

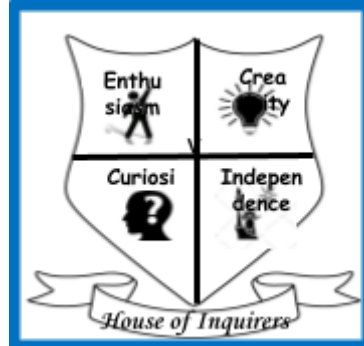


Cascade Elementary Community Handbook

H.O.U.S.E. RULES!

(Helping Our Unbelievable Scholars Excel)

2024-2025



An International Baccalaureate Primary Years Program World School



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<https://www.atlantapublicschools.us/cascade>
Follow us on Twitter: @APSCascadeES

**Please refer to Cascade Website to review the District Student Handbook*

Table of Contents

<u>Vision, Mission, Beliefs Pg. 3</u>	<u>H.O.U.S.E. Rules! Pg. 11</u>
<u>International Baccalaureate Model Pg. 3</u>	<u>Behavior Management Pg. 17</u>
<u>Schedules/Standards of Service Pg. 4</u>	<u>Restorative Practices Pg. 23</u>
<u>Purpose OF HOUSES/SEL Pg. 5</u>	<u>Classroom Infraction Report Pg. 24</u>
<u>Learning Environment Pg. 5</u>	<u>Extracurricular Activities Form Pg. 25</u>
<u>Teacher/Staff Expectations Pg. 5</u>	<u>Teacher Reporting Procedures Pg. 26</u>
<u>Supervision of Students Pg. 6</u>	<u>Bullying Pg. 27</u>
<u>Transportation Pg. 6</u> <u>Silent ROAR Dismissal Procedure Pg. 7</u>	<u>Audio/Video Recording Policy Pg. 28</u>
<u>Paperless School/</u> <u>Visitors/Birthday Celebration Pg. 8</u>	<u>Chronic Discipline Issue Pg. 28</u>
<u>PTA Pg. 8</u>	<u>Investigation of Misconduct Pg. 28</u>
<u>Attendance Pg. 8</u>	<u>IEP/IDEA Pg. 31</u>
<u>Student Conduct Pg. 10</u>	<u>Acknowledgement Form Pg. 33</u>

CASCADE ELEMENTARY

Welcome to the 2024-2025 school year at Cascade Elementary where all children will grow from good to Great every day! This community handbook contains almost everything you will ever need to know about how Cascade Elementary operates. Cascade is a school of approximately 250 students and over 55 staff members; therefore, it is necessary to implement purposeful routines and procedures that help ensure a safe and smoothly-run school. Please read the following information carefully, and keep it within easy reach throughout the school year. If you have questions about school procedures not covered in this handbook, please contact your child's teacher, the Main Office Staff, or an administrator at (404)802-8100.

MISSION, VISION, AND BELIEFS

Mission

Cascade Elementary School will prepare students for Life, College and Careers by providing rigorous, equitable, culturally relevant, and real world learning experiences in order to become fully engaged and realized citizens of the global community.

Vision

Our Vision is to become the premier elementary school within Southwest Atlanta that provides students with a broad and balanced education.

Beliefs

The following are the key beliefs of the stakeholders of Cascade Elementary:

- All students can learn when provided with opportunities and resources that align with their learning styles
- School is an extension of the home environment and provides a safe space when students are away from home
- The success of students is a collaborative approach from school staff, students, parents, and community partners

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAM (IB PYP)

Cascade Elementary is an International Baccalaureate (IB) Primary Years Program World School. As an IB Primary Years Program (IB-PYP) school, we provide an internationally respected approach to teaching and learning that, along with the Georgia Standards of Excellence, will prepare students for challenging learning experiences now and in their futures.

Teachers are expected to organize their classrooms in cooperative groups to facilitate engaging and interactive discussion between scholars. The PYP curricular framework educates

the whole child and provides a comprehensive, inquiry-based approach to teaching and learning. While incorporating local, state, and national curriculum requirements as well as the arts, technology, guidance counseling, Media Center, and world language, the PYP reaches beyond minimum standards to provide a rich, rigorous education of habit and mind.

SCHEDULES

Classroom teachers are responsible for supervising students from arrival at school each morning (beginning at 7:15) until safely on their way home each afternoon. All students will report to the cafe at 7:15 AM if they are eating breakfast. If they are not eating breakfast at school then they will report straight to class. Breakfast will be served exclusively between 7:15-7:45 am. All HR teachers must be in their classroom at 7:10 AM. All other staff must be on duty at 7:10 AM. No students may linger or be told to stay in the hallways. Students that finish breakfast early can engage in RTI interventions, enrichment opportunities, or review of skills. Have a plan for this time! This is 30 minutes that should be intentional.

****Every homeroom teacher is responsible for knowing how students go home each afternoon and for supervising students until afternoon dismissal is complete. Homeroom classrooms must be kept orderly during afternoon dismissal so all students can hear the announcements. This is the responsibility of the classroom teacher to maintain an orderly classroom.***

For afternoon dismissal, students must remain in their HR until their mode of transportation has been called. Dismissal will begin at 2:15 pm each afternoon. Only safety patrols should report to the bus loop at 2:15 pm. An additional document outlining the dismissal procedure will be provided by the admin team during pre-planning week. ALL K-2 students must always have a bag tag with their primary mode of after school transportation. All bus riders should be given their bus cards as they exit the room. Teachers and parents should reinforce students dropping their card in the appropriate bus envelope upon boarding their bus. If a student has a change of transportation note that MUST be in their hand when they are dismissed and checked by the duty personnel. Kindergarten and Pre-K teachers will escort their students to their buses at 2:15 pm. SpEd bus riders will be loaded at 2:10 pm. by their teacher. Early checkout ends each day at 1:45 pm.

STANDARDS OF SERVICE

All students will have access to Tier 1/General Education Instruction using the following curriculum resources.

- ELA-Fountas and Pinnell, Heggerty, Flyleaf, Shurley Grammar, Morpheme Magic, and Write Score
- Math- GA DOE Frameworks

- Science-Stem Scopes, Study Island, and Gizmos
- Social Studies-Studies Weekly/Gallopade and GA Inspire

At Cascade Elementary School we provide the same standard of service to all students. Your child will engage in the following contents on a daily basis.

Social Emotional Learning-15 min/ per day

English/Language Arts-140 min. (K-3)/ 90 min (Grades 4-5) per day

Mathematics- 90 min. (K-3)/ 90 min. (Grades 4-5) per day

Science—40 min./ per day

Social Studies-40 min./ per day

Specials-40 min./ per day

Recess- 20 min./per day

Lunch-30 min./ per day

SOCIAL EMOTIONAL LEARNING (SEL)

Social Emotional Learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The overall intent and purpose of the program is designed to inform how adults/students relate to each other, foster a calm and welcoming school climate, shape partnerships with families and community and build heightened engagement, trust and collaboration. This year at Cascade, we have embraced the SEL model and have actively put programs in place to promote a calm, safe and highly productive learning environment. The SEL Program is a school- wide initiative that is observed daily for a fifteen-minute period by all students and staff.

