

# **Family Handbook**

## **2023-24**



MITCH  
Charter School

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**[www.mitcharterschool.org](http://www.mitcharterschool.org)**

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## Welcome to MITCH Charter School!

At MITCH, we believe that the strength of our community lies in its diversity. We know the power of having many different voices at the table. These voices resound from the hearts and minds of our youth, who hold the keys to a just, fair and sustainable future.

Therefore, we strive to equitably serve each student, honoring their identity and academic journey. In partnership with our community, we cultivate a school-wide culture of belonging in which all students are empowered to become literate, knowledgeable, and confident leaders serving our community, nation and world.

The mission of MITCH Charter School is guided by the following values:

**Access** | Ensure that racially, culturally and socioeconomically diverse students have equitable access to excellent education, teachers and leaders who are impactful and empowering.

**Inclusion** | Involvement and empowerment; Where the fundamental value and dignity of all people are honored. MITCH develops and maintains a sense of belonging and practices respect for the talents, abilities, backgrounds, and lifestyles of its families.

**Opportunity** | With access and inclusion combined, we will make MITCH a beacon in our community.

MITCH Charter School is a community where every child experiences a sense of belonging. Here, each student is supported to excel socially, emotionally and academically through whole-child, student-centered learning.

Dedicated teachers deliver engaging, content rich curriculum and hands-on agricultural education that honors diverse student identities, developing students' global perspectives and critical thinking skills. School staff and administration provide an adaptable framework in which each child develops a passion for learning and connection and is empowered to be an agent of positive change in the world.

We invite you to learn more about how we support our students and families by attending our School Board meetings, Parent Support Organization meetings, Teacher Meet & Greet, Back to School Night, Family Conferences, and other events throughout the year.

Thank you for reading through the Family Handbook to learn more about our community. Throughout the handbook, you'll find "Pro Tips". These are fun ways to get involved and engaged at MITCH!

**We are glad that you are here for a brand new year. Let's go, Foxes!**

## Activities and Activity Fees

MITCH Charter School is funded at 80% of what local public schools in the Tigard-Tualatin School District (TTSD) receive from the State. We are a public school, but in exchange for the flexibility to choose our curriculum and programming, our sponsoring district (TTSD), holds onto 20% for administrative costs.

MITCH asks families for an Activity Fee of \$300 per student, which is not a cost of enrollment, but pays for special programming that our school is known for, like Core Knowledge Events, Field Trips and On Campus Activities, Agriculture Class, Music, Art, PE, and other supplies and consumable resources used by students throughout the year. Think pencils, paper, pencil bags, erasers, folders, workbooks, curriculum subscriptions, etc.

Part of this Activity Fee is a non-refundable deposit of \$100 per student that we ask for in February when we require returning student confirmations. These deposits are required to secure your student's seat before we conduct the lottery. Without a signed confirmation and activity fee deposit, student seats will be open to the new student lottery held in February.

Following the lottery, all accepted seat offers will also be required to make the \$100 non-refundable deposit towards the activity fee.

The remaining Activity Fee must be paid in full or a payment plan arranged by the first week of school. Fees for students who leave the school prior to the last day of school may be refunded if requested. The remainder will be calculated based on the activity fees previously used by their classroom .

Activity fees will be prorated for students who join MITCH once the school year has started. Students who join during quarter 1 will owe the full \$300. Students who join during quarter 2 will owe \$225. Students who join during quarter 3 will owe \$150. Students who join during quarter 4 will only owe the \$100 deposit.

At the end of the school year, any unused portion of the activity fees will go to the school's general fund.

*Pro Tip: If the Activity Fee is not feasible for your family, you are still so very welcome to attend MITCH! Please reach out to the [schooloffice@mitcharterschool.org](mailto:schooloffice@mitcharterschool.org).*

## Attendance Policy

We love to see our students daily throughout the school year! Consistent attendance is essential for student wellbeing, as well as their academic progress. Classroom activities are critical to the learning process. Missing out on those can hinder a students' sense of connection to their classmates and their learning material.

*Pro Tip: Please let your teacher know as soon as possible if you need support to sustain your students' consistent attendance and well-being at MITCH.*

Absences from school may be approved and excused for the following reasons:

1. Illness of the student (please see student Health & Wellness Policy below);

2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Medical and dental appointments;
5. Other reasons deemed appropriate by the Executive Director when satisfactory arrangements have been made in advance of the absence.

Attendance expectations:

- Students are expected to arrive at school on-time and to stay the entire day.
- Families are expected to **call or email the school office by 8 am** on the day of the student's absence to give a reason for the absence and expected return time. Please send all changes in routine emails, including absence notifications, to [attendance@mitchcharterschool.org](mailto:attendance@mitchcharterschool.org) and include your student's classroom teacher.
- Families are expected to try to arrange health, dental, or other appointments outside school hours.
- Families will be contacted by the Administration if a student is absent the equivalent of eight ½ -day unexcused absences in a 4-week period (ORS 339.065).
- Letters will be sent home at the end of each quarter to students with overall school attendance of less than 90%. Chronic absenteeism is defined as missing 10% or more of school days.
- Further communication and action may be taken with continued absenteeism.
- Students absent for more than 10 consecutive days are required to be withdrawn from the school. They may re-enroll upon return if parents have been in communication with the School Secretary regarding the absence.

### ***Tardies***

**Students arriving after 7:45am are considered tardy and a guardian must park, walk the student into school, and sign the student in at the school office. Be sure to walk your student all the way into the office for safety reasons.**

Students arriving after 10:15am are marked absent for the morning, or ½ day. Students leaving school before 1:00 will be marked absent for the afternoon, or ½ day.

Any student who leaves school prior to the end of the day must be signed out through the school office by an approved guardian. Any visitor to the office should be prepared to show photo identification if requested by school staff.

### ***After-School Activities and Absences***

Students who are absent may not participate in after-school activities or clubs on that day.

After school club programming is reserved for currently enrolled MITCH students. Should a student transfer from MITCH once an after school program session has started, with approval from the Executive Director and after school program staff, the student may complete the session.

## Student Health & Wellness

MITCH complies with state and federal regulations, such as the Americans with Disabilities Act, ensuring free and appropriate public education (FAPE). School staff follow appropriate processes to address reasonable accommodations and school health service provisions in accordance with applicable laws.

