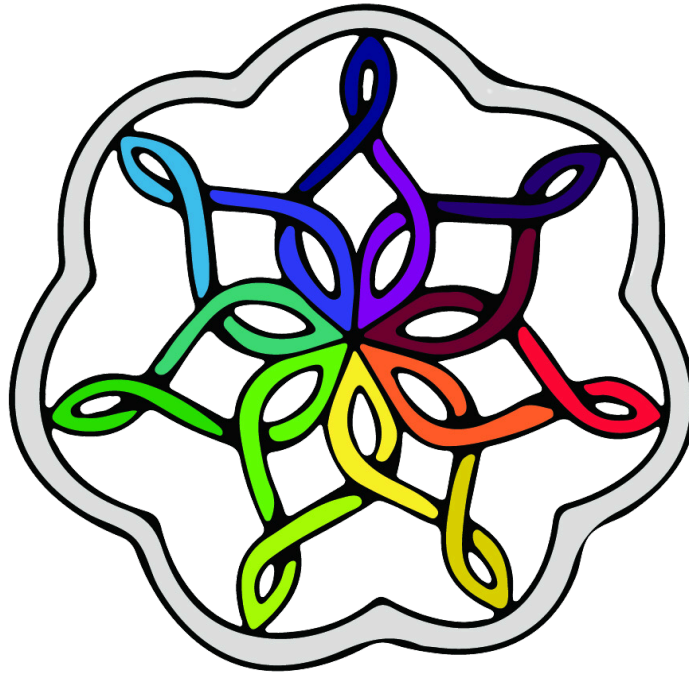


# **WOODLAND CHARTER SCHOOL FAMILY HANDBOOK**



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# Overview of Woodland Charter School

## ***A. Mission Statement***

Our school seeks to kindle a lifelong love of learning by providing a developmentally appropriate, arts-integrated curriculum that engages the whole child. Rich academics interwoven with human and nature studies foster a sense of belonging within the human community and a reverence for the beauty of the natural world. Our school thrives with on-going family involvement and inspires the support of the greater community.

## ***B. Woodland Charter School Educational Philosophy:***

“Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives”. ~Rudolf Steiner

Waldorf education is grounded in a deep understanding of child development and values each child as an individual with unique talents and needs. A balanced approach to education nurtures all dimensions of the human being so that thinking, feeling, and doing are integrated and function to help the unfolding child meet his or her full potential.

In Waldorf education, rigorous traditional academics are infused with artistic and practical activities. Handwork, music, games, movement, gardening, cooking and even woodworking enrich the academic main lesson. Through the years, history is brought to life through stories of ancient civilizations, cultures and remarkable human beings from around the world including our own land’s roots in Native American legends and studies. These stories continue from myth and legend to become more current and part of recorded history as the children mature. Children are brought close to the land and realities of day to day living through studies and work including such things as farming, gardening, shelter, clothing, practical crafts, woodworking and more. During this time, the children are practicing reading, writing, and grammar while learning about the people, places, and ideas they are studying. Ongoing is the work with numbers and math: from counting to algebra, from adding to fractions, from money to business math, from balancing to weights and measures, and more, all introduced imaginatively and practically then put into real practice. A broad, solid foundation of study in the early years allows children with a variety of learning styles to thrive and be inspired by their school experience.

The environment of Woodland Charter School is filled with elements that are both functional and beautiful, found in nature and created by human craftsmanship. Healthy senses are stimulated with soothing colors, harmonious sounds, delightful smells, live plants, and natural light. Through time exploring the outdoors and celebrating festivals, students learn to love and respect nature and the rhythms of the seasons.

Waldorf education aspires to instill in children a passion for education and values that will inspire and sustain them throughout their lives. Through example, they are taught to have gratitude and respect for the efforts of others. Modern children need to have the will to learn new skills for work in realms yet undiscovered and have the confidence and initiative to contribute to society. Woodland Charter School’s unique physical and social atmosphere is prime to help develop each child’s sense of truth, beauty, and goodness, while preparing them to lead successful, fulfilling lives in our ever-changing world.

## ***C. Woodland Charter School's Waldorf Inspired Curriculum***

### **Kindergarten**

Play-Based Education with Circle Time, Arts/ Crafts, Daily Activities, Cooking, Bread Making, Stories from Cultures Around the World, Puppet Shows, Festivals, Drawing and Painting, Free Play, Outdoor Work, Woodworking, Nature Walks, Handwork, Rest, and Community Building. Early literacy and numeracy skills are brought in holistic and developmentally appropriate ways.

### **Grade 1**

Introduction to writing through story and picture; form drawing; phonics and sight vocabulary; fairy tales and nature stories; simple addition, subtraction, multiplication and division; home surroundings.

### **Grade 2**

Expanded writing and reading; beginning grammar; fables, legends, & stories of helpers of humanity; arithmetic with larger numbers; numerical patterns and forms; times tables; measurement; animal stories; fibers, textures, clothing.

### **Grade 3**

Composition, reading, speech; creation stories; cursive writing; farming and gardening; timekeeping; shelter and building; arithmetic with complicated numbers and practical examples; measurement, grammar, reading and writing music.

