly Progress is determined by the student's overall progress toward learning goals. This is determined by the student's overall progress toward Grade Level Expectations (GLEs) as well as attendance and participation.
- b. As a parent partnership, parent reviews are required to assess student progress monthly for Overall Satisfactory Progress.
- c. A student may be noted as having made Unsatisfactory Progress in specific classes in the following situations:
 - Missing two or more weeks of on-site classes/tutoring sessions in a given month without an educational trip plan in place. Making inadequate overall (not just in one class) academic progress based on learning goals, grade level expectations as outlined in WINGS.
 - Not meeting minimum educational hours established in the written WSLP.
 - If it is determined that a student has not made adequate progress for a given month, Cascade will work with families in implementing interventions. This may include revising the student learning plan to suit student needs or adding academic supports. *A student who does not meet overall progress for three months will be assisted by staff in finding academic placements or plans that better meet his or her needs.*

Special Education Services

Cascade offers special education services through a Resource Room model (Service Model), and students also have access to related services, including Physical Therapy, Speech Therapy and/or Occupational Therapy. Cascade's service model does not support modified courses or self-contained educational settings.

Qualification:

All students access different levels of intervention and accommodation through a multi-tiered system of support (MTSS). A site team makes recommendations based on collected evidence for student evaluation. Based on this evaluation conducted by a district psychologist and with input from staff, students and parents, an Individual Education Plan (IEP) is written.

Delivery of Services:

IEPs are written and served based on student needs, not what schools can offer. As a result of the uniqueness of student class schedules and the structure and length of class offerings, Cascade has a limited model of support. In many cases, an IEP may require more Specially-designed Instruction (SDI) minutes than can be offered at Cascade, given the limited student contact hours. Students with IEPs requiring more SDI minutes than can be provided at Cascade enroll as part-time students and parents are able to decide which services identified in the IEP they want served.

Students are provided specially-designed instruction in a special education setting with individual or small group instruction. The IEP service delivery schedule will be determined by student need and schedule availability.

1. Cascade strives to match services to student class schedules, but this is not always possible.
2. Students may be asked to attend regularly scheduled individual or small group services at Cascade's discretion, at any period between 8am and 3:30pm, Mondays through Fridays.

Parents/guardians must ensure that students arrive on time to all scheduled meetings. Students who are unable to attend services due to personal schedule conflicts or who have three or more unexcused service session absences in a semester may be exited from Cascade.

SCHOOL POLICIES

Attendance and Tardiness

1. Students participating in Cascade are expected to abide by Seattle Public Schools attendance policy. Email, telephone or other methods of contact can be utilized to let the staff know that your student will not be attending as a consequence of illness, emergency, or if a family situation arises. Repeated and frequent absences may affect a student's ability to remain enrolled. Please see the Seattle Public Schools' truancy brochure at: <http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Truancy/Truancy%20BrochureSept2012.pdf?sessionid=>
2. Cascade Principal will discuss attendance and tardiness issues with the parent or guardian of any student. Failure to improve attendance issues may result in dismissal from Cascade.
3. If you know that you will be missing more than two weeks per semester, please do not sign up for a class. Our class sizes are small, and you will be missed.
4. In the case of a planned student absence, missing three school days or more, please contact your student's teachers and fill out the Educational Trip Plan form to request that absences from school for an educational trip be excused. This form can be obtained in the office, from SLP Counselors or from the classroom teacher. Please request teacher input at least one week prior to planned absence.

Snow Days and Delayed Start Times

In the event of a snow/weather delay, Cascade will follow district guidelines. Our official start time is 9 a.m. so a 2-hour delay as reported on the Seattle Public Schools website and the news means classes will start at 11 a.m. All classes prior to late start are cancelled. Please go to the district webpage www.seattleschools.org for updated information about school closures as well as local radio and television broadcasts.

Wellness Policy for Cascade

As a caring community, it is important that Cascade families are considerate of the health and wellness of the other families and students by keeping ill persons at home.

