



Student
Handbook

2024-2025



About our School

Address:

5774 Hazelgreen Rd. NE

Salem, OR 97305

Phone: 503-399-3150

Email: contact@valleyinquiry.org

School Colors: Black & Yellow

School Mascot: Cheetahs

Bell Schedule:

Mondays, Tuesdays, Thursdays, Fridays

8:00am-2:30pm

*Doors open at 7:45am for Breakfast/Soft Start

Late Arrival Wednesdays:

9:00am-2:30pm

*Doors open at 8:45am for Breakfast/Soft Start

Valley Inquiry Charter School is a kindergarten through fifth grade public school of 168 students in Salem, Oregon. As a public charter school, admission is open to any student in the Salem-Keizer School District through a lottery system. Admission is **free**.

Valley Inquiry opened first as Baker Charter School in the Fall of 2005, offering instruction for grades K-2. Each subsequent school year, an additional grade was added. In the Fall of 2008, Baker Charter School graduated its first 5th grade class. In March 2010, we became the first public elementary school in the Pacific Northwest to be authorized as a Primary Years Program (PYP) International Baccalaureate (IB) World School. Shortly after, Baker Charter School changed its name to Valley Inquiry to better reflect our school's values and mission.



2024-25 School Calendar

All dates are subject to change

Dates	Activity or Event
September 3rd, 2024	School Supply Drop Off; 4:00-6:00 pm
September 4th, 2024	First Day of School (1st-5th) * Not late start
September 9th, 2024	Kindergarten Slow Start (A-G)
September 10th, 2024	Kindergarten Slow Start (H-Z)
September 11th, 2024	First Day of School (Kindergarten)* Late Start
September 30th, 2024	Open House; 5:00-6:30 pm
October 8th, 2024	K-3rd EZ Orchards Pumpkin Patch Field Trip; 9 am
October 11th, 2024	No School
October 17th, 2024	4th/5th EZ Orchards Pumpkin Patch Field Trip; 9 am
October 23rd-24, 2024	No School/Conferences
October 25th, 2024	No School
October 28- Nov. 1st	VICS Spirit Week (Details TBA)
October 26th	Trunk-or-Treat (Time TBD)
October 31st, 2024	Book Character Dress-Up Day
November 1st	VICS & PTC "Amazing Race" Jog-a-thon
November 11th, 2024	No School
November TBD, 2024	Food Drive
November 27th-29th, 2024	No School

Dates	Activity or Event
December 6, 2024	No School
Dec. 23rd- January 3rd, 2025	No School/Winter Break
January 20th, 2025	No School
January 31st, 2025	No School
February 5th, 2025	Incoming Kindergarten Info Night; 5:30-6:00 pm
February 17th, 2025	No School
March 12th & 13th, 2025	No School/Conferences
March 14th, 2025	No School
March 20th, 2025	Kindergarten Lottery
March 24th-28th, 2025	No School/Spring Break
April TBD, 2025	5th grade Exhibition; TBD
April 22nd, 2025	Earth Day School Clean Up; Time TBD
May 2nd, 2025	No School
May 13th-16th, 2025	5th-grade Outdoor School
May 21st, 2025	Incoming Kindergarten Orientation; 5:30-6:30 pm
May 26th, 2025	No School
June TBD, 2025	5th grade Promotion; Time TBD
June 11th, 2025	Field Day/Last Day of School

Watch for updates via ParentSquare and our website.
 Watch for information on Community Events throughout the school year.

2024-25 | SCHOOL CALENDAR

AUGUST/SEPTEMBER

NE	26	27	28	29	30
RI	ESD/Bus	KA	KA	KA	
KT	KT				
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
30	FIRST DAYS				
	Grades 6 & 9.....				9/3
	Grades 1-5, 7, 8, 10-12.....				9/4
	Kindergarten.....				9/11

OCTOBER

	1	2	3	4
			HSPSAT	
	7	8	9	10
	14	15	16	17
	21	22	23	24
	28	29	30	31

10/23: Middle and High school IA staff will work 8 hours Conferences and 4 hours Staff Dev.

NOVEMBER

				1
H	4	5	6	7
	11	12	13	14
	18	19	20	21
	25	26	27	28
				29

DECEMBER

	2	3	4	5	6
				K-8G/Bus	HSSD/4hrs
Trimester 2 Begins	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

JANUARY

		1	2	3
	6	7	8	9
	13	14	15	16
	20	21	22	23
	27	28	29	30
				31

FEBRUARY

Semester 2 Begins	3	4	5	6	7
	10	11	12	13	14
SH/M	17	18	19	20	21
	24	25	26	27	28

MARCH

	3	4	5	6	7
			K-8G/Bus	K-12C/T2	NS
Trimester 3 Begins	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
31	High school IAs will work 4 hours Staff Dev. and 4 hours conferences.				

APRIL

	1	2	3	4
	7	8	9	10
	14	15	16	17
	21	22	23	24
	28	29	30	

MAY

				1	2
				ESD/Bus	SSD/4hrs
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
H	26	27	28	29	30

JUNE

	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20

Days may be added in June to make up for emergency closures. As much as possible, lost instructional time will be made up with instructional time, and lost PD time will be made up with PD time.

LAST DAY	Elementary.....	6/11
	Secondary.....	6/12

ALL SHADED DAYS ARE NON-SCHOOL DAYS FOR ALL STUDENTS



SCHOOL DISTRICT 24J | SALEM, OREGON
ADOPTED APRIL 2024

LEGEND

- First Day of School for Grades 6 and 9
 - First Day of School for Grades 1-5, 7, 8, 10-12
 - First Day of School for Kindergarten
 - Commencement
 - EC Elementary Conferences (see dates for # of hours)
 - EG Elementary Grading (see dates for # of hours)
 - ESD Elementary Staff Development (see dates for # of hours)
 - H Holiday
 - HSPSAT High School Preliminary SAT
 - I Inservice
 - K-12C K-12 Conferences (see dates for # of hours)
 - K-12EVG K-12 Evening Grading (see dates for # of hours)
 - K-8G K-8 Grading (see dates for # of hours)
 - KA Kindergarten Assessments
 - KT Kindergarten Transition
 - MSE Middle School Early Release
 - MSG Middle School Grading (see dates for # of hours)
 - MSSD Middle School Staff Development (see dates for # of hours)
 - NE New Employee Inservice Day
 - NS No School
 - SC Secondary Conferences (see dates for # of hours)
 - SG Secondary Grading (see dates for # of hours)
 - SH/M President's Day in February may be used as an optional make-up day for an emergency closure that occurs prior to Winter Break.
 - SID Statewide Inservice Day
 - SSD Secondary Staff Development
- Winter/Spring Break: Some districts' office buildings may be closed to the public. For more information call 503-599-3000.