### **Grade 4**

Composition, letter writing, alliterative poetry; grammar (tenses, more parts of speech); Norse mythology and other northern European sagas; Native American legends; local geography and history; fractions; animals in relation to the human being.

### **Grade 5**

Composition and continuing grammar studies; mythology of ancient civilizations (India, Persia, Babylonia, Egypt and Greece); North American geography; botany; review of fractions, the metric system, decimals.

### **Grade 6**

Composition; public speaking; Roman and early Medieval history from around the world; European geography; Ancient China; Ancient South and Central America; geology; physics (optics, heat and acoustics); astronomy; mineralogy; constructive geometry; mathematical word problems; business math and algebra (interest, percentage, discount).

### **Grade 7**

Creative writing; Renaissance culture, the Reformation, the age of exploration; Shakespeare; South American geography; physics (heat and mechanics); inorganic chemistry; nutrition and physiology; algebra.

### **Grade 8**

Practical writing; history from the Age of Revolution to the present; world geography (Africa, Asia and Australia); physics (electricity and magnetism); organic chemistry, algebra; solid geometry; meteorology and climatology; economics.

#### ***D. Admissions/Non-Discrimination***

The Woodland Charter School is a non-tuition based government-funded public school and is open to anyone residing in the state of Oregon. WCS does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement.

#### ***E. Every Student Belongs Policy***

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

Woodland Charter School (WCS) prohibits the use or display of any symbols of hate on school property or in an education program, except where used in teaching curriculum that is aligned with state standards of education for public schools.

WCS will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

“Symbol of hate” means nooses, symbols of neo-Nazi ideology or the battle flag of the Confederacy.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

In responding to the use of any symbols of hate or bias incidents, WCS will use non-disciplinary remedial action whenever appropriate.

WCS prohibits retaliation against an individual because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.

Nothing in this policy is intended to interfere with the lawful use of WCS facilities pursuant to a lease or license.

# **The Family and School Partnership**

As Woodland Charter School parents/guardians and teachers, we are joining together in a special partnership for the academic and social growth of our children. The following domains are areas of significant importance to Woodland Charter School and are part of what make our school and curriculum unique. As parents and community members of our school you can help support your student and our staff in the ways suggested below.

## **A. Rhythm**

One simple yet powerful way to link the school and home is through the establishment of a shared sense of order and rhythm. *Rhythm is life, within us and all around us. There is the beating of our hearts, the breathing in and out of our lungs, the daily rhythm of day and night, and the rhythm of waking and sleeping. Then, of course, the rhythm of the week, the months, and the phases of the moon reflected in the cyclical tides of the oceans. Moving further out there is the rhythm of the year: the solstices, equinoxes, and the seasonal changes. Woodland Charter School teachers strive to create a rhythm within the school day. By doing the same thing at the same time each day the child develops both a security and understanding of what is to come next, as well as a competence in it. More importantly, the teachers are actually helping to develop strong habits in our students. Through establishing strong, positive habits, we help the children in all aspects of their lives, especially for those later years when, "I don't feel like it," becomes a common response. (edited from an article by Matthew Bigongiari, founder and 4th/5th grade Eugene Village School teacher)*

### **At School**

Our school day has a definite rhythm. Teachers begin each day with greeting each child at the door. All of the children then join together in an opening activity prior to the start of academic lessons. This opening aids the transition between home and school. Teachers use rhythm to help the day "breathe" through alternating activities that require intense scrutiny and focus with activities that are more outward and expressive. Seasonal changes are also important to the flow of the school year and are interwoven through festivals and classroom lessons.

### **At Home**

Parents and caregivers can reinforce this sense of continuity and rhythm in the home through a regular routine for meals, homework, and bedtime. Participating in the school celebrations and helping your children also "breathe" at home through shared chores, nature activities, and family interactions reinforces what they experience in their school life. For example, many parents find a nightly routine of reading a story or having a quiet conversation eases the child's transition into sleep. Twenty-first century lives can be hectic but we have learned that healthy rhythms bring strengthened habits and calmness to everyday life.

## **B. Media and Technology**

A powerful link between our school and home is the judicious use of electronic media. From TV to smartphones to social media, our lives are dominated by 24/7 media exposure. According to the Kaiser Foundation, children and youth use four to five times the recommended amount of technology with

serious consequences. While media consumption by itself is not the proven leading cause of any health problem in the U.S., it can contribute to numerous health risks, say experts. Richard Freed, author of “Wired Child: Debunking Popular Technology Myths” states that digital entertainment is now the “dominant activity in children’s lives”. In his twenty plus years of practice he has seen hundreds of young patients who struggle in school. He believes that many negative symptoms, failing grades and difficulties completing homework are caused by too much screen time.

In fact, technology overuse may be rewiring kids’ developing brains in ways that could explain the growing number of children diagnosed with anxiety and other psychiatric disorders. Brain imaging techniques show that video gaming stimulates the same pleasure pathways as drugs and alcohol. Video or internet game addiction, which is gaining recognition by mental health professionals, can be devastating to the entire family.

