



Student and Parent Handbook

Lower Elementary Campus

Grades 1st-3rd
4212 NE Prescott St.
Portland, OR 97218

Upper Elementary Campus

Grades 4th-6th
26 NE Morris St.
Portland, OR 97212

503-288-8820
Fax: 503-288-8894

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The Ivy School

Mission Statement:

The Ivy School offers a Montessori education with Spanish-language study. Our mission is to inspire children of diverse backgrounds to be lifelong, independent learners who value responsibility and embody peace.

Vision:

Ivy students will engage in a dynamic Montessori curriculum which allows for exploration of the world around them. Through creative and challenging multi-sensorial instruction, Ivy students will develop critical thinking skills necessary to be global citizens. The Ivy educators are reflective by implementing best practices through Montessori philosophy and materials, state standards, authentic assessment and student interest. By partnering with parents and the community, the Ivy School will be a safe place where all students can thrive.

The Ivy School Goals

High Academic Achievement

Historically, Montessori elementary students do well compared to their elementary peers and Montessori schools are highly rated academically. The Ivy School continues this tradition by combining the same high standards found in all Portland Public Schools with an innovative, engaging Montessori curriculum and teaching methods previously unavailable in local education.

Our curriculum is unique to the school, merging the Oregon Curriculum Goals with the Montessori Scope and Sequence. The richness and depth of this curriculum, combined with the motivating elements of the Montessori Method, engages students and challenges them to work at their full capacity.

All Oregon assessments are administered to Ivy School students to ensure they are meeting or exceeding Oregon standards.

Social Growth and Emotional Development

Education of character is a basic tenet of Montessori education. Students realize the non-academic outcomes of the Montessori philosophy including respect for others, self-motivation, and self-reliance. Children learn to take care of themselves, their environment, and each other. Students in a Montessori classroom, in cooperation with their teacher, set their goals, manage their time, and take responsibility for their learning.

What are Public Charter Schools?

Charter Schools are public schools operated autonomously from the school district. The Ivy School is run by the Board of Directors and a Full-time Administrator, (Principal). Charter Schools receive less public funds per student AND need to secure a facility. The Ivy School charter contract is with the Oregon Department of Education, which is a state sponsorship.

Charter schools have goals, standards, accountability plan, education design, curriculum, governance and operations. Most charter schools have heavy parent volunteerism. The Ivy School is a non-profit corporation.

Board of Directors

The Board of Directors is composed of volunteer community members who have an interest in The Ivy School as a unique educational opportunity. Board members have the primary responsibility for fulfillment of the school's mission and are legally accountable for its operations. The School Principal attends all Board meetings but is not a voting member. The Board sets school policies and is fiscally responsible for the school's resources. The Board selects and evaluates the School Principal, who is responsible for the day-to-day operation of the school.

Parent Involvement & Volunteerism

Volunteerism is an integral and essential part of our home/school partnership at the Ivy School. Family and community members extend and enhance classroom learning.

As a small charter school, parental involvement is the key to our success. Community involvement and civic responsibility along with grace and courtesy is something we actively teach. We believe that every family has a way to contribute to our community. Some parents have the ability to help in the classroom, others have experience in fundraising or writing newsletters. Children feel a stronger connection to their school and community when they know that their family supports and is actively involved in their school. Please make sure to complete the volunteer form with your enrollment packet.

Classroom volunteers: Background checks are required for every volunteer. Criminal Background Check forms are available on our website. Please note there is a \$5.00(cash) fee in order to process the form. Please complete and return form and fee directly to the Ivy office. Our teachers welcome help in the classroom, but each teacher has different ways of managing their classroom volunteers. Please talk to your child's teacher for more information about how to help.

Regular Hours of Operation

All Campuses: 8:00 am-2:45pm

After-care (fee based): 3:00pm-6:00pm (Prescott location, only).

Variations from Regular School Hours

The Ivy School publishes an annual calendar for family indicating no school days, including holidays and teacher in-service/work days. The Ivy School does not have early release days with the exception of Parent-Student-Teacher conference week. These early release conference days are determined prior to the start of the school year and are noted on The Ivy School calendar.

Older students occasionally have extended day activities or overnight field trips. These are planned by each class and parents are informed as these activities approach.

