

K-5 Student & Parent Handbook



**TUCKER
MAXON**

Where Every Child Has a Voice



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INTRODUCTION

Tucker Maxon School was founded in 1947 by five families as a special school for the oral instruction of children who are deaf or hard of hearing. These families dreamed of giving their deaf children the gift of spoken language. Today, Tucker Maxon provides education for both hearing children *and* children who are deaf or hard of hearing. Over the years, the school recognized the value of the latest hearing technology in children, the importance of children learning to talk in real life contexts, and the need for today's children who are deaf or hard of hearing to learn with their hearing peers from an early age. At Tucker Maxon, children with hearing loss are surrounded by hearing peers. Infants and toddlers with hearing loss get started through our Early Intervention program, in which parents and other family members are engaged along with the child. Upon reaching the age of three, children enter our preschool program. Beyond preschool, the school offers an elementary program of kindergarten through fifth grade. Our goal is to give an equally outstanding education to both hearing children and children who are deaf or hard of hearing.

Tucker Maxon School is a community of learners. Children, parents and staff come together for the purpose of learning. The years you and your child spend at Tucker Maxon School will be some of the most rewarding years of your lives. You will meet inspiring families, dedicated staff, outstanding teachers, and great children.

This handbook was written to help answer questions about our school. Please keep this book in a handy place – you'll want to refer to it from time to time. We look forward to working with you during the year. YOU are an important part of your child's educational team!

Mission and Core Values

Mission:

To teach deaf and hearing children to listen, talk, learn, and achieve excellence together.

Goal:

To help every child reach their full potential in school and life.

Core Values:

Confidence Creativity Conversation Community

School Philosophy

At Tucker Maxon School there is an intentional focus on listening and spoken language. A language-rich environment is created with many opportunities for open-ended discussion, hypothesis, and critical thinking. Vocabulary, abstract language and question comprehension are also critical to a child's success in school and occupy a prominent place in our curriculum.

A unique part of our philosophy is the co-enrollment of typically hearing students and students who are deaf or hard of hearing. Learning alongside students who are deaf or hard of hearing, our hearing students learn to value differences and communicate clearly. Likewise, learning alongside typically hearing students, our students who are deaf or hard of hearing improve their listening and spoken language skills. Any decisions involving the school are made based on what is best for *all* our families and their children.

ADMISSIONS

Tucker Maxon is open and shows unconditional respect to students of all racial, ethnic and religious backgrounds.

Admission of Children with Hearing Loss

- The visiting family tours the campus, visits with potential teacher(s), speech-language pathologist, audiologist, and any other appropriate staff.
- Signed “Release of information” forms and/or student records are requested. Parents of children who have hearing loss are asked to provide the school with all pertinent medical, psychological and educational files including audiology reports, speech/language evaluations, IEP (Individualized Education Program), IFSP (Individual Family Service Plan), Statement of Eligibility or Section 504 Plan (sometimes referred to as an EP or Education Plan), if available, prior to admission.
- Additional meetings, further assessments, and a classroom visit for the child will be scheduled as needed.
- The family submits an “Intent to Enroll” form and the enrollment fee when they are ready to apply for admission. Returning students must submit this form to the main office by March 1.
- After all pertinent information is received and the student and family have met with pertinent school staff, the admissions team meets to determine whether Tucker Maxon is the right fit for the child.
- Upon acceptance, parents will complete all registration forms, including immunization and health and emergency information.

Admission of Children with Typical Hearing

- Upon initial contact by family, administrative staff completes a student inquiry form and appointment is made for a tour/visit.
- If the child has prior school experience, parents are to provide Tucker Maxon with all files and school records (*required for all elementary students*), including pertinent medical, psychological and educational records.
- The family submits an “Intent to Enroll” form and enrollment fee when they are ready to apply for admission through our FACTS program accessible from the Tucker Maxon website.
- After all pertinent information is received, the family has visited the school, and the potential student has come for a classroom visit (all day for elementary students), the admissions team will meet to determine admission. All newly enrolled students have a two-week

(10 school calendar days) trial period that starts on their first day, to determine if Tucker is an appropriate placement for the child.

- Parents will complete all registration forms, including immunization, health and emergency information.

Age Requirements for Kindergarten

- In accordance with the state of Oregon, a child **must** be five years old by September 1st in order to enter Kindergarten.