A primary goal of Woodland Charter School’s Waldorf-inspired education is to offer students experiences with minimal use of digital media. The purpose of our Woodland Charter School’s curriculum is to engage the students’ imagination, critical thinking skills, and ability to fully engage in their lessons. Please join us in protecting your children from overexposure to electronic media.

### **At School**

Students are taught to interact with the curriculum and the world in unique, creative and innovative ways. Teacher’s use of media in the classroom is designed to match developmental phases and to help application of self-initiated exploration and learning. We believe that our *conscious and mindful use of media* supports our core curriculum to support the internal motivation and sensitivity needed in mastering media demands of the future. In addition, the use of Cyber Civics will be brought to students in 5th - 8th grade to support responsible digital citizenship.

- Students in grades K through 2 will have no exposure to screens at Woodland Charter School unless it is a legal requirement for accessing educational content.
- Students in grades 3 and 4 will use Chromebooks for District and State Assessments as well as minimal use to understand the interface of the state assessments and to support a student's ability to effectively type on a standard alpha-numeric keyboard.
- Students in grade 5 through 8 will use Chromebooks for District and State Assessments as well as minimal use to understand the interface of the state assessments and to support a student's ability to effectively type on a standard alpha-numeric keyboard. In addition, Grade 5 may use a document camera to project instructional materials and artwork. Grades 6 through 8 begin using Chromebooks for basic research, moving into more advanced research projects and typed reports by 8th grade. Grades 6 through 8 may also move to the use of digital slideshows and spreadsheets as part of projects and presentations.

### **At Home**

Slow Tech ideas by Ben Klocek are supportive of the phases of child development and are a great starting place for reasonable media use in the home. Materials by Ben Klocek are available at the office.

Woodland Charter School strongly encourages families to eliminate movies, TV, video games, free access to cell phones and the internet during the school week (Sunday night through Thursday afternoon). Furthermore, significant evidence, including recent reports from the surgeon general suggests that

elementary and middle school aged children are not developmentally mature enough to handle the responsibilities of social media and have significant impacts on their social emotional well-being. Therefore, we strongly encourage you to restrict social media for your Woodland Student. Lastly, we also strongly encourage restricting violent and sexually suggestive music, movies and video/computer games.

### **C. Woodland Charter School's Curriculum**

A third powerful link between home and school grows from an understanding of the unique curriculum and instructional program here at Woodland Charter School. Waldorf-inspired education seeks to cultivate a lifelong love of learning, as well as the intellectual, emotional and physical capacities needed for self confidence and successful, meaningful vocation in our evolving 21<sup>st</sup> century. Main subjects such as language arts, mathematics, history and science are taught in main lesson blocks lasting three to five weeks. These blocks are carefully chosen to match developmental phases of childhood and to fulfill complete cycles of learning in subject areas. Specialty subjects are revisited several times, but each new exposure brings greater depth and new insights in learning. Certain activities which may be considered supplementary in mainstream schools are central to Woodland Charter School's curriculum: art, music, handwork, gardening, PE, and social emotional learning, to name a few.

#### **At School**

As mentioned above, the elementary classroom teacher directs the instruction of the students through carefully planned morning "main" lessons that focus on a single academic subject for three to five weeks. The middle school teachers may adapt math and science lessons into larger units with "high interest" projects. Woodland Charter School teachers create their lessons in a pictorial and dynamic manner, drawing from many sources, thereby enlivening the lessons for their students. Using art, and storytelling, the content awakens student interest and involvement. An emphasis is placed on student generated work: books, models, dramatic presentations, sculptures, and musical performances, to name a few examples. Additionally, for grades one through eight, specialty teachers add depth to the students' skills by leading them in the above mentioned specialties: handwork, PE, vocal and instrumental music and even gardening. Our kindergarten program is also rich with storytelling, art, handwork, play, and outdoor activities.

#### **At Home**

Parents can help support the lessons learned during the school day, by adding curiosity and enthusiasm to their children's work. Providing time, space and resource materials for the completion of homework are beneficial to student follow-through. In addition, being aware of the current content of each main lesson block adds opportunities for family discussions and outings. All teachers communicate with families bi-weekly via Parent Square updates. Keeping up to date on the happenings in the classroom will support student success.

### **D. Respect for Self and Others**

*"The healthy social life is found when in the mirror of each human soul the whole community finds its reflection, and when in the community the virtue of each one is living."*

- Rudolf Steiner

A fourth link is developing respect for self and others. Essential to the group learning process are the



abilities to listen, interact, and work cooperatively. It is vital that the children here at school learn to live and work together respectfully and with sensitivity to others from the beginning. One strong method of achieving success in this area is to require all students (and staff) to take full responsibility for their own behaviors. Honest ownership of actions and ownership of opportunities for growth bring huge rewards in the area of respect for self and others.

### **At School**

#### *Explaining the Expectations*

The school is a place in which respectful behavior from everyone in the school community is a basic expectation. Administration and staff clearly and carefully set expectations, boundaries, and steps for solutions in social and instructional interactions at the beginning of the school year. These expectations are routinely repeated as needed throughout the year. The overarching school rules center around respect. Students learn what respect means within all school activities.

