



Orenco School Times



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September, 2009

A Message from our Principal, Mr. Bishop

Dear Students and Parents:

We have had a great opening . All of us are proud to be a part of Orenco. We look forward to working with you in bringing success for your child. We hold high expectations for academic achievement and in behaviour standards. The results have been good over the years.

The remainder of the newsletter contains many first of the year items. Included this month is also literature on our enhanced Positive Behavior Support Program. In addition, please take time to review our calendar/handbook. The school newsletter will be sent home the second Tuesday of each month and also each classroom teacher will send you a letter sharing news specific to their individual classroom.

We anticipate a great year and all of us will continue to work hard to enhance our school's programs and in meeting the expectations you have of us.

Thanks for your support and assistance this past week—we are pleased to be part of your child's education.

Tim Bishop and the
Orenco Team

REMINDERS

*Students may arrive at school after 7:40. We serve breakfast in the cafeteria and those not eating will be supervised on the playground then excused at 7:50 to go to their classrooms. All students may enter their classrooms at 8:00. Lunch money may be deposited until 8:00 daily in mealtime accounts located in the cafeteria.

*Ending times are 2:20 with the exception of Wednesdays release at 1:50.

*If your child takes ANY type of medication or over-the-counter products during the school day, you need to come to the school office and complete the required form before the medication can be given. This form must be completed each new school year.

*Parents and other visitors are to sign in at the office and wear a visitor's badge.

*Always sign your child out in the office when he/she needs to leave before regular dismissal time.

*Be sure to read and keep the Elementary Handbook and our school's Parent/Student Handbook (on line).



UP-and-COMING

Mark your calendar for these events:

September 21st
Cookie Dough Fundraiser

September 25th
Spirit Day

September 28th
Sixth Graders to Outdoor School

October 9th
No School - State Inservice

October 13th
Newsletter Sent Home
Booster Club Meeting, 2:30

October 14-16th
No School
Parent Conferences



ATTENDANCE:

Every day counts! One missed day of school can mean two days of falling behind for your child. Missing school makes it more difficult for a child to learn to stay on track with assignments. Every day in school is another chance for a child to learn something new. Most children need to repeat something new at least seven times before they learn it properly. Regular school attendance is important to getting the most out of school. Success in school leads to success in life. Make every day count—keep you child learning in school.

Model the Importance of Prompt Daily Attendance

- Help them understand why it’s important to go to school each day and attend every class
- Help them get to school on time
- Set good examples and habits and enforce rules
- Get to know your child’s teacher and school and communicate regularly
- Schedule family commitments or vacations when school is out
- Contact the school if your child will be absent

Staying in School

- Increase chances for better grades and a more successful future
- Decreases the chances your child will abuse alcohol or drugs or get involved with gangs, crime and other risky behaviors.

School Attendance Policies

Except when exempt by Oregon law, students ages 7-18 who have not completed the 12th grade are required to attend school full time on a regular basis. Attendance is tracked daily at every school and parents are notified if their student is absent from school without a prior excuse or notice. Staff works diligently with families to prevent absences from becoming a problem. If a student is consistently absent for more than eight unexcused one-half day absences or the equivalent in any four-week period while school is in session, parents may be cited and fined for violating the compulsory attendance law.

Attendance Team Initiatives

The primary goal of attendance teams and tracking attendance is to keep students in school and prevent future problems. Teams of teachers, counselors and administrators at each school meet regularly to review attendance data reports and absence histories of their students. By identifying students who are beginning to have attendance problems, they can intervene early and start providing positive supports, clear consequence systems, and parent notifications. If the behavior continues, referrals to truancy officers may need to be made.

According to the U.S. Department of Education, “Truancy has been clearly identified as an early warning sign that students are headed for potential delinquent activity, social isolation or educational failure.” Truancy has significant financial and societal consequences to both the student and the community. By improving attendance and promoting positive social skills and family involvement, students can achieve academically and choose a more successful future.

PARENT VOLUNTEERS:

Volunteering can be a rewarding experience for the volunteer, the school, and the student. We need your participation, and your effort strengthens the school’s program. Opportunities include assisting in the classroom, working in the Media Center, Booster Club activities and at-home projects. Thank you for the time you are able to spend with us.