Communication

Our school and district use ParentSquare to send out schoolwide and student specific communication. Please make sure you have created your ParentSquare account and downloaded the convenient app on your phone. Contact the front office if you have problems getting your account set up.



**Download the
ParentSquare
mobile app**

Send and receive school
communications on the go



Make sure to follow us on Facebook and visit our website.

Website



Facebook





Food Service

All of our meals are provided through the school district's provider, Sodexo. You can find the menu on our website and a link to the district food service website by following the QR code below.

We open our doors for breakfast 15 minutes before the school day starts.

Students that arrive after the bell rings will still be able to receive breakfast.



The Cheetah Way



Valley Inquiry Charter School Implements a **Positive Behavior Intervention System (PBIS)** as we strongly believe that through supporting positive behavior we are enhancing learning throughout the community by providing consistency and predictability.

PBIS emphasizes four core features:

1. School-wide values created, posted and taught

- The Cheetah Way
 - Be Principled
 - Be Caring
 - Be Reflective

2. Rewards system developed and used consistently

- Cheetah Stars
- Grit Tickets
- Coalition Stars

3. Discipline system developed and used consistently

- School wide process should a student not follow the Cheetah Way
 - **Friendly reminders** of the Cheetah Way
 - **Problem Solving Reflection Sheet-** This allows the student and staff member to use the IB action cycle to stop, think and make a different choice that reflects the Cheetah Way.
 - **Communication Home-** The goal of this is to create an opportunity for parents and staff to be on the same page as they partner together to help their students thrive at school.

4. Data systems established to guide decision-making



Solve the Problem

I chose to _____



I was not: Principled Caring Reflective

How are you feeling?



Happy



Excited



Silly



Confident



Calm



Bored



Confused



Worried



Overwhelmed



Sad



Frustrated



Angry

My choice affected:

How can I make it right?

Apologize

Fix what is broken

Clean Up

Other idea

Write an apology note

Do something nice for the other person



Dear Parent/Guardian:

Please follow these guidelines to help all students stay healthy and ready to learn.

Please **DO NOT SEND AN ILL STUDENT TO SCHOOL**. The other page of this letter gives examples of when your student should not be in school.

If your student is ill, please CONTACT THE SCHOOL.

Please contact your health care provider about any **SERIOUS ILLNESS** or if you are worried about your student's health. If you need help in finding a health care provider, you may contact the local public health authority.

Please notify the school if your child is diagnosed with a **CONTAGIOUS DISEASE**, including these: *chickenpox, COVID-19, diphtheria, E. coli diarrhea, hepatitis, measles, mumps, pertussis, rubella, Salmonella, scabies, shigellosis, tuberculosis, or another disease as requested*. The school will protect your private information as required by law. [OAR 333-019-0010; ORS 433.008.]






Please notify the school if your student requires **MEDICATIONS** during school hours. Follow school protocols for medication at school. If your student's illness requires antibiotics, the student must have been on antibiotics for at least 24 hours before returning to school, and longer in some cases. Antibiotics are not effective for viral illnesses.

Please notify the school if your student has a **CHRONIC HEALTH CONDITION**. We will work with you to address the health condition so that the student can learn. With consent, the school nurse may consult with the student's health care provider about the health condition and necessary treatments. To contact the school nurse or health office please call or email.

We want to support your student. Please contact us if you have questions or concerns.

PLEASE KEEP ILL STUDENTS OUT OF SCHOOL

The list below gives school instructions, not medical advice. Please contact your health care provider with health concerns.

SYMPTOMS OF ILLNESS	THE STUDENT MAY RETURN AFTER...
 Fever: temperature of 100.4°F (38°C) or greater	<p style="text-align: center;">*The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses.</p> <p>*Fever-free for 24 hours without taking fever-reducing medicine AND per guidance for primary COVID-19 symptoms.</p>
 New cough illness OR New difficulty breathing	<p>* Symptoms improving for 24 hours (no cough or cough is well-controlled) AND per guidance for primary COVID-19 symptoms. If diagnosed with pertussis (whooping cough), the student must take 5 days of prescribed antibiotics before returning.</p>
 Headache with stiff neck or with fever	<p>*Symptom-free OR with orders from doctor to school nurse. Follow fever instructions if fever is present.</p>
 Diarrhea: 3 loose or watery stools in a day OR not able to control bowel movements	<p>*Symptom-free for 48 hours OR with orders from doctor to school nurse.</p>
 Vomiting: one or more episode that is unexplained	<p>*Symptom-free for 48 hours OR with orders from doctor to school nurse.</p>
Skin rash or open sores	<p>*Symptom free, which means rash is gone OR sores are dry or can be completely covered by a bandage OR with orders from doctor to school nurse.</p>
Red eyes with eye discharge: yellow or brown drainage from the eyes	<p>*Symptom-free, which means redness and discharge are gone OR with orders from doctor to school nurse.</p>
Jaundice: new yellow color in eyes or skin	<p>*After the school has orders from doctor or local public health authority to school nurse.</p>
Acting differently without a reason: unusually sleepy, grumpy, or confused.	<p>*Symptom-free, which means return to normal behavior OR with orders from doctor to school nurse.</p>
Major health event, like an illness lasting 2 or more weeks OR a hospital stay, OR health condition requires more care than school staff can safely provide.	<p>*After the school has orders from doctor to 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>



valleyinquiry

CHARTER SCHOOL

Bringing Families Back Into the School

This is a form designed to connect parents/guardians with volunteering opportunities in the school. Please indicate those that are of interest to you as well as any comments/questions you would like to add. We are so very excited to get this new year under way!