#### *Meeting the Expectations*

The next step is for the classroom teacher to share the value of respect and to guide the children in creating their own classroom code of conduct. This opportunity for children to engage interactively with the value of respect affords everyone the opportunity to understand how their behavioral choices impact the classroom community. Teachers regularly choose to use class time for group discussions about social issues. Class meetings send an underlying message to children that our emotional well-being is as important as our intellectual development. On occasion, behaviors arise that require further special action. Each situation will be carefully considered by administration and staff to bring about the most useful and common sense solution for the student's growth and self-respect.

### **At Home**

Family life is quite different in nature than the management required in guiding hundreds of children through the sophisticated schedules of academic lessons, special subjects, eating, and play. It is useful if there is some consistency in the concepts of personal ownership and the providing of clear and healthy choice. Please work with school staff and administration at any time to reinforce understanding of our methods, concerns with our procedures, or simply to discuss new ways to work together in this area. Please discuss with your child why it is important to honor the school's behavior expectations and how you support Woodland Charter School's staff in their guidance of your child.

### ***E. Sustainability***

Taken collectively, schools are major consumers of energy, paper, food, water, cleaning products, and other resources, and generate waste, pollution, and greenhouse gas emissions. They also have the potential to use resources efficiently, become producers of their own power, and serve as models of environmental sustainability for their communities. This potential, combined with their ability to teach the next generation and communities of families by example, makes schools strategic actors in the drive to transform the world's energy and resource consumption from a destructive model towards more sustainable patterns of development. Woodland Charter School takes this domain seriously and works both in the classroom and in our everyday school community to raise awareness and practice actions that contribute towards healthy sustainability.

At Woodland Charter School every community member is committed to reducing waste and conserving

resources. We save energy by turning off lights when rooms aren't in use, we recycle and reuse paper products, and have plans to compost our food waste. We conduct periodic waste audits and energy audits in an effort to practice, monitor and educate our students, staff and parents on the importance of waste reduction and resource conservation.

Woodland Charter School stresses the interdependence between human beings and the world. We show care and concern for animals, humans and the natural environment.

At Woodland Charter School, students and staff pledge to explore more avenues in conservation. By educating ourselves and teaching others, our school, community, and ultimately our world will become a healthier, cleaner place to live. We work together to save energy, build awareness, and model "green" behaviors. We are committed to doing our part to save the planet. We recognize this process as a community effort and would like to engage with other schools, working to lead the way in a successful endeavor to preserve the environment.

### **At School**

Woodland Charter School has developed a unique Waldorf-inspired curriculum that weaves together science and environmental awareness through all the grades in main lesson blocks such as farming, gardening, zoology, botany, mineralogy, world geography, and earth science, to name a few. The curriculum seeks to have students understand the wisdom inherent in natural processes as a way to understand the fundamental principles of sustainability.

In everyday practice Woodland Charter School weaves in many ways of reducing materials and resources such as energy and water through a culture of conservation and respect for the earth. Water and energy use are closely monitored. This diligence has led to reduction in water and energy use over time.

### **At Home**

Each family will address this area in ways that fit and work for their particular circumstances. The school appreciates all the efforts that families make in this domain that both help our earth and stay consistent with our school perspectives. Here are some suggestions for everyday school participation. When packing snacks and lunches for your children, consider sending lunches and snacks in reusable containers. Consider having students ride the bus if that is an option and look for opportunities to carpool with other families. When dropping off your child at the school, turn off your engine to reduce idling. We hope that between our school practices and education and parents' home instruction, students will gain habits that live for a lifetime in helping create a sustainable future.

## ***F. Wellness/Health***

Our last link addressed in partnership is the attention given to overall wellness and health. Woodland Charter School strives to provide a holistic setting that promotes the health and positive well-being of our students and community.

### **At School**

Students participate in two daily outdoor recess as well as 180 min/week of structured PE class/ or movement based Nature Studies classes. Additionally, teachers integrate physical activity throughout the week in teacher-led games and nature hikes. Before School, Kindergarten through 2nd grade students enjoy additional outside play and students have a morning walk before the bell rings in grades 3 - 8.

All students are instructed in the state required Erin's Law to ensure self-worth, and sexual abuse prevention in a developmentally appropriate manner.

Students in grades 5 through 8 will also have a twice weekly Woodland Wellness Class that will cover instruction related to Erin's Law, Cyber Civics (instruction in digital citizenship) and Social Emotional Learning (SEL).

Lastly, Woodland has a thriving school garden that provides food for the students and community throughout the year.

### **At Home**

We know that every family has its own approach to food, exercise, outings, and personal interactions. In addition, a regular sleep schedule is essential. A regular bedtime is proven to promote learning and positive behavior. Most children need between 9-12 hours of sleep every night. Often if it is difficult to awaken a child in the morning, they need to go to bed earlier.

We appreciate your reading through all of our domains of partnership and thoughtfully considering how our family and school collaboration can improve the lives of our students and children.

## **Leadership at Woodland**

### ***A. Charter Council***

The Charter Council meets at least once per month throughout the year; times and dates are posted on the calendar on the website. Meetings are open to the public and parental attendance is welcome. Depending on the agenda of the meeting, time may be allotted to public comments.