Drop off and Pick up Procedures

Drop off: The Ivy School offers morning curbside drop-off at both campuses. The Prescott location asks that you not park in the parking lot in the morning during active drop-off times (8:00-8:20). This area is reserved for curbside drop-off only. Please note designated curbside spaces reserved for carpool vehicles. These carpool spaces are reserved for vehicles that commute between both campuses and allow for the safe pick up and drop off of these students. Families are also welcome to park in the neighborhood and walk their children to their classroom door.

Pick up: Students must be picked up at their classroom door, by a parent, guardian or anyone authorized on the Pick-up form. Should you be running late, students will be sent to the office at 3:00pm sharp. If you cannot pick-up your child on-time (2:45pm-3:00), we suggest you look at our aftercare program.

Transportation

Parents/Guardians are responsible for transporting their child(ren) to and from the Ivy School. We offer curbside drop-off at both locations as a convenience to parents.

Both campuses are located on the Tri-Met bus line.

We suggest carpools, especially for those families that have students on two campuses.

Adverse Weather and Emergency Closures

In the event of inclement weather or other emergency, school administrators will make a determination as to whether it is safe to operate school for the day. The Ivy School will follow the decision made by Portland School District as to whether school will be in session, late start, or closed. As Ivy School parents come from a wide variety of locations in and around Portland, each family is encouraged to use their own judgment as to whether their student can safely travel to/from and attend school during extreme conditions.

Student Health and Safety

Student Health

Immunizations

For attendance in Oregon Schools, the law requires that students must be fully immunized, in the process of receiving immunization, or having a signed statement of exemption on file at school. Any students lacking up-to-date immunization, or having incomplete records will not be allowed to attend school. The Ivy School will notify parents directly of needed immunization and when child will be excluded if not updated. If a child has not been immunized, parents will be required to keep their child home if there is a disease outbreak.

Illness

Students with a fever (99 F or higher) must stay home until they are fever free for 24 hours. Students should also stay home when they have symptoms such as vomiting or diarrhea or appear ill in any way. Minor cold or allergy symptoms such as a runny nose with no other symptoms do not require a student to stay home.

If a student becomes ill or has symptoms while at school, the student will go to the office where office staff will assess the symptoms and offer the student the opportunity to rest. School staff will contact parents if the student needs to be sent home due to illness. The student will rest in the office until normal school release time if parents are unable to be reached.

Inform the school immediately if your student is diagnosed with a communicable disease such as strep throat, chicken pox, *head lice, or any other highly contagious illness. A notice will be sent home informing families that exposure may have occurred.

**Head lice are highly communicable and anyone can become affected. Be alert to this condition in your own children by watching for signs such as severe scratching of the scalp. It is good practice to check your child's hair regularly for lice. Children with head lice will have tiny bugs and/or grayish white dandruff-like particles that seemed glued to the hair shaft. If you detect this: keep your child at home until treatment is completed. Children can not return to school with live bugs. Removing all nits from the child's head has proven very effective in preventing the spread and/or reoccurrence of the condition and should be your goal. We will check your child's head upon return to school. While head lice are certainly inconvenient, they do not cause any known illness or disease. If your child has had lice/nits please notify the school so we can alert the teacher to look for other cases.*

Absences/Tardies

Regular attendance is necessary for students to be successful in school and is important to our school's funding. Classroom teachers monitor attendance daily. If a child has a chronic attendance or tardiness problem, Ivy school staff will contact parents/guardians to determine the cause and find solutions that the child may attend school on time on a daily basis.

If a student will be arriving late or absent from school during normal school operation the parent is asked to inform the school as early as possible. This can be done by calling the office,

or emailing teacher and/or office staff. Advanced notice of planned absences is appreciated. If your child must have a medical or dental appointment during school hours, please let your child's teacher be aware, as well as the office staff. All tardies and absences become part of each student's permanent record. If a student is absent and the school has not been informed, office staff will call parents at home or at work to verify absence. The procedure helps to maintain the safety of all students.

State law requires schools to withdraw students who are absent ten (10) consecutive school days for any reason. (OAR 581.023.0006)

Releasing Students During School Hours

Students shall remain on school grounds or with designated bounds of a school sponsored activity during school and activity hours. Parents may request a student's release during school hours by going to the school office and asking office staff to release a student. Non-parents and/or persons not known to the school will be asked to present identification and proof of authority to take a student from school. Please keep us informed in the interest of the safety and welfare of your child.

