

Cedarwood Alternative Elementary School

Student & Family Handbook

2020-2021



The Project Adventure Philosophy toward learning: Individuals are usually more capable (mentally, emotionally, and physically) than they perceive themselves to be, and if given the opportunity to try in a supportive atmosphere, can discover this excellence within themselves.

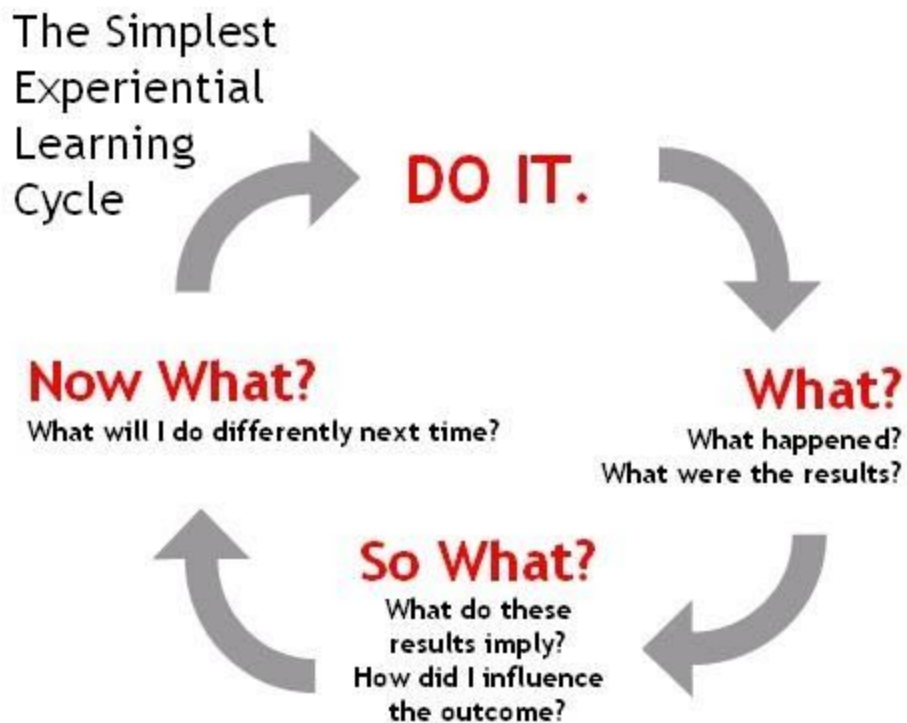
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Cedarwood Vision, Mission and Goals

Cedarwood's school wide focus is to successfully implement the experiential learning cycle. "In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking." Lewis, L.H. & Williams, C.J. (1994). In Jackson, L. & Caffarella, R.S. (Eds.). *Experiential Learning: A New Approach* (pp. 5-16). San Francisco: Jossey-Bass.

Experiential learning can be applied fully online, through a combination of synchronous tools such as web conferencing, asynchronous tools such as discussion forums and/or social media for group work.



compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

What is Positive Behavioral Intervention and Supports (PBIS)?

PBIS is a process for creating safer and more effective schools. It is a systems based approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn. To learn more about PBIS, visit PBIS.org and/or watch this short video:

<https://www.pbis.org/video/a-pbis-success-story-featuring-the-rocklin-unified-school-district>

What is PBIS at our school?

At Cedarwood, we are committed to a Full Value Contract where Trust, Communication Cooperation, Challenge, Problem-Solving, and Risk are taught, practiced and applied.

Rule #1: Be respectful

Rule #2: Be responsible

Rule #3: Be safe

At Cedarwood, students are taking on the *Project Adventure Pride* challenge. All students are asked to give a smile, hold the door, help someone in need, solve a problem, explain their thinking, take on a challenge, cooperate - small acts that show our best selves. Students who show positive leadership are presented with *Project Adventure Pride points*. Students selected to receive points have a chance to win prizes and are invited to a celebration at the end of the month. We have had an ice cream sundae party, and a movie with popcorn! Encourage your child to show Project Adventure Pride every day.

Project Adventure at Cedarwood Alternative

Cedarwood is a Project Adventure school. We teach and promote life skills through Project Adventure activities each week for every student. These include trust, communication, cooperation, challenge, problem-solving and risk. Ask your students often about how they have developed trust, taken on a challenge, took an appropriate risk, cooperated with someone and used their problem-solving skills. By experiencing these in Project Adventure, our students can apply these skills in daily life. Remember: **Strive for Growth, Be Honest, and Be Accepting!** If you can't solve a problem on your own, ask an adult for help! After all, life is an adventure!