The weekly outline of the program includes the following:

- **Mindful Monday-** House Meetings (House Deans) 7:45 am - 8:00 am
- **Terrific Tuesday-** Second Step Curriculum(Hardeman/Homeroom Teachers) 7:45 am - 8:00 am
- **Wonderful Wednesday-** Second Step Curriculum(Hardeman/Homeroom Teachers) 7:45 am - 8:00 am
- **Thrilling Thursday** - Second Step Curriculum(Hardeman/Homeroom Teachers) 7:45 am - 8:00 am
- **Monthly House Parties-** Community Meetings (Homeroom Teacher) 1:45 pm - 2:05 pm

Goals for implementing SEL include

- To ensure that every student follows the accepted school code of conduct and shows respect for and obeys persons in authority

- To develop in every student a positive attitude toward self-discipline and socially acceptable behavior
- To help the school maintain a learning atmosphere which is safe, conducive to the learning process, and free from unnecessary disruption; and
- To communicate to students, teachers, parents and the community that unacceptable behavior will not be tolerated.

LEARNING ENVIRONMENT

Establishing a safe and orderly learning environment requires all members of the school community, teachers, support staff, students and parents to model behaviors that show respect for each other and persons in authority. Personal responsibilities or standards of conduct for our students, teachers, staff, and parents are below:

TEACHER/STAFF RESPONSIBILITIES

Teachers/staff are expected to model behaviors that are consistent with Cascade's policies and school performance standards. Teachers/Staff are responsible to support the learning environment by exemplifying the following standards of conduct:

- Teachers and staff shall promote mutual respect between students and adults.
- Teachers and staff shall be prepared to meet professional responsibilities associated with their respective positions.
- Teachers and staff shall develop and use cooperative discipline strategies, including appropriate language of learning techniques and a consistent school wide procedure to address conflicts and problem-solve with students.
- Teachers and staff shall promote a sense of pride and community as evidenced by a friendly and inviting atmosphere, the presence of celebratory clubs and activities, festive routines and traditions, and service in the school and community.
- Teachers/administrators shall contact a student's parents/guardians in cases of serious infractions of the school code of conduct.

EXPECTATION OF SUPERVISION OF STUDENTS

Proper supervision of students is the responsibility of all staff members. Please follow these guidelines:

- monitor and supervise your students at **ALL** times
- a classroom with students in it should **NEVER** be without an adult
- do not allow students to use your badge/keys at any time
- walk your students to and retrieve them from lunch and specials; teach them to wait for you, then calmly line up and walk quietly and in line through the halls on the right side

- explicitly teach our Essential Agreements for hallways, restrooms, cafeteria, Science & Math Labs, Computer Lab, and recess and enforce your expectations consistently, using frequent praise of desired behavior
- do not become overly involved in conversation with colleagues while supervising students
- spread out across the play areas so that students are within eyesight of an adult at all times
- **do not** allow students to engage in contact sports such as football
- when your class is on a field trip, the teacher bears the primary liability for supervision, not parent chaperones
- remain with students even during times of parent volunteer activities unless otherwise directed by an administrator.
- In the event of a drill, **all** adults must participate in the building and **assist** in student supervision

PARENT/GUARDIAN RESPONSIBILITIES:

- Parents and guardians of students are expected to participate in their child's education in the following ways:
- Communicate often and routinely with their child's teacher.
- Participate in their child's development by attending scheduled conferences.
- Remain informed about school policies and requirements of their child's academic program, including homework and projects.
- Ensure the child attends school regularly, and is appropriately prepared.
- Participate in school workshops for home reinforcement of study skills and specific instructional objectives.
- Alert the school to specific problems or difficulties that may impede the child's learning or well-being.

TRANSPORTATION TO AND FROM SCHOOL

APS Buses

The telephone number for the Atlanta Public Schools' Transportation Office is (404) 802-5500. Use this number if you have any concerns about bus transportation. The transportation department of Atlanta Public Schools configures bus routes based on maximum occupancy. Bus routes are posted by the district on the APS Transportation Page of the APS website. They are made available the week before school starts.

As part of our bus/car assurance system bus cards will be issued once dismissal routes are confirmed. Student safety patrols will be trained to receive bus cards from students. Teachers will dismiss safety patrols at the start of dismissal (2:10). Teachers will distribute bus cards to students at time of dismissal. Students will be expected to carry bus cards to their bus and turn in to safety patrol upon boarding the bus.

ALL K-2 students must always have a bag tag/ wristband with their primary mode of after school transportation. If a student has a change of transportation note that **MUST** be in their hand when they are dismissed and checked by the duty personnel. Teachers and parents should reinforce students maintaining bus tag on their backpacks (do not remove). **Per APS policy, all Pre-K through 1st grade students MUST have a backpack tag on their bags at all times indicating their name and primary mode of afternoon transportation. A bag tag will be provided for all new students.**

In an effort to avoid students missing the bus and ensure all kids get home as expected, students will not be allowed to exit the bus and re-enter the building once they have boarded the bus. If a student has inadvertently left something behind they will be allowed to retrieve it the next school day. Parents are encouraged to call the school and inform the teacher if an item needs safeguarding. You are also able to return to the school to collect the item during school hours.

All students under 9 years of age must be accompanied home from the bus stop by a parent. If the student does not have an older sibling attending the school a parent/guardian must be present at the time that the bus arrives. Please allow for a 10 minute window before and after the designed stop time. If a parent is not present the student will be returned to school for pick up. The parent will be responsible for collecting the child at the school. Repeated offenses will be referred to the social worker. **Per APS Policy, students 8 and under are not allowed to be released from the buses or walk home without a parent or guardian present. Students will be brought back to school by the bus drivers if parents/guardians aren't present, it will be the responsibility of the parent to retrieve the students from the school. After several occurrences of a parent not present at the time of pick up the school social worker will be contacted.**

Changes in Transportation

Your child's well-being and safety are our first and foremost priority at all times. Therefore, we encourage you to keep your child's after school routine as consistent as possible. However, we realize that there will be times when you will need to alter your normal routine. For these occasions:

- Please write a note detailing all information regarding the transportation change and **include your signature and submit it to the office staff and homeroom teacher.**
- The note will be given back to your child at dismissal to present to staff on duty.

For the safety of our children, **all changes of transportation must be in writing and include a parent signature and/or copy of a photo ID of the requesting parent. There must be a separate note for EACH child. NO CHANGES IN TRANSPORTATION CAN BE MADE VIA TELEPHONE.** It is important that you and your child discuss how s/he is going home, and that the teacher is aware of your plans, particularly any changes you make to your normal routine. Please remember that this written notification is required to ensure that the staff is aware of any changes. This is an important security issue and requires the cooperation of all parents!

Silent Roar Dismissal Procedure

For afternoon dismissal, students must remain in their HR until their mode of transportation has been called. Van riders, car riders, walkers and bus students will be dismissed using a silent dismissal process which will begin promptly at 2:15 pm. Teachers will display the Silent Tiger Dismissal Form on the promethean board. Students should exit the classroom in an orderly fashion, when grade-level bus rider indicator or car pool number is displayed. Teachers will receive a master list of student's carpool numbers. Please work with your parents to ensure that students learn their numbers. **It is the responsibility of the teacher to ensure that students are packed up and quiet during the dismissal process so that students do not miss their mode of transportation.** *If a scholar misses the van or bus, the classroom teacher will call the parent to make transportation arrangements for pick-up.* All non-homeroom teachers and staff should stand in their designated location and monitor the hallways during dismissal (2:10-2:40 pm). Homeroom teachers will send students out as called (by mode of transportation). Kindergarten teachers will escort bus riders through the bus loop when the grade-level bus rider indicator is displayed on Silent Roar Form. Kindergarten car riders will remain in their HR under the supervision of para.