If a child becomes ill at school, front office staff will call the student’s parent/guardian, then emergency contacts if necessary, and keep the child secluded and monitored as necessary until picked up. Students must come to the office if not feeling well to contact parents; students may not use personal cell phones to notify parents during school hours.

The list below (OHA/ODE CD Guidance – Updated 5/2023) gives schools instructions on when students should be excluded from the school setting, not medical advice. MITCH follows these guidelines. *Should OHA/ODE/CDC guidance change during the school year, families will be updated by email.*

If for any reason, you are concerned about your child’s health, please contact your physician. If your child develops a communicable disease, please call MITCH Charter School so we can notify other parents that their child may have been exposed.

<b>SYMPTOMS OF ILLNESS:</b>	<b>THE STUDENT MAY RETURN AFTER:</b> <b>*The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses.</b>
<b>FEVER:</b> a measured temperature equal to or greater than 100.4°F	<b>Fever-free for 24 hours</b> without taking fever-reducing medicine
<b>COUGH:</b> persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider OR any acute (non-chronic) cough illness that is frequent or severe enough to interfere with participation in usual school activities	<b>Symptoms improving</b> for 24 hours (no cough or cough well-controlled)
<b>DIFFICULTY BREATHING OR SHORTNESS OF BREATH</b> not explained by situation such as exercise: feeling unable to catch their breath, gasping for air, breathing too fast or too shallowly, breathing with extra effort such as using muscles of the stomach, chest, or neck	<b>Symptoms improving</b> for 24 hours. <i>This symptom is likely to require immediate medical attention</i>

<p><b>HEADACHE WITH STIFF NECK AND FEVER</b></p>	<p><b>Fever-free for 24 hours</b> without taking fever-reducing medicine AND <b>symptoms resolve</b> <i>This combination of symptoms may indicate a serious condition. Advise student's guardian to seek medical attention</i></p>
<p><b>DIARRHEA:</b> 3 or more watery or loose stools in 24 hours OR sudden onset of loose stools OR student unable to control bowel function when previously able</p>	<p><b>Symptom-free 48 hours</b> OR after seen and cleared by a licensed healthcare provider for specific diarrheal diagnoses</p>
<p><b>VOMITING:</b> at least 1 episode that is unexplained</p>	<p><b>Symptom-free 48 hours</b> OR after seen and cleared by a licensed healthcare provider</p>
<p><b>SKIN RASH OR SORES:</b> new rash not previously diagnosed by a health care provider OR rash increasing in size OR new unexplained sores or wounds OR draining rash, sores, or wounds which cannot be completely covered with a bandage and clothing</p>	<p><b>Symptom-free</b>, which means rash is gone OR sores are dry or can be completely covered by a bandage OR cleared by a licensed healthcare provider.</p>
<p><b>EYE REDNESS AND DRAINAGE:</b> unexplained redness of one or both eyes AND colored drainage from the eyes OR eye irritation accompanied by vision changes OR symptoms such as eye irritation, pain, redness, swelling or excessive tear production that prevent active participation in usual school activities</p>	<p><b>Symptom-free</b>, which means redness and drainage are gone OR after seen and cleared by a licensed healthcare provider <i>Eye redness alone, without colored drainage, may be considered for attendance per CDC guidelines and school nurse assessment</i></p>
<p><b>JAUNDICE:</b> yellowing of the eyes or skin that is new or uncharacteristic.</p>	<p><b>The school has received written orders</b> from a licensed healthcare provider</p>
<p><b>BEHAVIOR CHANGE:</b> may include uncharacteristic lethargy, decreased alertness, confusion, or a behavior change that prevents active participation in usual school activities</p>	<p><b>Symptoms resolve</b>, which means a return to normal behavior OR after seen and cleared by a licensed healthcare provider <i>These symptoms may indicate a serious condition. Advise student's guardian to seek medical attention</i></p>
<p><b>MAJOR HEALTH EVENT or STUDENT REQUIRING MORE CARE THAN SCHOOL STAFF CAN SAFELY PROVIDE.</b> May include an illness lasting more than</p>	<p><b>After the school has orders</b> from a licensed healthcare professional to the school nurse AND after measures are in place for the student's safety. Please work with school staff to address special health-care needs so the student may attend safely.</p>

two weeks, emergency room treatment or hospital stay, a surgical procedure with potential to affect active participation in school activities, loss of a caregiver or family member, or a new or changed health condition for which school staff is not adequately informed, trained, or licensed to provide care.	
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## Board Policies

School Board meetings occur on the first and third Thursday of each month. The first meeting of the month is in person with a virtual option. The second meeting of the month is virtual.

*Pro Tip: Attendance at School Board Meetings counts toward family volunteer hours. If you attend a School Board meeting, email your hours to [schooloffice@mitcharterschool.org](mailto:schooloffice@mitcharterschool.org).*

School Board members and their contact information are listed on the [School Board web page](#). We encourage families to reach out! School Board policies, including the public comments and complaints policies, are posted on the school's web page at [www.mitcharterschool.org](http://www.mitcharterschool.org)

## Car Line

Our car line system works to effectively direct all traffic around our parking lot for student drop off and pick up in the morning and afternoon. Please be patient, use extra precaution, and practice **safe, slow driving** as we all work to keep our students, volunteers, staff, and neighbors at NWRESD safe.

*Pro Tip: Car line is a great way to make connections in the community! We love seeing families greet students in the morning and give them a joyful and safe send-off at the end of the day. Volunteers also help Car Line to go safely and quickly. Please sign up to volunteer at Car Line on HelpCounter! We will pair you up with a seasoned volunteer to show you the ropes.*

**Lane Assignments only apply to afternoon Carline.** You may choose your assigned lane for the morning but you do not have to. It is vital you only use your assigned lane for afternoon Carline. If you are in Lane 1 for the morning, make sure your student is seated on the **right side of the car** and ready to exit when they pull up to the drop off area.

Kindergarten and 1st grade students are picked up in Lane 1 [during afternoon carline](#). If an older student has a Kindergarten or 1st grade sibling, they will also be picked up in Lane 1.