Here is a link to a Google Form: <https://forms.gle/ekoNcYQKQEnD8zsL6>

Please use this link to fill out the form and get connected at Valley Inquiry!

Below are some ways you can get involved:

- AM Greeter (Mon, Tues, Thurs, Fri.7:40-8:10 am, Wed 8:40 am-9:10)
- Dismissal Safety Helper (M-F 2:20 pm-2:40 pm)
- In class project support (determined in conjunction with teacher)
- In Class Small Group Support (determined in conjunction with teacher)
- Home Class Support (work to help teachers that can be done by volunteers at home)
- Field Trip Support
- Assembly Program Support
- Library Support
- Class Art Project Support
- Class Science Support
- Special Activity Support
- Lunchroom Support
- Guest Speaker in classes, assemblies about (cultures, countries, interests, etc)
- Other: _____



Technology Contract

This technology agreement needs to be thoroughly read, signed by both parties, and returned to the school. Students that do not return signed contracts will not have access to technology until returned.

I, _____ understand that it is my privilege, not a right to use *technology in my classroom/school. I will follow the guidelines set forth by my school, and the school district regarding using technology. I understand that if I do not follow these guidelines, I will no longer have the privilege of using technology at school.

Student and Parent/Guardian please initial next to each sentence after reading:

- I will only go to websites that are approved by the teacher.
- I will only use technology when I have direct permission from my teacher.
- I will not use the internet to haze, harass, bully, intimidate or menace others.
- I will only use technology as an educational tool, not for *personal information.
- I will not use youtube, or listen to music while I am working with technology.
- I will use technology in a physically appropriate way

Any misuse, listed above, of school technology will result in the following consequences:

- Contact with parent or guardian.
- Suspension or revocation of system privileges for a minimum of 30 calendar days.
- In-school suspension.
- Suspension for up to 10 school days.
- Permanent revocation of system privileges.
- Referral to law enforcement.
- Continuing suspension and recommendation for expulsion.

Any damage or theft of school technology will result in the following consequences:

- Contact with parent or guardian.
- Restitution.
- In-school suspension.
- Suspension for up to 10 days.
- Removal from participation in school activities until restitution is made.
- Continuing suspension and recommendation for expulsion.
- Referral to law enforcement authority.
- Evaluation at parent's expense.

Nonpayment of fees, fines, and/or restitution for damaged or lost property.:

- Contact with parent or guardian.
- Referral to collection agencies and/or law enforcement.

Student Signature: _____ Date: _____
Parent/Guardian Signature: _____ Date: _____

Definition of Terms

***Computer Network and Internet:** Any misuse or use of any network and/or internet system to threaten damage to district property or personnel or in any way sabotages or modifies district programs, the district's computer networks and/or internet system.

***Property Damage and Theft:** Deliberate or intentional damage to any district facility and property and/or theft of property belonging to the district or to another individual, including, but not limited to, improper care of books, computers, locker and lock.

***Cyberbullying:** Use of any electronic communication device to harass, intimidate or bully. Communication of this form which occurs off school grounds but disrupts or prevents a safe and positive education or working environment may also be considered cyberbullying. (As described by the school district).

***Technology and Electronic Resources:** The District's electronic resources include but are not limited to computers, tablets, smart phones, peripherals, networks, email, telecommunication, and internet connections. This includes accounts and services established for school work that can be accessed both from home and school.

***Personal Information:** Described as anything not pertaining to the assignment being worked on. This includes, but not limited too; email messaging friends, searching for inappropriate images or words. Nonpayment of fees, fines, and/or restitution for damaged or lost property. •

Please fill out this google form to acknowledge that you have read this technology contract. You may be required to fill out a paper version of this contract as well.





School Wide Policies and Expectations

School Campus

Our school campus is closed to the public during school hours. The playground area is utilized by our childcare program before and after school.

Recess

Please do not send your student(s) with toys to use during recess as the school is not responsible for anything that is lost and or damaged. Parents/Guardian/Siblings may not accompany students to scheduled recess.

Personal Items

Students should not bring personal items (electronic devices, toys, games, jewelry, purses, fanny packs, handbags, etc.) except when deemed appropriate by both teacher and parent. Purses and Fanny packs may not be worn during the school day. Valley Inquiry is not responsible for any items that are lost, damaged or stolen. At any time, a student's personal items may be collected by a Valley Inquiry staff member if it is causing distraction at school. Staff may hold the item until the end of the day, or a parent may be called to pick it up from the front office.

Cell Phones/Smart Watches

Electronic devices can be disruptive and distracting to the learning and school environment. These devices include, and are not limited to cell phones, watches, earbuds, tablets, and electronic games and devices that interfere with the learning environment. Students may use cell phones and smart watches before and after the school day. During the school day, students are not allowed to use their phones and watches in classrooms, common areas (lunch) or during passing times. Cell phones and smart watches should be put in students' backpacks at the beginning of the day. Parents who need immediate communication with their student are asked to call the school's main office. The district is not responsible for the security, support, usage charges, damage, or theft of personal electronic devices. If a student is found using an electronic device during the school day, parents will be notified and the device will be held in the office for parent pickup.

Appropriate Footwear

Students should have access to appropriate footwear at school on a daily basis. We encourage you to send your child(ren) to school wearing closed-toed shoes. Flip ^aops, open-toed sandals, or other open-toed shoes are not safe in the school environment. Students may bring additional shoes appropriate for PE. If students do not have the appropriate footwear to participate in PE, they may be asked to participate in an alternate activity. Please know that this request is directly related to student safety, our first priority. We appreciate your cooperation.