Project Adventure:

- Focuses on fostering learning and growth via adventure-based programming.
- The use of experiential and challenging approaches to education in new, unique and relevant activities to supplement conventional learning processes.
- Nurturing a healthy learning environment where students feel connected, safe and empowered.

Cedarwood is an alternative school. Our Project Adventure mission is what makes us special. In order to keep our mission strong, Cedarwood is required to collect fees from students. These fees assist with maintaining our Project Adventure mission. The fees cover the following expenses:

- * Project Adventure designed field trips (ex. Metro Parks, Zip Zone)
- * Yearly inspections to our FABULOUS gym with a climbing wall and zipline (\$600 +)
- * Repairs for mechanical and wall pieces and climbing ropes when needed (\$1100 + for one rope!)
- * Additional classes each week for Project Adventure with materials provided
- * Professional Development for staff and materials for Project Adventure in the classroom

In addition to kindly paying your fees by the due date, families can assist with our mission. Please consider signing up to volunteer during our Project Adventure Climbing Unit, which occurs twice a school year, or to chaperone field trips and attend camp with us!





Cedarwood Alternative Project Adventure Procedures and Expectations

Trust	An icon showing two hands shaking, symbolizing trust or agreement.	Be Respectful
Communication	An icon showing two speech bubbles, one overlapping the other, symbolizing communication.	
Cooperation	An icon showing four hands of different colors (red, blue, green, orange) holding each other in a square, symbolizing cooperation.	Be Responsible
Challenge	An icon showing a maze, symbolizing a challenge or problem.	
Problem-solving	An icon showing a brain with gears inside, connected by a line to a lit lightbulb, symbolizing problem-solving and ideas.	Be Safe
Risk	An icon showing a stick figure falling off a ledge, symbolizing risk.	

Restorative Practices and Second Step

At Cedarwood, we use **Restorative Practices** and the **Second Step** curriculum to address social-emotional issues, including bullying. Restorative practices include steps taken to resolve conflict and prevent harm. These practices enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. The staff at Cedarwood have been trained on Restorative Practices and implement strategies such as morning meetings and circle time, restorative conferences between individuals, and mindfulness techniques to create safe and peaceful spaces in the classroom and throughout our building. This brief video will provide some insight into Restorative Practices: <https://www.youtube.com/watch?v=Kf22JzXbXEI>



Second Step is a curriculum every teacher uses in their classroom on a weekly basis. Topics include skills for learning empathy, emotion management and problem solving. The curriculum focuses on how to get along with others. You can learn more by visiting [SecondStep.org](https://www.youtube.com/watch?v=F9-QKm3f1NU). This short video provides a sneak peek at Second Step: <https://www.youtube.com/watch?v=F9-QKm3f1NU>

Please contact your child's teacher or our school counselor with questions about these or other programs. We teach our students, if you SEE SOMETHING, SAY SOMETHING! It takes all of us working together to create a safe and welcoming school environment for our students.

Attendance is important to your child's learning!

Help your child get to school on time, every day. House Bill 410 has put school attendance policies into Ohio law. Absences are calculated by the number of minutes a child is absent from school. If your child is late to school each day, those minutes add up and count toward the number of days absent in a year. Please visit our website under Families for additional information on the attendance laws in Ohio. ****Please Note:** There are different procedures in place for taking attendance this year due to COVID-19. Parents/Guardians may check their child in for the day through the Parent Portal. Students may check in for the day through their Student Portal. The classroom teacher also may check a student in for attendance each day. If a student is ill, please send an email (parent excuse or doctor's note) to our secretary Mrs. Parker at dparker@columbus.k12.oh.us, and copy the homeroom teacher.

Parents Right to Know

Cedarwood Elementary is a Title I school. Parents may request information regarding the professional qualifications of their child's classroom teachers, including the following:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas taught;
- Whether the teacher is teaching under emergency or provisional status through which State qualifications or licensing criteria are waived;
- Whether the teacher is teaching in the field of discipline of the certification or degree; and
- Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, parents may request:

- information on the level of achievement and academic growth of their child on each of the state academic assessments required; and
- timely notice that the student has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certifications or licensure requirements as the grade level and subject area in which the teacher has been assigned.