## **AM Carline**

### **Starts at 7:30 a.m.**

Morning carline drop off begins at 7:30 a.m. every morning. Enter the MITCH parking lot from 90th Court, go past the front of the building and around the back. The cars will split into three lanes. In Lane 2 and 3 you must be the first car in line for your child to exit the car. We do not want children walking between cars or being released before you get to the front of the line. Lane 1 is an exception with an authorized volunteer on curbside aiding the students. As soon as your student is safely out of the vehicle you must put your thumb up & keep it up until you are past the flagger. This signals the flagger you are ready to go and will move the lanes more quickly. Please continue to proceed slowly around the building, as NWRESD staff and families are arriving.

Carline is completed at 7:45 a.m. If you arrive at the school after 7:45 a.m., and there is no longer a flagger out front, you must park to walk your child into the office. You must always sign your child in when arriving after 7:45 a.m. Please use extra caution in our parking lot as families are parking and walking to the front office.

## **PM Carline**

### **Starts at 2:30 p.m.**

You may not enter the parking lot until an official flagger flags you to move into the lot, at approximately 2:20 pm. Carline dismissal does not start until 2:30. There may be children in the garden and participating in PE outside until 2:20 pm.

Please respect our neighboring businesses and do not park in the cul-de-sac or in our neighbors' parking lots.

Please attach your carline number within your vehicle, on the passenger side, so it is easily visible (e.g. on the front dash, on the visor, etc.) and the loaders can see the number from a distance. If you are in a carpool, place all the carline numbers so they are visible. For carpools and/or playdates, the drivers should visibly post all numbers for students being picked up but will still drive in their assigned lane.

**For student safety, only carline numbers issued from the front office will be accepted. If you do not have your carline number you received from the office, you will be asked to pull around and park to pick up your student from the front office.** You are able to request as many copies of your carline number as you would like from the School Secretary throughout the school year.

The official flagger will send you into the parking lot from 90th Court. Form two lanes. If in Lane 1, stay in the lane closest to the building. Lanes 2 and 3 must use the outside lane. The cars will split into three lanes (see map below). Drive to your assigned lane.

Show a thumbs down to the volunteers and flaggers loading cars until your student is loaded in your car.

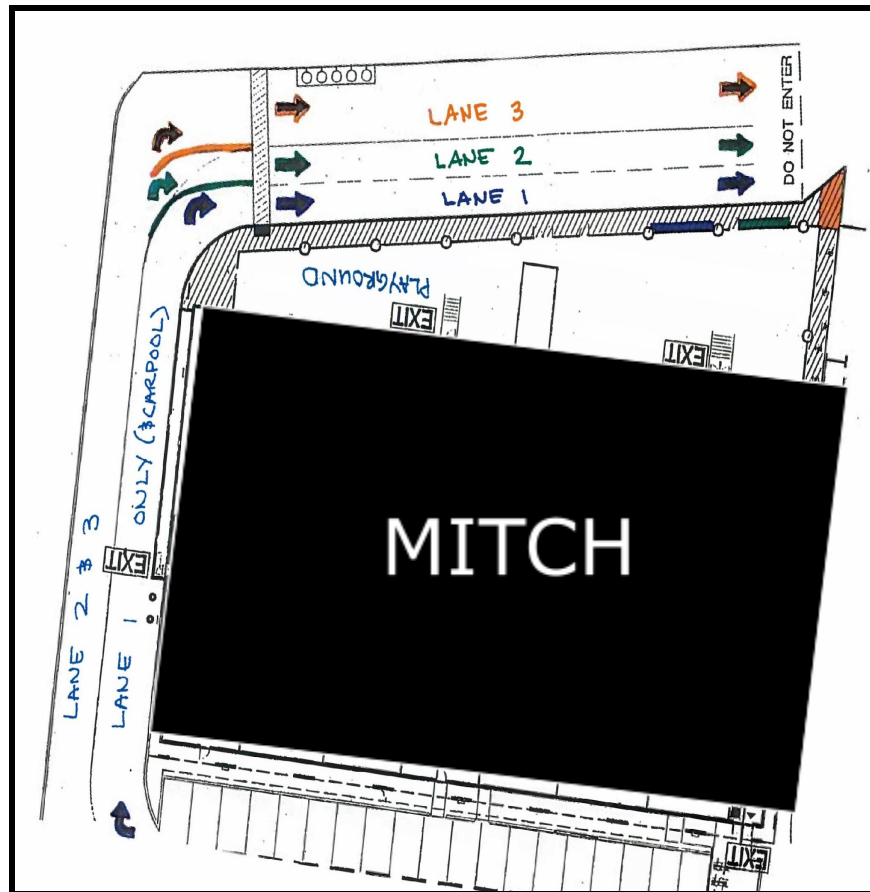
When your car is loaded please remove your number and hold a thumb up. Please remain fully stopped until the entire lane is progressing. Keep your thumb in the air until you are past the flagger with the stop sign. This is vital to communicate with the flagger, in order to move you through the lanes as quickly as possible.

If your student does not report to car line after their number has been called twice, the flagger will ask you to drive around again. You are welcome to park and go to the front office or to try car line a second time. This can be a tough moment, but please be patient and understand that we need to keep car line moving.

Once you have passed the flagger, continue moving very cautiously and slowly out of the parking lot, as our neighbors Northwest ESD may be loading small pre-school children at the same time.

*Pro Tip: PM carline will seem a little slow at first. After the first week, it will smooth out and go more quickly. Please be patient, we do not have parking spaces to accommodate parking and walking in to pick up your students.*

### Car Line Diagram



**Both AM and PM carline procedures are set up for the safety of all students as the highest priority.**

## Communication and Complaints

We love to hear from our families. It takes a village! The success of our school will be due in large part to positive, open communication between families, teachers, and students.

During the school year, families can expect a weekly email called the Fox Tales. Here, families will find weekly updates and important information about school events, enrollment, and engagement.

In order to maintain our school's positive learning environment, we all must work together to communicate successes and concerns in a responsible and respectful manner. This can most effectively be done by email, scheduling a conference if necessary, or by phone. Please reach out to your student's teacher as soon as possible in whichever way works best for your family.

*Pro-Tip: If you hear something concerning from yours or another student, ask your student's teacher to verify as soon as you are able to send them an email. The sooner that staff hear about issues, the better we are able to respond! Your student's teacher knows your student best out of the school's staff. These can be opportunities to communicate, connect, and build relationships, which contribute to powerful student learning experiences.*

Discussions about problems or issues will take place during non-class time and in a confidential setting. Complex issues will require an appointment, an agenda, and coordinating staff schedules so time and thought can be focused on positive solutions. Please be patient and understanding through these processes.

