



CATHEDRAL SCHOOL

Cathedral Catholic School

Student Handbook

2020-2021

110 NW 17th Avenue
Portland, OR 97209
www.cathedral-or.org

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110 NW 17th Avenue
Portland, OR 97209

Phone:	503.275.9370
Attendance Line/message:	503.275.9370
Extended Care:	503.275.8873
Attendance e-mail:	attendance@cathedral-or.org
Doors Open:	8:00 a.m.
School Begins:	8:10 a.m.
Dismissal:	3:10 p.m.

Pastor:	Msgr. Patrick Brennan
Principal:	Mrs. Amy Biggs
Pre-Kindergarten:	Ms. Joanne Cavill
Kindergarten:	Mrs. Kate Gobel
1 st Grade:	Miss Hanna Knouf
2 nd Grade:	Miss Megan McCool
3 rd Grade:	Mrs. Ingrid Trachtenbarg
4 th Grade:	Ms. Lauren Anneberg
5 th Grade:	Mrs. Sara Dalton
6 th Grade, MS Social Science:	Mrs. Megan Aguon
6 th Grade, MS Math/Asst. Principal:	Mrs. Katy Muth
7 th Grade, MS Language Arts:	Mr. Mitch Overley
8 th Grade, MS Science:	Mrs. Holly Frank
8 th Grade, MS Math:	Mrs. Holly Ficklin
Spanish Specialist:	Mrs. Shelby Walker
P.E. & Health Specialist:	Mr. Joe Nadalsky
Music Specialist:	Mrs. Barb English
Library Specialist:	Ms. Natalie Mecham
Art Specialist	Mrs. Nicole Selis
Instructional Coach	Mrs. Lora Myers
Pre-K Assistant	Ms. Fernanda De Clercq
Pre-K Assistant	Mrs. Molly Campbell
Kindergarten Assistant:	Ms. Stacy Murphy
1 st grade Assistant:	Miss Sierra Rinier
2 nd grade Assistant:	Mrs. Lacey Odenthal
3 rd grade Assistant:	Miss Madison Dodson
4 th & 5 th grade Assistant:	Mrs. Tracy Niedermeyer
Business Manager:	Mrs. Jennifer Overbay
Administrative Assistant:	Mrs. Susan Hatley
Office Assistant:	Mrs. Valarie Marrs
Maintenance:	Mr. Jim Russell

Vision

Cathedral School will be a premier comprehensive Catholic School with a strong emphasis on faith, knowledge, service and community.

Mission

The mission of Cathedral School is to provide an excellent academic education grounded in Catholic Religious principles and values, thereby creating a lifelong love for learning and a respect for each person and all creation as gifts of God.

In the spirit of the Mission Statement, Cathedral Catholic School will:

- Create a faith community wherein Catholic truths become the foundation of daily living in a global community.
- Design and implement curricula that provide for the education of the whole person.
- Provide a learning environment in which all children may grow toward their fullest God-given potential.
- Foster the physical, emotional, and social well-being of each individual.
- Complement and support the parents in their role as the primary educators of their children.

Cathedral School Wide Learning Expectations

Be a Disciple of Christ:

I follow Jesus' teachings while making decisions.

I am reverent and pray in many forms.

I am committed to serving others.

I share my faith with others.

Be a Life-long Learner:

I exhibit curiosity and enthusiasm for learning.

I speak and write clearly.

I use resources and my critical thinking skills to solve problems.

I try my best.

Be a Good Citizen:

I am respectful, responsible, and safe.

I am an effective communicator.

I care for myself and the world around me.

I use my talents and gifts to help all God's creations.

As followers of Jesus, we are respectful, responsible, and safe.

Positive Behavior Support

What is Positive Behavior Support (PBS) and why are we using PBS at Cathedral?

PBS is a school-wide approach to creating a safe and productive learning environment where teachers can teach and all students can learn. Instead of waiting for misbehavior to occur and reacting to that misbehavior, PBS focuses on teaching behavioral expectations in all school settings and acknowledging students for following them. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

Student Behavior Expectations

We expect students to have respectful, responsible and safe behavior at all times.

Student expectations include, but are not limited to:

- Participate in creating a cooperative, responsible, and friendly environment at Cathedral Catholic School
- Accept responsibility for their own actions by making thoughtful choices
- Follow reasonable directions given by teachers and staff
- Be courteous, considerate, and respectful to others
- Walk in the building and designated walking areas outside
- Keep desk, classroom, playground, hallways, and restrooms clean and litter free
- Go directly to the outside waiting area or classroom when arriving at school
- Be in the building or classroom only when a teacher is present
- Leave gum, candy, toys, and game cards at home
- Keep hands and feet to themselves
- Use appropriate language and gestures at all times
- Wear hats outside, not in the building
- Use materials and equipment appropriately, and use other's property only with their permission
- Leave the school area at dismissal (Unless accompanied by a parent)
- Come to school dressed safely and ready to learn
- Remember to have appropriate tennis shoes on P.E. day
- Be on time. School doors open at 8:00 a.m. daily and instruction begins at 8:10 a.m. Supervision begins outside at 7:50 a.m. therefore students should not be on school grounds any earlier than 7:50 a.m. unless they are going to morning care.