Dismissal-Student Pick Up

Students must be picked up within 15 minutes of the end of the school day. This 15 minute time frame also applies to students who stay after school for any other school activity. The student needs to be picked up within 15 minutes of the end of the activity. It is your responsibility, as the parent or guardian, to pick up your children at the appropriate time. If you are experiencing some difficulty, PLEASE call the school and let us know so we can assist. If you do not pick up your child in the allocated time, the necessary authorities will be called.

Early Check Out

If you need to check your student out early please contact the front office ahead of time so we can have your student(s) ready up front for you. Please do not call the office for early check out after 2:00pm as our pick up line has already formed and the safety of our students is our utmost priority.

Lost and Found

Lost and found articles are usually taken to a location near the front office. An attempt will be made to return items to the rightful owner. You can help this process by **marking all articles your child brings to school**. We encourage you to check the lost and found area when you visit school. Items left behind for an extended period of time will be donated.

Field Trips

Field trips are an extension of the classroom into the real world of experience. Visits to farms, forests, factories and organizations give children knowledge they can use to expand their learning and be able to express more in speaking and writing. Teachers will send home notices in advance of any outing that involves transporting children to the school grounds. Supervision on field trips is provided primarily by stay. For certain trips, parents may be asked to chaperone. Other relatives or friends, not living with the child, will not be asked to supervise. Only children in the classroom, taking the field trip, may attend.

Library Media Center

All students are encouraged to borrow books and other materials from the Library Media Center. Students need to return all borrowed items by the assigned due date to allow access by other students. There are no fees for overdue materials; however, if items are lost or damaged, the student's parent/guardian will be assessed a fee based on the cost of items involved.

Parking Lot Etiquette

Please adhere to traffic images posted on our website and sent out via ParentSquare for traffic flow and updated instructions.

- Please park in the designated parent parking areas if you would like to walk your student to the front doors. Be mindful of the space between your vehicle and Hazelgreen Road.
- Please go around the large loop and enter Lanes 1-3 at the split near the garbage cans.
- Please help us in our goal of keeping students safe by following all lane directions, staff instructions and posted speed limits. Please be polite and respectful of all staff if asked to move your vehicle.
- Students will be escorted to you as you arrive near the front of our pick up line.



Attendance Policy

Salem-Keizer Public Schools is committed to providing a quality education for all students. A strong correlation exists between the student's academic success in school and their daily attendance. A student is expected to be present in each of their classes in order to meet the goals and objectives of the class.

Please call the front office if your student will be absent from school.

1. In terms of attendance, a student is either present or absent.
 - a. An excused absence is one which is approved by the principal or their designee in one of the following situations:
 - i. Illness of the student, including mental or behavioral health.
 - ii. Serious illness in the family
 - iii. Religious instruction
 - b. Inclement weather
 - c. Doctor, Dentist, and legal or court appointments that require student attendance.
 - i. Parents and guardians should try to schedule these appointments outside of the school day, when possible.
 - ii. The school may request documentation or confirmation of appointments.
2. Absences must be excused by a student's parent or guardian. In order to maintain student safety, the district must communicate directly with a parent or other person in parental relationship when discussing a student's absence.
 - a. Absences are notified to parents/guardians through ParentSquare and/or via a phone call.
3. Official absence:
 - a. Field trips and activities.
 - b. School action which prevents the student from attending class.
4. An unexcused absence is one which is neither excused nor official and may result in disciplinary action.
5. Students are considered Tardy if they enter the classroom after the starting bell has rung. An excused and unexcused tardy follows the same guidelines as an excused or unexcused absence.

CHAMPIONS[®]

Before/After School Care Opportunity

We are partnering with Champions for our Before/After School Care program again this year. Please scan the QR below to get more information on enrolling.

Champions has a great solution for busy working families: activities that combine fun and learning, together with the safety and convenience of a high-quality program right inside your school. Champions offers a variety of group and individual activities designed to keep your child exploring and growing.

From art, dramatic play, math and science to problem-solving, language, motor skills and more, we help your child continue learning and developing essential life skills—whether school is in session.

Ages: 5-11

Dates: 2023/2024 School Year. Dates based on school district's schedule.

Hours: 6:30 - 8:45 AM // 3:15 - 6:00 PM (Wednesday only 2:15 - 6:00 PM)



SCAN ME



Admissions Policy

Student Admissions

Valley Inquiry Charter School is a free public charter school sponsored by the Salem-Keizer Public Schools District (24J). Opened in 2005, Valley Inquiry was the first accredited International Baccalaureate (IB) Primary Years Program (PYP) World School in the Pacific Northwest. Our school is open to any K-5 student within the SKPS boundaries.

Admission to our school is granted through a public lottery and waitlist system. Applications are accepted from families interested in having their student join our Kindergarten class for the upcoming school year in mid to late January. If there are more applications for the next year's Kindergarten class than there are spots available, a public lottery will be held via Zoom. During the public lottery, spots are given first to families that already have a sibling enrolled in Valley Inquiry. Lottery numbers are then assigned to all remaining applications, and all remaining spots for the Kindergarten class are given to the families whose lottery numbers are selected during the lottery. Once all open spots have been filled, the lottery continues to assign waitlist numbers in the order that numbers are drawn. The waitlist generated during this lottery carries over each year.

2024-25 Kindergarten: Please watch our website for important dates regarding the 2025-25 Kindergarten Lottery and Applications.

Current Kindergarten through 5th Grade:

If you have an interest in having your student attend Valley Inquiry Charter School, please ensure you complete the digital application (QR code below) to secure your

placement on our waitlist. Our waitlists rollover each year, which means it is critical to secure your spot early.

Please note: It is impossible to predict whether or not your student's position on the waitlist may translate into an open spot in one of our classrooms as this depends on factors outside of our control. Some years see little to no movement on the waitlist. Other years have seen a grade level deplete the waitlist entirely. Your best chance of admission is to complete the application as soon as you can.

Before You Apply:

Before submitting an application to Valley Inquiry Charter School, it is important you download our Admissions Packet and read through it in its entirety.