Requests for an item to be placed on the Charter Council agenda must be submitted in writing and delivered to the Charter Council Secretary no later than seven school days prior to a regular meeting. Items must be directly related to school business. The Charter Council Secretary will determine whether the request is or is not within the jurisdiction of the Charter Council and will determine whether the item is appropriate for discussion in an open or an executive session of the Charter Council. He/she will also determine if the matter should be addressed by another body in the school.

### ***B. Faculty Council***

The Faculty Council, along with our Administrator, meets after school weekly. The meetings are primarily focused on the students, their wellbeing, and their education. These confidential meetings are closed to the public. The faculty works to stay abreast of what is happening in the whole school, in each of our classes, and ultimately with each child. Specifically, there are regular studies of a class or a child. More indirectly, the faculty supports one another, studies, moves, shares, plans, trains, creates, learns, and grows together. Though not every teacher teaches your child directly, every teacher ultimately knows something about your child and cares about them. Together we carry them through each school year.

### ***C. Parent Council***

The Parent Council is a support committee comprised of dedicated parent volunteers. All parents are already members of Parent Council. Parent Council members serve as ambassadors, fostering communication and a sense of community among all parents. Parent Council encourages parent and community volunteerism, supports other groups in the school and coordinates projects and initiatives that contribute to school goals.

### ***D. Class Parents***

“Class Parents” are 2-3 parents/guardians per class who are asked by the teacher to help organize the parents in their child’s class and to provide ongoing support throughout the year. The Class Parent is a vital part of helping facilitate communications between teacher and families. The Class Parent stays in regular touch with the teacher to see if there are ways they or the parent body can help, including reminders about class and school events such as picture day, parent evenings, class field trips, the class play, class projects, etc. They also help to form the glue that makes each class a small community within the larger school community. We ask that the Class Parent(s) become active members of the Parent Council. Here they meet with other devoted parents and work collaboratively to support their classes and the school as a whole.

## **General School Information**

### ***A. Student Attendance***

Parents/guardians are responsible for ensuring that children attend school regularly and arrive on time in accordance with Oregon law. WCS expects students to attend school daily to receive the maximum benefits of our program. If a child misses more than 10 consecutive school days, he/she will be unenrolled from Woodland.

### ***B. Up-To-Date Contact Information***

It is very important that the school has current contact information in order for parents or emergency contacts to be reached. Immediately notify the school of changes in phone numbers, email, home address, and emergency contact numbers.

### ***C. Pick-Up and Drop-Off***

It is crucial to drop off and pick up your child on time. Drop-off time begins at 7:35 am for a punctual start of class at 7:50 am. Pick up time is at 3:25 pm. If someone other than those on your child's approved pick up list is picking up your child, you must make arrangements with the Office. Please do not allow children to cross the parking lot unattended, or leave them unattended once you have collected them.

When entering the driveway, we ask that parents/guardians follow all signs and drive slowly. Drop off begins at 7:35 for all grades. We ask families in **grades K, 1, and 2 to park in the upper lot** and walk students to their classroom each morning. Families with students in **grades 3 - 8 will use the drop off line** in the morning. If you prefer to park and walk your 3rd - 8th grade student into school please use the upper parking lot. **School days end at 3:25 pm.** Pick up follows the same plan as drop off for all grades. We ask families to meet their child at the classroom door for grades K, 1 and 2, and to use the pickup line for grades 3 - 8. We should have enough parking that those who have students in grades 3 - 8 and want to

pick up their student at the classroom door can do so. If you have several students at Woodland, and the youngest is in grades K, 1, or 2, we will have the older students walk up to meet the younger students and be picked up by families from those classrooms. We will use PikMyKid for our 3-8 dismissal line which has been an efficient process.

#### ***D. School Bus***

Parents of students who are planning on riding the bus need to contact the bus company, First Student, at 541-476-7733 to schedule pick up and figure out times and locations. A current Bus Authorization Form also needs to be filled out and filed in the Woodland office. Students riding the bus to and from Woodland will be transferring busses at another school before getting on the bus to take them to their final destination. If a student is riding a bus to go over to a friend's house or riding a bus they don't normally ride, they must get a note from the Office. In order to provide that note, the parent/guardian needs to notify the Office of the change with a note or phone call.

#### ***E. Emergency School Closures or Delayed Openings***

WCS follows the same closing schedule as Three Rivers School District (TRSD). If it becomes necessary to close school due to inclement weather, dangerous conditions, or any other emergency, a NO SCHOOL or delayed start announcement will be sent to our families via Parent Square and you can check the TRSD website. Please stay tuned to the radio, television, and/or computer on mornings when the weather looks doubtful.

#### ***F. Medication at School***

Three Rivers School District (TRSD) complies with Oregon State Law requiring that ALL medications administered at school, **including over the counter medications**, have a signed authorization form from the parents with specific instructions.

- Medication is kept in a locked cabinet in the Office, and the student will be supervised while taking medication. Children cannot be in possession of any medication at school.
- All medications must be in the original container with the prescription attached to the container, labeled with the student's name, medication and dosage, and doctor's name. A faxed prescription from the doctor's office to the school is acceptable.
- Medication left for emergency use, such as epi pens, inhalers, or insulin support requires a doctor's medical protocol, along with the Medication Administration form.
- Medication must not be expired and must be picked up at the end of the school year, otherwise it will be destroyed.