Absence and Excuses

When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence. Absence from school or class may be excused under the following circumstances:

1. Illness of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require student absence;
4. Field trips and school-approved activities;
5. Medical or dental appointments. We ask they appointments be made before school or after school hours, but will excuse if no other appoint can be made.
6. Other reasons deemed appropriate by the school Administrator when satisfactory arrangements have been made in advance of the absence.

Required Absences

Students are required to stay at home if they have a quarantined illness or condition. Before returning to school after such an illness or condition, a student should obtain a doctor's permission to return to the classroom. (4.10.012-AD)

Accidents and Injuries

If a student is involved in an accident or in some way gets injured while at school, steps will be taken appropriate to the level of injury. All Ivy School staff are CPR/First Aid certified and are qualified to deal with minor emergencies. Parents will be informed as quickly as possible of any injury, and an incident report will be completed. At the discretion of the staff dealing with the emergency, 911 will be called or other appropriate emergency services will be contacted.

Medication

Students requiring medication are requested to take all doses at home if possible. If medication must be given during school hours, while students are on school sponsored field trips, or need to be stored at school (i.e. Epi-pen) a medication distribution form must be completed and signed by the parent. This includes non-prescription medications. Medication must be given to school staff in original containers including prescription label attached and only the amount to be given by school staff in the container. School staff must keep a log of the date, time, and amount of medication given to the student.

Students who must carry medication may be permitted to self-administer medication when the necessary permission form and written instructions have been submitted. Please inquire at the office for necessary forms.

Child Abuse and Neglect

The State of Oregon mandates that all student personnel having reasonable cause to believe that any student has suffered abuse or neglect, or that any adult has abused a student, must report this information to the Department of Human Services – Child Welfare Program (CWP) or a local law enforcement agency. Staff members may not inform parents of such reports. School staff will cooperate with investigations of child abuse and ongoing interventions being conducted by CWP or a law enforcement agency.

Safety

The safety of your child is of the utmost importance to us. If unsafe practices or events are observed by families, please contact the school office immediately so the concern can be addressed in a timely manner.

All visitors are asked to sign-in at the office upon entering the building and wear a volunteer or visitor badge, and return badge and sign-out when leaving. This badge identifies you as a “safe person” for children in our building, and allows us to account for who is in the building at all times.

Lunch and Food in the Classroom

The Montessori philosophy includes eating meals and snacks as a community, during which time lessons on grace and courtesy are taught and reinforced. Students are encouraged to pack their own healthy snacks and lunches, or to participate in the school lunch program. Classrooms provide opportunities for snacking during morning work time and eating lunch in class. Occasionally community snacks or meals are facilitated by the teacher or the school. Parents are informed and asked to contribute to these events.

Please be aware of the nutritional value of the food your child is bringing to school. Items such as soda, candy, or other snacks that list some form of sugar as one of the first three ingredients are discouraged.

Dress & Grooming

Appropriate dress contributes to a positive learning environment. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Students may be directed to change dress or grooming if it interferes with the learning process or school climate, is unclean, or threatens the health or safety of the student or others. The District prohibits clothing or displays which are: sexually suggestive, alcohol, tobacco, or other drug related, vulgar or insulting, demeaning to a particular person or group, indicative of gang membership.

Students are encouraged to dress in a manner that does not distract from the learning environment. This includes wearing clothes and shoes that are comfortable and allow the student to participate in a full range of activities each day. Students are asked not to wear revealing clothing or clothing with cartoon characters, logos or designs that might be considered offensive, distracting, or otherwise inappropriate. All students are expected to wear clothing that adequately covers their bodies and underclothing and allows them to participate in all daily activities. This includes shirts/tops that have at least a one-inch strap across the shoulder, shirts and pants/skirts that cover the midriff and underwear when arms are raised above the head and shorts/skirts that extend past the fingertips when arms are down by the side.

Cell Phone and Electronics Policy

Cell Phone Policy

Student cell phones distract from the educational environment and are to be kept off and inaccessible during school hours from 8:00am – 3:00pm and/or through the duration of a school activity or event. Students may use the school's phones for emergency calls. If the above expectations are not met, the student may be asked to surrender their cell phone to the teacher or staff on request and will be responsible for retrieving it at the end of the day/event. (Please see how offenses are handled below). If a parent or guardian needs to contact their student, they must call the Prescott main office or their child's classroom where staff will connect you to your child.