By submitting an application, you are agreeing that you have read the Admissions Packet in its entirety and have an understanding of the IB program at Valley Inquiry Charter School. You understand the attributes of the IB Learner Profile and understand the expectations for students and for families while at our school. You understand the school's focus on international mindedness, student agency, and taking action as mechanisms to create a safer and better world. You also recognize that Valley Inquiry embraces and celebrates the role that diversity, equity, and inclusion brings to a thriving IB World School environment. In submitting an application, you are also indicating support of these principles and our school's mission and focus.



Student Admissions Page



Academic Honesty Policy

As a school community, we promote academic honesty positively and practically throughout our school and stress the benefits of properly conducted academic research and respect for the integrity of all forms of work. The IB Learner Profile is firmly established in the daily life of students at Valley Inquiry Charter School and, therefore, is the cornerstone of this policy.

In developing the VICS academic honesty policy, we encourage our students to be:

- Inquirers who acquire the skills necessary to conduct inquiry and research.
- Knowledgeable by exploring concepts, ideas, and issues.
- Principled by acting with integrity, honesty and taking responsibility for their own actions.
- Open-Minded by seeking and evaluating a range of points of view.
- Courageous by being brave and articulating their beliefs.

When applied to learning and student work, these qualities will establish skills and behavior that support good practices in the classroom and at home while completing homework. These practices will be introduced, modeled, and used throughout the school.

The academically honest student agrees to the following:

- Acknowledge help from parents, other students, and friends
- Acknowledge the sound of direct quotation
- Acknowledge information taken from books, digital media, and the internet
- Acknowledge reference materials in a bibliography
- Know what constitutes cheating and abides by the rules
- Follows all exam rules
- Contributes appropriately to cooperative learning groups as defined by the teacher

Students will receive instruction in the following:

- Use of the library and internet for research purposes
- Basic note-taking skills
- Simple paraphrasing and adaptation of source material
- Acceptable methods for acknowledging information from a variety of sources

Examples of academic dishonesty include, but are not limited to:

- Copying homework
- Looking at another's test or quiz
- Letting another student look at a test or quiz
- Using other methods of giving or receiving answers to a test or quiz
- Taking information from a source without proper acknowledgment
- Working with others on an assignment that was meant to be done by individuals

Consequences for academic dishonesty could include

- A zero on the suspect assignment, project, or test
- Requirement to re-do the suspect assignment, project, or test
- A phone call or letter to parents
- Conference with parents and/or principal
- Extreme cases could include suspension

Plan for Policy Implementation and Review:

Leadership will review the policy as needed to ensure it continually aligns with the needs of Valley Inquiry. Teachers and administration will make sure that the policy is communicated to all stakeholders.



Assessment Policy

Philosophy:

Assessment is a tool that drives instruction. At Valley Inquiry Charter School (VICS), we believe that using various assessment methods can strengthen our teaching and guide our instruction. This is an ongoing process that involves the teacher and student in tracking progress and improving practice. Assessment allows us to identify what students understand, know, can do, and where they are in the learning process and helps to set goals for learning and growth. By understanding our learners and allowing for student agency, we can adapt and change our instruction to help students reach their fullest potential. As teachers, we value the feedback and let it drive our instruction. Teachers value the process of analyzing our assessment to guide instruction.

Purpose:

- collect data that guides instruction
- understand our learners
- strengthen the learning process and educational practices
- identify students' strengths and weaknesses
- individualize and differentiate instruction
- track progress and growth within a community of learners
- evaluate teaching and student inquiry

Types:

- *Formative assessment* is connected to instruction and learning to provide quick and frequent feedback on the learning process. This allows teacher and student to guide instruction, giving a glimpse into the effectiveness and engagement of what is being learned. This form of assessment looks like but is not limited to, anecdotal records, student reflections, student/teacher feedback, peer-to-peer evaluations, student conversation, classroom participation, individual and group information or progress, and skill development. Formative assessment can be used to evaluate all parts of the learning process, including essential skills.
- *Summative assessment* allows students to demonstrate the skills and knowledge they have gained through a unit of study. The teacher will clearly define expectations through a scoring rubric. Students will have a model and learning strategy that demonstrates the desired result when appropriate. This not only allows the teacher to measure the understanding of the central idea and lines of inquiry, but it also can inform and improve student learning and instruction. This

type of assessment can take the form of but is not limited to presentations, tests, and individual or group projects that demonstrate the understanding of an entire unit.

Mandatory Requirements:

All staff will be required to administer the following assessments:

- All formative and summative assessments as well as student self-reflections from all six planners during the school year.
- Informal and formal assessments necessary for student success, such as classroom observations, anecdotal records, student discussion, conferring, conferences, running records, etc....
- EasyCBM Fall, Winter, And Spring Benchmarks, including progress monitoring for students as needed. (K-5)
- The OAKS Science Test (5th Grade).
- For our ESL students, any district assessment as determined necessary by the state of Oregon (such as ELPA).
- Any other assessments required by our stated curriculum and resources.
- SBAC Oregon State Assessment (Grades 3-5)
- Oregon Kindergarten Assessment

Plan for Policy Implementation and Review:

Leadership will review the policy as needed to ensure it continually aligns with the needs of Valley Inquiry. Leadership will oversee teachers implementing the assessment policy. Teachers and administration will make sure that the policy is communicated to all stakeholders. Leadership will monitor the implementation of the assessment policy through classroom observations, collaborative planning, MTSS, conference, etc.



Access and Inclusion Policy

Philosophy of Inclusion

At Valley Inquiry Charter School, inclusion is an ongoing process that aims to increase engagement and access to learning for all students by identifying and removing barriers. We believe all students can learn and have a right to an inclusive and holistic education in a safe and caring environment that encourages:

- Mutual respect
- An enthusiasm for learning
- Access to an integrated, challenging curriculum
- A stimulating environment

The inclusion of diverse learners is at the heart of this mission, as it is integral to the belief that all students can learn and should have the opportunity to participate in a broad and balanced curriculum. Our inclusion practices aim to identify and remove barriers to learning and participation in the PYP programs. At all levels, students are provided a broad range of opportunities to demonstrate their ability to meet curricular goals and demonstrate the Learner Profile characteristics necessary for personal growth. It is recognized that inclusive education provides services that embrace the individual student's learning style in regard to academic, physical, and social-emotional needs. Inclusion practices are aligned with Salem-Keizer Public Schools policies/procedures and the IB access and inclusion policy.