#### ***G. Communication***

Good communication among parents/guardians, staff, and the Councils is essential.

##### **Parent/Guardian-Teacher Communication**

Education works best for the child when parents/guardians and teachers work together. Open, honest, and respectful communication builds a healthy social life within the school.

Parent Square is Woodland Charter School's platform for all school-to-home communication. The Parent Square app is the easiest way to stay up to date on field trips, fundraisers, and all important school information. You can also access Parent Square via a web browser if you do not have cell phone access.

It is important for parents/guardians to keep in close contact with their child's teacher, especially if there are major changes in the home. For example: a serious illness, divorce, a death, or parent going back to work can impact everyone in the family, particularly children. Please reach out to your child's teacher or send a note in a sealed envelope to school with your child. Notice can be left with the Office to have the teacher call you at their earliest convenience. The teacher will contact you to discuss the issue or set up a time to meet. Allow 72 hours for a teacher to reply to your request (possibly longer if over a weekend or extended break). If you call the school to leave a message for a teacher, understand that they might not check their messages until the end of the day. Leave all urgent messages with the Office Manager so they can be communicated in a timely fashion.

Evenings are a time of rest and preparation for your child's teacher. Unless it is urgent, please direct your phone calls to the WCS Office and leave a message. 541-846-4246

Parent/guardian-teacher conferences will be held annually in November. Formal reports are created each year to document the progress of each child. Additional conferences may be available upon request with any member of the faculty.

### **Communication with Students**

During the day you may leave messages for students in the Office. These will be delivered when time allows. Students will be interrupted during class for emergencies only. Also, since cell phones are off limits to the students, they may only call out from the Office phone and only in matters of such importance that it cannot wait. The Office phone is not available to arrange social outings or play dates. This must be done privately, outside school hours.

### **Parent Nights**

Parent Nights offer the adults and teachers important opportunities to share information, get to know each other better and to help build the class community. Each class will have a minimum of three meetings throughout the year. Subject teachers may also be included in these meetings.

### **Posted Information**

Events, activities, and updates are posted in the Office, on the calendar on our website, and in the Parent Square Weekly Updates. Teachers and Administration aim to provide at least one-week's notice of any upcoming events.

### **Additional Questions or Concerns**

For questions or concerns regarding your child or your child's classroom, see your class teacher. For questions or concerns regarding the day to day operations of the school, please see the administrative staff.

### **H. Visitors**

All visitors must first obtain permission to be in the school by signing in in the Office before going to any classroom or other area of any school buildings. All visitors must wear a Visitor Badge provided by the school.

### ***I. Volunteering at School***

Volunteers enrich our educational program and are a critical part of our school. We ask all families to offer a minimum of 20 volunteer hours over the course of the school year. In order to volunteer with children at WCS, parents and community members are required to fill out an application, which includes a background check (every other year). Classroom schedules are carefully planned, so drop in volunteers are not allowed. Please sign in at the Office prior to going to prearranged volunteer opportunities. Volunteers are also needed for campus projects, committee work, and festivals.

### ***J. School Lunch***

Diet and behavior can often be linked. Pack students a substantial, healthy lunch plus a separate snack every day. We do not have space to keep the children's food cool, nor do we have a way to heat food. We request that you ensure that your child eats before coming to school and special events.

Each child should have a water bottle marked with their name for daily use.

In the event that you are unable to provide breakfast and lunch for your child(ren), the Office can acquire a sack breakfast and lunch from Hidden Valley High School cafeteria upon request.

Processed food such as candy, gum, soda, sports or energy drinks, and other highly artificial foods are not allowed. If you have any concerns or your child has any dietary restrictions, please communicate these to the teacher.

### ***K. Phone Use & Electronic Devices***

Teaching students to use technology safely and appropriately continues to be part of everyday learning; however, cell phones have proven to be a distraction in the classroom and detrimental to the learning environment. We are actively working to maintain the physical and mental health of our students. Given current research and data, we believe that removing the phone from the student's physical presence is best practice. Our middle school students are provided minimal access to a school chromebook each year for in-school use; thus, there is no need for personal electronic devices.

Woodland Charter School has an "Off and Away" rule for student cell phones and other wearable electronic devices while on Woodland Charter School Campus.

IF YOU NEED TO CONTACT YOUR STUDENT DURING THE DAY FOR AN EMERGENCY OR FOR TRANSPORTATION ISSUES, CONTACT THE OFFICE AND WE WILL GET A MESSAGE TO THEM.

**If a student is found using or possessing their phone during the school day, the device will be held in the office and a parent/guardian will be required to pick it up.**

All electronic headphones are prohibited during the school day unless the student has a medical exemption, or when directed by a teacher.

### ***L. Pets***

Due to insurance liability requirements, pets are not allowed on school grounds, including before and after school sessions and during scheduled activities, unless the animal is a trained service animal.

### ***M. Lost and Found***

Please put your child's name on all items brought to school so they can be easily returned to their rightful owner if they are lost. Unclaimed items will be donated twice per year, once at the end of winter break, and once during summer break.