Tuition & Finances

Tucker Maxon School is a nonprofit organization that receives no government supported funding. Tuition pays for approximately 60% of our expenses. Over 80% of our expenses pay for your child's teachers and support staff. Annual tuition rates for Early Intervention, Preschool and Elementary School are announced on our website and are available from the front office around March 1 each year. Annual enrollment contracts must be signed by parents or guardians as part of registration. The payment option decided upon needs to be adhered to faithfully as the school depends on these funds to pay teachers and operating expenses. A limited amount of financial aid is available *to children who are deaf or hard of hearing*. Financial aid application forms are available on our website or from the front office. Financial aid decisions are made based on objective criteria and based on an established sliding scale. The annual deadline for financial aid applications is the closest week day on or after April 15 with copies of the previous year's federal tax forms to verify income. Financial aid decisions are made in May if your application is received on time. If your taxes are done earlier and you submit an application in February, you may receive a decision as early as March. If you have questions about tuition or financial aid, please contact our Finance Director.

Monthly tuition is payable in one annual lump sum by September 1 each year or in ten (10) equal payments due by the 1st of each month during the school year. All families pay via ACH through our FACTS Family Online Account system. Additional fees may apply depending on your payment plan or method. For example, a 3% surcharge will be applied to any credit card tuition payments. Statements will be emailed during the first week of each month and will include current charges for tuition, fees, before and after care, audiology, and speech. If current charges are not paid on time the school reserves the right to suspend all services, including school attendance, until the balance is paid in full. Tuition paid will not be reimbursed if a child is withdrawn prior to the end of the school year.

All tuition up to withdrawal date must be paid in full. Past due accounts will be charged interest as specified in the tuition statements and turned over to a collections agency after 90 days as described below.

Past Due accounts will be handled in the following manner.

For accounts 31 days past due:

- The Finance Director will notify you that your payment is past due.
- If you are having financial difficulties, it is your responsibility to schedule a meeting with the Finance Director.

For accounts 61 days past due:

- Your account is placed on probation.
- You will receive a call or email to arrange a meeting with the Executive Director.
- You will be required to contact the Finance Director within three days to make payment arrangements or services will be temporarily suspended.

For accounts 91 days past due:

- You will be asked to pay your account in full or all services will be suspended including attendance until your account is paid in full.
- If your account is not paid in full within 15 days, your account will be sent to collections, and your student may not be able to return to school.
- ***All payments will be applied to the oldest balance due first.***

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- ***All payments will be applied to the oldest balance.***

SCHOOL CURRICULUM AND POLICIES

Discipline Philosophy & Policy

At Tucker Maxon, we believe that discipline should be derived from mutual respect, compassion and understanding of each other. We believe that everyone has the right to be safe and feel safe at school. Most times incidents can be handled within the classroom and used as learning opportunities, but there are times when more attention is needed. Examples of this would be bullying or physical harm to another person.

Parents, students, faculty and administration are expected to comply with all school policies. Parents and students are expected to support the disciplinary process and to cooperate fully with the administration and faculty in the enforcement of these policies.

Elementary Student Code of Conduct:

1. Students will treat each other with kindness and respect.
2. Students will treat all staff with kindness and respect.
3. Students will use their school supplies, shared classroom supplies & school materials appropriately and not destroy them.
4. Students will act responsibly in all situations while at school.
5. Students will follow any and all reasonable instructions from staff.
6. Students will attend school ready to learn.
7. Students will be prepared for each class with appropriate materials, assignments and equipment.
8. Students will complete all class work and homework on time and to the best of your ability.
9. Students will leave all toys, electronics, and cell phones at home.
10. Students will take care of the school community by doing their part to keep it clean, safe, quiet for themselves and those around them.

Elementary students at Tucker Maxon will not engage in any of the following behaviors while on campus. At first violation, a student will be given a warning. At the second violation, parents or guardians will be contacted and told of the violation. At the third violation, the student will be sent to the school office and their parents will be called to pick them up from school. Students will remain at Tucker Maxon as long as both teaching staff and parents feel that adequate growth is taking place, but continued violations that are deemed harmful or unsafe could warrant being asked to leave the school permanently.

Violations are as follows:

1. Harm to others (Depending on the type of harm, a student could be sent home on the first violation).
2. Destruction of Property, School or Otherwise
3. Unkind or Inappropriate Language
4. Disrespect to School Staff
5. Disrespect to Peers
6. Inappropriate Computer Use
7. Unsafe or Unwanted Touching or Respect for Personal Space
8. Theft
9. Interruption During Class or Defiance of Reasonable Instruction

Student Dysregulation Policy

*What is the procedure for staff when a child is aggressive *towards other children?*

Step 1: The staff member separates the dysregulated ***child from the larger group by either clearing the room/area of all other children or assisting the dysregulated child to take a break and walk away, get sips of water, get outside for fresh air, etc. The teacher talks with the child to see if they can get to the root of the trigger for the behavior. Teacher and student make a plan about what to do to repair relations with the other student(s) involved and how they will engage with friends moving forward.

