Family Handbook

Cascade Parent Partnership
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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.

MULTIPLE PATHWAYS, ALL LEADING TO STUDENT SUCCESS

At Cascade, 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 in an environment that embraces alternative education.

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 entire school community. 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.

OUR HISTORY

Founded in 1999, our school, which was originally called the Homeschool Resource Center (HRC), opened its doors on Crown Hill, in Seattle. With the strong support of parents who lobbied the Seattle School Board for
an alternative K-12 program supporting homeschooling families, the HRC became a new option for school age children.

In 2001, the HRC moved to the Wilson Pacific site located in the Greenwood neighborhood, sharing the school with multiple programs such as Skills Center and district departments like Information Technology. In 2009 (?), the program was rebranded as Cascade Parent Partnership Program and new Washington State requirements, as described in Washington Administrative Code (WAC) 392-121-182 were instituted in a more clearly defined way, with regular self-audits and the hiring of a Written Student Learning Plan Counselor. Three requirements for participation included a Written Student Learning Plan (WSLP), documenting a student’s onsite and offsite educational plan, weekly contact with a Washington State certificated teacher and monthly reports demonstrating progress towards grade level standards. About this same time, Cascade Parent Partnership made the instructional decision to no longer offer high school class offerings, acknowledging the difficulty of supporting approximately fifty high school students at the time with two high school teachers, tasked with teaching all core academic offerings for credit. Cascade chose instead to only support high school- aged juniors and seniors interested in attending community college through Running Start. A few students who were unable to transition to their neighborhood, comprehensive high schools, carried over at Cascade in the next few years as students engaged in independent study, overseen by certificated high school endorsed teachers. Cascade ultimately graduated its last high school students in the spring of 2015.

In 2014, Cascade made a facility move to the North Queen Anne Elementary site and has seen two initial phases of renovation, paid for through BEX levy dollars. Cascade has seen its K-8 enrollment continue to grow, surpassing the student numbers from its days at the Wilson Pacific site and nearly reaching the numbers which included high school students.

As a relatively small school, Cascade is proud of its community of dedicated parent-educators, skilled certificated and contractor teachers and bright, inquisitive students. With an all-city draw, we celebrate a diverse student population that more closely represents the diversity of Seattle, ethnically, economically and religiously.

Cascade is the only Alternative Learning Environment (ALE)school in Seattle Public Schools, which serves a K-8 student population. Cascade is a Washington Association for Learning Alternatives (WALA) Region 2 member.
PROGRAM OVERVIEW

CASCADE Parent Partnership (CPP) 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 through strong personal relationships. 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.
STUDENT ENROLLMENT

As a Seattle Public School, online registration following SPS Enrollment Procedures is required. Cascade Parent Partnership is a “Service School” and therefore has year around open enrollment with no enrollment waitlists. Open Houses and school visits are scheduled at multiple times during the school year. Please visit the school’s website for upcoming Open House dates or call the front office to schedule a school tour.

A student may enroll with full or part time enrollment. Enrollment status and estimated weekly learning hours are established in collaboration with Written Student Learning Plan (WSLP) counselors during the initial WSLP meeting. Student status can be reviewed at any time over the course of the year. Enrollment status determines the maximum number of classes a student may take on site and total amount of family allocation, used to support the offsite portion of the Written Student Learning Plan.

Full time status:

Grades K-8  **25 hours/week**, which in turn creates a 1000 hrs. academic year

Full time students are able to register for up to a maximum of five onsite classes. Through a combination of learning hours from onsite class and offsite study, a total of 25 hours/week are required for full time enrollment. Learning plans which report fewer than 25 hours of study per week are considered as part-time.