WE ARE PAPERLESS!!! (As much as possible)

Cascade Elementary is transitioning to a paperless elementary school, therefore classwork and homework assignments will be uploaded to Google Classroom. Teachers will communicate the exciting things that are happening in their classrooms using Class Dojo, Class websites, videos, and Zoom for face-to-face parent conferences. Teachers will provide Class Dojo registration information and Google Classroom to parents and the admin team no later than **Friday, August 2, 2024.**

VISITING THE SCHOOL

All visitors and/or volunteers must sign in with the Main Office prior to reporting to their destination. Teachers are expected to communicate expected guests to the Main Office by 7:45 AM each day. Visitors not on the list will not be permitted to a destination other than the

lobby/main office except at the discretion of an administrator. It is essential that your guest list is provided to the Main Office daily to prevent unnecessary disruptions to your classroom and to respect the time of both the office staff and our visitors. Be sure to remind your guests to report to the main office to sign in and receive a visitor's pass upon arrival to the school. Parents/guardians who request a classroom observation or a teacher conference shall provide at least 24 hour advance notice. Visitors should not distract the teacher from instruction or otherwise interrupt the instructional process (See APS Policy).

BIRTHDAY CELEBRATIONS

Students are welcome to celebrate their birthday at school during lunch. Store bought snacks (cupcakes, cookies, donuts, treat bags etc.) and a drink may be brought to school to share with the child's class during lunch. All items must be nut free and verified by the homeroom teacher to avoid possible allergic reactions. Arrangements must be made 1 week in advance with the classroom teacher. Classroom teachers must inform **admin one week prior so that admin can work to provide coverage** and front office staff at least one day in advance of the event. On days when birthdays are scheduled the class is to get a tray from the cafeteria and return to eat in the classroom. One of the grade-level lunch monitors will be assigned to monitor the birthday celebration in the classroom. ***No pizza, balloons, gifts, decorations or home-made items, etc. are permitted. All food items must be individual servings. Siblings may not attend this celebration as it would be disruptive to another class. Birthday celebrations will not be permitted at the end of the school day nor other times in the day outside of lunch.*** Two visitors will be allowed to remain for the birthday celebration. Please refrain from photographing the birthday. The parent is only allowed to photograph their child.

PTA MEETINGS

Attendance at all PTA meetings is required. Parental involvement is a critical component to school success. We must model active involvement for our parents. PTA is unsuccessful without the support of teachers. The goal is to have 100% of the staff join the Cascade PTA.

ATTENDANCE

Early Check-out Procedure

Early dismissal is not encouraged; however, if you must take your child out of school during regular school hours, send a note in the morning to the teacher stating the reason for checkout. This allows the teacher to prepare your child's homework assignments and keeps disruption to a minimum.

At the check-out time, you must sign your child out in the notebook on the desk in the lobby and ask the office staff to call your child from class. Your child will not be called from class until you arrive on the premises and buzzed into the main office from the exterior door intercom. Therefore, do not ask your child's teacher to send him/her to wait in the front lobby at a designated time. Please do not go to your child's classroom to pick him/her up during the day.

In order to ensure a safe and orderly afternoon dismissal, students will not be called from classrooms for early dismissal after 1:45 p.m. each afternoon.

Absences from School

Attendance is a priority at Cascade. Students miss instruction any time they are absent from school causing a hardship on both them and their teachers. Even excused absences and tardy arrivals count against our overall school attendance goal and recognition for perfect attendance. Our attendance data impacts our overall school rating by the state. **Once a student accrues more than 10% of total school days (excused or unexcused), our school rating is negatively impacted. It is our goal to improve upon the number of students who missed 10% of the overall days of school each year.**

A child is considered absent if s/he does not attend school for over one half (1/2) of the school day. More specifically, if your child arrives at school by 7:45 a.m. but leaves for the day before 11:00 a.m. **or** if s/he arrives at school after 11:00 a.m., **or** if s/he does not attend school any part of the day, s/he is considered absent.

Upon your child's return to school, please send a written note explaining the reason for the absence. This note can be given to the homeroom teacher or directly to the front office. An absence is considered unexcused until you send a written explanation for the absence that provides one of the reasons below. Upon receipt of the note in the office, the correct attendance coding will be input into the student's record.

An excused absence as defined by APS is (a)personal illness of the student, (b)serious illness or death in the immediate family of the student, (c)medical or dental appointments with

verifications; however, such non-emergency appointments are encouraged during non-school hours when possible, (d)special or recognized religious holidays observed by the faith of the student.

Please note that after 10 absences in any one school year, a doctor's note is required to excuse the child for personal illness or appointments. A parent note will not suffice.

Perfect Attendance Recognition: Cascade Elementary honors students with Perfect Attendance each year. Perfect attendance is considered as 0 days absent (excused or unexcused). Students with Perfect Attendance for the entire year will be recognized in a special way on the last day of school. When scheduling your children's routine medical and dental appointments, remember that to maintain perfect attendance they must arrive at school by 7:45 a.m. and must not leave school prior to 11:00 a.m., or they must arrive by 7:45 a.m. and remain for more than $\frac{1}{2}$ of the school day.

Notification Protocols: The following notification system will be used to communicate with you regarding your child's attendance.

- After 2 absences, your homeroom teacher will contact you.
- When students have missed 10% of days for the month (excused or unexcused), we will send you a letter with an update on your child's attendance.
- After additional unexcused absences, additional supports will be utilized to include the counselor and/or social worker.
- Notification letters will also be routinely sent when a child is tardy to school 5, 10, and 15 times.
- After 15 tardies, additional supports will be utilized to include the counselor and/or social worker.

Make-Up Work: For all absences excused due to the reasons outlined above, students are allowed to make up missed schoolwork for a grade. The student and parent need to follow up with the teacher upon his/her return to school regarding the missed schoolwork. Please give your child's teacher at least 48 hours notice to compile missed work. **Please do not ask for missed work until your child returns to school.** Students are given 1 day per day absent to complete missed work. For example, if your child misses 2 days of school, s/he is given 2 days to make up missed work upon their return to school.

For unexcused absences, work may be requested upon return, but no credit/grades will be given for this work, with the exception of assessments which will be made up upon return for a grade. The work will not be given a "0", but it may not be graded for entry into the gradebook. If a student misses an assessment, he/she will be allowed to make it up for a grade at a time designated by the teacher.

STUDENT CONDUCT

Cascade students generally conduct themselves in a way that makes us proud of our school and is in accordance with the Atlanta Public Schools' Code of Conduct. However, progressive discipline will be used if a child misbehaves repeatedly. Teachers will first handle any incidents of misconduct through their classroom management plan which will include progressive discipline at the classroom level. Continued misbehavior which is not corrected at the classroom level will result in an office referral. A variety of consequences, including out of school suspension, will be used to appropriately protect the safe and orderly school environment. Physically aggressive behavior toward other students and/or staff members and physical or verbal bullying will not be tolerated under any circumstances and will be referred directly to the office.