Complaints are handled and resolved as close to their origin as possible. The Board has policies that address complaints on the school's School Board web page. Generally, the Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Executive Director
3. Team meeting with Teacher and Director

### **Messages to Students**

Should a parent need to get an important message to one of the students, please do so by calling the school secretary at 503-639-5757 or emailing the school office at [schooloffice@mitchcharterschool.org](mailto:schooloffice@mitchcharterschool.org) and your student's classroom teacher if it is a family matter.

Please send all changes in routine emails, including transportation changes, to [attendance@mitchcharterschool.org](mailto:attendance@mitchcharterschool.org) and include your student's classroom teacher as well.

## Directory Information

The school secretary will send out a School Directory Google Form to **opt in** to the school directory. If your family does not fill out the School Directory Form, you will, in effect, be opting out, and your information will not be made available to other families.

The School Directory Google Form will be available at the Teacher Meet and Greet at the start of the year, along with the Dismissal Form and Bus Transportation Form. The school secretary will set up a class directory by the end of September to share with families. Participation in the school directory is not required.

**Students may not distribute party invitations at school;** families will have access to directory information for sending invitations privately. If your family opts out of the school directory, teachers are not allowed to share your contact information without your permission.

## Family Responsibilities

Our community is made up of families, staff, and community members that choose to attend and support MITCH for many reasons. We all play a vital role in realizing the mission and vision of our school. Students and families have many educational rights that our community commits to providing for. Alongside those rights are responsibilities that we assume through enrollment and engagement.

Once you have read through the services and supports that MITCH provides in the Family Handbook, please read through the following commitments that we request of all families:

When we choose MITCH for our child, we choose to:

1. Dedicate ourselves to open communication and treating other members of our community with dignity.
2. Partner with our child's teacher and the school staff in academic, social, and behavioral areas.  
Specifically supporting my student(s) to get ample sleep, eat healthy, develop healthy hygiene habits, arrive prepared to school, complete homework, and develop positive relationships with youth & adults.
3. Embrace the education offered through the curricula designated in our charter with TTSD.
4. Aid the school annually to the best of our ability by:
  - volunteering
  - paying the activity fee to the best of our ability and communicating with the school office if it is a barrier
  - participating in the annual family contribution to the extent we are able
5. Following the uniform guidelines and reaching out to the school office for support if it is a barrier.
6. Providing healthy snacks and lunches for our child and reaching out to the school counselor if support is needed.
7. Participating in all Family-Teacher conferences during the year and rescheduling with the teacher if our work and life schedule does not allow for participation on the scheduled days. Virtual meetings can be an option in these instances as well.
8. Adhere to the morning & afternoon car-line protocols designed to ensure the safety of all children, to honor our commitment to the City of Tualatin, and to support the surrounding businesses by being excellent neighbors.
9. Ensure our child will attend school regularly and participate in field trips, standardized assessments, Core Knowledge Events or Celebrations, and other special class events.
10. Care for all school textbooks and other resources, pay replacement costs for any damaged or lost items, or to communicate with the school office if this is a barrier.
11. Authorize the release of all academic and behavioral records and evaluations from all previous schools, as required by law.
12. Partner with the appropriate school district personnel for services if our child has an IEP, 504, or is in ELL.
13. Abide by the guidance in the Family Handbook, School Board Policies, District Policies, and State Law.

## Food

Each student should bring a healthy snack and lunch every day from home. Students also need to bring a water bottle labeled with their name. **Please do not send your student with candy to school.** Sharing food with other students is not allowed as a safety measure for those with allergies or other health concerns. Food is generally eaten in the classroom or at the outdoor picnic tables.

Please make sure your child's teacher knows about any food allergies. Teachers will let families know about allergies in the classroom. **In caring for our community, please pay attention to these notices and check ingredient lists to avoid sending your student to school with food that their classmate may be allergic to.**

**Treats are not allowed for birthday celebrations.** This is to avoid any accidental exchange of ingredients that may cause an allergic reaction. Teachers are encouraged to honor students in a way that is inclusive and responsive to their cultural identity, such as bringing a favorite book to read to the class, a story about their childhood, or favorite photos of themselves. Thank you for your understanding.

Core Knowledge events may include class celebrations with food provided by teachers and/or volunteers. Teachers will ensure that these foods meet the needs of every student.

## Homework

The amount of homework varies by grade level, but should, *on average*, not take more than an hour to complete. Most work which comes home will be the completion of an in-class assignment or tasks designed to reinforce a specific skill or concept taught directly in class; at times, there will be research or work on projects which must be completed at home.

When a student is absent for vacation, teachers can provide missing work upon their return. For illnesses, teachers will work with families to provide missed work within the first 24 hours of the start of the absence.

*Pro Tip: If your student needs extra support to finish their homework or wants a challenge, please reach out to their teacher and let them know as soon as possible. It is our mission to support every student where they are.*

## Immunizations

Current immunization records must be on file for your student by the first day of the school year. Families will be contacted if they are not in compliance by the Annual Exclusion Day which is usually in February. If students do not have these Immunizations on file, the state of Oregon does not allow them to attend school after this date.

*Pro Tip: Find more information from the [Oregon Health Authority's Immunization website](#).*

## Lost and Found

It is strongly recommended that families label all items. MITCH Charter School is not responsible for lost items. Students are reminded to check the lost and found, which is located in the front hall.

Items such as lunchboxes, water bottles and clothing not marked with the student's name are donated to charity or to the PSO uniform exchange at the end of each quarter.

## Medication Distribution

Trained personnel are the only people at school who may dispense medications and will only be done so with a completed medication form on file. ALL medications must be held at the school office in their **original packaging**.

**For prescription medications, the medication must be in the packaging provided by the pharmacy with the printed student's name and dosage instructions attached. A parent or guardian must bring the medication to the office, it cannot be sent in with the child.** The only exceptions are: chapstick, lotion and sunscreen which the child may keep in their backpack.

Remember to let your student's teacher know as soon as possible if they have medication that needs to be taken during the school day.

At the end of the year, front office staff will contact families to arrange pick up of any remaining medication stored at school. Any unclaimed medication will be properly disposed of.