Step 2: Should a child behave aggressively twice in one day, the classroom teacher will call or email home at the end of the school day so parents can be made aware of their child's behavior challenges that day. If the child goes to aftercare, it is the teacher's responsibility to communicate pertinent information with the Extended Care Lead.

Step 3: If aggression happens three times in one day, a call needs (by either the classroom teacher or Extended Care Lead) to be made to see if the parent can come to school and assist in helping their child regulate at school in real-time.

Staff do NOT physically restrain children

What does a staff member do when a child is aggressive with them?

If a child has been aggressive with an adult, the adult should ask for additional

adult support, so that they can step away from the situation. They should return when regulated to have the child repair with them.

How do we engage family members in a problem-solving dialog?

When a teacher recognizes a particular child is developing a pattern** of aggressive behavior with other children and/or staff members, it should be reported to Jennifer Loring (preschool) and Jennifer Carver (elementary) immediately, so that we can help the teacher navigate conversation and resolution with the child's parents.

*Aggression is defined as but not limited to the following: hitting, punching, slapping, kicking, biting, scratching, throwing objects, spitting, chasing another student after they have been asked to stop, and using violent language.

**A pattern is defined as navigating Steps 1-3 on several occasions.

***Physical dysregulation or emotional dysregulation is an inability to control or regulate one's physical and emotional responses. Tucker Maxon acknowledges that dysregulation usually resolves itself as a child learns proper emotional regulation skills and strategies with the help of parents, teachers, and important people in the child's life.

Playground Rules and Philosophy

The school playground is an important part in each child's social and emotional development. Children need to feel safe, welcomed and valued by their peers in order to develop friendships, and good self-esteem. These are skills they will need and practice the rest of their lives. In order to create a playground which is all of the above:

- Anyone may play in a game if they wish.
- Children will take turns being the leader of the game.
- We will help the children take time to talk through their problems with their peers and come up with solutions and compromises.
- Some issues cannot be solved on the playground. Classroom teachers might need to take class time to help the group work through problems.
- Pretend weapon play will not be tolerated, Students will be asked to stop and play something else.

Delays/Closures due to Bad Weather

Since Tucker Maxon is located within the boundaries of the Portland Public School (PPS) District, we abide by their decisions in regard to delays and closures due to inclement weather. Therefore, if PPS schools close, Tucker Maxon is closed. If PPS has a delay, we have the **same length of delay from our 8:15 am start time. Please note, if there is any delay or closure, there will be no before school program offered. If there is any early release or closure, there will be no after school program offered.**

Students and Digital Citizenship

Digital Citizenship and appropriate online use are important inside and outside the school day. Access is a privilege, and students must follow the rules and policies regarding online use at school. Tucker Maxon students are expected to be positive digital citizens who:

Do not:

- Share private information about themselves or others.
- Cause harm to others or damage to their property.
- Cause harm to another student or school or the community.
- Damage computer equipment, data, or files.
- Pursue hacking.
- Copy or download copyrighted materials.
- Look at, send, copy, or create material threatening, rude, inappropriate, or meant to hurt someone's feelings, reputation, or opportunities.
- Plagiarize or steal information, music, videos, or other copy-protected digital artifacts.
- Buy, sell, or advertise merchandise unless it's part of an approved school project.
- Install applications on computers unless approved by the teacher or school administration

Understand:

- Your privilege to use technology can be taken away by staff or parents if you are engaging in inappropriate behavior.
- The choices you make while on a computer or the Internet. Tell an adult if you see something threatening or inappropriate happening.
- What you do online is not private.

Do:

- Acknowledge that Tucker Maxon provides a safe online experience as long as rules are followed.

- Access and use collaborative tools, safe sites, games, and searches.
- Be respectful, responsible, and safe while using devices.
- Communicate online in ways that are kind and respectful.
- Use only your account and not anyone else's, and keep your account and password information private.
- Use only your account and not anyone else's, and keep your account and password information private.
- View and use networks that are allowed by the teacher or school staff.

Cell Phones & Smart Watches:

We ask that cell phones remain at home or in your child's backpack to avoid excessive distraction.

Smart watches are welcome at school as long as they are not a distraction in the classroom. We define distraction as using apps, games, and anything not related to the function of telling time during the school day. Your child may be asked to put their smart watch in their backpack or leave it at home if it becomes a distraction for them at school.

REQUIREMENTS FOR CONTINUED ENROLLMENT

Retention

Students will remain at Tucker Maxon as long as both teaching staff and parents feel adequate growth is taking place. When either teachers or parents see insufficient growth, a conference will be convened with the parents and appropriate staff. A plan will be developed for educational assistance or placement in another program.