Student Responsibilities and Expectations:

Cascade Universal Silent Signal

New When teachers or faculty hold their right hand, students are expected to stop talking or any activities that result in noise and direct their attention to the staff member.

Hallway Conduct

Acceptable behavior in the halls is as follows:

- Speak softly and walk quietly.
- Do not block the hall or stairs.
- Avoid standing in groups and blocking other students from proceeding to class.
- Walk to the right.
- Quiet zones include the front lobby, media center, all classroom hallways, and stairwells.
- Individual students in the hallway **must** have a pass and be respectful of hall procedures.
- Keep your hands to yourself. All eyes forward. Low speed.
- Failure to conduct yourself appropriately in the hallways will result in disciplinary action.

Tiger Lunch Expectations

Cascade Elementary is a part of the CEO Grant and all students eat free breakfast and free lunch. All team members (teachers & staff) are required to pay for lunch per the Nutrition department. Students will eat breakfast and lunch in the cafeteria. Teachers will escort students to the Tiger Cafe lunch and pick them up from lunch. All classes should be dropped off at their appropriate time and promptly picked up at their appropriate time.

Note: All homeroom teachers will be expected to eat lunch with your students the first 5 days and the last five days of school to help them understand the routines, procedures, and etiquette. Homeroom teachers may also be asked to eat with their students during Georgia Milestones testing.

School Wide Behavior Management Plan

PURPOSE OF HOUSES

The purpose of community houses is to provide a safe learning environment for kids and teachers that foster self-control and a sense of community within and among students and provide a proactive, productive and consistent approach to student behavior. We believe that these efforts are best achieved by staff, parents, students, administration and the entire community working together.

House Rules!

Research shows that students thrive when given a sense of belonging, responsibility, and leadership opportunities, student engagement in school improves as well as achievement. Each of these components are possible when a part of a house.

All students and staff members are divided into three houses - *House of Inquirers*, *House of Communicators* and the *House of Thinkers*. Scholars will compete with members of the other Houses by earning points for their respective Houses daily by displaying the 10 IB Learner Profile attributes. Points will be awarded on the ClassDojo platform. All staff members may award points. Points will be displayed on the Cascade House Tally Board, and the House winner will be announced weekly. The House that earns the most points for the month will receive an incentive/treat. The Dean and Assistant Dean will meet with each house to review appropriate behavior and explain the House point system during House Meetings. House Deans will coordinate house dances and house chants for their individual Houses. Students will rep their Houses during House Meetings and Block Parties!

House Point System

*****Every Teacher is expected to create and maintain a Class Dojo classroom shared with Admin, Extended Admin, and Specials teachers. The Class Dojo points should be based on the 10 IB Attributes*****

Caring, Open-Minded, Communicator, Principled, Balanced, Risk-Taker, Knowledgeable, Inquirer, Thinker, & Reflective

Example: Student is on time for class (Principled)= 5 points

Parents Register for Class Dojo (Communicator)= 5 points

****Maximum points per student will be 50 points a day or 250 points a week from the homeroom teacher. Special teachers will be able to give students additional points (based on the 10 IB Learner Profile Attributes).*

House Assignments and House Deans

**Each student and staff member is assigned to a house. Houses have a dean/assistant dean, crest, colors, slogan, dance, and song*

House of Inquirers (Blue)

E. Rowe (1st Grade Lead) / Assistant Dean T. Wright (2nd Grade Lead)

T. Momon (Principal), D. Bryant (PreK), S. Hatchett (PreK-Para), E. Rowe (1st), T. Wright (2), G. Pascal (3rd), R. Cornejo (4th), P. Scott (5th), Dr. Atwater (ELA IC), K. Watson (IRR), L. Dennard (SPED Para), S. Purnell (Para), C. Harri (Secretary), K. Bailey (Hall Monitor), Dr. T. Proctor (IB Coach), V. Butler

House of Thinkers (Gold)

Dean S. Alsobrook (Kindergarten Lead)/Assistant Dean M. Bordeaux (5th Grade Lead)

R. Smith (AP), S. Alsobrook (K), D. Barnes (K-Para), S. Brown (1st), B. King (3rd) J. Bady (4th), M. Bordeaux (5th), K. White (Gifted), Y. Osborne (Art), V. Silva, S. Williams (Media Specialist), T. Lewis (Math IC), Ms. P. Berry (IRR), N. Faust (Para), A. Franklin (Clerk), A. Smith (Band), Vacant Para, Cook

House of Communicators (Green)

Dean L. Washington (4th Grade Lead)/Assistant Dean R. Winn (PE Teacher)

T. Harper-Thomas (K), T. Alexander (K Para), C. O'Harroll (1st), J. Butler (2nd), D. Banks (3rd), L. Washington (4th), J. Bady (4th), A. Freeman (5th), L. Peak (SID/PID), A. Thomas-Davis (Music), Nurse Richards, Vacant Parent Liaison, B. Joiner (SELT), W. Mills (MTL), B. Williams (SID/PID Para), R. Winn (PE)

House Meetings

(Deans and Assistant Deans are expected to lead with energy and creativity)

Virtual:

- House Meetings will be held every Monday from 7:45-8:00 AM.
- Deans and Associate Deans meet with individual houses via Zoom
- All faculty and staff will attend their respective House Meeting.
- Focus: House cheers and chants, motivational videos, class/teacher of the week, updates/announcements of school events, review of 10 IB attributes.
- The SEL/IB committee will prepare powerpoints to assist with the House meetings.

Block Party

(Pep Rally)

Virtual:

- Weekly celebrations.
- All Houses will meet once a month on Fridays from 1:45-2:10 PM for our Block Party.
- Focus: HOUSE presentations with weekly totals. Monthly recognition of perfect attendance and IB star students. Announcements of HOUSE of the week winners and school announcements.
- Each House will host the Block Party according to the schedule below:
 - o 1st Friday of the Month - House of Communicators
 - o 2nd Friday of the Month - House of Inquirers
 - o 3rd Friday of the Month - House of Thinkers
 - o 4th Friday of the Month - All (SEL/IB Committee)

In-Person:

- Block Party Live
 - o Face-to-face Block Parties will occur quarterly in the gym

Cascade ClassDojo












Homeroom Class Format

[Students](#) [Parents](#) [Skills](#) [Teachers](#) [Settings](#)

Import from ▾

Positive

Needs work

 <div>1</div> <div>Balanced</div>	 <div>1</div> <div>Caring</div>	 <div>1</div> <div>Communicator</div>	 <div>1</div> <div>Inquirer</div>
 <div>1</div> <div>Knowledgeable</div>	 <div>1</div> <div>Open-Minded</div>	 <div>1</div> <div>Principled</div>	 <div>1</div> <div>Reflective</div>
 <div>1</div> <div>Risk-Taker</div>	 <div>1</div> <div>Thinker</div>	 <div></div> <div>Add skill</div>	

Class Dojo Rewards



50 – Class Movie Party!

45 – Lunch Party with 2 Friends!

40 – Extra Recess!

35 – Teacher for a Lesson!

30 – Extra Computer or iPad Time!

25 – Sit with a Buddy!

20 – Show and Tell Pass!

15 – Stuffed Animal Friend in Class!

10 – Write in Pen All Day!