Parents, please keep yourself, your student, or sibling at home if you or they have had any of the following symptoms or signs of illness in the last 48 hours:

- 1) Fever (anything over 99 degrees)
- 2) Rashes – including raised bumps on any part of the body excluding eczema
- 3) Sore throat

- 4) Vomiting – two or more episodes in the past 24 hours
- 5) Diarrhea – until illness is completely gone
- 6) Pink Eye – defined as pink or red conjunctiva with white or yellow eye discharge, until after treatment
- 7) Uncontrolled coughing
- 8) Green running nose
- 9) Difficulty breathing
- 10) Sluggishness that is more than tiredness

If students are brought to class with any of these symptoms, parents will be notified to pick up their child and take them home in order to keep the sickness from spreading to other students, families, and teaching staff.

General review of proper hygiene is required. Please remind students to always wash hands after using the restroom and before eating. Also, students are encouraged to use instant hand sanitizer to minimize the passing of germs through use of common supplies. Teachers and parents are encouraged to regularly clean all common spaces and classrooms, using school provided disinfectants. Collectively, we can ensure that our school is safe and healthy!

Thank you for helping to keep our community well.

Code of Conduct

1. Cascade Parent Partnership Program complies with the Seattle Public School discipline policy which can be found on the Seattle Public Schools' website www.seattleschools.org
2. For minor infractions staff, instructor or parent will redirect student. If behavior persists, the following steps will be taken.
 - a. Student will be spoken with away from peers.
 - b. Staff will speak to student's parent/guardian.
 - c. Principal will speak with student.
 - d. A "Letter of Warning" will be sent to parent/guardian.
 - e. Student will be suspended until readmission requirements are met.
 - f. Principal will assist family in selecting a program better suited to meet the needs of the student.

3. Bullying

Cascade does not tolerate bullying. Bullying occurs when someone hurts or scares another person on purpose. Sometimes bullying is easy to notice, such as with hitting, shoving or name calling while other times it's hard to see, like with leaving a person out or teasing or saying mean things behind someone's back. Both boys and girls bully, and both boys and girls get bullied. How to deal with bullying:

- a. Children should tell a trusted adult. They can help stop the bullying.
- b. If your child is bullied at school, tell your teacher, school counselor, or principal.
- c. Telling is not tattling.
- d. Don't fight back. Don't try to bully those who bully you.
- e. Remember the 3Rs: Recognize, Refuse, Report
- f. Become an ally to others being bullied

4. Gun Free School

Seattle Public Schools has a gun-free school policy that includes a one- year mandatory expulsion for firearms, mandatory notification of student violation to parents/guardian and law enforcement, and allows the expulsion to be modified by the chief school district officer or designee on a case-by-case basis. See section 4141(b)(1), section 4141(h)(1).

5. Dress Code

Cascade students are to dress appropriately for school in compliance with the Seattle Public School dress code. Clothes should contribute to the health and safety of the student and should not disrupt the learning environment. Clothing that is revealing or contains inappropriate language, logos, photos, or slogans will be considered distracting and disruptive and students will be asked to change clothes. Shoes should be appropriate and safe, and on PE days, students should wear appropriate clothing and shoes, if available.

6. Discrimination and Sexual Harassment

Cascade as a Seattle Public School complies with all applicable state and federal laws and regulations, including but not limited to: Title IX, Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act, and RCW 49.60 (The Washington Law Against Discrimination). Please refer to the Sexual harassment policy as described in SPS Board Policy No. 3208 (http://www.seattleschools.org/UserFiles/Servers/Server_543/File/Migration/Departments/HR/3208.pdf).