## Parent Support Organization (PSO)

The primary purpose of the PSO is to solicit and accept contributions of funds, in-kind assistance, and to coordinate volunteer time and services to promote the well-being of the school and school community. Participating in the PSO is a great way to make connections with families in our community. [Check out their website here!](#)

Some of the PSO Projects over recent years have been:

- Annual Read-a-thon
- School Garden and Building Maintenance Days
- Fundraising for Playground equipment and Turf replacement
- Volunteering at Car Line, Lunch Recess, and other school events
- Organizing Dine Outs, Paint Nights, Game Night, and other community events

*Pro Tip: The PSO has a fantastic social media presence on Facebook. Check them out! In addition, your hours at PSO meetings count toward your volunteer hours. Email them to [schooloffice@mitchcharterschool.org](mailto:schooloffice@mitchcharterschool.org).*

Voting membership in the PSO is open to all parents and guardians of students who are actively enrolled at MITCH. The PSO welcomes all families that are interested in supporting the mission and vision of MITCH Charter School in our community! All members, that means all parents and guardians of students actively enrolled, have the right to attend and participate in all meetings and activities of the PSO. The membership year is July 1<sup>st</sup> through June 30<sup>th</sup>. Members are accepted at any time.

If you have questions or would like to learn more, please email us at: [mitchcharterpso@gmail.com](mailto:mitchcharterpso@gmail.com)

## **Personal Electronic Devices & Social Media**

Students' electronic devices including and not limited to cell phones, iPods, MP3 players, handheld gaming systems, handheld readers, smart watches, or any other device that allows internet access should never be seen, heard, or used at school unless an IEP stipulates. **Students should keep their devices in their backpacks and turn them off.**

Students must leave their electronic devices at home unless for safety reasons, in which case, please reach out to your teacher to discuss a management plan. If a student has a smart watch on at school, it may only be worn if it is in [Schooltime Mode](#) or the equivalent and managed by the family. If the student is using the smart watch during school hours and there is not a safety concern, the teacher may confiscate the watch.

If a student is using a device at school at any time, the device will be held in the office until the end of the day. If there is concern about the way a student was using the device, the Executive Director will coordinate with their family to pick up the device after school.

MITCH Charter School will not be liable for personal electronic devices brought to school or school-sponsored activities. The school is not responsible for any electronic device that is lost, mislaid, stolen, damaged or destroyed.

Students may not access social media platforms using the school's equipment, while on school property or at school-sponsored activities unless the access is approved by a teacher or administrator. The school will not be liable for information or comments posted by students on social media platforms when the student is not engaged in school activities and not using school equipment.

### ***School Technology and Electronic Communication***

MITCH students may utilize school computers at the teacher's and administration's discretion. Students and families will be required to sign an Acceptable Use Policy Form at the start of each year in order to gain access to school computers. Students are to care for devices they use and are responsible for damages or loss.

[Hapara monitoring software](#) will be used to ensure students are using computers safely and appropriately.

Students may have access to the internet for educational purposes only. MITCH has a zero-tolerance policy for students utilizing school technology to access materials that are obscene, pornographic, contain explicit language, violence, discrimination, or advocate illegal activity.

Students are expected to notify a teacher immediately if they receive a message or access a website unknowingly that contains inappropriate material. Students should also notify a teacher immediately if they are aware of another student who is accessing inappropriate information on the computer.

Students should not attempt to gain unauthorized access, disrupt the performance, or hack into any system or server. This includes sharing password and account information with someone else.

Students should refrain from activities that might interfere with network performance such as downloading large files, streaming or watching online movies or television shows.

## Resources

Connecting our families to support is part of the mission and vision at MITCH. Tigard Tualatin School District has a great Community Resources Page that you can [check out here](#).

For clothing resources, our PSO provides a uniform and agriculture boot exchange for students regularly throughout the school year.

Please reach out to our School Counselor if you and your family are in need of any assistance. That includes financial, housing, food, clothing, or other services.

## School Closures & Emergencies

MITCH Charter School only follows the Tigard Tualatin School District for school closure. We do not follow neighboring districts' closures.

In the event of a school closure, delay, or emergency, information will be accessible through the [FlashAlert System](#). Closure information can also be accessed through major radio and television stations and at their websites. Closure information with the media will be listed as MITCH Charter School.

In the event of a school evacuation, a reunification location will be conveyed to families. Families must sign their student out with school staff before leaving the designated location.

## School Hours

School is in session Monday through Friday, 7:45 am - 2:30 pm.

Students may enter the building starting at 7:30 am unless their family is volunteering for car line or has otherwise arranged with the School Office.

School Office Hours: Monday through Friday, 7:30 am – 3:15 pm.

## Social Emotional Support

MITCH uses a Social Emotional Learning curriculum called [Friendzy](#). Each month, the school has a different social emotional theme centered around friendship and healthy relationships. These themes guide activities and conversations in class during morning meeting and other appropriate times throughout the school day. We invite you to talk with your child about these themes and what they are learning about connection and community at school.

If you have any concerns about your students' social emotional well-being, please reach out to our School Counselor.



## **Student records**

Our school policy on Student Education Records Management (JO/IGBAB-AR) can be found on the Policies page of our school website under Section J. Below are a few formalities that we are mandated to communicate to families.

The Education Amendments of 1974 provide that certain state and federal agencies may inspect student records without written consent but require that a record be maintained indicating specifically the legitimate educational or other interest that person, agency, or organization had in seeking this information. This statement is to become a permanent part of the record only for inspection by the parents or students more than 18 years old, and the school official responsible for the custody of such records.

This is your notification that should your child enroll in another school or school system, an official transcript or copy of the permanent record will be sent to the school upon our receipt of notification of the child's enrollment in that institution. To request a copy, please email the Executive Director with the following information:

- a. A written, dated request to inspect a student's education record; and
- b. The specific reason for requesting the records

Prior to your child's withdrawal from our district, you have a right to review your child's records, and a right to a hearing, should you wish to challenge the content of the records. There must be a two-day period between the time from the request and the hearing. The hearing must be held before your child leaves the district. To request a hearing, please email the Executive Director with the following information:

- c. A written, dated request for the inspection and/or hearing; and
- d. The specific reason for requesting the records

You may review your child's student records or receive a copy of those records. You may request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights. You may consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent.

Pursuant to OAR 581-021-0410, you may file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by MITCH Charter School to comply with the requirements of federal law.

If you have any further questions, please contact the School Office and/or Executive Director.