5 – Wear a Hat in Class!

Behavior Management Procedures

Each teacher is expected to establish classroom routines, expectations, and procedures that include student input, is aligned to SEL, and is modeled explicitly the first 10 days of school. When students are aware of classroom procedures and determine that the routines will remain consistent, they tend to respond in a positive manner. When situations arise where students are not exhibiting desired behaviors, teachers are expected to implement consequences as outlined by Atlanta Public Schools. An initiative of the SEL team during the first quarter is to establish a consistent behavior management system for the school. In the interim, the following processes will be in place to correct misbehaving students. *All level 1 & 2 infractions are to be reported and referred to the counselor. All level 3 & 4 infractions are to be reported and referred to grade level administrators*

Level 1 (Teacher Handle report infractions to Counselor/SW after 2nd infraction) - Incidental Violations (Non-referred)	Level 2 (Teacher Handle report infractions to Counselor/SW after 2nd infraction) - Minor Violations (Non-referred/Minor Infraction Report Form Completed)	Level 3 Major Violations(Refer to Grad Level Admin) (Referred/Major Violation IC Form Completed)	Level 4 Illegal Violations (Refer to AP/Principal) (Referred/Major Violation IC Form Completed)
<ul style="list-style-type: none"> • Running • Loud noise/yelling • Off task behavior • Noise making • Out of seat • Inappropriate behavior in the bathroom • Chewing gum or eating candy except by teacher permission 	<ul style="list-style-type: none"> • Disrespect to authority • Direct inappropriate language/gestures to adults • Lying/cheating • Inappropriate dress • Name calling • Non directed profanity • Throwing small objects • Not following playground or cafeteria rules • Talking out/disrupting the class • Inappropriate name calling between students • Electronic device violation • Not keeping hands to themselves 	<ul style="list-style-type: none"> • Fighting/physical aggression to cause harm • Spitting, biting, throwing/turning over objects • Overt defiance(refusal to follow direction of adult) • Property destruction/misuse • Reference in conversation, writing or pictures to weapons of acts of violence • Harassment/bullying (repeated intentionally putdown) • Lying/cheating (2nd offense) • Severe internet misuse (cyberbullying) • Forgery/theft • Leaving the classroom • Fourth level 2 offense 	<ul style="list-style-type: none"> • Drug use/possession • Weapon use/possession • Bomb threat • Combustibles • Extreme property damage/vandalism • Terroristic Threats (verbal)
Document in communication log so parents are aware of behavior.	1st Minor Offense- Infraction Report 2nd Minor Offense - Infraction Report 3rd Minor Offense- Infraction Report Complete Counseling Referral send to Counselor's Office	1st Major Offense- Behavior Referral Form in IC 2nd Major Offense- Behavior Referral Form in IC	1st offense - Immediate office/behavior referral

Cascade Elementary Behavior Management Referral Levels and Solution Process

What to do for behavior	Level 1 Incidental Violations	Level 2 Minor Violations	Level 3 Major Violations	Level 4 Illegal Violations
Address the behavior	Teacher handled The teacher addresses the behavior using classroom management strategies such as: <ul style="list-style-type: none"> • Redirect the correct behavior • Proximity control • Nonverbal cue to correct behavior • Private conference with student • In-class modified seating • In -class time out • Re-teach the behavior • Model correct behavior 	Teacher-handled Counselor/SW Referral The teacher addresses the behavior using logical consequences such as: <ul style="list-style-type: none"> • Redirect the correct behavior • Student/Teacher conference • Loss of Privilege • Re-teach the behavior • Model correct behavior 	Office Referral Administration handled <ul style="list-style-type: none"> • The discipline designee will review the facts of the incident and determine appropriate consequences and actions to be taken 	Office Referral Administration handled <ul style="list-style-type: none"> • Immediately buzz the main office and state you need an administrator to your room.
Forms To Use	Student reflection sheet	1st Minor Offense- Infraction Report 2nd Minor Offense- Infraction Report 3rd Minor Offense- Counselor Referral 4th Minor Offense - Office Referral	1st Major Offense- Behavior Referral in Infinite Campus	1st Illegal Offense- Behavior Referral

Steps to Take	Teacher-handled	Teacher-handled	Office Referral	Office Referral
	<ul style="list-style-type: none"> Record in student communication log and contact parents regarding repeated inappropriate behavior. Record parent contact in Infinite Campus. Fill out a counseling referral for repeated offenses 	<ul style="list-style-type: none"> Fill out a minor infraction report form. Keep signed infraction form in your classroom for documentation. <p><u>2nd Minor Offense</u> Fill out counseling referral form and send a copy to the office. Follow steps for major violations. <u>*After office visit student will get a clean slate and start with 0 incidents.</u></p>	<p>Infinite Campus should notify the designee of the referral. The designee will complete the referral form.</p> <p>Student starts with a clean slate and start once consequence has been implemented and completed successfully for the incidence.</p>	<ul style="list-style-type: none"> An investigation will occur, and the administration team will decide next steps for the student.

School Plan for Extreme Behaviors

As part of the development of an overall behavior framework, school teams must consider outlier behaviors for which the usual school-wide behavioral/discipline procedures are not enough.

Prevention Strategies

1. Work hard to develop relationships with all students
2. Daily use of SEL Units
3. Explain/teach students early and throughout school year what you expect and WHY you expect it.
4. Describe what students should expect when a student is confrontational or disrespectful.
5. Recognize early signs of agitation and respond appropriately.
6. Remain CALM and Be CONSISTENT.
7. Never take it personally
8. Start each day as a new day
9. Provide students with meaningful behavioral supports at Tier 2 and Tier 3.
10. Check-in/Check-out for students identified as high needs of support

Actions that Escalate Behavior

1. Trying to argue or debate with the student
2. Yelling back
3. Moving into student's personal space
4. Grabbing towards student or belongings

Actions that De-escalate Behavior (Whole Child & Intervention)

1. Using a quiet voice
2. Giving options (i.e. "Johnny you may sit down, go cool down in the back of the class, or lose your recess time, the choice is yours.")

How are we teaching staff to intervene when extreme behaviors occur? (Whole Child & Intervention)

1. Mindset training (SWD, Admin Team & Behavior Coaches)
2. Review of non-negotiables for adults during preplanning

Classroom Level Implementation (Whole Child & Intervention)

Expectations for the first month of school

1. Developing classroom Essential Agreements
2. Practicing routines and procedures
3. Build relationships student-to-student & teacher-to-teacher
4. Restore a sense of community after an incident that supports the student to make better decisions moving forward.
5. SEL daily lessons

Extreme Behavior Displayed	How to handle?	Who to contact?
The behaviors of a few students interfere with the entire learning process and the classroom procedures	<ul style="list-style-type: none">• Speak to the students individually and discuss their behavior with a problem-solving approach.• Contact the parent for suggestions/support• Ask a peer to come in and observe the class to provide another view and make suggestions.• Ask your administrator for support.	Student Parent Peer Administrator
Extremely inappropriate behaviors are exhibited	1. A referral to the Social Worker or Counselor or other behavioral health staff should be made. Ensure your administrator is informed as well.	Social Worker Counselor Other behavioral health staff Administrator

