

Family Handbook

Cascade Parent Partnership

K-8

206-743-3900

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.

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 re-branded 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 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 Cascade courses and independent learning courses. Full and part time student status is determined by the number of hours per week the student has on their learning plan.

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. Attendance at an open house is required prior to enrollment at Cascade. Open Houses and school visits are scheduled monthly throughout the school year. Please visit the school’s website for upcoming Open House dates and contact the main office phone or email to schedule Open House Attendance. 206-743-3900 CascadeParentPartnership@seattleschools.org

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.

Full time status:

Grades K-8- **27.75 hours/week**, which in turn creates a 1,000 hrs. academic year

Full time students can register for up to a maximum of five onsite classes. Through a combination of learning hours from Cascade class(es) and independent learning courses, 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.

Newly enrolled students are limited to one certificated class their first semester at Cascade Parent Partnership K-8. So, a new family would take one certificated class to start and can take electives. This limitation is to ensure the student is successful implementing their independent learning and that Cascade is serving this student well. After the first semester, students may take any combination of certificated and elective classes.

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

1. Attend a new family scheduled open house.
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. Choice enrollment will be processed by SPS Enrollment Services.
4. Attend a Written Student Learning Plan (WSLP) meeting as well as a progress orientation.
5. Once the learning plan has been created with the counselor, the student may begin attending classes.

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

Filing a Complaint

Students, parents and members of the public can submit a formal complaint, which must be in writing. The use of the **SPS** Discrimination Form can assist in this process: [SPS Discrimination Complaint Form](#)

For more information: <https://www.seattleschools.org/about/official-notices/non-discrimination/>

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/departments/student-civil-rights/title-ix/complaint-reporting/>

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.

How to get help or file a complaint: <https://www.seattleschools.org/departments/student-civil-rights/title-ix/complaint-reporting/>

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 circumstance related to the complaint requires 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.

How to get help or file a complaint: <https://www.seattleschools.org/departments/student-civil-rights/title-ix/complaint-reporting/>

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 *Written Student Learning Plan* (WSLP) is developed in cooperation with our counselors. Counselors will work with families to develop an individual WSLP for each student, and families will report monthly on independent class progress.
2. Students must enroll and attend at least one weekly Cascade course taught by a certificated teacher. Students must have weekly contact with a certificated teacher to be compliant with school and State expectations.
3. Students are responsible for completing a minimum number of educational hours each week. These hours may be a combination of hours earned for Cascade classes and independent learning courses. For full time status, students are required to complete 27.75 hours of instruction per week, through a combination of Cascade course hours and independent learning courses.
4. Cascade is an Alternative Learning Experience school and does not offer all of the academic support of a traditional school.
5. There must be an adult that is designated as the primary educator with the demonstrated ability to facilitate home learning and to meet program requirements.

SCHOOL EXPECTATIONS

1. Notify front office of planned and unexpected absences by email cascadeparentpartnership@seattleschools.org or by phone (206)743-3900.
2. Students arrive on time to class, prepared to learn.
3. Families check email and Schoology weekly.
4. *When not in class, students under the age of 12 are directly supervised by their parent or caregiver.
5. 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. Otherwise a parent or guardian must attend with the student.
6. All members of the school community adhere to the “Cascade Way.”
7. Families submit progress monthly to their counselor by the 22nd of each month.
8. As a Seattle Public School, Cascade is required to follow all district mandates. See Seattle Public Schools website for updated information.

*While in the John Marshall Building, all students, including those under the age of 12, can be dropped off for class without parent supervision. Students are under the direct supervision of their Cascade teachers during class times. Families drop off 5 minutes before class begins and must be on time for pickup. Students enter the double doors on the north end of the Marshall building or ring the doorbell from the parking lot door to gain entry. Please identify yourself and your reason for coming into the building when using the doorbell. See the “Adult Supervision Requirements” for more information.

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. We recognize 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

*While Cascade remains in the John Marshall Building, all students, including those under the age of 12, can be dropped off for class without parent supervision. Students are under the direct supervision of their Cascade teachers during class times. Families drop off 5 minutes before class begins and must be on time for pickup. Students enter the double doors on the north end of the Marshall building or ring the doorbell from the parking lot door to gain entry. Please identify yourself and your reason for coming into the building when using the doorbell.

Students will be allowed to remain on campus without a parent during the lunch break within supervised spaces and engaged in planned activities. School lunches are provided or students can bring their own lunch.

Students with other breaks in their schedules will need to be picked up or otherwise supervised by a parent during those breaks. Students cannot remain alone on campus if not in classes.

When we return to our site at North Queen Anne, parents are required to be on site while their student is on campus. 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 monitors 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 (except during the pandemic when parents are authorized to drop off students and return at pick up 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. Younger, pre-k siblings are allowed to be on campus with the parent and under parent supervision at all times.

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. Parents are required to submit a monthly summary of their students' progress in each independent learning course. Additionally, they are also required to submit work samples for each independent course listed. They will evaluate overall progress made for each student's monthly WSLP review based on teacher, parent and student feedback and work samples.