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

1. Attend a new family scheduled Open House or School Tour. Contact our Office Specialist Anna Johnson at (206)743-3900 to arrange a visit.
2. Schedule an enrollment appointment with Principal Owen Gonder (Students who receive Special Education Services also have an opportunity to meet with the school’s Special Education Resource Teacher during this intake process).
3. Attend a Written Student Learning Plan (WSLP) orientation with the assigned WSLP counselor.
4. Final enrollment will be processed by SPS Enrollment Services.
5. Upon completion of enrollment, families are 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 Aldona Mitchell amitchell1@seattleschools.org
NON-DISCRIMINATION POLICY

Seattle Public Schools, (“SPS”), provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal. SPS also provides equal access to the Boy Scouts and other designated youth groups. SPS complies with all applicable state and federal laws and regulations, including but not limited to: Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008; and the Washington Law Against Discrimination RCW 49.60. SPS’s compliance includes, but is not limited to all district programs, courses, activities, including extra-curricular activities, services, and access to facilities.

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

For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination: Office of Student Civil Rights, (206) 252-0306, or oscr@seattleschools.org or by mail at Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166. In that department:

- **For sex discrimination concerns**, including sexual harassment, contact: Title IX Grievance Coordinator, (206) 252-0367, or Title.IX@seattleschools.org

- **For disability discrimination concerns** contact: ADA/Section 504 Grievance Coordinator, (206) 252-0178, or accessibility@seattleschools.org

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124
PROHIBITION AGAINST SEXUAL HARASSMENT AND COMPLAINT PROCEDURE

Seattle Public Schools is committed to a positive and productive education and work environment free from sexual harassment. The district prohibits sexual harassment of students, employees and others involved in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

• A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
• The conduct substantially interferes with a student’s educational performance or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

• Pressuring a person for sexual favors
• Unwelcome touching of a sexual nature
• Writing graffiti of a sexual nature
• Distributing sexually explicit texts, e-mails, or pictures
• Making sexual jokes, rumors, or suggestive remarks
• Physical violence, including rape and sexual assault

How do I file a report of sexual harassment?

If you believe that someone in the school district has experienced sexual harassment at school or in the work environment, you have the right to file a formal complaint. For a full copy of the school district’s sexual harassment complaint procedure, email the Office of Student Civil Rights at OSCR@seattleschools.org or visit https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=1300431

Before filing a complaint, you may want to discuss your concerns with a school building principal; a worksite supervisor; or the Seattle Public School’s Ombudsperson at Ombudsman@seattleschools.org.

To file a sexual harassment complaint:

For students, parents/caregivers, and members of the public, the Office of Student Civil Rights (OSCR) has been designated to handle questions and complaints of alleged sexual harassment toward students, parents/caregivers, and members of the public. To contact a member of OSCR, call 206-252-0306; send an email to OSCR@seattleschools.org; or mail to Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166.

For employees, the Human Resources (HR) Department has been designated to handle questions and complaints of alleged sexual harassment toward employees. To contact a member of HR, call 206-252-0024; send an email to HREEOC@seattleschools.org; or by mail to Seattle Public Schools, MS 33-157, P.O. Box 34165, Seattle, WA 98124-1166.
SEXUAL HARASSMENT COMPLAINT PROCEDURE

Step 1: Complaint to the School District

In most cases, complaints must be filed within one year from the date of the alleged incident. A complaint must be in writing, describe what happened, and state why you believe it is sexual harassment. Complaints may be submitted by mail, email, or hand delivery to any school administrator, worksite supervisor, the Office of Student Civil Rights, or Human Resources.

When the school district receives your written complaint, you will be provided a copy of the District’s sexual harassment policy and procedure and the nondiscrimination complaint procedure. The Office of Student Civil Rights or Human Resources will then make sure that the school district takes action to resolve the complaint, which could include a prompt and thorough investigation.

The school district must respond in writing within 30 calendar days after receiving your complaint unless you agree on a different date or an exceptional circumstances related to the complaint require an extension of the time limit. If complaint resolution takes more than 30 calendar days, you will be notified in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint after the completion of an investigation, the response must clearly state whether the school district:

1. Denies the allegations contained in the complaint; or
2. Confirms the allegations and lists the corrective measures.

Additionally, the response will contain notice of your right to appeal if the school district denies the allegation, including where and to whom the appeal must be filed.