## **Transportation**

Transportation to and from school is provided by families, by a family-arranged carpool, or via TTSD bus shuttle service. In order for the dropping off and picking up of students to run as safely and efficiently as possible, it is imperative that every driver follow the guidelines that govern the parking lot. For more information about Car Line, please refer to the section above.

At the beginning of the year, all families will be sent a Google form to indicate regularly scheduled school dismissal plans from the School Office. All afterschool plans involving changes to the normal transportation





routine for students must be communicated by email to the classroom teacher and the school office. Please send all changes in routine emails, including transportation changes, to [attendance@mitchcharterschool.org](mailto:attendance@mitchcharterschool.org).

In accordance with the Tigard-Tualatin District regulations, the student must live within one mile of the school premise to walk or bike home from school. Parents must provide written permission by filling out a permission slip in the front office in order for their child to either walk or bike home from school. Students are expected to follow all road rules and laws, and bicycles, scooters, skateboards, roller-blades, etc. are not permitted in the school parking lot before, during, or after school.

## **Uniforms**

MITCH students wear uniforms according to the guidelines below. The Parent Support Organization (PSO) organizes a uniform exchange multiple times throughout the year. Please contact the PSO at [mitchcharterPSO@gmail.com](mailto:mitchcharterPSO@gmail.com) for more information.

Each student will receive one PE shirt that is paid for by Activity Fees. Additional PE shirts can be purchased through the PSO. MITCH Merchandise is also a PSO fundraiser! Families may reach out to the School Counselor if they need assistance in getting a PE shirt.

Uniform Description:	Examples:
<p><b>TOP</b> Solid colored polo shirt, long or short sleeve, or polo dress. (Any solid color.) No logo or emblem.</p>	
<p><b>BOTTOM</b> Khaki, navy blue, or black pants, shorts, skirts, skorts, or jumpers. Skirt/jumpers require one of the following options underneath:</p> <ul style="list-style-type: none"> <li>• Navy blue or black leggings</li> <li>• Cartwheel shorts with tights</li> <li>• Cartwheel shorts with socks</li> </ul>	
<p><b>OUTERWEAR</b> Acceptable outerwear includes:</p> <ul style="list-style-type: none"> <li>• MITCH branded sweatshirt</li> <li>• Sweatshirt (see additional guidelines below)</li> <li>• Open front cardigan</li> <li>• Sweater</li> <li>• Jacket</li> </ul> <p>Additional guidelines:</p> <ul style="list-style-type: none"> <li>• Must be school appropriate</li> <li>• Clothing brand or sport team names can be visible, but must be smaller than 6" across</li> <li>• No brand name cartoon characters, animals, or illustrations</li> </ul>	
<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Solid navy blue or black athletic shorts or sweatpants (navy or black leggings may be worn under shorts)</li> <li>• MITCH PE shirt, MITCH Merchandise shirt (any color), solid colored polo shirt</li> <li>• Sturdy athletic shoes</li> </ul>	
<p><b>SHOES</b></p> <ul style="list-style-type: none"> <li>• Closed toe, sturdy shoes and socks/tights required</li> <li>• Boots for Agriculture Class to be left at school</li> </ul>	
<p><b>FIELD TRIPS</b> Regular uniform; jeans allowed for outdoor activities along with a MITCH shirt or solid polo.</p>	
<p><b>FREE DRESS DAY</b> Common sense guidelines for school appropriate attire. Students will be asked to change if clothing is inappropriate, distracting, etc.</p>	

## Visitors and Volunteer Protocol

Keeping everyone safe at school safe is our number one priority. All on campus visits and volunteering must be pre-arranged with the School Secretary. All on campus volunteers when students are present must have a completed background check on file.

For safety, all visitors and volunteers are required to enter and exit the building through the main entrance and report to the school office upon arrival and departure. A “Visitor” or “Volunteer” badge must be worn at all times while on campus. Visitors without a completed background check must be in the company of a staff member at all times. Students not enrolled are not permitted to visit unless accompanied by an adult and a staff member.

*Pro Tip: Friends and family members of current MITCH students and staff are eligible to become volunteers with a completed background check. Volunteers who are not related to students or who are not custodial parents or guardians need written permission from the student’s custodial parent or guardian to volunteer. Please email [schooloffice@mitchcharterschool.org](mailto:schooloffice@mitchcharterschool.org) to make these volunteer arrangements.*

Families are required to volunteer 25 hours each school year. Emails will be sent out quarterly to each family with hour totals. A donation of \$10/hour can be made in lieu of volunteering. Thank you for your support. It takes a village!

## Student Code of Conduct

The MITCH Code of Conduct is based around four commitments that students collectively recite each morning: **We are responsible, we are respectful, we are resourceful, and we are safe.**

These commitments are illustrated through different behaviors throughout the school and during different parts of the school day. Generally, the word cloud below indicates the behaviors that teachers and staff expect to see when students are at school. These are also behaviors that students will be expected to learn throughout their time at MITCH. This is largely done through social emotional learning lessons and the relationships that are built throughout students’ time at MITCH. We invite you to talk about these behaviors with your student and what they might look like at school.



## **Discipline**

We know that every student does not come to MITCH knowing how to show these behaviors in every circumstance - afterall, that is why they come to school - to learn! Therefore, MITCH staff partners with families to develop these critical characteristics in our students in alignment with our school's mission and vision.

In the event that a student struggles to meet these behavioral expectations at school, MITCH staff follows a set of steps to support them. These steps are centered around an integrated model based on Restorative Justice models and Positive Behavioral Interventions and Supports (PBIS).

**Positive Behavioral Interventions and Supports (PBIS)** is a nationally recognized framework for shifting school culture from punitive to culturally responsive and positively reinforcing. Students and staff collaborate in school-wide positive behavioral expectations which are culturally informed and positively reinforced throughout the school day. Minor and major disciplinary infractions are clearly specified as well as associated interventions designed to teach, re-teach, and reinforce the skills needed to meet positive expectations. Nationwide data on schools implementing PBIS indicate an average of 50% reduction in disciplinary events.

**Restorative Justice** is a set of mediation practices adapted to the school setting which build relational trust and offer alternatives to punitive discipline. Infractions are viewed through the lens of "harm" and interventions are targeted to help the student and community both assess and repair the harm that has been caused. Restorative practices are utilized in the classroom for community building and to address minor harms, by administrators to respond to conflict and to repair more serious harms, as an alternative to suspension, and by multi-disciplinary teams. Restorative practices address the needs of the victim, offender, and school community to build stronger together.