The following district employees have been designated to handle questions and complaints of alleged discrimination:

Request for Accommodation

Student 504: Carole Rusimovic, 206-252-0118, crusimovic@seattleschools.org

Sexual Harassment

Title IX Coordinator Title.IX@seattleschools.org

All other forms of discrimination

Student Matters: Larry Dorsey, 206-252-0707, securityoff@seattleschools.org

Adult Matters: Brent Jones, 206-252-0367, Title.IX@seattleschools.org

Mail: Seattle Public Schools, P.O.Box 34165, Mail Stop 33-157, Seattle, WA 98124-1165

Public Conduct on School Property

Schools are a place of work and learning. Certain limits must be set for parents and other district citizens who visit our schools and classrooms. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. The building principal or his/her designee is responsible for all persons in the building and on the grounds. The following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member, identified parent/guardian, sibling or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school. They will be required to sign the visitor's register and will be issued a visitor's badge, which must be worn at all times while in the school or on school grounds. The visitor must return the badge to the principal's office and sign out before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents, teachers and visitors should conduct themselves in a professional manner *keeping off campus activities and personal family matters private and to not openly discuss matters in common areas within earshot of small children and families.*
5. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in the Code of Conduct.

Cascade Space

1. Commons Room

Eat a meal, relax, read, converse or play a board game here.

- a. Wash any pots, pans, or serving utensils used immediately after use.
- b. Wipe down counters and/or tables after eating and preparing food
- c. Use “indoor” voices.
- d. Keep food in “food area.”
- e. Students must be supervised while preparing food.
- f. Avoid horseplay, running, physical activities and prolonged cell phone usage in this area.

2. Library

Families may study, research, read or simply rest in the library. This is a quiet place for quiet voices. You may find certain texts or materials included in your learning plan already in the Resource Library. The materials in the library are available for checkout and may be kept for the entire school year. Ask Lloyanne for assistance.

- a. Students age 5 and under must be accompanied by a grown-up at all times.
- b. Students age 6 to 10 may use the library on their own after a brief “Library Orientation” with Lloyanne Wallien.
- c. The library is a food and drink free environment.

3. Computer Lab

The computer lab is a great place for students and/or family members to use the internet and other computer needs. Parents who do not want their children to have access to the internet should sign the *Internet Opt Out Form*. Forms are available online and in the main office.

Students may use school computers for research, word processing and other WSLP related projects. Free game play is reserved for the lunch hour, 12:00 to 1:00 PM.

Students under the age of 12 must be supervised by an adult and follow expected behaviors established in the Computer Lab. All students have to log in with their personal ID. The supervising adult may need to support younger students when signing into a computer, especially with Kindergarten students who must log in using the generic parent log-in.

- a. Please use headphones as necessary.
- b. Speak quietly.
- c. Use computers for academic purposes only.
- d. A black and white printer is available for academic purposes only.

- e. Students must be supervised by a parent/guardian.
- f. No food is allowed in the computer lab.

4. Cascade Play Room

This is a great location for families to work with their children. Please see that the play room is kept in an orderly and sanitized manner.

- a. An adult (18 years or older) must supervise when children are present.
- b. Parent/Guardians (not children) should access all art supplies to ensure proper use.

5. Covered Play Areas

The two covered play areas offer great spaces for free play and gross motor activities. Families are welcome to use these areas. All children, regardless of age, must be supervised by an adult in these areas.

6. Parking

Parking is limited to the school's parking lot. Street parking is encouraged and advisable. Parking is only allowed in designated, striped parking spaces ensuring that emergency vehicles are able to turn in the parking lot. A middle aisle of parked cars is not permitted.

7. Neighboring playfield (Rodgers Bowl)

Students accessing the playfield must have adult supervision and any student over the age of 12 must adhere to building expectations. The three, building wide "Non-Negotiables" of being safe, being respectful and being here to work must be followed when in this location. The playfield, while not Seattle Public Schools property, is considered an extension on our property during school hours.

Annual Assessments

All 3rd-8th grade students enrolled at 80% or more are required to take the Smarter Balance Assessment. Related information can be found at: <http://www.k12.wa.us/assessment/default.aspx>. See your WSLP counselor for information, resources and other related guidelines.