Electronics Policy (i.e. Gameboy, ipod, ipad, MP3, etc):

The Ivy school asks that you keep these electronics at home. The use of these electronics, and the like, are prohibited during school hours or events. When a student is found using these items during school hours, the following will be enforced.

1st Offense:

Item will be confiscated by the staff member. The item will be returned to the student at the end of the day and parent will be notified.

2nd Offense:

If there is a second offense, the item will be confiscated by the staff member and parents must check in with student's teacher to retrieve the item. Please review school policy below for lost or stolen items.

The Ivy School does not provide payment for student property that is lost, stolen or damaged at school. All items (e.g. electronics, cell phones, game boys) are brought to school at the sole risk of the owner. The school will not spend time or energies in recovery of these items. Expensive items should be left at home. Lockers or cubbies are not safe places to store valuable items.

Prescott Campus
Main Office 503-288-8820

Morris Campus
Upper Elementary Classroom – 503-688-5979
Middle School Classroom – 503-688-5972

Field Trips and Off-Campus Activities

Classroom teachers and students plan field trips, off-campus activities, and “going out” for students that correspond with classroom curriculum. Parents are notified well in advance of such activities and permission slips are required for each student. Permission slips for each off-campus trip must be signed and returned to the teacher a minimum of three days prior to activity. Students who do not have parental permission to leave campus or who, in the judgment of the teacher, do not meet the behavioral expectations of the activity will remain on campus. Students who remain on campus will be assigned appropriate work for the day and an appropriate classroom or office placement by the regular classroom teacher. Students who choose not to participate in field trips or off campus activities are expected to attend school with a teacher-assigned alternate placement and work activities.

Parent Education Opportunities

Montessori education is different in many ways from other educational philosophies. Student success and parent comfort and The Ivy School are greatly increased when parents are well informed and have a deep understanding of The Ivy School Montessori philosophy and practices. Student's school experiences are impacted by these philosophies and practices on a daily basis. Parents are expected to access available resources to keep themselves well informed and educated and to facilitate coordination between home and school. Parent and family education regarding Montessori philosophy and The Ivy School operations is a high priority. Parent education events are held throughout the year and are publicized as they approach. These events include workshops, guest speakers, school-wide and classroom parent meetings, curriculum sharing events, and parent-student-teacher conferences. The Ivy School library

maintains a parent resource section with a large selection of relevant books and other materials.

Helping Your Child Succeed

Parents often ask what they can do at home to help their child be successful at school. Here are a few suggestions:

- Read to and with your child every day.
- Follow and discuss news and current events.
- Ensure your child gets enough sleep and their nutrition needs are met.
- Help your child learn to cope with emotions.
- Attend school activities.
- Give your child responsibilities at home.
- Help your child set realistic goals.
- Be selective in the types and amount of TV and other media your child watches.
- Encourage your child to talk about activities, feelings and concerns openly.
- Let your child know that you believe he/she can succeed.
- All children develop differently--avoid comparisons.

Students with Special Needs and Disabilities

Special education evaluation and services are provided by the student's home district. Many laws and regulations apply to special education and disability services, and The Ivy School must comply with these standards. If a student is exhibiting behavior that is concerning to a parent or teacher, the student may be referred to the Student Support Team, which includes the classroom teacher, the special education teacher, an administrator and any other appropriate individuals. The team will meet to discuss the best course of action for evaluating, accommodating and/or serving the student within the regulations and options available.

In addition to formal special education services, the Ivy School employs instructional assistants to provide some services to students identified by teachers as needing additional instruction in reading and writing. The Montessori philosophy allows classroom teachers to individualize classroom work for each student. Most students' individualized needs can be met within the classroom.

School-Home Communication

Registration/Emergency Contact

New students are required to complete enrollment/registration forms upon acceptance to the school by lottery or waiting list. These forms are provided at the time of acceptance.

Please notify the school office of any change in emergency contact numbers, home address, email, telephone number (home, cell or work).