Restorative practices is a theory of problem resolution that focuses on **mediation and agreement** rather than punishment. The program is based on respect, responsibility, relationship-building, and relationship-repairing.

In traditional disciplinary models, when students break rules and someone has caused harm, punishments are distributed accordingly. These punishments can label students as "bad" or "troublesome", and students can internalize those labels, damaging their perception of self and creating a negative behavioral cycle.

Restorative practices focus on **repairing harm** to keep people in the community. Students involved are given the chance to meet with a mediator, usually a teacher or administrator, to discuss the incident and come up with a plan for moving forward.

Through their discussions, all parties gain a better understanding about what happened, why it happened, and how the damage can be fixed. It's really all about relationships—building and repairing them. Restorative practices help students understand how their actions impact others and their own success. It also empowers them to come up with a way in which they can repair the harm and make things right.

Both PBIS and Restorative Justice are whole-school models that create the conditions needed for learning. They support social-emotional learning for adults and students, and are designed to increase student achievement by removing social and emotional barriers to learning. Through the upholding of universal norms, positive reinforcement, communication, family engagement, accountability, listening, reflection, and healing, PBIS and Restorative Justice facilitate equitable, safe, and positive conditions for learning.

## **Tiers of Intervention**

Together, PBIS and Restorative Justice respond to three tiers of disciplinary practices:

### **Tier 1: Prevention**

Tier 1 behaviors are handled in the classroom by the teacher. Oftentimes, Tier 1 behaviors are *accidental or unintentional*. Ways these behaviors might be addressed include reteaching, positive reinforcement, redirection, private conversations, taking a break, and/or stop and think sheets. Teachers will communicate with families about the behaviors at the end of the day.

If the student has been taught and re-taught the expectations, and received positive reinforcement to promote the expected behavior and continues to present escalating behavior, these repeated behaviors become Tier 2 behaviors on the third time the same type of behavior occurs.

### **Tier 2: Early Intervention**

Tier 2 behaviors are typically handled by the classroom teacher. Oftentimes, Tier 2 behaviors are *intentional but not chronic*. When a Tier 2 incident occurs, teachers fill out an Office Referral Form and submit it to the office for review by the School Counselor and Executive Director. From there, administration speaks with all parties involved and determine the appropriate solutions, agreements, and possible consequences. Ways these behaviors might be addressed include a small-group meeting schedule with the school counselor, a required break away from peers, a check in/check out behavioral plan, problem solving meetings, community service, restorative practices (see below), and/or loss of privileges.

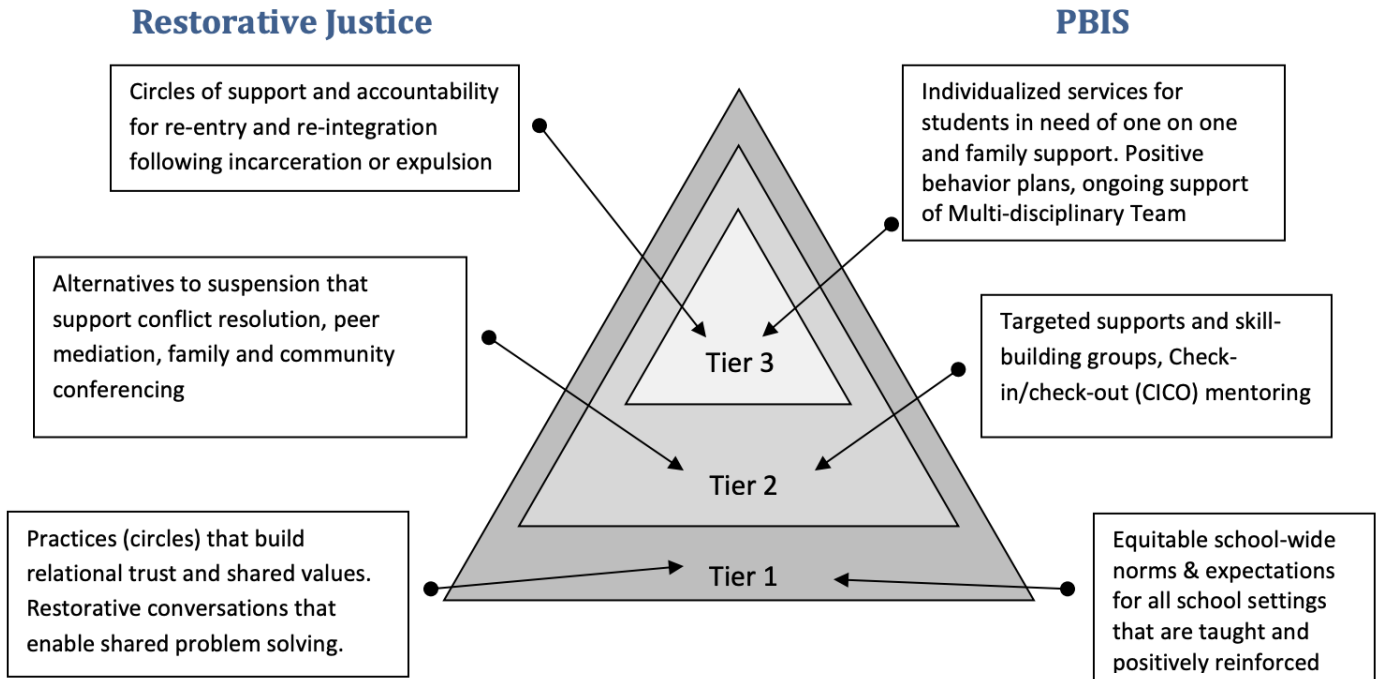
The classroom teacher keeps a copy of the Office Referral Form and a copy is left with administration. The student's classroom teacher will communicate with the student's family by 3:15pm the same school day. Data from the Level 2 referral is entered into the Synergy discipline system. In some cases, administrators may meet with the student to discuss the behavior and administrators may be in communication with families. Repeated Level 2 behaviors will call for a problem solving parent/guardian conference. If the behaviors continue they will become level 3 behaviors on the third time the same type of behavior occurs.