FALL FUNDRAISER

Orenco’s *Cookie Dough & More* Fall Fundraiser is September 21st! This year we are selling cookie dough, cheesecakes, pretzels, and other goodies. Watch for the fundraiser packet in your child’s backpack. Check out all of the great prizes you can win!

SUPERVISION:

Adult supervision is provided to students during regular school hours, while traveling on district-provided vehicles to and from school, and while engaged in district-sponsored activities. Supervision will be provided before school on the playground at 7:30 a.m. and after dismissal until 2:35. Such supervision does NOT include early morning or the time following usual student departure unless students are present for a scheduled activity. Commercial daycare providers have been informed that they must consistently pick up students at dismissal times in a timely manner, which does not extend beyond the time following usual student departure (15 minutes following student dismissal times).



COMMUNITY RESOURCES

Boy Scout of America	503-226-3423
Girl Scouts	503-620-4567
Portland Area Camp Fire	503-224-7800
Hillsboro Parks/Rec	503-681-6120
Boys/Girl’s Club	503-640-4558
Hillsboro Soccer	503-648-5425
Hillsboro Aquatic Center	503-681-6127
Hillsboro Public Library	503-615-6500
Washington County 4-H	503-725-2110

Orenco's POSITIVE BEHAVIOR SUPPORT PROGRAM

Orenco's Positive Behavior Support Program is designed to teach students what behavior we expect them to exhibit, reinforce their positive choices and use interventions when necessary.

We believe that a school environment that is positive, preventative, predictable and effective is the key to behavior support for our children.

Orenco's PBS is based on three school expectations:

BE SAFE

Be free from harm of any kind

BE RESPECTFUL

Be polite and cooperative with others

BE RESPONSIBLE

Be dependable and trustworthy

The entire learning community has responsibilities for creating a safe, responsible and respectful environment. Children must strive to meet learning expectations in behavior and academics. Families must help their children to understand the importance of learning and partner with school staff to help their child meet learning expectations. Staff must provide quality instruction that inspires, teaches, motivates and challenges children to meet and exceed learning expectations.

"They are all of our kids."



SAFE

RESPECTFUL

RESPONSIBLE

Orengo Elementary Behavior Intervention Program

RETEACH · TRACKER · REFERRAL

STEP 1: Verbal Reminder
Re-teaching
Positive Reinforcement

The student has been taught expectations and has been given opportunities for positive reinforcement. However, they continue to choose not to be safe, responsible, or respectful. (See reteach level behavior list.)

STEP 2: ORENGO TRACKER

Trackers are used to document minor offenses that do not warrant an Office Referral. Trackers written in areas out of the homeroom should be placed in the homeroom teacher's box. Staff will complete a tracker form and have student complete step.

STEP 3: PROBLEM SOLVING SHEET

Each time a tracker is issued, the student will complete a problem-solving sheet. We will use a school-wide primary and intermediate tracker/problem solving sheet. This is an opportunity for the student to take time to think about the problem. Problem solving sheets may be completed in the Focus Room. The student will return to class when completed. The tracker/problem solving sheet will be sent home and returned with a parent's signature. By the third problem solving session, the parent is contacted by phone. (See tracker level behavior list.)

Make every effort to review the sheet with the student after they return to class. Look over their work, ask questions, and focus on the prevention of this behavior happening again. Offer support for their participation in problem solving. The problem-solving sheets should be kept in a teacher's discipline file.

STEP 4: OFFICE REFERRAL

You have followed through with the tracker, problem solving sheets, and parent contact. The student chooses to continue the behavior that is not safe, responsible, or respectful. Upon receiving the fourth Tracker, an Office Referral should be made.

Attach the problem solving sheets to the Referral. A copy of the referral and Administrative decision/action will be returned to you.

If a student engages in behavior that is considered a Severe Offense, immediately bring the student to the office and fill out an Office Referral. (See referral level behavior list.)

"GOTCHA"

Orengo Elementary Positive Behavior Recognition Program

A staff member observes a student who displays one of the behaviors outlined on the expectations matrix.

The staff member hands a completed Gotcha Award to the student while complimenting the student and recounting the behavior that earned the Gotcha Award.

The student keeps the white copy to take home and places the second copy in the "ocean" in the office promptly. Principal asks student why they received Gotcha and hands out a smartie.