Independent Course Example:

Independent Course Title	Math
Grade Level	8
Subject	Math
Class Description	In this Pre-Algebra course, the student will utilize Teaching Textbooks Pre-Algebra to cover the standard topics, including fractions, decimals, LCD, GCF, money, multiplication, division, percents, geometric concepts, algebraic equations, dealing with x , slope-intercept, and more.
Learning Materials	Teaching Textbooks, level 8
Learning Standards	Provided by the WSLP Counselor
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.
Progress Criteria:	<i>Monthly evaluation in this course will be determined by the certificated teacher, based upon evidence demonstrating work toward mastery in at least one essential learning goal related to the scope and sequence of the course.</i>
Scope & Sequence:	Teaching Textbooks Pre-Algebra Table of Contents: Chapter 1: Arithmetic Basics Chapter 2: Rational Numbers Chapter 3: Decimals Chapter 4: Percents Chapter 5: Measuring Length Chapter 6: Measuring Area and Volume Chapter 7: Simple Algebraic Equations Chapter 8: Integers Chapter 9: Longer Algebraic Equations Chapter 10: Combining Like Terms Chapter 11: Rational Expressions Chapter 12: Powers, Polynomials, and Radicals Chapter 13: Geometry Chapter 15: Relations, Functions, and Graphing 587 Chapter 16: Statistics, Probability, and Inequalities 661
Learning Hours	5 weekly hours

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 decision.

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 reporting progress to 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.
- 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. <https://www.seattleschools.org/about/school-board/policies/2421-promotion-retention/>

Superintendent's Procedures for Student Assignment 3130SP

Accessed through the following link: <https://www.seattleschools.org/about/school-board/policies/3130sp-student-assignment/>

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:
<http://www.k12.wa.us/assessment/default.aspx>.
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 can be 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

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. Please see the Seattle Public Schools' attendance information at:
<https://www.seattleschools.org/departments/attendance/>
- 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.

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. For more information: <https://www.seattleschools.org/news/weather-information/>

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:

- e. Fever (anything over 99 degrees)
- f. Rashes – including raised bumps on any part of the body excluding eczema
- g. Sore throat
- h. Vomiting – two or more episodes in the past 24 hours
- i. Diarrhea – until illness is completely gone
- j. Pink Eye – defined as pink or red conjunctiva with white or discharge, until after treatment
- k. Uncontrolled coughing
- l. Running nose w/green discharge
- m. Difficulty breathing
- n. Sluggishness that is more than tiredness
- o. 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
<https://www.seattleschools.org/departments/discipline-and-behavior/>
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

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. 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 (Reporting) 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

See Seattle Public School's Basis Rules, Rights, and Responsibilities for more information.

<https://www.seattleschools.org/departments/discipline-and-behavior/rules-rights-and-responsibilities/>

4. Weapons Free School

Seattle Public Schools has a weapons-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 Superintendent Procedure 3248SP for more information. <https://www.seattleschools.org/wp-content/uploads/2021/07/3248SP.pdf>

5. Dress Code

It is the policy of the Seattle School Board that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items (e.g. backpacks, book bags). Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

For more information on the Seattle Public Schools' policy on student attire, please read Policy 3224.

<https://www.seattleschools.org/about/school-board/policies/3224-student-dress/>

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

<https://www.seattleschools.org/departments/student-civil-rights/title-ix/policy/>

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, securityoffice@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

This document will be updated upon our return to North Queen Anne.

Library

During the pandemic, families may contact Lloyanne to make an appointment to come into 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.

Parking

The parking lot at John Marshall is designated for staff only. Parents can drop off students by pulling into the parking lot or alongside the street in front of our entrance. Parents can find parking in the neighborhood or at the park and ride nearby. Buses and Light Rail are also options. Please be aware of parking rules posted in front of and next to the building. Parking enforcement does issue tickets for illegal parking in the bus zones and load/unload areas.

The Quiet Room

Cascade has a classroom workspace available to COVID vaccinated adults while their students are in class. This is a shared space with other parents. Please be mindful of holding conversations and making phone calls while in this space with others. Students must be supervised in this and all Cascade spaces. Food and drink are not allowed in this space.

Family Room

A family room is available for parents with young children. Adults supervising their children in this room need to have their COVID vaccinations. Children must be supervised at all times in all spaces. Food and drink are not allowed in this space. Users of this space will clean up before leaving.

Resources and Services

Connect with Cascade Parents

Parents have created and run a Cascade Facebook page. This forum is not endorsed or monitored by Cascade or Seattle Public Schools. It is entirely a parent run forum.

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

Lunch is served daily at 11:55 and is free of charge until further notice.

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 and will remain active through August. New cards are issued each September. Please see the admin secretary 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 contact information and all forms referenced in this document.

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 on the SPS Website](#). We will do our best to make the best use of your talents and time. <https://www.seattleschools.org/departments/volunteer/>