### **Tier 3: Intensive Support**

Tier 3 behaviors are handled by the Vice Principal, School Counselor and/or the Executive Director. Usually, Tier 3 behaviors are *intentional, chronic and/or threaten the safety of others in a targeted fashion*. In the event of a Tier 3 behavior, the staff member that witnessed the event completes an Office Referral Form and submits it to the main office. A copy of the form stays with administration and a copy goes to the teacher. Data from the Level 3 referral is entered into the Synergy discipline system.

The student is brought to the office where administration will conduct the behavioral investigation and assign consequences - in line with the child's age, history, and what occurred around the incident. The administrator (or their designee) communicates with all the families involved. Consequences may include loss of privileges, community service, restorative practices, accountability projects, and in or out of school suspension.

Behaviors that may immediately escalate a student to Tier 3 upon the first incident are illicit or sexual behavior and/or language toward other students or staff, hate speech, or unsafe physical behavior that threatens the safety of others.



### **General Disciplinary Measures**

Staff typically follow a similar set of procedures when there is a disciplinary issue. This includes:

- Initial check in with students and staff
- Investigation of the incident
- Speaking to witnesses
- Speaking to adults involved
- Follow up with the students involved
- Notification of family either during or after the event - depending on the severity of incident
- Setting of the consequences
- Communicating these consequences with parents and staff if necessary

### **Bullying Defined**

At MITCH, we consider bullying to describe **repeated actions or threats of action** directed toward a person by one or more people who have (or are perceived to have) **more power or status** than their target in order to cause fear, distress or harm. Bullying can be physical, verbal, psychological or any combination of these three. Bullying behaviors can include name-calling, obscene gestures, intimidation, malicious teasing, rumors, slander, social exclusion, damaging a person’s belongings, threats, physical violence and the incitement of others to carry out any of the previous items.

Some bullying incidents can be described as “identity-based,” which is any form of bullying related to characteristics that are part of a person’s identity or perceived identity group, such as race, religion, disability, immigration status, sexual orientation, gender identity, socio-economic status and physical appearance. Because identity-based bullying targets who the student is—a core part of their identity—it can be especially harmful. It impacts not only the individual student but everyone else around them who identifies in the same way and who worries that they may be the next target. In discussing identity-based bullying with young people, it’s important to make the point that bullying happens because of an aggressor’s bias, not because of the target’s identity.

It is very important that students report all types of bullying behavior immediately to the nearest responsible adult at school and inform their main class teacher when these behaviors occur. If your student reports incidences of bullying or harassment to you, please contact their classroom teacher as soon as possible. This will allow appropriate staff to respond to the situation in a timely manner, to assess the situation, and to determine next steps.

For MITCH Board Policies on Bullying, please refer to Section J: Policy JFCF in the Board Policies listed on our school website.

## **Student Services**

Student Services are provided at MITCH through a combination of programs from TTSD and MITCH Staff. Our Student Support Team currently consists of our Admin, School Counselor, Learning Specialist, Learning Specialist Assistant, Speech Pathologist, Literacy Coordinator, and two Instructional Assistants that comprise our student support staff.

All teaching staff conduct Effective Behavioral Interventions and Supports meetings on a six week basis with members of the Student Support Team and Administration to address data around student academics, behavior, and attendance. Interventions and supports are implemented where necessary. If you have concerns about your student in these areas, please convey them to your teacher and or the school counselor.

Initially, classroom teachers will discuss possible small adjustments that can be made to a student’s learning environment and instructional plan to help the student be successful in the classroom. Teachers will work in concert with the Student Support Team to implement and refine these adjustments as needed and gather data. If more robust interventions are required, staff will communicate next steps with families.

### ***IEPs***

Some families may request their student be evaluated for Special Education Services, or may be referred by the Student Support Team after ample data collection and intervention cycles. If the student is eligible, students at MITCH are evaluated for Individual Educational Plans (IEP) by the Tigard-Tualatin School District Learning Specialist and an IEP team. The Learning Specialist will create an IEP with the team if and when a student is qualified. Students who transfer to MITCH with an IEP receive services from the District. For more information, please contact the TTSD Learning Specialist.



## **504s**

Section 504 covers qualified students with disabilities. To be protected under Section 504, a student must be determined to:

1. Experience a physical or mental impairment that substantially limits one or more major life activities; or
2. Have a record of such an impairment; or
3. Be regarded as having such an impairment. Non-discrimination requirements apply to all three categories.

A referral for a Section 504 evaluation may come in from different sources, including:

- Family-initiated referral
- MITCH EBIS Team referral
- Referral from a previous school

Some examples of diagnosis that could qualify for a 504 plan are:

- ADHD: the student needs frequent check ins, scheduled movement breaks, and assignments being broken down into multiple steps.
- Asthma: the child has an inhaler and might need to step out of a physical activity to use it.
- Anxiety: the student needs advance notice of tests, to have extended time for assignments, and to know when fire drills are occurring.
- Type 1 Diabetes: the child needs to periodically check blood glucose level, and have snacks and drinks as needed.

The School Counselor serves as the manager and coordinator of 504 meetings. Parents, the classroom teacher, counselor, and education coordinator, as well as the student (depending on age) work together to craft the 504 plan. A written 504 Plan remains in place as long as the student has the disability, and is reviewed annually. If the plan needs to be revisited or modified throughout the year, the parent, teacher, or counselor may request a 504 update meeting. For more information, please contact the School Counselor.

## **English Language Learners**

We are proud to teach a linguistically and culturally diverse community! English Language Learner programming at MITCH is designed to help speakers of other languages to develop proficiency in English and achieve success in content area classes.

English Language Learning support is determined by a process dictated by the State of Oregon and TTSD. This includes a Language Use Survey required for all families during the enrollment process. Students that speak a language other than English will take the [English Language Proficiency Assessment](#) (ELPA) in the Fall. If your student qualifies for ELL services, you will receive a letter home, allowing you to opt them in or out of these services.

At MITCH, ELL supports are provided through sheltered instruction (during core classroom instruction) and a small-group or individual learning method that is monitored and assessed through an online program used district-wide called [Imagine Learning](#). Students are never pulled from core classroom instruction during ELL programming and do not miss out on that instructional time.

Students in the ELL program will take another ELPA assessment in the Spring. This identifies students that will continue with the program or those who are proficient and test out. You will receive another letter from the school alerting you to their progress. For all questions about ELL, please reach out to the Vice Principal.