Extreme Behavior Displayed	How to handle?	Who to contact?
A student exhibits behavior or threatens to harm himself/herself or others	2. A referral to the Social Worker should be made. Ensure your administrator is informed as well. 3. Take threat seriously and request immediate assistance 4. Keep student calm and try to de-escalate situation 5. Remove other students from the class 6. Use physical restraint sparingly and only if absolutely necessary while waiting for help 7. Admin should follow emergency protocol for student that threaten to harm themselves or others	Social Worker Administrator
A student displays self-injurious behavior that results in tissue damage	8. A referral to the Social Worker and Nurse should be made. Ensure your administrator is informed as well.	Social Worker Nurse Administrator
A student "blows up" at an adult or other student	9. The adult should remain calm, use a quiet voice, and use de-escalation strategies. It is not appropriate to yell back at the student. 10. Depending on why the episode occurred, a referral to the Social Worker, Counselor, and/or administrator is appropriate. 11. Parent should be contacted to be informed of the occurrence.	Administrator Social Worker Counselor Parent
A student elopes out of the building	1. Notify your administrator immediately. A safety plan will need to be developed for the student. 2. Contact the parent for support	Administrator Parent

RTI AND BEHAVIOR SUPPORT: (Whole Child & Intervention)

Tier 1 interventions are universal and apply to all students within a classroom and school. Tier 1 interventions are more generalized, for example, school expectations, rules, routines, and consequences. Most students will respond to Tier 1 interventions.

Tier 1 Considerations

1. Behavior expectations are clearly defined. Research suggests 3 to 5 rules that are positively stated and easy to remember. (See Essential Agreements)

2. Behavior expectations are taught to the students and re-taught when necessary.

3. Expected behaviors are acknowledged and praised. Praise to corrective statements should be provided at a ratio of 5 to 1. Praise statements should be specific and contingent.

4. Behavioral errors are corrected in a proactive manner. Clear procedures are needed if problem behavior occurs to teach and inform the student of the behavior and the replacement behavior that should be exhibited.

5. Interventions should be research based and empirically supported.

6. Decisions are based on data. To determine whether or not an intervention is successful, data must be recorded on the behavior.

Tier 1 Interventions

1. Social Emotional Learning (SEL)

2. Monthly “House” Celebrations

3. Class-wide Token Systems

4. Weekly Wildcat Den

Tier 2 Interventions

<u>Behavior Contract</u>	<u>Non-Verbal Cues & Signals</u>
<u>Structured Breaks</u>	<u>Organizational Tools</u>
<u>Check in/Check out</u>	<u>Peer Tutoring</u>
<u>Counselor Referral</u>	<u>Reward System</u>
<u>Daily Behavior Form</u>	<u>Self- Monitoring</u>
<u>Mentoring</u>	<u>Social Stories</u>
<u>Explicit Instruction</u>	
<u>Teaching Conflict Resolution Skills</u>	<u>Teaching Coping Skills</u>

<u>Teaching Relaxation Techniques</u>	<u>Teach Social Skills</u>
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The tiered process of intervention organizes behavior support along a continuum, matching intervention intensity to student's needs. The purpose of Tier 2 in this system is to (1) identify students who are at-risk for or currently exhibiting emotional/behavioral difficulties, (2) decreases the frequency of students' problem behaviors, and (3) provide standardized interventions that effectively and efficiently support students but do not require the time and resources needed to develop individualized plans.

A student is identified as in need of Tier 2 intervention when he or she has not exhibited improvement in problem behavior after 4-6 weeks of Tier 1 intervention. If appropriate Tier 1 interventions have been in place and the student is not responding to the interventions, the student should begin receiving Tier 2 intervention.

The purpose of Tier 3 in this system is to develop and implement individualized behavior plans utilizing the Functional Behavior Investigation (FBI) and Behavior Action Plan (BAP)

A student is identified as in need of Tier 3 intervention when he or she has not exhibited improvement in problem behavior after 15 days of Tier 2 intervention with data collection.

Decisions made about interventions for behavior at Tier 3 should involve the parent, RTI Specialist, teacher, administrators (or designee), and counselor. Team members should meet on a regular basis to discuss Tier 3 students and interventions.

Steps to Progress Monitoring

1. Select the behavior(s) to be targeted and define the behavior(s) in objective and measurable terms.
2. Choose a method for monitoring the behavior(s). (Frequency, Duration, ABC etc.)
3. Create a plan for collecting the data (e.g., schedule of recording, who will collect, where data will be stored, etc.).
4. Collect the data.
5. Evaluate the data weekly to make informed programming decisions.
6. Make adjustments to intervention as indicated by the data.

RESTORATIVE PRACTICES

Teaching of restorative practices and skills in your classroom will build relationships. Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right.

Goals of Restorative Practices:

- o Focuses on identifying needs and responsibility.
- o Accountability = Understanding impact and repairing harm.
- o Offender, victim, and school all have direct roles in the justice process.
- o Offender is responsible for harmful behavior, repairing harm, and working towards positive outcomes.
- o Opportunity given to make amends and express remorse.

RESTORATIVE QUESTIONS I TO RESPOND TO CHALLENGING BEHAVIOR.	RESTORATIVE QUESTIONS II TO HELP THOSE HARMED BY OTHER'S ACTIONS.
<ul style="list-style-type: none">• What happened?• What were you thinking of at the time?• What have you thought about since?• Who has been affected by what you have done? In what way?• What do you think you need to do to make things right? <div data-bbox="544 1207 755 1312"><p>International Institute for Restorative Practices iirp.edu</p></div> <p data-bbox="105 1291 316 1312">©2016 IIRP Graduate School</p>	<ul style="list-style-type: none">• What did you think when you realized what had happened?• What impact has this incident had on you and others?• What has been the hardest thing for you?• What do you think needs to happen to make things right? <p data-bbox="844 1291 1055 1312">©2016 IIRP Graduate School</p>

Classroom Infraction Report

This form is used to document a recurring classroom behavior incident. *This is not a referral. However, continuation of this behavior may result in an office discipline referral. This form is needed when referring a level II incident to an administrator.*

Student	Teacher	Grade	Gender
INCIDENT TYPE (Check One):			
<ul style="list-style-type: none"> Inappropriate language Lying/cheating Forgery/Theft Physical contact 	<ul style="list-style-type: none"> Disruption Property damage Harassment/tease/bully Dress code 	<ul style="list-style-type: none"> Tardy Defiance/Disrespect Other: _____ 	

Incident #1			
Date:		Time:	Incident:
INTERVENTION (Check One):		POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<ul style="list-style-type: none"> Student conference Model desired behavior Verbal Warning provided 	<ul style="list-style-type: none"> Phone parent _____ Loss of item/class privilege selected by student Other: _____ 	<ul style="list-style-type: none"> Avoid Adult Avoid Peer(s) Avoid Task/Activities Don't Know Obtain Adult Attention Obtain Items/Activities Obtain Peer Attention Other: _____ 	<ul style="list-style-type: none"> None Peers Staff Teacher Substitute Unknown Other: _____

Incident #2			
Date:		Time:	Incident:
INTERVENTION (Check One):		POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<ul style="list-style-type: none"> Student conference Model desired behavior Verbal Warning provided 	<ul style="list-style-type: none"> Phone parent _____ Loss of item/class privilege selected by student Other: _____ 	<ul style="list-style-type: none"> Avoid Adult Avoid Peer(s) Avoid Task/Activities Don't Know Obtain Adult Attention Obtain Items/Activities Obtain Peer Attention Other: _____ 	<ul style="list-style-type: none"> None Peers Staff Teacher Substitute Unknown Other: _____