Seattle Public Schools administer the Measure of Academic Progress (MAP) each fall, winter and spring. This formative assessment allows parents to measure learning growth throughout the year and provides more immediate feedback.

Standardized assessments provide individual student data, but also help to inform program instructional strengths and areas of need. This form of assessment provides another point of data and when used with classroom based assessment, teacher and parent observation and anecdotal records, a more accurate depiction of a student's ability can be determined.

RESOURCES & SERVICES

This section details Cascade Parent Partnership policies and resources that work to support student development both academically and socially.

Resource Library Request Budgets

To assist our program in building a family resource library, families are ‘budgeted’ funds to direct the purchases made for our library. Table 2 displays the budget that a student may direct based on his/her FTE. Please note that kindergarten students are all part-time students.

Resource Library requests must be used to support the goals in Student Learning Plans. Requests will be evaluated for alignment with the student’s SLP and District GLEs. Parents are requested to check with the library before submitting a request so as not to duplicate materials.

FTE	Grades K – 8
1.0	\$200/YR (or \$100 per semester)
<.8 FTE	\$100/YR (or \$50 per semester)

1. Requested materials purchased using annual family allocations can be a combination of consumable and non-consumable materials that support student learning goals. Non-consumables are preferred as the items retain their value and usability and when returned after initial use, help to enrich the school’s resource library. All material requests must be approved by Cascade’s Curriculum Adoption Committee, comprised of administrator, WSLP counselor, general education teacher and online and curriculum liaison. This committee must examine the instructional appropriateness of the materials requests, adhere to district approval procedures for supplemental materials and make final determinations on the purchase. Art supplies are typically not allowed. All purchases must be made through district purchasing, using approved vendors. No actual exchange of money will take place between the family and school, and it is highly recommended that both the family and school keep accurate record of the expenses, ensuring that no errors in accounting are made.
2. Resource Library Requests must be submitted to Lloyanne Wallien in the library. The last day for requests is March 15, 2017. Once the request is approved and purchased, it will be entered into the Cascade Resource Library and checked out to the requesting student for use.
3. Seattle Public Schools Curriculum: Seattle Public Schools offers a variety of curriculum choices for your student. As a Cascade parent, your student has access to the variety of texts and workbooks offered to all Seattle Public School students. Lloyanne Wallien can assist you with locating curriculum texts and available workbooks in the Resource Library.

Connect with Cascade Parents

Cascade supports improved communication and the continued development of our program. All families are welcome to join and/or attend meetings. Subscribe to Cascade Parents Yahoo List. Just send an email to: CascadePTSO-subscribe@yahoogroups.com

Educator Discount Letter

Upon request, office staff will provide a letter that will assist you in receiving an educator's discount at various businesses.

Meals at Cascade

Premade, boxed breakfast and lunch are served from 9:00 – 9:30 and 12:00 – 12:30 respectively and may be purchased at CASCADE; \$2.00 for breakfast and \$3.00 for lunch. Individual milk may be purchased for \$0.50 cents. Billing is managed through Seattle Public Schools.

Free and reduced lunches are also available for students who qualify. Please see Anna in the office for the application and instructions.

Orca Cards

SPS enrolled students are eligible to receive an Orca Card in support of transportation costs to and from school. These cards are for student transportation Monday through Friday only and will not work during the summer months and should be discarded. New cards are issued each September. Please see Anna in the office for the application and instructions.

School Pictures

There will be student photo opportunities through a commercial provider each fall. Siblings of students are able to take advantage of the special school rates this provides.

Cascade School Website

Our school website is <http://cPPP.seattleschools.org/>. You can find out about our program, links to WINGS, contact information and all forms referenced in this document.

Parent Volunteer Opportunities

Cascade is a parent partnership program. Volunteering is your opportunity to give. Please sign up using the *Parent Volunteer Form* available in the main office. We will do our best to make the best use of your talents and time.