Homework Expectations

The purpose of homework is to reinforce material already taught and to foster habits of independent study. Homework assignments vary based on the age of the student and the types of learning opportunities. The general guideline for homework designates 10 minutes per grade level per night in addition to independent reading. Student are expected to complete homework and turn it in when it is due.

Detailed Matrix of Behavior Expectations

Expectation	Classroom	Hallway	Services & Assembly	Cafeteria	Playground	Arrival & Dismissal
<i>Be Respectful</i>	<ul style="list-style-type: none"> • Raise hand before speaking • Cooperate with others • Be a good listener 	<ul style="list-style-type: none"> • Keep your hands to yourself • Keep noise level to a minimum • Be aware of others around you 	<ul style="list-style-type: none"> • Listen and appropriately participate • Respect personal space • Be reverent during services 	<ul style="list-style-type: none"> • Use your inside voice • Say “please” and “thank you” • Allow anyone to sit next to you 	<ul style="list-style-type: none"> • Invite people to play • Take turns & play fairly • Be a good winner or loser 	<ul style="list-style-type: none"> • Walk to the designated waiting area and wait quietly until doors open • Quietly walk to class
<i>Be Responsible</i>	<ul style="list-style-type: none"> • Do your best work • Keep materials and space organized 	<ul style="list-style-type: none"> • Keep your hands to yourself • Go where you are going in a timely manner 	<ul style="list-style-type: none"> • Keep your eyes on your teacher for directions • Use good audience behavior • Follow dress code expectations 	<ul style="list-style-type: none"> • Clean up after yourself • Sit quietly and wait to be dismissed • Recycle 	<ul style="list-style-type: none"> • Take care of equipment • Use problem solving strategies • Follow the rules 	<ul style="list-style-type: none"> • Go directly from drop off to designated waiting area or to class • Walk
<i>Be Safe</i>	<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Use materials properly 	<ul style="list-style-type: none"> • Always walk • Be aware of the people around you 	<ul style="list-style-type: none"> • Enter and exit in an orderly way • Keep your hands and feet to yourself 	<ul style="list-style-type: none"> • Always walk • Obey the signals of the monitors 	<ul style="list-style-type: none"> • Use equipment properly • When the whistle blows, Stop & Walk • Respect personal space 	<ul style="list-style-type: none"> • Follow directions • Wait quietly • Walk

Problem Solving Process

Our goal is to educate students to be life-long learners and problem solvers. In the event we encounter behavior that is not in line with our school expectations, we will be using a six-step problem solving process.

Six-Step Problem-Solving Process:	
<p>1- Identify the problem</p> <ul style="list-style-type: none"> -What happened? -How do I feel? -What do I need? <p>* Restate the problem giving both points of view</p>	<p>4- Select and plan the solution</p> <ul style="list-style-type: none"> -What will happen next? -How? -Where? -When?
<p>2- Analyze the problem</p> <ul style="list-style-type: none"> -What happened? -Why? -Has this happened before? <p>*Gather information by asking questions</p>	<p>5- Implement the solution</p>
<p>3- Generate possible solutions</p> <p>For each solution, ask:</p> <ul style="list-style-type: none"> -Is it safe? -How might people feel? -Is it fair? -Will it work? 	<p>6- Evaluate the solution</p> <ul style="list-style-type: none"> -Is it working? -If not, what can I do now?

Problem Solving Communication

The Cathedral Schools staff is committed to teaching students to be problem solvers and to take ownership of their behavior. When a student is not meeting behavior expectations, they will engage in a problem solving conversation with a teacher or staff member. During problem solving, the student and teacher will be using a think sheet to identify the expectation that was not met and make a plan for the future. This form will then go home to parents as a notification that an issue came up during the school day and their child was led through the problem solving process with a teacher or staff member. This form is also point of data for our school staff and can help us identify when, where and why issues are occurring. It is important to understand that a think sheet is not a

punishment. The think sheet serves to assist teachers and students in the problem-solving process and helps students plan for positive behavior in the future.

What is a Referral and What do I do With It?

A referral is another component of PBS communication and is a data collection tool that assists the staff in documenting behavior issues. If a student is repeatedly having trouble following expectations or the offense is of a more serious nature, a teacher will write a referral to document the behavior and the consequences that followed. The referral itself is not a “punishment” but rather a means of collecting information from around the school in addition to serving as a communication tool for parents.