We view a student's education as a partnership between the student, the parent(s)/guardian(s), and the whole school community.

Salem Keizer Public Schools Special Education Policy

All students, birth to 21 years old may be eligible for specially designed special education services. Students qualify under guidelines established by the Individuals with Disabilities Education Act or, IDEA.

School districts must locate, identify and evaluate all resident children with suspected or established disabilities. This is called Child Find.

When a student is referred for special education, an evaluation may be recommended. All referrals start at the neighborhood school. Trained staff, which might include a school psychologist, speech clinician, testing specialist, occupational therapist, physical therapist, autism consultant, or behavior specialist, will complete observations, conduct diagnostic evaluations and gather information from a variety of sources. All initial evaluations begin with signed parental consent and knowledge from the parent/guardian. Parent/Guardian input is encouraged at all stages of the evaluation, eligibility, IEP development, and placement decision.

What's the difference between Special Education and Section 504?

Section 504 is a civil rights law designed to protect individuals with disabilities. It's intended to allow for the implementation of specific modifications and accommodations needed by an individual student to access his or her education. A Section 504 Plan is developed, much like an IEP, but without specially designed instruction. Generally, most students on a Section 504 plan are able to fully participate in general education.

Typically, an IEP (individual education plan) is designed for students with disabilities whose disability prevents them from accessing general education without specific interventions, such as specially designed instruction, related services, and supplementary aids and services.

PYP Principles:

Additionally, Valley Inquiry Charter School fully supports the IB PYP inclusion principles of an inclusive education as described in the IB document, "**Meeting Student Learning Diversity in the Classroom.**"

- Education for *all* is considered a human right.
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for *all* students.
- Every educator is an educator for *all* students.
- All learners belong and experience equal opportunities to participate and engage in quality learning.

- Learning takes into account the student's current developmental level and builds on previous knowledge.
- Diversity is understood to include *all* members of the learning community and is welcomed and celebrated.
- All teachers are responsible for creating a positive classroom climate conducive to supporting the learning of all students. Students should feel accepted for who they are and valued for their strengths. All students should feel safe and supported.
- All students in the school have the opportunity to develop the IB learner profile attributes. Students have the opportunity to develop into inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world, through intercultural understanding and respect.
- Learning environments are effective, welcoming, healthy and protective. They are also culturally aware and gender-sensitive for all learners.
- All behavior is viewed as a form of communication.

VIC's Inclusion Practices

Teaching and Learning

Scaffolding Includes:

- Pre-teaching
- Demonstrations
- Experiential Learning
- Chunking Information
- Visual Aids
- Templates
- Graphic Organizers
- Use of Prior Knowledge

Learner Differentiation

Common Site Accommodations:

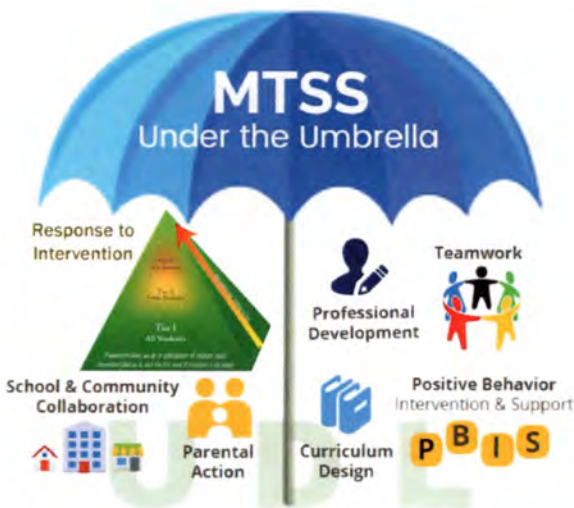
- Data Informed Small Group Instruction
- Technological Accessibility
- Proximity
- Sensory Tools

- Time
- Organizational Tools

Common Site Modifications:

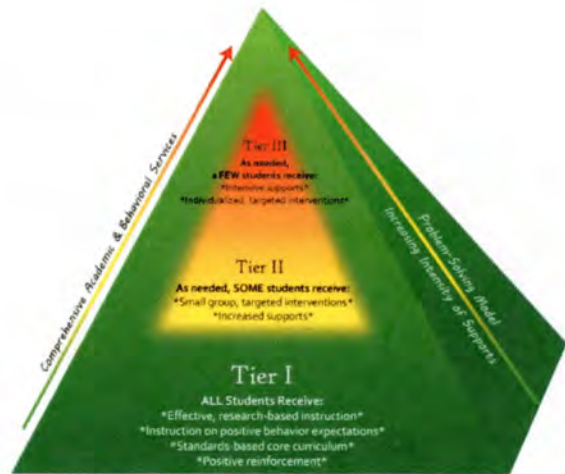
- Use of Alternative Resources
- Alternative Assessment
- Curriculum Modification

Multi-Tiered Systems of Support (SKPS Policy)



The MTSS Umbrella

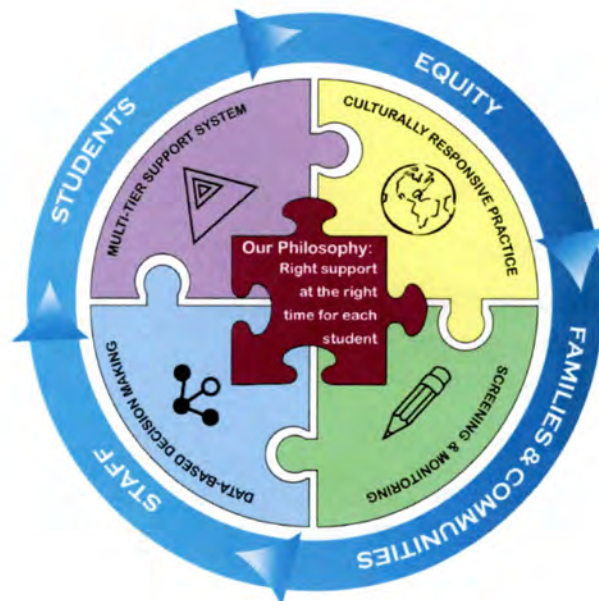
MTSS is often shown as an umbrella that includes a wide range of supports for students: academic, behavioral, social & emotional, language, and cultural.