School wide directories of student contact information are provided to each family early in the school year. This is done to facilitate friendships and contact between students and families as

part of a supportive community. Families who do not wish to have their contact information published are given the option to withhold their addresses and phone numbers from the directory by completing the release form that is part of the enrollment packet and can be found on the Ivy website. Detailed contact information (parents' work, emergency contacts, etc.) is kept confidential in the school office.

Weekly Communication

The Ivy School uses email as the main method of communication. Teachers send emails weekly regarding general classroom events and news. In addition, the school sends out a weekly "all school" newsletter via e-mail to all families. Students have weekly work expectations based on their individual needs. Teachers communicate this information to parents in a manner best suited to their classroom operations. Parents at The Ivy School are very well informed as to their student's activities and progress. This is consistent with Montessori philosophy that education is a partnership between students, parents, and teachers.

If you feel that you need more information than you are receiving, please speak to the teacher directly. Teachers dedicate their time from 8:00am to 3:00pm to the students and their class, we ask that you make an appointment to speak with the teacher. Notes, voice mail, and e-mail are often effective ways of making appointments or getting answers to quick questions. If you feel you need assistance communicating with a teacher, please contact the office at 503-288-8820.

Parent-Student-Teacher Conferences

Parent-Student-Teacher Conferences are held twice annually, once in the Fall and once in the Spring. Parents can expect to hear about the work their student has been doing in the classroom, hear about his/her social and community involvement, and assessments regarding their students progress. Teachers will add comments as appropriate. Parents are also asked for their comments and questions.

Parents are encouraged to also attend curriculum sharing nights throughout the year. During these events parents are invited into the classroom so that their students can show the work they have been doing recently. Teachers are available for quick questions and support, but lengthy conversations and conferences should be scheduled at other times.

Parents are encouraged to speak with their child's teacher as often as needed. Teachers are available to meet with parents by appointment throughout the year. Please arrange a mutually agreeable time directly with the teacher. Administrative staff are always available to assist if needed.

Report cards

Report cards are distributed twice a year. Report cards contain information on both academic and social progress in the classroom.

Privacy Policy

Parents and legal guardians have access to their child's academic records maintained by the school. Student files contain grade records, teacher evaluations, state testing records, and accident/injury and incident reports. This information will not be released to anyone other than parents or legal guardians, administrators, and the student's current teachers. If you would like to review the contents of your child's school file, please make an appointment with the administrator. The administrator will advise you of your specific rights regarding individual pieces of information at the time you view the file.

Student contact information, including name, address, phone number, and parents names and e-mail addresses, are published in the school directory. Families wishing to keep some or all of this information private are given the opportunity to inform the office at the beginning of the year.

Student photographs may be taken at the beginning of each year by a professional photographer and/or a parent volunteer. The date and time of the student pictures are publicized well in advance and photos are available for purchase by the family. Photos are used by the school in student files and for identification purposes. Students are also photographed by teachers and other staff and volunteers for classroom and school use. Photographs may be used on the school website and in school publications such as school yearbook. Families wishing not to have their child photographed or wishing to exclude their child's photograph from specific uses are given the opportunity to inform the office at the beginning of the school year.

Student Rights and Responsibilities

The Ivy School expects the highest standards of behavior from our students and staff. The Montessori curriculum includes positive community involvement and creating a positive classroom community. Students are expected to maintain a clean and orderly classroom and school. Students are expected to treat all other students and adults at the school with kindness and respect. Ivy School students represent a diverse population and an environment of inclusiveness is taught.

Students have the right to a stimulating and academically challenging learning environment. Students are responsible for taking advantage of the opportunities presented to them and making the most of their classroom time. The Montessori philosophy encourages students to be responsible for their own education.

Students have the right to a safe learning environment. Students are responsible for helping to create safety in their classroom and school. Students who feel unsafe in any situation are to consult with their classroom teacher to find a resolution. Students may seek the assistance of their parents and school administrators in resolving emotional and physical safety issues.

Students have the right to contribute to their own educational plan, the classroom, the school, and the community. The Ivy School sponsors a student government with the intention of allowing all students a voice in the school operations. Students may make suggestions to their classroom representative, who will take the suggestion to the student council where it will be discussed and taken to the Site Council as appropriate. The student government also offers an opportunity for anonymous opinions and suggestions through a “suggestion box”.

Students have the right to behave socially in the learning environment. Students are encouraged to form friendships with schoolmates and participate in activities with them outside school hours. Social activities and planning cannot disrupt classroom and educational activities. Classroom teachers and administrators will encourage and facilitate appropriate social activity at school.