Step 2: Appeal to the Superintendent

If you disagree with the school district’s decision to deny the allegation, you may appeal to the Superintendent. You must file a notice of appeal in writing to the Superintendent’s Office within 10 calendar days after you received the school district’s response to your complaint.

Upon receipt of a timely appeal, the Superintendent shall appoint a neutral hearing examiner to review the appeal. A hearing will be scheduled and you may bring witnesses or other information related to your appeal to the hearing.

A written decision will be sent to you within 30 calendar days after the district received your notice of appeal. The written decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Step 3: Complaint to OSPI

If you do not agree with the school district’s appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction. A complaint must be filed with OSPI within 20 calendar days after you received the district’s appeal decision. You may send your complaint to OSPI by e-mail: Equity@k12.wa.us; fax: (360) 664-2967; or mail: OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200.
SCHOOL REQUIREMENTS

1. A *Statement of Understanding* is signed indicating understanding of the difference between home-based instruction and full/part time enrollment in an Alternative Learning Experience (ALE) program. This statement is included in the Cascade enrollment paperwork and online. **Enrollment will not be processed without completion of this document.**

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 must enroll and attend at least one weekly onsite course taught by a certificated teacher. Students must have weekly contact with a certificated teacher to be compliant with school and State expectations.

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. For full time status, students are required to complete 25 hours of instruction per week, through a combination of on- and off-site hours.

5. Cascade is an Alternative Learning Experience school 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.
SCHOOL EXPECTATIONS

1. Notify front office of planned and unexpected absences.
2. Students and parents sign in and out each day.
3. Students arrive on time to class, prepared to learn.
4. Families check their family folder as well as email weekly.
5. When not in class, students under the age of 12 are directly supervised by their parent or caregiver.
6. Students over the age of 12 must have a signed Unsupervised Teen Contract on file in the front office to be on campus with a parent or guardian.
7. All members of the school community adhere to the “Cascade Way.”
8. Families submit progress monthly with counselor during face to face meeting.
THE CASCADE WAY

Be Safe

Be Respectful

Be Here to Work

Be Inclusive

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 four, building wide tenets, 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 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.

ADULT 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 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  
   **Subject:** Mathematics  
   **HQ Teacher:** Cartales, Alayne (Mathematics (4-8))

2. **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.

3. **Learning Materials:**  

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

5. **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.

**PARENT/GUARDIAN MONTHLY PROGRESS REVIEW**

Parent and student will meet with their counselor once a month about their progress in their off-site subjects. Counselors 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. **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:
   1) 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.
   2) Not meeting minimum educational hours established in the written WSLP.
   3) 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.
   4) 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.

2. 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. 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.
PROMOTION/RETENTION

Seattle Public Schools Policy 2421

It is the policy of the Seattle School Board to recognize the concept of individualized instruction and the development of each student’s potential. Promotion from grade to grade should be based upon consideration of the academic and other developmental factors of the student. Promotion from grade to grade at the high school level is based on the number of credits a student has earned as outlined by School Board Policy No. 2420. Typically, students are promoted annually after meeting the standards required for that grade, spending one year at each grade level. Exceptions should be rare, but will be made when, in the judgment of the professional staff, retention or acceleration is in the best educational interest of the student. Retention or acceleration will only be made after a collaborative process between the school staff and the student's parent/guardians. However, the final decision regarding placement, promotion, acceleration, or retention will rest with the principal or, for students receiving special education services, with the student’s individualized education plan (IEP) team.