Incident #3			
Date:		Time:	Incident:
INTERVENTION (Check One):		POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<ul style="list-style-type: none"> Student conference Model desired behavior Verbal Warning provided 	<ul style="list-style-type: none"> Phone parent _____ Loss of item/class privilege selected by student Other: _____ 	<ul style="list-style-type: none"> Avoid Adult Avoid Peer(s) Avoid Task/Activities Don't Know Obtain Adult Attention Obtain Items/Activities Obtain Peer Attention Other: _____ 	<ul style="list-style-type: none"> None Peers Staff Teacher Substitute Unknown Other: _____

1st Event Student's Signature: _____ Date: _____
2nd Event Student's Signature: _____ Date: _____
3rd Event Student's Signature: _____ Date: _____

Cascade Elementary School
Guidelines for School Sponsored Extracurricular Activities

Date: _____

Cascade strives to continue our quest to develop well rounded global learners. Cascade will foster that goal by providing students with the opportunities to participate in activities beyond the classroom. In order to participate in activities beyond the classroom, students must be in satisfactory academic standing, have limited to no behavior infractions and exhibit a desire to participate in extracurricular activities.

This form must be completed in its entirety and signed by the student and parent. A student's participation in any extracurricular activities can be revoked at any time by the activity sponsor or school administrator if a student violates the following guidelines for participation:

- School discipline rules as outlined in the Atlanta Public Schools Student Handbook
- Blatant display of unsportsmanlike conduct
- Violation of rules as outlined by sports, clubs or activity
- Poor participation
- Decrease in academic success

Any violation of the aforementioned guidelines will result in a meeting with activity sponsor, parent, student and administrator to discuss next steps, consequences and possible dismissal.

Activity: _____ Activity Sponsor's
Name: _____

Student Name: _____ Grade: _____

Parent Name: _____ Parent Phone
Number: _____

Current Address: _____

Students will display appropriate behavior at all times while participating in any school sponsored activity. Students will display appropriate behavior by agreeing to the following:

_____ (student's initials) I will maintain academic excellence by completing all assignments and task to the best of my ability.

_____ (student's initials) I will be respectful to my peers and others at all times.

_____ (student's initials) I will participate in all activities to the best of my ability.

_____ (student's initials)

Other: _____

Student: _____

Signature: _____ Date: _____
print name

Parent: _____

Signature: _____ Date: _____
print name

Parent:: _____
Signature: _____ Date: _____
print name

TEACHER REPORTING PROCEDURES

Please refrain from sending a child to the office looking for an Administrator or sending them (the misbehaved student) to the office to ***sit and wait*** for an Administrator. Students will be sent back to class if this occurs. If it is necessary to send the student out of your room, please press the intercom for the main office and request that the discipline designee report to your classroom. Students should never be asked to sit in the hallway unattended by an adult when they are disruptive. In the event an emergency arises staff should contact the main office. The main office will notify the grade level administrator.

Complete the referral form on Infinite Campus and assign the event to the grade level administrator. The designee will respond to level I and II infractions upon receipt of notification of the referral form. The administrator will investigate level III and IV incident on the same day of the incident and determine a resolution no later than the following day.

Grade Level Behavior Administrator

Mrs. Cook & Ms. Momon- 1st, 4th, & 5th

Mrs. Hardeman & Mrs. Smith-Kin-Pre-K, 2nd, 3rd

****Note: If your grade level administrator is absent, please contact the alternate administrator for immediate support during Level 3 and 4 incidences.***

BULLYING

No student shall bully another student or students. Bullying can include:

a) Cyberbullying/Electronic Bullying: Bullying can occur on school property or through school technology resources, but can also occur through the use of electronic communication, whether

or not that communication originated on school property or with school technology resources, if the electronic communication:

1. Is directed specifically at students or school personnel, AND
2. Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, AND
3. creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

b) Bullying behavior is defined as:

1. Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so, or;
2. Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or;
3. any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or intimidate that:
 - Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts; or
 - Has the effect of substantially interfering with the victim student's education;
 - Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
 - Has the effect of substantially disrupting the orderly operation of the school.

NOTE: Parents/guardians of students who are victims of bullying or are found to have committed bullying behaviors will be notified via conference or letter/referral. Staff members should report instances of these behaviors to school administration immediately so that administrators may review them in a timely manner. At least one parent/guardian will be required to attend a conference with the Principal or designee concerning the student's bullying offense. Employees, volunteers, students and parents/guardians/other persons that have access to and/or monitor students may anonymously report or otherwise provide information on bullying activity to a school administrator. No person who reports bullying behaviors will be retaliated against by any school employee. Students who retaliate against others for reports of bullying behavior are subject to discipline which may include enhanced consequences. Students who knowingly file a

false report of bullying will also be disciplined. This information does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system, as a result of the student's behavior.

AUDIO AND VIDEO RECORDING

Students shall not use audio or visual recording devices without the permission of a school administrator. This includes, but is not limited to, using recording devices to video, photograph or record misbehaviors or to violate the privacy of others. Any violation will result in the device/recording being confiscated.

Staff shall not use audio or visual recordings to record students or staff unless authorization has been granted by a parent and/or the staff member being recorded. Disciplinary action will occur for any violations of this Atlanta Public Schools policy.

CHRONIC DISCIPLINE

A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur. Any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall inform the parent or guardian of the student's disciplinary problem. Notification should be by either first-class mail or certified mail with return receipt requested and telephone call. The principal should also request that at least one (1) parent or guardian attend a conference with the principal and/or teacher. The purpose of the conference would be to devise a disciplinary and behavioral correction plan. Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call or by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the principal, or principal's designee, to devise a disciplinary and behavioral correction plan. At the discretion of the principal, a teacher, counselor, or other person may attend the conference. The principal will note the conference in the student's permanent file. Failure of the parent or guardian to attend shall not preclude the student from being readmitted to the school. The school system may, by petition to the juvenile court, proceed against a parent or guardian of a chronic disciplinary problem student if school system personnel believe the parent or guardian has willfully and unreasonably failed to attend a conference requested by a principal.

INVESTIGATION OF MISCONDUCT

When a discipline violation is reported or suspected, the administrator or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged

perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Statements can be obtained from all individuals who are interviewed. Video surveillance, if available, can be reviewed and secured. Any other physical and documentary evidence can be collected and preserved. School counselors, school social workers, school police, and other support staff are utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. The administrator or designee should also immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel. The determination of whether or not a student has committed a disciplinary violation will be made based solely on a preponderance of the evidence. The decision to charge a student for violation of this code of conduct is made by the school administration.

Student Questioning by School Administrators

Administrators have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment at any time. Though it is important to inform parents about issues of concern, parental consent is not required prior to the questioning of students.

Student Interaction with Social Workers and Counselors

School social workers and counselors must develop trusting relationships with the students they serve. There is a professional obligation to respect the privacy of their students. Parents and guardians should be aware that student conversations with social workers and counselors are confidential and not disclosed to parents. When children are at school, it is the school's responsibility to protect and ensure their well-being

Student Interaction with Department of Family and Child Services (DFCS)

DFCS officials investigating suspected child abuse are permitted to conduct reasonable interviews and inspections of children. Notice to parents is neither required nor desirable when the object of that investigation may be the parents. If the investigation involves suspected child abuse by individuals other than those residing in the child's household, parents will be informed that such interviews are being requested.