Students have the right to express personal opinions and to be free from discrimination or harassment based on personal beliefs and affiliations. Students are responsible for expressing these opinions in a respectful manner that does not infringe on the rights of other students or disrupt the learning environment.

Students have the right to refuse participation in political or other activities that violate their personal beliefs, so long as this is done in a peaceful and non-disruptive manner.

Student Discipline Policy

All students attending The Ivy Montessori Public Charter School are expected to be respectful of themselves, respectful of others and respectful towards the environment. Therefore, The Ivy School’s discipline policy is as follows: When, in the judgment of the teacher and/or administration, a child’s behavior is disruptive, disrespectful, cruel or unsafe to the child, others, or the environment it cannot and will not be tolerated.

Each teacher is expected to develop his/her individual way of effectively addressing the usual array of behavior challenges which arise in the classroom and elsewhere on the school grounds. As a Montessori teacher, her/his interventions are expected to be formulated based on 1) respect for the child, 2) knowledge and understanding of the developmental needs and characteristics of the child, as when as the needs of the group, and 3) the understanding that appropriate behavior must be carefully taught and modeled. The goal of each intervention is to assist the child(ren) to develop self-control and self-discipline. The manner in which each intervention is made is expected to reflect a patient attitude and to consist only of verbal and, when appropriate with a younger child, gentle physical assistance.

When a child demonstrates an inability to respond appropriately to ordinary discipline, and/or is otherwise signaling through behavior that he/she has needs that are not being met, the teacher should respond in a proactive way by meeting with the child’s parents to discuss concerns. At

this point the teacher might also want to consult informally with his/her colleagues or other qualified persons for input regarding alternative approaches and/or interventions.

Behavior Guidelines

Level One:

Incidents of not meeting classroom expectations (minor rule violations) that will result in an immediate instructionally based staff response. The teacher/staff member is responsible for documenting the incident using his/her own system.

Examples of Level One Behaviors:

Talk-outs, Off-task, Disruptive transition, disrupting others, noise making, hands/feet/objects not to self, inappropriate comments, initially refusing directions, inappropriate computer use, littering.

Corrective Actions

Remind, redirect, reinforce
“Cool Down” in office
Conference with student
Consult with other staff members

Level Two:

Either repeated Level One behaviors or those of a greater intensity, frequency, intent or result but are not yet at the level of serious misconduct. The teacher/staff member writes the Incident Report, possibly assists with determining a consequence, and makes a phone call to the child’s parent/guardian. The original Incident Report is for teacher documentation, and the copy is given to the administration.

Examples

Repeated level one behaviors (listed above) that require formal documentation – Disrespect – Teasing – Classroom disruption – Verbal or physical provocation – Directed profanity – Uncooperative behavior

Corrective actions

Remind, redirect, reinforce – “Cool Down” in office
Conference with student
Time in office
Consult with other staff members
Phone conference with parent

Office Referral – Level Three

Serious misconduct and behaviors that endanger the safety or well being of students and/or staff or behaviors that result in the sustained disruption of normal classroom and school function. These behaviors can also result in immediate suspension but may also be corrected with a variety of consequences. Students who engage in Level Three behaviors will be referred to the administration for immediate corrective action. The administrator will write the referral,

conference with the student, issue appropriate consequences, notify parents, and facilitate corrective action designed to help improve the student's behavior.

Examples

Repeated Level Two behaviors and attempts to correct with parent notification- Fighting – Defiance – Harassment – Bullying – Theft – Refusal – Unsafe activities – Obscenities – Serious classroom disruption

Corrective Actions

Remind, reinforce (in non-emergencies)

Send student(s) to office

Action by administrator (conference with student, staffing, time in office, in school or out of school suspension)

Parent contact by administrator

Summary of Ivy School Behavior Guideline Process:

Step 1. Level One – Classroom teacher/staff member handles and documents incident

Step 2. Level Two - Classroom teacher/staff member discusses behavior with student, possible assists with determining a consequence, completes an Incident Report, and makes a phone call to parent/guardian

Step 3. Level Three - After Level One and Two have been attempted or after a serious incident, administrator conferences with student, decides consequences, contacts parents/guardians, completes Administrative Action Report, and facilitates corrective action.