Suspension and Expulsion

While most student behavior issues can be resolved via the problem-solving process detailed previously, more serious consequences can be warranted for inappropriate behavior. Section 3540 of the Department of Catholic Schools Guidelines and Policies Book provides a list of reasons for expulsion with mitigating circumstances. Any one of the reasons on this list is adequate cause for suspension or expulsion of a student. The principal may choose to discuss a student’s behavior with other school staff, the pastor, and/or the Superintendent of Catholic Schools. In all cases the principal is the sole authority for the final decision for consequences of student behavior.

Suspension, the temporary prohibition of a student’s attendance, shall be limited to a maximum of five school days. In the case of suspension, the student must be released only to a parent or guardian.

Expulsion is the permanent exclusion of a student from a school. The expulsion of a student is a most serious matter and is invoked rarely and only as a last resort. Full credit will be given for all work accomplished by the student up to the date of expulsion.

How does PBS tie in With our School-Wide Learning Expectations?

PBS is directly related to our School-Wide Learning Expectations because they are both tied to our expectations for students.

Recognition of Students

All school staff will focus on recognizing positive student behavior with “Honored Cougar” tickets. These “Honored Cougar” tickets then get entered into a weekly drawing for special recognition. Whole classrooms that follow positive school expectations are recognized through a variety of “Golden” monthly recognitions along with wooden Cathedral tokens. Classes that meet their monthly token goal on the last Friday of each month will earn free dress.

Monthly Golden Awards

Golden Lunchbox – class with the most respectful, responsible and safe behavior cafeteria behavior

Golden Whistle – class with the most respectful, responsible and safe playground behavior

Golden Cross – class with the most reverent behavior during religious services

Golden Car- class with the most respectful, responsible and safe behavior in car line

Golden Hall Pass- class with the most respectful, responsible and safe behavior in the hallway

Golden Cougar – class with the lowest number of absences in a month

Golden Book – class with the lowest number of overdue books in a month

Further Recognition of Students

Throughout the school year, we will recognize students who consistently demonstrate our school-wide learning expectations. Each trimester, students from each grade level will be recognized. During the first trimester, we will focus on recognizing students who consistently demonstrate being a good citizen. During the second trimester, we will focus on recognizing students who consistently demonstrate being a disciple of Christ. And finally, during the third trimester, we will focus on recognizing students who consistently demonstrate being a life-long learner.

Parent Expectations

Community

Cathedral School is a Catholic community bound together by a common goal—the value-centered education of our children. Four separate groups—faculty, parents, students, and staff—form the community and are united by this common goal. If we are to best support our students, we must share in working for the good of all, as well as for the individual. Faculty, staff, and students have each affirmed a commitment to these values and responsibilities, and we ask that all parents do the same.

Parent Guidelines

Parents are our students' first teachers. Therefore, it is important that parents support the school community by modeling positive behavior and the school's core values. Parents should be committed to accepting responsibility for working in concert with the school to provide a quality Catholic education by:

1. Modeling the school's core value of respect when interacting with teachers, school administration, and fellow parents;
2. Participating in conferences and ongoing thoughtful communication with teachers and administrators (as necessary);
3. Working cooperatively with the school if a student discipline or academic issue arises; and
4. Actively seeking cooperative solutions to concerns and issues with students, teachers, and school administration, and encouraging others in the community to do the same.

Compliant/Issues Resolution

Constructive feedback of the school is welcome when it is motivated by a sincere desire to improve the quality of the education programs and to assist the school to perform its task more effectively.

To this end, parents should consider the following:

1. Concerns regarding classroom curriculum, daily activities, and individual teachers and staff members should first be directed to the student's classroom teacher.
2. When using email communications, ensure the tone of the email conveys concerns in a constructive and thoughtful manner.
3. Keep in mind that a teacher has about 26 students and twice as many parents to communicate with and two-way communication is important to keep all school relations positive and productive.
4. If an issue is not resolved with the classroom teacher, the parent may then address it with the principal, again ensuring that any written and in person communication demonstrates respect for the principal and the teacher. In most cases, a conference will be scheduled with all parties.
5. Finally, if a concern is still unresolved, the pastor may be contacted.¹

¹ For more specific information about communication and grievances, please refer to the 2018-2019 Handbook located on the Cathedral School website in the Parents' Section under Parent Handbook.

Please sign and return this page to your child’s teacher

I have read and understand the Cathedral School Student/Parent Handbook and acknowledge the expectations of my behavior and the consequences established by Cathedral School.

Student Signature

Date

I have read and understand the Cathedral School Student/Parent Handbook and acknowledge the expectations of my child’s behavior and the consequences established by Cathedral School.

Parent Signature

Date

Parent Signature

Date

The cooperation and acceptance of all parents is needed to maintain our core value of respect at Cathedral School. I/We have read these Parent Expectations carefully and acknowledge these responsibilities and commit to being accountable for my/our interactions with the community.

Parent Signature

Date

Parent Signature

Date