Adopted: December 2011

Superintendent’s Procedures for Student Assignment 3130 SP

ANNUAL ASSESSMENTS

1. All 3rd-8th grade students enrolled at 80% or more are required to take the Smarter Balanced Assessment (SBA). Related information can be found at: https://www.k12.wa.us/student-success/testing. See your WSLP counselor for information, resources and other related guidelines.

2. 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.

3. Students enrolled in onsite English Language Arts and/or Mathematics are also administered the STAR 360 Reading and Mathematics Assessment at least three times/year. These computer adaptive tests are for school and family use only, help to inform instruction and offer consistent and reliable progress monitoring.

4. 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.
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 described as Service Model 1- Resource. 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 in collaboration with the school’s IEP Team 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.

- Cascade strives to match services to student class schedules, but this is not always possible.
- 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

1. Attendance and Tardiness
   a. 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. For more information, please visit the Seattle Public Schools Attendance website.
   b. 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.
   c. 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.
   d. 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.

2. 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.

3. 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:

   a. Fever (anything over 99 degrees)
   b. Rashes – including raised bumps on any part of the body excluding eczema
   c. Sore throat
   d. Vomiting – two or more episodes in the past 24 hours
e. Diarrhea – until illness is completely gone  
f. Pink Eye – defined as pink or red conjunctiva with white or discharge, until after treatment  
g. Uncontrolled coughing  
h. Running nose w/green discharge  
i. Difficulty breathing  
j. Sluggishness that is more than tiredness  
k. Yellow eyes  

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.
STUDENT 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. Student will be spoken with away from peers.
   a. Staff will speak to student’s parent/guardian.
   b. Behavior Report written by observing staff member will be submitted to the front office.
   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
   a. 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:
      i. Children should tell a trusted adult. They can help stop the bullying.
      ii. If your child is bullied at school, tell your teacher, school counselor, or principal.
      iii. Telling (Reporting) is not tattling.
      iv. Don’t fight back. Don’t try to bully those who bully you.
      v. Remember the 3Rs: Recognize, Refuse, Report
      vi. Become an ally to others being bullied

4. Gun Free School
   a. 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
   a. 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
   a. 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.

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 not openly discussing personal 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.
USE OF CASCADE SPACES

1. **Commons** - 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. Use district-approved websites.
   e. A black and white printer is available for academic purposes only.
f. Students must be supervised by a parent/guardian.
g. Food and drink are prohibited in the computer lab.

4. Family 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.
c. This space is meant for use of preschool age students and toddlers. School-age children should use other play spaces, including the covered play courts, outside playground and Rodgers Playfield and track.

5. Covered Play Courts

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, 3rd aisle of parked cars is not permitted. Drivers parked in the center of the parking lot in a 3rd aisle will be asked to move their vehicles.

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 four, building wide “Cascade Way” of being safe, being respectful, being here to work and being inclusive 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. Adult supervision is needed for use of this area. Unattended students will be directed back to the building.
RESOURCES AND SERVICES

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

1. 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.

1.0 FTE: $200/YR (or $100 per semester)

<.8 FTE: Pro-rated based on student FTE (0.8 FTE = $160/YR)

a. 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.

b. 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.

c. 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.
2. 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

3. Educator Discount Letter

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

4. 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.

5. 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.

6. 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.

7. Cascade School Website

Our school website is cppp.seattleschools.org. You can find out about our program, links to WINGS, contact information and all forms referenced in this document.

8. Parent Volunteer Opportunities

Cascade is a parent partnership program. Volunteering is your opportunity to give back to the larger community. At Cascade, our families consider stewardship through two distinct ways; Community Stewardship and Financial Stewardship. Community Stewardship can take many forms including teaching co-op club classes, providing supervision during designated times and locations, tutoring students, fulfilling
clerical requests from teachers, serving on PTSO committees, etc. *Financial Stewardship* refers to the fundraising efforts conducted by Cascade’s PTSO. With approval of the general PTSO assembly, funds collected are used to enhance Cascade’s instructional offerings, support community events, provide student scholarships, etc.

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.