Officials have discretionary power in invoking disciplinary actions and procedures in order to maintain a climate conducive to learning and to the protection of individuals and property. The school administration shall consider the age and past pattern of behavior of a student in determining whether to suspend or expel that student. Before an expulsion can occur there must be a hearing before the superintendent or the superintendent's designee unless waived by the student's parent or guardian, or if the student is 18 years of age or older, the student.

Suspension & Expulsion Policies

The Ivy School maintains an engaging academic environment and a deep sense of community. Rules for participating in the community are clearly and regularly communicated to students and their families. Repeated violations of the rules can and will result in suspension or expulsion, as the individual situation warrants.

The Ivy School will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable laws. The Ivy School has developed policies, in collaboration with parents and teachers that observe fair and lawful standards of due process. All related hearings will conform to the state and federal laws regarding discipline, special education, confidentiality, and access to records.

Physical Discipline

Oregon Statute prohibits the use of physical discipline. However, a teacher, administrator, school employee, or school volunteer is authorized to use reasonable physical force upon a student when, and to the extent the individual reasonable believes, it is necessary to maintain order in the classroom or school, or at a school activity or event, whether or not it is held on school property. When so used, physical restraint will not be considered a form of physical discipline.

Required Reports to Law Enforcement Agencies

Violations of the school's rules related to guns and dangerous weapons, vandalism or the intentional or reckless destruction of school property, and coercion, assault, or threats must be reported to the police. A school official may inform the appropriate law enforcement agencies when a student is suspected of committing other illegal acts on the school campus or at a school-sponsored activity.

Grievance Procedure

If a student or parent has a complaint regarding an event that takes place at school or during a school sponsored activity, the student or parent should take the following steps:

Try to resolve the problem directly with those involved, if appropriate.

The student or parent may seek assistance from a teacher or administrator, if direct problem solving is unsuccessful or inappropriate. The teacher or administrator will assist in resolving the problem to the best of his/her ability.

If the matter is still not satisfactorily resolved, the grievance may be taken to any board member, in writing, who will share the grievance with the whole board. The board will review the grievance and advise the student or parent of the steps to be taken based on the nature of the grievance.

The Ivy School welcomes productive problem solving and opportunities to improve our program, personal attacks on staff members or other students/families will not be tolerated. When addressing a problem experienced at The Ivy School, please be courteous and respectful. Good problem solving occurs when all parties are focused on the issue rather than on personalities.

Emergency Plan

Disaster Procedures, Routine and Emergency

The site disaster plan has been developed to provide for the safety of students, staff, visitors, buildings equipment and supplies. The site disaster plan includes the instruction and preparation of students and staff as well as appropriate drills. Site maps, with designated meeting places are posted around the site.

All alarms are treated as real at The Ivy School. In the event of a false alarm, all staff members are aware that staff and students will evacuate the building and complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in the designated spot (by class) Staff and students will remain in the designated area until cleared to go back in the building, or until instructed to move to a safer area.

Emergency Procedures

Fire Drill

All fire alarms are treated as real at The Ivy School and lead to an immediate evacuation of the building. A few key aspects of the evacuation procedure drill include the following:

Students do not grab their backpacks or any other belongings at the start of a drill.
Students follow staff direction and proceed out the nearest exit.
Students meet at the designated spot with their class.

Fire Drill Procedures:

Please note: The Ivy School has two campuses the designated meeting are listed by campus below.

If alarm sounds:

- * Alarms are **ALWAYS** treated as real. Always assume there is a fire. Always begin evacuation drill immediately.
- * If you're supervising kids -- calm/brisk walk to the meeting area via the NEAREST exit to you (even if it means that you then need to walk around the perimeter of the building to get to the meeting area). Lead from the rear/middle of the group. Keep everyone together at all times.
- * No grabbing backpacks or other belongings. Just go.
- * If you're not supervising kids, quickly check unsupervised common areas (bathrooms, commons, etc.) on your way out.
- * Report anything helpful that you note on your way out... all information needs to be reported to the Administrator.
- * Stay in the designated area until cleared to go back into the building. **Or until instructed to move to a safer area.**
- * Students and staff return directly to the class/spaces which they left and resume regular schedule.

Make sure all your students are accounted for.