- All students, parents and staff are expected to follow a code of conduct that fosters a safe environment for all.
- Absence of verbal abuse
- Respect for one another
- Absence of threat of injury
- Absence of sexual harassment
- Respect for individual/group health and safety
- Respect for individual/group diversity and privacy
- Respect for personal/private property
- Honesty and integrity in all endeavors and situations

- Models of good citizenship
- Adherence to laws pertaining to weapons, alcohol, and drugs

Any form of abuse, threat of injury, and sexual harassment is never tolerated and is grounds for immediate removal from the school.

Parent Responsibilities:

- Ensure your child arrives at school prepared:
 - Healthy
 - Well fed
 - With a nutritious snack (two snacks if they stay for extended care) and lunch
 - With hearing equipment or glasses (when appropriate)
- Be on time at drop off/pick-up.
- Attend parent meetings and other required meetings such as parent/teacher conferences, IEP meetings, as well as keep informed of all school and classroom events. Read teacher and school emails and follow the school calendar.
- Let the school know of any home or health situations that may affect your child's ability to learn.
- We value partnership and we expect participation. Please respond to faculty communication.
- Set aside time each day to help your child with homework in an area free of distractions.
- Promote language growth by carrying on real-life conversations and experiences.
- Help your child problem solve.
- If your child reports an unsettling experience that occurred during their school day:
 - Remind yourself that the information your child has given you may be a small part of a bigger story and processed through your child's lens only.
 - Help broaden your child's perspective and problem-solve.
 - Ask questions such as:
 - "What happened?"
 - "What were you thinking at the time?"
 - "What have you thought about since?"
 - "Who has been affected by what happened?"
 - "What do you think you need to do to make things right?"
 - "Who can help you at school?"
 - "What do you think you will do next time?"
- Make sure all emergency information is current and correct.

- Stay current on tuition and financial payments. Notify the finance department if there are any changes with the household situation that might affect the ability to pay.
- Be familiar with and follow school policies and rules.
- Participate in fundraising, volunteer, and other school activities.

Staff Responsibilities

- Provide a safe and healthy learning environment.
- Be punctual and start class and lessons on time.
- Communicate and model school rules and policies and ensure that all rules are followed.
- Be a great leader – leading by example, with strong character.
- Involve families in the learning process by seeking active participation.
- Demonstrate interest and concern for students and families and assist them in finding appropriate services when needs arise.
- Communicate openly with parents as shared participants in the decision-making process and respond to parent communication in a timely manner.
- Keep parents informed of their child's progress.
- Provide instruction that reflects student's individual learning needs.
- Participate in fundraising and other school activities.

Daily Schedule & Attendance

- Kindergarten through grade 5: 8:15 am- 2:45 pm
- The Explorers before school and after school program is available at an additional fee as described below

Students are expected to be present every school day. When a child is absent or late, please call the school office before 8:30 am and email the classroom teacher. If we don't hear from you, we may call you to determine your child's whereabouts so we know whether this is an excused absence. Daily attendance is reported each morning.

Elementary students should not arrive at school earlier than 8:10 am. Children arriving after class begins should be taken to the school office to be checked in before going to class. For safety reasons it is required that all children be accompanied by an adult to be checked in and out of school with a staff member whether during school hours or the Explorers Program.

Classroom/School Etiquette

Teachers plan their instructional time carefully. It is vital that classes start on time. Elementary teachers will be ready to start and end the school day promptly at 8:15 am and 2:45 pm. If parents need to deliver a message or to discuss a concern with their child's teacher, that should happen outside of class time. Calls will not be directed to classrooms during school time except for emergencies. You may email your classroom teacher directly to send them a message at any time and set up a time to meet with them if necessary.

Explorers Program

Our Explorers program is open to all Tucker Maxon families for monthly pre-purchase only. Contact our main office for package rates and more information. This program does have a space limit and is filled on a first come first serve basis. The before school program begins at 7:30 am and after school program begins at 2:45 pm for elementary students and ends **promptly** at 5:30 pm. Tucker Maxon follows the guidelines set by the Child Care Division of the Oregon Department of Early Learning and Care. **Please do not be late: Families picking children up after 5:30 pm will be billed at the rate of \$50.00 for each occurrence. Excessive late pickup could lead to exclusion from the Explorers program.**

Departure Policy for the Explorers before and after school program:

- Tucker Maxon shall release a child only to a parent or another person named and identified by the parent and appearing on our release forms. Staff shall verify the identification with a drivers license or other government issued photo ID of any person, other than the parent, who picks up a child. If you need to add an adult to your pick up list, please notify the office ahead of time to update our records.
- Daily Registration Book records are maintained in a notebook on site to document the arrival and departure of each child.