Teachers implement a class reward system separate from Gotchas to reward class behavior, i.e. marbles in a jar to earn a popcorn party. Survey class at beginning of year to create a list of rewards.

Weekly, ten Gotchas will be drawn for a second recognition on Orca Live. Another drawing will occur at the monthly student-led assembly. A certificate for the reward will be given in the office. See attached list for recognition rewards.

All of the Gotchas are in the school-wide, cumulative "ocean." As each goal is reached the staff can reward the students with some kind of "big activity." Gotcha Team will set school-wide goals. Examples are: half hour free time, extra recess, game day, a movie, chew gum, others to be generated by students

Each staff member will award at least one Gotcha a day.

During the year, some areas of the school may be targeted as "double-day" when Gotchas are worth double.

Substitutes would be given a "double-day" pad when working in the building. It is recommended for the substitute to award three within the first 30 – 45 minutes of the day.

Staff members will be able to send Orca postcards home.

Whole-class Gotchas given out for whole-group excellent behavior. After five Orcas each teacher rewards class.

SUMMARY OF BEHAVIOR RESPONSE

RETEACH LEVEL	TRACKER LEVEL	REFERRAL LEVEL
<p>Language</p> <ul style="list-style-type: none"> • Language "slips" • Inappropriate non-swearing language <p>Inappropriate language not understood</p> <p>Annoyances</p> <ul style="list-style-type: none"> • Lack of focus <p>Noise making</p> <p>Teasing</p> <ul style="list-style-type: none"> • Altering names • Annoying on purpose "bugging" <p>Teasing that stings</p> <p>Vandalism</p> <p>Careless accidents</p> <p>Thoughtlessness</p> <ul style="list-style-type: none"> • Doesn't care if hurt feelings <p>Isolated instance of disrespect</p> <p>Reluctant compliance</p> <p>Initially refusing or ignoring directions</p> <p>Hands/feet/object not to self</p> <ul style="list-style-type: none"> • Poking or pushing • Pinching, jostling <p>Retaliating as above</p> <p>Other situations</p> <ul style="list-style-type: none"> • Safety concerns • Wandering • Hallway noise • Spitting 	<p>Profanity</p> <ul style="list-style-type: none"> • Use of significant hand gestures <p>Sexual connotations</p> <p>Classroom disruption</p> <ul style="list-style-type: none"> • Repeated talk-outs • Silly answers <p>Breaking class rules</p> <p>Pre-harassment</p> <ul style="list-style-type: none"> • "Putdowns" • Threatening stares <p>Mean-spirited teasing</p> <p>Vandalism/theft</p> <ul style="list-style-type: none"> • Teasingly taking other's possessions <p>Thoughtlessly damaging property</p> <p>Disrespect</p> <ul style="list-style-type: none"> • Has to have last word • Argumentative to peers <p>Ignoring instructions</p> <p>Physical contact</p> <ul style="list-style-type: none"> • Play wrestling or body holds <p>Pre-fighting aggressive posturing no physical contact</p> <p>Everywhere situations</p> <ul style="list-style-type: none"> • Improper use of equipment <p>Hallway noise</p>	<p>Profanity</p> <ul style="list-style-type: none"> • Use of any "swear" words • Repeated use of significant hand gestures <p>Repeated or vile sexual talk</p> <p>Serious classroom disruption</p> <ul style="list-style-type: none"> • Unsafe behaviors <p>Fourth minor infraction</p> <p>Harassment/intimidation</p> <ul style="list-style-type: none"> • "Putdowns" continue after tracker level 2 correction • Threats/extortion <p>Gender, racial, religious sexual remarks</p> <p>Vandalism/theft</p> <ul style="list-style-type: none"> • Taking other's possessions to keep <p>Purposely damaging property</p> <p>Defiance/disrespect</p> <ul style="list-style-type: none"> • Refusal to follow directions • Insubordination • Significant back talk <p>Disrespectful body language</p> <p>Fighting/aggression</p> <ul style="list-style-type: none"> • Hitting/kicking/punching <p>Encouraging another to fight</p> <p>Other situations</p> <ul style="list-style-type: none"> • Endangerment to self or others • Unsafe behaviors <p>Dangerous items</p>