### ***N. Birthdays***

Individual children's school birthday celebrations are often a part of the Waldorf classroom. Each class teacher decides how they want to recognize birthdays. Check with your child's teacher for details and treat guidelines.

### ***Party Invitations***

No party invitations are to be distributed at school. Invitations may be emailed, sent via regular postage mail, or done by phone from home. Exception: Parent approved invitations may be passed out at school at the teacher's discretion, only if all students in the class are invited.

### ***Flowers and Balloons***

Flowers and/or balloons may not be delivered to your child at school.

### ***O. Money***

Money for field trips and school programs should be sent in an envelope listing the student's name, amount enclosed, and the specific purpose for which it is intended and given to the teacher or Office. If the student needs the money for after school, they should keep it securely in their backpack. Woodland is not responsible for your student's lost money.

### ***P. Toys and Items from Home***

Toys and items from home are not allowed on school grounds. Teachers will inform parents of Show and Tell dates and provide a description of appropriate items to bring. If your child has an unusual circumstance, contact your child's teacher to make arrangements.



## **Dress Code**

The responsibility for the dress and cleanliness of a student rests primarily with the student and their parents or guardians.

It is important to stress that a typical day at Woodland Charter School is full of many different kinds of physical activities. Clothing should always accommodate the active child and be appropriate for prevailing weather conditions. Outside play is a part of the daily school routine; students must come to school properly dressed for outdoor activities in all kinds of weather. Clothing should allow for freedom of movement.

**Students need to have a 2nd set of clothes at the school in case of emergencies or soaked clothing. Most students rely upon a change of clothes over the course of the school year.**

If your family has difficulty meeting dress code expectations, or needs help to get access to clothing options, please contact our Family Advocate (Lori George) for support and resources.

### ***Clothing***

- Attire depicting or advocating violence, criminal activity, use of alcohol or drugs, sexual references, or hate speech are prohibited
- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes
- Fabric must cover breasts, genitals, and buttocks, and must be opaque
- All undergarments must be completely covered at all times
- The bottom of the shirt must reach the top of pants/ skirts/ leggings while a students hands are at their sides
- All shirts must have straps that go over shoulders and are wide enough to cover undergarments
- Clothing must be suitable for all classroom activities including movement, science labs, and other events such as field trips and other school sponsored activities while maintaining coverage described above

### ***Footwear***

- Shoes must be worn at all times. Teachers may give permission for students to remove their shoes for particular games or activities in the classroom/school as long as there is a suitable slipper or indoor footwear worn
- Shoes must allow for freedom of movement (No flip-flops, light-up shoes, high heels, Wheelies) and must fit snugly on the foot
- Everyday students will run and play on uneven surfaces and rocky terrain. Shoes need to have sturdy soles and need to protect toes from injury

### ***Head Coverings***

- Hats and other headwear, with the exception of religious attire, must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff. Inside the classroom, rules regarding hats/hoods are at teacher discretion.

### ***Brands and Media Images***

We encourage students (but will not require students) to be mindful of the fact that Woodland Charter School has intentionally created an environment free from Media Images, Brands, and Corporate Endorsements in an effort to provide a natural, simple, distraction free environment that supports imagination and community building rather than status and competition.

The more we can reduce media images, brands and corporate endorsements in the clothing, backpacks, lunchboxes, and water bottles of our students and staff the more we can meet the goal of a focused learning environment.

School-directed changes to a student's attire or hygiene should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender neutral. Students will not be shamed in the process of dress code enforcement.

# **WCS Student Behavior Policy**

Woodland Charter School is committed to creating a safe and nurturing learning environment for every student. Woodland Charter School follows the Three Rivers School District: Code of Conduct, Students Rights and Responsibilities policies, and Discipline Matrix guidelines. Woodland Charter School also follows the Every Student Belongs Policy and bias incident procedure.

## **The Core Values for Woodland Charter School are Based on Respect**

- **Respect for Self**
- **Respect for all human beings**
- **Respect for the guidance provided by teachers, staff and parents**
- **Respect for all school and personal property**
- **Respect for the earth and all living things**

## **Code of Conduct**

In order to provide a school environment that promotes cooperation, responsibility and respect; students will be expected to follow these guidelines:

1. Students will support a good learning environment. Students are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, completing classroom chores, and lining up promptly and quietly when requested to do so.
2. Students will treat all adults and students with respect. Respectful, courteous language is expected towards teachers, students and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing, physical or emotional threats, sexual harassment, and lying are not permitted.
3. Students will treat all personal and school property with respect. Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible.
4. A “gentle hands” policy will be followed which restricts rough housing and play fighting. In addition, fighting, shoving, spitting, hitting, kicking and/or biting are cause for immediate intervention.
5. Students will adhere to all classroom and playground rules. Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities.

## **Self Selected Breaks: “Green Card”**

Students needing a break from the classroom or activity can request a **“Green Card”**. A green card signifies a self-selected break in an alternate space, generally the office or alternate classroom. Since the student self-selects a green card, this is not considered a consequence. The green cards are a self-regulation tool that can be especially helpful as students begin to recognize the triggers to their behavior.