Dress and Grooming Expectations

The school does not have a dress code. We ask only that children are neat, well groomed (clean) and that clothing is appropriate for school and the weather. Clothing should cover all private parts, must not be see through, and fully cover undergarments. Clothing and shoes must be suitable for all scheduled classroom activities, including P.E. Children do need to wear appropriate athletic shoes (no flip flops or heels) on P.E. days.

Snacks & Lunch

All elementary students need to bring their own small morning snack, lunch, and afternoon snack from home each day. Please send drinks in leak-proof containers and avoid liquids that may stain clothing, floors, or carpet. We encourage snacks and lunches that are nutritious and balanced. We ask that students not bring food that needs heating or cooling, as we do not have the facilities to accommodate such items. Warm/hot items can be brought in a thermos to keep them warm. Cold items can be brought with ice packs in the lunch box. Please limit sweet treats in your child's lunch to only special occasions.

School Supplies

Certain supplies are the responsibility of each family and are required. Supply lists for each class will be provided before the beginning of the school year. These supplies should be provided for each child the first day of school. The Art and Music teachers may also ask for supplies specific to their class. Additionally, there is a materials fee for consumable materials (ie. Workbooks, etc. that the children are required to write in).

FAMILIES WITH CHILDREN WHO ARE DEAF OR HARD OF HEARING

Audiology

Onsite audiological services are crucial for any school that has a population of students who are deaf or hard of hearing. Equipment malfunction needs to be resolved quickly so the child may hear throughout the school day.

An important part of the audiologist's job is to inform and instruct the student, family and teachers how to use and care for the equipment, and what new or additional devices are available that will help the child hear better. To achieve this, the audiologist needs to not only see how the child listens and hears in the sound booth but also in the classroom and on the playground.

Full Audiology assessments are performed once yearly just before the annual IEP/IFSP conference. The assessments include speech perception testing both in noise and quiet. A report is generated and presented at the IEP/IFSP conference. Parents receive a copy of the report, and a copy of the report is kept in the child's student file.

The audiologist monitors the use of the RM (Remote Microphone) system and sound field system in the classroom. The personal RM system helps the child with hearing loss hear the teacher better. The audiologist will help determine the most appropriate use of the sound field system and/or the RM system for each classroom.

Use of Hearing Aid(s) or Cochlear Implant(s) at School

All children with hearing loss must wear their hearing aid(s) and/or cochlear implant(s) at all times. When a device is forgotten, parents will be called immediately and asked to bring the hearing aid(s) or cochlear implant(s) to school as soon as possible. Adherence to this policy is mandatory.

Batteries

Batteries are available for purchase in the office. If a student needs batteries during the school day, the student can go to the School Office and get a pack of batteries. The student's account will be charged for the whole battery pack and the child will take the pack to the classroom for future use.

Loaner Amplification

The staff audiologist will place personal loaner equipment on children as needed and available. Parents will be sent a responsibility form, which must be completed and returned the following day. Families are responsible for damage to loaned equipment. Any damage to loaned equipment returned to Tucker Maxon will be repaired and parents will be charged for the cost of repair.

PARENTS AND COMMUNICATION

Telephone Calls

Except in emergencies, telephone calls will not be directed to the classrooms during school hours. Messages will be delivered.

Parent Volunteers in the Classroom

Parent volunteers who can help take care of the school gardens, general maintenance, landscaping and plants located around the school, mailings, and some general building and ground maintenance are more than welcome and appreciated.

Each year, teachers send home opportunities for parents to volunteer in classrooms and on field trips. All school volunteers who participate in the classrooms or field trips will need to have a Criminal History Registry number on file with the school. Directions as to how to apply to the Criminal History Registry can be obtained in the office. All volunteers and visitors need to check in at the main office and obtain a Guest Visitor badge.

Fundraising

Fundraising is a vital part of our school's success. The cost of providing a first-class education has grown well beyond the amount that tuition brings in. In fact, tuition only covers 50% of the cost. Our goal is to have every family get involved with at least one of our events. Besides helping our school, it's a great way to get to know other parents, and it's a lot of fun! Check with the Development Department for other volunteer fundraising opportunities.

Weekly Newsletter

Classroom teachers will email a newsletter (weekly) that will keep parents informed of what the class is studying, class happenings, conference schedules, field trips, etc. The school office will send out a weekly elementary program newsletter.

Grievance Procedure

At times a problem may arise. In order to minimize misunderstandings and solve problems in the best interest of the child, it is essential that the following procedure be followed:

- The **parent** and **teacher** first meet in an attempt to resolve the problem. Should the parent initially contact the Head of School, the parent will be referred to the teacher. No action, unless necessary for the welfare of the student, will be taken at that time.