Student Questioning by Law Enforcement

School Resource Officers are permitted to question students at school without prior parental approval. Law enforcement officers from other agencies investigating non-school related matters may question students with the consent of the parent/guardian. Law enforcement officers who have a detention order or warrant for arrest, or states that the situation involves pursuit of a suspect linked to a felony crime may question students without parental consent.

Intervention Strategies

The following disciplinary actions reflect interventions that are available to the staff when handling matters. At the discretion of the administrator, alternative actions, including but not limited to reflection time, use of breaks/time out, restrictions on free time, a change in the student's schedule or length of the student's school day, isolation from peers at lunch.

Assignment of Extra Duty or Extra Work: Depending on the nature of the behavior infraction, duties or extra work may be assigned to match the nature of the offense. These duties or extra work shall be assigned and evaluated by a teacher and/or an administrator.

Behavior Contract: The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavioral contract. A behavioral contract identifies a specific behavior, describes how the student should behave, and clearly specifies the consequences of misbehavior. Violation of the terms of the contract may result in a mandatory withdrawal from school.

Deprivation of Privileges: Extracurricular activities are special privileges offered to enhance the student's overall learning experience. Field trips, assemblies, recess, and other special events are privileges, not rights. Any or all of these privileges may be revoked, and the student's parent/guardian will be notified.

Parent Involvement: Parents and/or legal guardians are notified of disciplinary action by telephone, personal contact, letter, or certified letter. A conference may be conducted between the students, his/her parents, a school administrator, and/or teacher as appropriate.

Peer Mediation: Mediation can be used to defuse potential situations. It can be used as a means to resolve problems and improve communication among students. Mediation is not a substitute for administrative action but may serve as an intervention.

Referral to Law Enforcement Agencies

Students may be referred to the appropriate law enforcement agencies for any inappropriate behavior that warrants a referral.

Restitution: Students will be responsible for the payment and/or restoration of school or personal property that has been vandalized, damaged, lost, or stolen. The parent/guardian will be notified and held liable.

Behavior Contract

In some instances, a formal conference is held between the student and one or more school officials after repeated or chronic offenses to place students on a behavior contract. During this conference, the student must agree to correct the behavior along with the support of their parents and guardians and in conjunction with the school. Students who are exhibiting chronic behavior issues will be placed on the behavior contract with the understanding that violation of

the contract's expectations will result in referral to the tribunal officer and could result in a mandatory withdrawal.

The Tiger's Den

A student may be temporarily removed from class and placed in the Tiger's Den Program for disciplinary reasons. In the Tiger's Den, students will reflect on their actions and receive mini lessons related to their infraction and how to make better choices in the future. A conference between the student, teacher, administrator, will be scheduled if deemed necessary by an administrator. If students violate any of the Tiger's Den rules during their assigned time, the student will be suspended from school for the remaining number of days assigned.

Out-of-School Suspension

- A short-term out-of-school suspension is defined as the suspension of a student from Cascade Elementary School for a period not exceeding ten consecutive school days. Except in the case of an emergency situation, in which the administrator has determined that there is a clear and present danger to the lives, health or safety of students or school personnel, any suspension will be preceded by parent/guardian notification. The administrator will hold a pre-suspension conference with the student and, if possible, teacher(s) or other school personnel involved with the matter. At this conference, the student will be informed of the reason for the contemplated disciplinary action, the evidence against him/her, and will be given an opportunity to present his/her version and evidence in support of his/her defense. The administrator may impose a long-term suspension of more than 10 days. Such a suspension may be imposed only after the student has been found to have committed a Level 4 violation of the Discipline Policy. Upon determining that a student's action warrants a possible long-term suspension, the administrator will verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions. The administrator shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in a long-term suspension and shall offer the opportunity for an immediate informal conference with an administrator.

At the formal hearing, the student and/or parent(s) or guardian(s) shall have the right to present evidence and ask questions. The administrator, in consultation with teachers and staff, is responsible for making the final decision with regard to long-term suspensions.

Mandatory Transfer from Cascade: If a student is being considered for mandatory transfer from Cascade Elementary School, the Principal shall provide written notification to the student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice also shall set a time and place for an informal conference with the Principal and shall inform the parent(s) or guardian(s) of their right to be accompanied by an individual of their choice. Except for those items which, under state and federal law, require immediate transfer, the Principal may not require a transfer of a student unless a prior written and verbal warning for mandatory transfer has been issued to both the student and his/her parent or guardian. In that "final warning", documentation must appear which clearly demonstrates which aspects of the Student Discipline Policy or Family/School Compact have been violated and why these violations warrant mandatory transfer if continued. If, following the informal conference, the Principal maintains that the student would receive an adequate and appropriate education in another school program, the Principal shall provide written notification to the student and his or her parent(s) that the student is being required to transfer. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of mandatory transfer at the last known address. Where possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of the alternatives explored, prior action taken to resolve the problem, and an invitation for an immediate formal hearing with the Principal and the Executive Director. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may also present materials to the Principal or designee for consideration. The Principal will render a formal decision within 24 hours of the hearing. Upon requiring a student to transfer from Cascade Elementary School, a written notice will be sent to Atlanta Public Schools.

IEP and IDEA Requirements; Due Process

Cascade commits to staying in compliance with any federal law regarding student discipline for children with disabilities and will stay apprised of any changes in the law. Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an individual education plan (IEP) that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by the Individuals with Disabilities

Act (IDEA). Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies discussed above.

Any student who is receiving special education services or has been identified as a student with a disability under IDEA and whose acts are determined by the Principal to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement and amendments to the IEP. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, the school shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found by the Principal to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

A student's family may elect to appeal a decision by the Principal for long term suspension or mandatory transfer. The Principal may delegate the responsibility and authority to conduct a hearing to a tribunal committee and the tribunal shall take all actions that would otherwise be taken by the Principal. All such actions taken by the tribunal in connection with such a hearing will be binding on Cascade Elementary School and the student. In all events of mandatory withdrawal, the Principal and/or school social worker will work in conjunction with the family to find the best solution.

****These policies and procedures may be revised during the GO Team Meetings if the leadership team deems it necessary****

Cascade Elementary School 2024-2025 H.O.U.S.E. Rules!

(Community Handbook)

PLEASE COMPLETE, SIG

N, AND RETURN TO MAIN OFFICE BY

Friday, August 2, 2024.

Please initial each blank below and sign and date on the designated lines.

_____ I have read the H.O.U.S.E Rules in its entirety.

_____ I understand my responsibility in teaching and enforcing all
H.O.U.S.E. Rules.

_____ I understand the expectations outlined in the H.O.U.S.E.
RULES which is Cascade Elementary's school-wide discipline plan.

_____ I understand that Cascade is striving to become a premier
elementary school of choice in Southwest Atlanta. I agree to support full
implementation of all components of the H.O.U.S.E. Rules.

_____ PRINTED PARENT NAME

_____ PARENT SIGNATURE

_____ STUDENT NAME

_____ DATE