## **Consequences for Misbehavior**

In the event that individual class management systems are not sufficient to correct disruptive or disrespectful behavior, the following procedures will be followed based on the severity of the infraction and the teacher and/or administrator’s evaluation of the circumstances. We need to directly adhere to the Three Rivers School District discipline matrix in certain circumstances, particularly in more extreme

behavioral situations.

### **Steps of Intervention**

**(Step One) Warning :** If a student exhibits behavior that violates our code of conduct, a teacher will provide appropriate warning and/or consequences to bring about awareness of the unacceptable behavior and redirect the student to demonstrate appropriate classroom behavior. It will be the teacher's determination as to the gravity of the infraction and severity of warning.

**(Step Two) In-Class Interventions :** Should a warning not be sufficient, inappropriate behavior may be redirected in the following manner:

1. The student may be directed to move to another part of the classroom, including the classroom porch area as long as the student can be seen by the teacher
2. The student may be directed to engage in movement activity or a campus clean up activity.

**(Step Three) "Yellow Card" :** A student that receives a Yellow Card is sent to an alternate classroom for a brief time out and to complete a reflection sheet. The student will then return to the classroom with the expectation they will follow the Code of Conduct. Teachers will communicate with families if a student receives multiple Yellow Cards (3 to 5).

**Office Referral :** An office referral signifies more extreme behaviors, such as physical altercations, excessively disrespectful behavior, verbal threats, weapons violations, harassment, bullying/intimidation, use or possessions of tobacco/ drugs/ alcohol, vandalism, or other illegal behaviors. This level generally consists of a conversation with the Administrator, which will include ways to make amends for the current behavior and ideas to improve future behaviors. Depending on the severity of the incident and/or recurrence of the behaviors, parents will be called at this step to alert them of their student's behavior at school. The TRSD Discipline Matrix will be used in determining if suspension or other school removal is warranted.

Referrals are placed in the student's file and are helpful to determine if a behavior has become an on-going concern. If a behavior is deemed to be an on-going issue, a parent-teacher conference may be called.

**Parent-Teacher-Administrator Conference:** Depending on the severity and frequency of the incident, a parent-teacher conference may be scheduled. If parents and teacher/ administrator agree, the student may be included in the meeting. A behavior plan may be developed at this time.

If a student is suspended, the parents will be informed by telephone and will receive a formal notice of suspension. The student may return to school after a suspension once a follow-up meeting with the parent, teacher and administrator, stipulating the conditions of the student's return, has taken place.

**Special Needs Students:** Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including an individual with exceptional need, as defined in OARS 581-015-2000, may be suspended for any of the reasons enumerated above upon a first offense, if the principal determines that the student violated one of the above items.

## Woodland Charter School Staff

### Class Teachers

### Email

Fawn Lily Kindergarten: Ms.				
Misti.....				misti.johnstone@woodlandcharterschool.org
1 <sup>st</sup> Grade Class: Ms.				
Herren.....				betsy.herren@woodlandcharterschool.org
2 <sup>nd</sup> Grade Osprey Class: Ms.				
Jewell.....				lanie.jewell@woodlandcharterschool.org
3 <sup>rd</sup> Grade Redwood Class: Mr.				
Gotcher.....				corban.gotcher@woodlandcharterschool.org
4 <sup>th</sup>	Grade	Evergreen	Class:	Ms.
Wong.....				amie.wong@woodlandcharterschool.org
5 <sup>th</sup>	Grade	Canyon	Class:	Mr.
Martin.....				dave.martin@woodlandcharterschool.org
6 <sup>th</sup> Grade Blue Heron Class: Mr.				
Everett.....				rob.everett@woodlandcharterschool.org
7 <sup>th</sup> Grade Salmon Class: Mr.				
S.....				daniel.sloan@woodlandcharterschool.org
8 <sup>th</sup> Grade Oak Class: Mr.				
Thomas.....				roy.thomas@woodlandcharterschool.org

### Specialty Teachers

### Email

Handwork: Ms.	
Nanni.....	nanni.richardson@woodlandcharterschool.org
Physical Education/Games: Coach	
Kalinske.....	alex.kalinske@woodlandcharterschool.org
Music Teacher: Ms.	
Mottaz.....	lucerne.mottaz@woodlandcharterschool.org

### Support Team

### Email

Student Support Coordinator: Ms.	
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Math Support Specialist: Ms.	
Julie.....	julie.osbrack@woodlandcharterschool.org
ELA Support Specialist: Ms.	
Hélène.....	helene.bisnaire@woodlandcharterschool.org

### Administrative Staff

### Email

Education Director: Mr.  
 Carmiencke.....chris.carmiencke@woodlandcharterschool.org

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 Teri.....teri.rothenbach@woodlandcharterschool.org

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 Heather.....office@woodlandcharterschool.org

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 Brittanie.....brittanie.mckirachan@woodlandcharterschool.org

Office Assistant: Ms.  
 Jen.....jennifer.barnett@woodlandcharterschool.org

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Kindergarten Assistant: Ms. Jacqui.....	jacqui.carson@woodlandcharterschool.org
Educational Assistant: Mr. Mele.....	mele.chavez@woodlandcharterschool.org

## Woodland Charter School Charter Council Members

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