- If there is a lack of satisfactory progress, the Head of School will be asked to meet with the parent and the teacher.
- The Head of School attempts to work toward a solution that is satisfactory to all. This may include all the staff members involved with the child.
- Parents may appeal a decision of the Head of School.

Safety

We want to provide a safe and happy place for children to learn. In order to do this, the following measures are in place:

- Visitors to campus will be signed in and given an identification badge, which will be worn during the length of their visit. Staff will stop all unknown persons not wearing an identification badge and will be alert to strangers in and around the campus.
- Children are allowed to leave the classroom only with permission from their teacher.
- In order to help assure the safety of our children and staff, the outside gates will be locked during all school hours except for the following:
 - Drop off and Pick up gates will be open 8:15 – 8:45 am and 2:30 – 3:00 pm
 - West (parking lot) gate will be open until 5:30 pm for Aftercare pickup.
- Families should use the main entrance at all other times. A keyless entry pad and a doorbell are located on the side of the door for entry. Parent access codes will be active between 8:15 and 8:45 am and 2:45 and 3:30pm.
- No toys or electronic games should be brought to school, unless for a class project or Show & Tell. In particular, toys of a violent nature (guns, knives, swords, etc.) are not appropriate for school. Such toys will be kept in the office until a parent comes to get them.
- Lighters, knives or other weapons or weapon-like objects should never be brought to school; use of any object in a threatening manner is prohibited at school.
- Clothing with content of a violent, drug or inappropriate nature are prohibited.
- Tucker Maxon complies with all federal, state, local laws and regulations regarding infectious illness.

In Cases of Legal Child Custody Orders

Request to release child

- Divorced Parents: The school will refuse to release a child except to the custodial parent. The school must have in its possession a copy of the current child custody order issued by the court. An exception can be made only upon written request of the custodial parent. The written request will be kept on file.
- Separated Parents: The school will release the child to either parent unless prohibited by a court order or court document. We must have a current court document on file in order to refuse release to a parent.
- Request to see child at school
 - Divorced Parents: The school will abide by the terms of the child custody order issued by the court.
 - Separated Parents: The school will permit either parent to visit unless prohibited by a current court order or court document.

Medical emergency

- Divorced Parents
 - The school will use emergency information listed on a student's registration packet signed by the custodial parent.
 - The non-custodial parent may be contacted if listed on the emergency form or if all attempts to contact the custodial parent and others on the emergency form have failed. The exception would be if there were current court documents preventing the school from contacting the non-custodial parent.
- Separated Parents
 - The school will use emergency information listed on student's registration packet.
 - The school may contact either parent unless prohibited by a court order or document.

Child Abuse and Neglect

Oregon Law (ORS 418.745) requires teachers to report all cases of suspected child abuse and neglect to the Department of Human Services (DHS). All staff members at Tucker Maxon have been trained to recognize the signs of possible child abuse and neglect through a mandatory workshop.

Please understand that Tucker Maxon does not make the decision that abuse or neglect has occurred. The Department of Human Services decides if the information provided is sufficient for further investigation.

In all cases of a staff member seeing signs of abuse or neglect, the staff member will first report to the Executive Director and Principal. The Principal or Executive Director will be present while the staff member reports to DHS.

Emergency Drills

In accordance with Oregon law (ORS 336.071), students, faculty and staff shall participate in fire (monthly), and earthquake and emergency drills (annually/biannually). Annual lock down/lockout drills are done with staff only twice a year, once in August and again mid-school year.

Accidents/Incidents Protocol

There is no nurse present on the campus. Teaching staff are certified by the American Red Cross in first aid and CPR and each classroom has first aid kits that are visible and easily accessible. A copy of the Tucker Maxon incident policy can be found in the main office.

Immunization

Oregon State Law requires that all children be immunized against various childhood diseases. Immunization forms are updated every fall and are checked yearly by the County Health Department. Failure to have necessary immunizations will result in exclusion from school. The school secretary will send you notification of required immunizations for your child in the fall.

The state allows families to request an exemption for personal or medical reasons if they have made the decision not to vaccinate their child. The exemption form is available from the school office. This form is also updated annually and checked by the County Health Department.

Illness

If a child becomes ill at school or the parent notices any of the following at home, the child should not be at school:

- Fever of 100 degrees or more – A child cannot return to school until he/she has been free of fever for a minimum of 24 hours (without fever reducing medication, i.e. Ibuprofen or Tylenol)
- Brown, gray, tan or yellow drainage from nose, eyes or any other part of the body – Discharge must be gone or student must have been on antibiotics for 24 hours and have written or phone consent from a medical physician to the classroom teacher.
- Vomiting/Diarrhea – A child must be symptom-free for 24 hours, before returning to school.