If you discover an actual fire:

- * Pull an alarm (to begin the building evacuation and notify fire department).
- * If you're supervising kids and judge that the fire can be extinguished -- see to it that a fire alarm is pulled immediately, clearly direct your students' evacuation, charge a designated student with notifying an adult, and THEN fight the fire with an extinguisher.
- * If you are not supervising kids and judge the fire can be extinguished -- be sure to pull a fire alarm before fighting the fire.

Four things everyone should know:

- 1.) The general plan and the basics of everyone's assignments.
- 2.) Your specific assignment(s), responsibilities -- in detail.
- 3.) Where the fire alarms are -- and how to use them.
- 4.) Where the fire extinguishers are -- and how to use them.

In the case of a major emergency (such as a significant earthquake or fire), parents should contact one of the following numbers for information and instructions:

(503) 860-1521 – Principal cell phone

(760) 703-8727 – Administrative Assistant cell phone

Morris Campus on site phone lines:

(503) 688-5972 – Meghan's Classroom

(503) 688-5979 – Hindi's Classroom

Earthquake Drill:

All students are drilled in the school's "drop, cover, hold-on" earthquake procedures. Students will be prepared to take appropriate action regardless of what part of the building they're in or whether they are inside or outside. At the end of an earthquake, staff then directs the evacuation of the building. Return to the building is contingent upon a safety inspection.

Earthquake Procedure:

INDOORS: DUCK, COVER, and HOLD ON!

Stay inside.

Move only a few steps to a nearby safe place. Take cover under and hold onto a piece of heavy furniture (if available) or be up against an inside wall.

Move away from glass windows, overhead hanging objects, light fixtures, book shelves, etc.

Remain in DUCK and COVER until directions are given on how to proceed.

OUTDOORS: DUCK, COVER, and HOLD ON!

Find a clear spot away from buildings, walls, trees, utility poles, wires, and other objects that could fall.

Remain in DUCK and COVER until directions are given on how to proceed.

DUCK and COVER

Students should know the following DUCK and COVER position.

Drop to knees and place hands over the back of head with arms over ears, and forehead on knees.

DUCK and COVER is appropriate for any of the following emergencies:

Earthquake

Explosion

Power Outage

If The Ivy School is subject to a power outage, the school day will continue according to the regular daily schedule. Students will be dismissed at the regular time. If for some reason the school building becomes unsafe (i.e no heat on a very cold day) for students and staff parents will be contacted to come and pick up their students,

Lockdown Mode

The Ivy staff is trained in lock in and lock down mode procedures and will be prepared to direct students in the event that the school ever needs to go into a lockout/in mode.

Lock In procedure:

Lock In – Indicates there is a potentially dangerous person or an already dangerous situation *inside* the building or police determine that Lock In mode is necessary.

- a. If the school initiates this procedure, call 911. If a police call initiates Lock In mode Activate and advise classrooms of the lock-in status.
- b. Administrator/Office Staff continuously ring the bell for at least 30 full seconds, safety and conditions permitting.
- c. Teachers bring in any students from the hall near their classroom and lock all classroom doors.
- d. Turn off lights.
- e. Keep students away from windows and doors, low to the floor and quiet – remind them to follow your directions
- f. Take attendance

Lock Out procedure:

Lock Out - Indicates there is a potentially dangerous person or situation existing *outside* the school (e.g., an armed individual being pursued by the police in a nearby neighborhood). A lock out may be ordered by a Principal or designee, members of the Portland Police Department, or another public safety agency.

If a call is received from the Portland Police telling you to go into Lock Out mode, implement the following steps:

- a. Administrator/Office Staff will have personal contact to notify staff.
- b. Lock all exterior doors quickly.
- c. Occupants can go from room to room but cannot leave the building.

IF STAFF/STUDENTS ARE OUTSIDE CLASSROOMS:

Have staff direct all students to the nearest school room as soon as possible

Have staff members inside classrooms that face open space, parking area, etc., remain near their doors to allow staff and students left outside to enter.

Lock and secure doors

Upon receipt of authoritative information that the threat no longer exists.

Notify staff with an all-clear announcement. If Police or other public safety personnel are on site they will conduct a sweep of the facility to ensure that all staff have secured from Lockdown modes. If they are not on site, the principal, administrator, or designee will conduct the sweep.

(Refer to this handbook as needed)