MTSS Pyramid

A problem-solving model with increasing intensity of supports based on student needs

Secondary Multi-Tiered Systems of Support



Salem-Keizer's MTSS framework addresses this philosophy by implementing 4 Essential Components:

- Multi-Tier Support System (MTSS)
- Culturally Responsive Practice
- Screening & Monitoring
- Data-Based Decision Making

In Salem-Keizer Public Schools, we do our best to anticipate students' needs and prepare lessons that best support their learning. We use a variety of effective teaching practices to ensure that all students are able to learn at their appropriate grade level.

Since all students' experiences and development are different, they sometimes need additional support to help them be successful. To make sure they get that additional help, Salem-Keizer uses a Multi-Tiered System of Supports framework to address students' needs. MTSS is a research-based model that meets students where they are and builds on their strengths to improve learning, behavior, and/or social-emotional needs.

Every student qualifies for this support, and school teams meet regularly to look at data and decide how they can best meet the needs of their students. This may mean, for example, that students receive an additional reading or math class, have a peer or adult tutor that works with them, are part of a friendship circle, or schools/teachers provide extra support within a student's existing schedule. Whatever the case, we are doing everything we can to provide the *right support at the right time for each student*.

Reviewing the Policy

The VICS leadership team and staff will ensure that the policy is reviewed and revised every two years to reflect the current needs of the school population and to ensure consistency with Salem Keizer Public School District and IB expectations. All staff are responsible for reflecting on current practices and ensuring that the policy is a working document.

All About IB Primary Years Program

Reflection Cycle



Taking Action



Student Agency

Scan the QR code below to head to the IB website to learn even more about IB.





BEING AN IB PARENT

The IB is a strong curriculum framework in building knowledge, skills, attitudes, and conceptual understanding, as well as encouraging students to take action and become lifelong learners. This learning and personal development does not stop once the school day ends. As IB parents, the reinforcement and consolidation of student learning and development away from the classroom is critical and powerful. Through the IB Learner Profile, the IB aims to develop the whole child, fostering positive attitudes and skill development.

The Learner Profile strives to build global citizens and lifelong learners, challenging us all to be the best that we can be in the home and school. As parents, using this language and terminology in the home can be a powerful way of reinforcing these ten personal attributes. Below are some ways of encouraging your child to continue their personal development using the Learner Profile.

Communicator:

Students who are COMMUNICATORS express their ideas by speaking, drawing, and writing. They can also communicate using mathematical language and symbols. They also communicate in more than one language. They are good listeners as well. Being a good listener is an important part of communicating with others.

How can parents help to develop students who are Communicators at home?

- Encourage your child to stay in touch with relatives and friends who live in other places by writing letters, using the phone, or sending email.
- When working on mathematics homework, encourage your child to explain their answer to you orally or by drawing a picture.
- Ask your child thought provoking questions and encourage them to discuss them with you. For Example:
 - What would you do if you were scared of someone at school?
 - Is there anything you cannot buy with money?
 - What does it mean to be a communicator?
- Work with your child to improve their listening skills by modeling active listening.

Courageous:

Students who are COURAGEOUS try new things and consider new ideas. They try to solve problems in a lot of ways. They have the bravery to tell people what they think is right. Along with teaching our students to be Courageous this year we are teaching our students about GRIT. Our motto this year is "I've got GRIT and I won't quit". We would love for you to join us by starting to have discussions on what Grit is and acknowledging when your students have Grit at home.

How can parents help develop students who are Courageous and have Grit at home?

- If your child is feeling uneasy about trying something new, encourage them to attempt it and then reflect on both whether they liked the activity and how it felt to show grit and try something new.
- Your child might want to set some short-term goals. Consider activities that make them nervous. What are realistic goals for the week? Your child might set a goal to:
 - Offer an opinion in class
 - Spend one recess with someone they might not usually play with
 - Order something different from the lunch menu
 - Try a new activity they haven't tried before.
- Sometimes being Courageous involves standing up for what one believes. Discuss people in their own community or a famous person who stands up for what they believe in. • Inquire together about someone from history, someone current, maybe even someone in your family who showed grit and talk about how they had grit.
- Be careful to explain to your child the difference between being Courageous by trying new things and doing dangerous things.

Principled:

Students who are PRINCIPLED have a sense of fairness and are honest with themselves and with others. They understand that sometimes there are rules and they follow them. They have an understanding of moral reasoning.

How can parents help to develop students who are Principled at home? • Involve your child in deciding on the rules for a game or activity and then ensure that they stick to the ones that have been decided upon.

- Encourage your child to play games that involve teams. Discuss with your child the qualities of a team player. What sort of person would they want on their team? • When your child wins a game, insist that he or she is a well-mannered winner. They might thank their opponent or shake hands with

them if it's appropriate. • When playing a game, don't change the rules or let your child win. Being a gracious loser is just as important as being a good winner.

- Use the learner profile language when discussing home rules.

Thinker:

Students who are THINKERS work to solve problems independently. They can imagine many solutions to a question or challenge. Thinkers make good decisions and can predict the outcomes of their actions. They think creatively and critically.

How can parents help to develop students who are Thinkers at home?