- Cough: Deep, barking, congested or productive mucous – A child must be symptom free or have been on antibiotics for 24 hours and have written/phone consent from a medical physician to the classroom teacher.
- Unusually sleepy, lethargic or grumpy – a child cannot return to school until they are symptom free.
- Chickenpox – A child may return six days after all the blisters are scabbed over.
- Pink eye – If a child's eyes are watery or itchy but there is no fever, the child doesn't have to stay home. If the eye discharge is thick and white or yellow, the child must stay home until the discharge has stopped.
- Impetigo – A child may return 24 hours after the start of antibiotic medication. Please include a physician's note to return to class.
- Strep throat – A child may return 24 hours after antibiotics are started. Please send a physician's note to return to class.
- Common cold – Please keep a child home until fever free for 24 hours (without medication). Your child may return to school with a slightly runny nose and cough. However, a child with a "severe" cold and a hacking cough belongs at home, even though there is no fever.
- Flu – child should stay home as long as symptoms are acute and fever is above 100 degrees (child should be fever free for 24 hours without fever reducing medication before returning to school).
- Headache – a child whose only complaint is headache usually doesn't have to stay home. However, when a bad headache follows a fall, a blow to the head, or your child complains of a stiff neck with a headache, your doctor should be contacted before returning to school.
- Rash – do not send a child with a rash to school until your doctor has said that it is safe to do so. Please send a note from the doctor indicating the child is not contagious.
- Sore throat – if your child complains of a sore throat and has no other symptoms, he/she may go to school. If white spots and/or red throat and swollen glands can be seen in the back of the throat or if fever is present, keep the child home and call your doctor.
- After an illness of two or more weeks, surgery, or other change in health status- Written instructions from the doctor and parent regarding medication or special health needs must be provided to the school office.

When children become ill at school the parents will be contacted and asked to pick up their child. If the parents are not available, the emergency contact will be called. It is vital that the emergency contact be a person who is able to come as soon as possible. If your emergency contacts or information changes, we ask that you update it in the office immediately.

Medications

Medications for children, prescription or over-the-counter, must be hand delivered by an adult to the school with a signed note from the parent or guardian stating the purpose and use of the medication. Medications must be in their original medicine bottle with all the directions intact. All medication will be kept and administered in the school office. (Rescue medicines may be kept in a safe, well-marked location in close proximity to the child involved.) Refrigerated medicines will be kept in the staff refrigerator, placed there and taken out only by the school staff. No medication will be given to a child without the written consent of a parent/guardian.

Head Lice

Head lice are unfortunately a recurring problem in schools. When a case is discovered at school all families will be notified and provided with health department guidelines on treatment as warranted.

Children with live lice will not be allowed in the school and will be sent home. Children should receive treatment immediately. Follow the complete instructions on the product you are using for treatment of the child as well as for treatment of your home and child's things. Children will be rechecked before being allowed in class the following day.

EVALUATION/PROGRESS REPORTS

Student Evaluation

All children at Tucker Maxon are evaluated annually. The purpose of this evaluation is to make sure the teaching each child receives promotes adequate learning and growth. The school strives to teach each child with the most effective instruction possible. Student evaluation provides feedback as to the effectiveness of our teaching curriculum and methods. We track both individual growth and that of the entire population of the school as a whole.

Students in 1st - 5th grade are evaluated with the *NWEA MAP Growth* assessment and the NWEA Reading Fluency assessment two to three times per school year. Kindergarten students are given the *Scholastic School Readiness Test* in the spring and the NWEA Reading Fluency assessments.

Children with hearing loss are also tested in the areas of speech, speech perception, language and social development. The school's speech/language pathologist works with the teaching staff to combine the results of the testing into a Speech-Language Report once annually for the elementary children with hearing loss. The testing is done just before the child's IFSP/IEP due date. Audiology will provide speech perception testing each year. The case manager for each child with hearing loss has the responsibility to coordinate the completion of each child's annual testing in a timely manner in order for the results to guide the writing of the IFSP/IEP/Section 504 Plan.

Parent-Teacher Conferences

If students need services beyond what can be offered by the school, a meeting will be arranged by the classroom teacher to convey our concerns to the family and provide them with resources they may contact. It is possible that a student's acceptance in the program or continued enrollment may be contingent upon the family arranging additional services for the child.

- Conferences will be held in the fall and spring.
- Fall conferences will be to discuss your child's progress to date and plan for the year.
- Additional conferences for children with hearing loss may occur throughout the year to develop Individual Educational Plans.
- Spring conferences are for parents and teachers to discuss your child's progress will be discuss and things that your child is working on or needs to continue working on.