Cedarwood Elementary School Parent Involvement Policy

Cedarwood Elementary will involve parents in regular and meaningful communication addressing student achievement and ensuring:

- That parents play an important role in assisting their student's educational success
- That parents are encouraged to be actively involved in their student's education
- That parents are full partners in their student's education and are included in school decision-making and on advisory committees to assist in the education of their student

Cedarwood Elementary agrees to implement requirements to:

- Involve parents in the planning and development of effective parent involvement activities through representation on school site based committees
- Build both the school and family capacity for parent involvement by:
 - * Providing parents with information on state standards, assessments, requirements of Title I, monitoring student progress and working with educators. Information will be provided during annual meetings, including parent teacher conferences, newsletters, on our school website and information throughout the school year.
 - * Providing materials and resources to help parents work with their student to improve academic achievement. Resources will be provided in school/classroom newsletters, through teacher communications and curriculum-related events.
 - * Communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision making roles, volunteer opportunities, Title I meetings, newsletters, conferences and surveys. Parent teacher meetings can be scheduled at any time as requested by parents and with the availability of staff members

Project Adventure/Second Step Alignment

Project Adventure Theme	Second Step Alignment	Week 1 Skill	Week 2 Skill	Week 3 Skill	Week 4 Skill
Trust	Setting the Stage	Welcoming	Being Safe	Being Respectful	Being Responsible
Communication	Skills for Learning	Listening	Focusing Attention	Using Self Talk	Being Assertive
Cooperation	Empathy	Empathy	Identifying Feelings	Same and Different Feelings	Showing Compassion
Challenge	Emotion Management	Feelings in My Body	Stop and Name Feelings	Calming Down	Managing Learning Challenges
Problem Solving	Problem Solving	Say the Problem	Think of Solutions	Explore the Consequences	Pick the Best Solution
Risk	Friendship Skills	Inviting to Play	Playing Fairly	Making Amends	Handling Name Calling

	All Settings	Hallways	Cafeteria	Bathrooms	Playground	Assemblies
Be Safe	<p>Keep bodies calm in line Report any problems Ask permission to leave any setting</p>	<p>Walk Stay to the right on stairs Banisters are for hands</p>	<p>Walk Push in chairs Place trash in trash can</p>	<p>Wash hands with soap and water Keep water in the sink One person per stall</p>	<p>Use equipment for intended purpose Wood chips are for the ground Participate in school approved games only Stay in approved areas Keep body to self</p>	<p>Walk Enter and exit gym in an orderly manner</p>
Be Respectful	<p>Treat others the way you want to be treated Be an active listener Follow adult direction(s) Use polite language Help keep the school orderly</p>	<p>Walk quietly so others can continue learning</p>	<p>Eat only your food Use a peaceful voice</p>	<p>Allow for privacy of others Clean up after self</p>	<p>Line up at first signal Invite others who want to join in Enter and exit building peacefully Share materials Use polite language</p>	<p>Be an active listener Applaud appropriately to show appreciation</p>
Be Responsible	<p>Be an active participant Give full effort Be a team player Do your job</p>	<p>Return to class promptly</p>	<p>Use proper manners Leave when adult excuses</p>	<p>Follow bathroom procedures Return to class promptly</p>	<p>Be a problem solver Learn new games and activities</p>	<p>Raise your hand to share Keep comments and questions on topic</p>

Project Adventure Values

PA Values		The Chromebook	In Google Classroom	In any virtual meetings	When using email
Trust	I am Ready by...	Setting up my Chromebook and school supplies in my house.	Choosing a distraction-free space to work	Choosing a distraction-free space to work	Choosing a distraction-free space to work
Communication		Setting up a time to use the Chromebook every day.	Having all my supplies by me that I need (pencil, paper, Chromebook, headphones, charger, etc.)	Having all my supplies by me that I need (pencil, paper, Chromebook, headphones, charger, etc.)	Having all my supplies by me that I need (pencil, paper, Chromebook, headphones, charger, etc.)
Cooperation	I am Respectful by...	Taking care of my Chromebook. Sharing the Chromebook with my brothers and sisters so that they can complete their school work.	Responding appropriately to assignments and questions that are asked. No posting or having side conversations. No inappropriate chatting.	Responding to subject-matter posts, only. Using kind words. Staying on task. Having the video on at all times. Listening to the teacher. Letting 1 person talk at a time. No inappropriate chatting.	Using kind words.
Challenge	I am Responsible by...	Keeping drinks and liquids away from my Chromebook. Keeping Chromebook charged. Inform an adult if something is not working	Turning in work on time. Trying my best to complete my work. Responding to questions that the teacher posts.	Being on time to the meeting. Participating in the discussions. Paying attention.	Only using email for school-related information.
Problem-Solving					

		on the Chromebook.			
Risk	I am Safe by...	Finding a safe spot in my house to store my Chromebook when no one is using it.	Using the technology correctly. Using only school-appropriate websites. Keeping my login information private	Keeping my meeting times between my classmates and teacher, only. Keeping my information safe.	Contacting and responding to emails from people I know.