- Encourage your child to try to think of solutions to problems independently. • Pose different real-life problems and questions to your child:
 - "I'm not sure how to arrange the glasses so they all can fit in the cupboard. Can you help me?"
 - "I wonder how much the groceries in the car will cost... how can we make an estimate?"
 - "We need enough cookies for the 28 people in your class... How many boxes would we need for all students to get a cookie?"
- Ask your children questions when working on a problem:
 - "Do you have any ideas about how we might begin?"
 - "How can we do this differently?"
 - "I had never thought of that. Tell me more about it."
 - "What other ways can we show that?"
 - "Why do you think that?"
 - "How did you figure that out?"
- Give your child the opportunity to think; reflection time is crucial for developing thinking skills.

Open Minded:

Students who are OPEN MINDED know that all people are different. They listen to others point of view and consider many possibilities before making a decision. They celebrate the differences that make all people unique.

How can parents help to develop this Open-Minded trait at home?

- Encourage your child to try new things-new foods, new games and new activities. • Expose your child to different festivals, celebrations, and traditions. Be sure to present them in a non-judgmental way.

- Encourage your child to really listen to others when they speak.
- Introduce literature about many different cultures into your home library. Be sure that it is appropriate and reflects the culture in an appropriate and respectful way.

Balanced:

Students who are BALANCED are healthy and are aware that eating properly and exercising is important in their lives. They understand that it is important to have a balance between the physical and mental aspects of their bodies. They spend time doing many different things. They balance schoolwork and play.

How can parents help to develop students who are well-balanced at home?

- Encourage your child to participate in a wide variety of structured activities. During less structured time, also be aware of the activities that your child is participating in. Too much time in front of the computer, tablet, or television is not desirable. Generally active kids should make time for quiet reading or reflection; students who spend a lot of time drawing or reading, should be encouraged to also exercise and play.
- Discuss the food groups with your child. Spend a few minutes during a mealtime deciding if what your family is eating is balanced.
- Spend time as a parent or family doing many different things.

Reflective:

Students who are REFLECTIVE know what they are good at and what they're not. They make changes where they can. They give thoughtful consideration to their own learning and consider their personal strengths and weaknesses in a constructive manner.

How can parents help to develop students who are Reflective at home?

- Spend some time reviewing their report card with them. They should have the opportunity to look at this document and consider it as well. Discuss it with them and truly consider their thoughts on their strengths and areas for improvement.
- Consider the goals your child could set for the next term. Ask their teacher what goals they have set in class. Make a list not only of the goals, but of specific actions that can be taken to achieve these goals. You might want to list action that your child will take independently as well as action parents will take to support them. ○ For

Example, if one of the goals your child sets for themselves is to improve her writing, their action might be to keep a journal and write in it for at least 10 minutes each night. As a parent, you might decide that the two of you will participate in shared writing, for 30 minutes each week and produce a book of narratives together.

- Consider non-academic strengths and areas for improvement. Set goals and create an action list.

Caring:

Students who are CARING want people around them to be happy and are empathetic to their needs. They think about the world and work to take care of their community and the environment. They remember to treat others how they themselves would like to be treated.

How can parents help to develop students who are Caring at home?

- Think about how your family can get involved with community organizations.
- Role model the caring behavior you would like to see in your child all the time. Your child has big eyes and ears and notices everything you do. Using kind words, helping people without being asked, being an active listener all show your child that you care about people. Even a simple thing, like holding a door for someone, shows your child that you are aware of others around you and want to help them.
- Reduce, Reuse, Recycle, Compost
- Smile
- After reading a book, spend some time considering how people in the book acted. Was someone in the book caring? All of the time or just some of the time? Were all of the characters in the book caring or just some of them?

Some books to consider:

- Lily's Purple Plastic Purse by Kevin Henkes
- The Giving Tree by Shel Silverstein
- Yertle The Turtle by Dr. Seuss
- The Grouchy Ladybug by Eric Carle

Inquirer:

Students who are INQUIRERS are curious about the world. They can conduct research independently. They love learning and discovering new things and will carry this love of learning with them throughout life.

How can parents help to develop students who are Inquirers at home?

- Encourage areas of your child's interest by visiting the library to borrow books

that explore these topics.

- Develop an understanding of the Internet. Work with your child when the internet is being used and try to instill the understanding that some Internet sites are not reputable.
- Model being an inquirer. Admit when you don't know the answer to a problem or question and seek out answers in front of your child.

Knowledgeable:

Students who are KNOWLEDGEABLE have explored relevant and significant concepts and can remember what they have learned. They can draw on their knowledge and apply it in new situations.

How can parents help to develop students who are Knowledgeable at home?

- Explore a topic and learn something new together.
- Ask your child about what they are learning in school and engage them in conversations about it.
 - "Why do you think that is an important thing to know about?"
 - "Can you think of anything happening in the world today that might be similar to that aspect of history?"
- Encourage your child to read books at home that correspond with the topics being covered in school. In particular, books in their mother tongue will help your child make more meaningful, lasting connections to what is being taught in their classroom in English.
- Foster any area that your child expresses an interest in with books and activities, but also be sure to encourage them to explore other areas.
- Encourage your child to become familiar with current events and to read the newspaper and listen to the news when appropriate.



Staff Directory & Governing Board

Please visit our website for the most up to date information on our staff directory.



The Valley Inquiry Charter School Board of Directors is composed of parents and community members who work collaboratively to provide overall governance, direction, and budget approvals for the school. The Board typically meets on the 2nd Monday of every month at 6:30pm.





Mission Statement

Our mission is to further develop a primary school where children of all backgrounds and abilities can share in the joy and discovery of each day; acquire the skills to approach new problems thoughtfully and creatively; develop an appreciation and understanding of other cultures and traditions; and become actively engaged in their communities.

- Valley Inquiry focuses on an inquiry-based approach to teaching and learning. This means that students have agency over their learning, with teachers serving more as guides to help them as they inquire into the world around them.
- Valley Inquiry emphasizes internationalism, multiculturalism, and global-mindedness. We embrace diversity as an important construct that helps to shape the world around us.
- Valley Inquiry creates a solid and challenging curriculum that is enriched by music, Spanish instruction, and the arts.
- Valley Inquiry is a small, nurturing environment rooted in the IB Attributes that help define us as an IB community.