IEP (Individualized Education Plan) for Students with Hearing Loss

All children with hearing loss at Tucker Maxon have an IFSP (Individualized Family Service Plan), IEP (Individual Education Plan) or Section 504 Plan guiding their progress. Children in the Early Intervention Program and the preschool typically are on an IFSP. Starting at age 5, children are placed on an IEP. Each of these plans describes the present level of the child's development in areas of educational concern and then sets forth specific long and short-range goals for the child to accomplish. Since the IFSP is geared for children under the age of five, the annual goals are from the areas of cognition, social-emotional, adaptive, gross motor, fine motor, and communication. For children five and older the IEP typically contains goals for speech, language, writing, math and reading. When a child tests age appropriate in all areas they are moved onto an Educational Plan or EP (also called a Section 504 Plan). This plan typically reports annual testing data and may contain advocacy goals. The main function of the EP is to make sure children stay age appropriate in all areas and if they don't, guide the child back to a limited IEP plan for those areas falling behind.

The case manager for each child is the teacher of the deaf working with that child. This person is responsible for the IFSP/IEP/EP and is to make sure a new student has a plan within 45 days of entering the school. The case manager ensures current students each year have a new plan written before the expiration date of the current plan, checks progress quarterly, arranges IEP meetings to report progress and a yearly IEP meeting to develop a new plan. Contracting school districts are required to attend each of these IFSP/IEP/Section 504 meetings and need to leave the meetings with a copy for their files. Each new plan requires a speech/language report and a yearly audiology report.

The Principal is a consultant for planning the IEP with the rest of the team prior to the meeting and attends meetings as needed.

As an additional resource, parents, educators, and advocates often refer to Wrightslaw for accurate, reliable and current information about special education law and advocacy for children with disabilities. You can find more information at the website: <http://www.wrightslaw.com/>.

Student Files

Student record files are kept digitally on our FACTS data management database and a shared drive accessible only to school teaching staff and admin. Parents have the right to review and propose amendments to their child's records held by the school. To review or amend their child's records, the parents need to contact the school Head of School.

Confidentiality of Student Records

The school maintains for public inspection a current listing of the names and positions of the employees who may have access to personally identifiable information. The school ensures that the confidentiality of personally identifiable information is protected at collection, storage, disclosure, and destruction stages. The school ensures that each person collecting or using personally identifiable information shall receive training or instruction regarding the policies and procedures governing confidentiality of personally identifiable information.

The school will permit a parent to inspect and review any educational records directly related to the student, and only that student, which are maintained by the school. A parent may not inspect portions of a record if specific information violates the confidentiality rights of other students. The school will comply with a request to inspect and review any education records within 30 calendar days after the request has been made and before any meeting regarding an IEP or IFSP or hearing relating to evaluation or placement of the student.

A parent who believes that information in the educational records is inaccurate or misleading or violates the privacy or other rights of the student may request the school to amend the information. The school upon receiving such a request will decide whether to amend the information within thirty days from the date of receipt of the request. In order to amend the record, the school determines:

- That information contained in the record is “inaccurate” if, after review concludes that it is untrue or cannot be substantiated.
- That information in the record is “misleading” in that a person reading the record would likely arrive at an inaccurate conclusion.
- That information in the record violates the privacy or other rights of the student

The school will provide an opportunity for a student records hearing to challenge information in the record. If, as a result of a student records hearing, it is determined that the information is inaccurate, misleading or violates the privacy or rights of the student, the school will amend the information and will provide written notice to the parent. The school will give the parent a full or fair opportunity to present evidence.

All school staff sign an acknowledgement that they have read the confidentiality procedures and intend to comply with said guidelines and restrictions.

Field Trips

Field Trips are planned to enhance the instructional program. The teacher will ask parents to transport their own children on fieldtrips or volunteer to chaperone on walking or Tri-Met bus/MAX field trips.

A permission form must be signed by a parent/guardian allowing his/her child to participate in each classroom field trip. No child will be allowed to go on a field trip without a completed release form. Faxed or scanned and emailed permission slips are acceptable; phone permission will not be accepted. Parents are encouraged to attend field trips with their child(ren). All parents must abide by established classroom and school behavior policies. Parents must ask their child's classroom teacher if siblings are allowed to attend. Parents and students must provide their own transportation.

Parents will be notified of each trip at least two weeks in advance. Be aware that younger children will require car seats that parents must provide. The parent will monitor the safety of assigned children closely at all times.

Revisions

Tucker Maxon School reserves the right to revise or change the language and policies in this Parent Handbook at anytime during the year.



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Mission:

To teach deaf and hearing children to listen, talk, learn, and achieve excellence together.

Goal:

To help every child reach their full potential in school and life.

Core Values:

Confidence Creativity Conversation Community

Head of School – Jennifer Carver

Assistant Head of School – Jennifer Loring

Explorers Program Director – Sophie Hale-Brown