



HERITAGE COMMUNITY SCHOOL
A Charlotte Mason education

PARENT HANDBOOK

2025 - 2026

HERITAGE COMMUNITY SCHOOL

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Heritage Community School

An enriching education bringing the past and present together with a Christ centered point of view based on the Charlotte Mason model of developmental learning and methods using the Alveary curriculum from the Charlotte Mason Institute and complementary resources.

MISSION

Heritage Community School provides a Christian educational choice in a hybrid model to families in Talent and surrounding communities that honors the Biblical way of living and being in a school setting. Children interact with a full and comprehensive liberal arts curriculum through active and joyful learning approaches taught with wisdom by Christian educators. All children have the opportunity to be given a living education that is worthy of their personhood which engages them with a banquet of learning opportunities with experiences that fosters creativity, wonder, and appreciation for nature, the world, one another, and the Creator.

VISION

Heritage will grow into a full K - 6 school at a full facility campus with an outdoor space with play yards, gardens, and natural settings. Heritage will build a strong community of authentic relationships with students, families, and staff interconnected by faith as they journey together to create a wonderful and dynamic education in our community. Our school will make a positive impact in our community through a dynamic and thriving Christian school. The goal is for our students to grow into future adults with a moral and godly character to demonstrate the fruits of the spirit to their families, friends, and neighbors, while giving back to society.

HCS PHILOSOPHY

We believe in an education that draws upon subjects from the liberal arts that uses a rich and broad curriculum as a living feast and as a springboard to inspired learning.

We believe in a relational education that goes beyond information and facts but that knowledge is interconnected that touches the heart, soul, and mind as inspired and sourced by God.

We believe that the child with respect to their personhood, requires living books with ideas to learn. We seek to protect and stimulate the desire for knowledge.

We believe that that atmosphere of learning should be of a high caliber and inspirational that honors who the child is as a person and learner to lead them to become a greater person and fulfill their potential.

We believe that the education that was developed by Charlotte Mason and the PNEU (Parents National Education Union) is highly creditable based on the 20 principles and methods as verified over 30 years in schools then and beyond in the U.S which has demonstrated replicated success in learning.

Therefore, we believe that the Charlotte Mason curriculum and approach is academically rigorous and will exceed the average expectations and outcomes of standard education.

We believe in the responsibility to train our children upon good habits as the road to an effective education and a fulfilling life in the future.

We believe that faith in God should not be segregated in a child's daily life but should be living and represented at school besides home and church unlike our current cultural and secular world which has established a strict separation of church and state.

Heritage Community School Description

Heritage Community School envisions a 1st - 5th grade in multi-age classes in Talent, Oregon with the first year as one class of children from ages 6 - 9. Heritage Community School offers our families an outstanding education with a liberal arts curriculum founded on the principles and methods of Charlotte Mason. This educational approach helps foster the development of the whole child by teaching to varying interests and supporting his or her relationship with the Creator and his creation. Our vision is for HCS to be a place where children grow in their love for God, each other, their community, and develop life-long learning.

Our Curriculum

Heritage Community School uses Charlotte Mason's curriculum with teacher training program from The Charlotte Mason Institute. CMI is a research-driven organization that has been dedicated to providing a wealth of resources for the 21st century Charlotte Mason educator. The Alveary Charlotte Mason curricular content reflects current education and brain research in coordination with the preservation of Mason's principles.

Subjects to be taught at Heritage are carefully selected and considered. These subjects are taught in short segments to allow for the training of attention and diligent work. Subject matter includes the following:

Bible | Literature | History | Poetry | Recitation | Penmanship | Writing: Copywork-Dictation-Composition | Math | English -Grammar | Natural History | Music Appreciation | Singing | Hymns | Folk Songs | Art Appreciation | Art Instruction | General Science | *Shakespeare | Handicrafts: Fiber Arts, Woodworking, Clay | Geography | Nature Walks & Journaling | Physical Ed. - Games | *World Languages

SCHEDULE: Yearly, Weekly, Daily

Heritage Community School uses a 3 term schedule consisting of 12 weeks per term that Charlotte Mason schools use.

CLASSES

Class size will be limited to 8 to 10 students depending upon classroom in the lower grades in Form 1 classes and 12 students in Form 2 classes (upper elementary)

Classes are arranged ages depending on enrollment and classroom space

Year 1 Options:

1 class Mixed ages 6 - 9

Or 2 classes: Lower and Upper ages 6/7 and 8/9

Year 2: 3 classes ages 6/7, 8.9/, 10/11

Children starting school at age 6 must have a birthday by September 1st.

With 2 classes, student birthdays and age are a factor in class placement with lower and upper mixed age classes. The age requirement is more fluid and includes parent input. The initial assessment with the child helps aid in class placement.

STAFF: Our teachers are carefully selected. Every teacher has a bachelor's degree and has had some successful teaching experience whether in public, private, or homeschooling. State certification and licensure is preferred. Teachers are inspired by the Heritage vision and purpose of educating and are delighted to come alongside families in developing life-long learners. Our teachers desire to grow in their own personal, educational, and spiritual lives while consistently applying the Charlotte Mason philosophy of education. Heritage teachers are to be called to create an atmosphere where our students can grow in wisdom and knowledge, to mentor our children in the shaping of character, and to shepherd our students in truth, beauty, and goodness. Heritage Staff are Christians and the Christian faith is at the core of our community life, identity, and perspective. Each staff member will have clear results on state and federal criminal background checks and completed the list of safety training including first aid, epipen, child and sexual abuse, and blood borne pathogens safety protocols.

Our Program at a Glance

Elementary Level: 1st– 5th grade students

1 or 2 classes with mixed ages that will be depending on enrollment.

We will have combined grades of 1 - 4 the first year or 1- 3 and 4-6 or grades 1/2, 3/4, and 5/6. Small class sizes from 4 to 12 students

Attendance Options

Full days: 4 days per week

Mornings or afternoons only 4 days per week

Afternoons only 2 days per week

Thursdays afternoons once or twice a month: field trips, locally, inside- artisans, craftsman, museums, Shakespeare Theater, and outdoors: parks, gardens

Afternoons

Activity-based with art, handicrafts, cooking on campus and off campus with nature study excursions to parks, gardens, and farms. Also, museum visits, and community service projects

Daily Schedule: 8:30 a.m. to 3 p.m. Monday - Thursday

Parent Participation and Volunteering

Highly encouraged and needed at school in and out of the classroom for LUnch recess transportation, handicraft, projects and field trips. Help with school organization before school begins will be particularly needed since this is a new school start up.

Affordable Tuition: *varies by on-site attendance, participation, and family finances*

Monthly book study on Charlotte Mason's Home Education series

Attendance with a teacher and other parents is highly encouraged. A Charlotte Mason education is the most successful for your child when parents learn about the principles that Charlotte Mason put forth to practice godly parenting and education. Credit for participation is given by a tuition discount.

HERITAGE COMMUNITY SCHOOL

Bible Instruction

At Heritage we believe and teach the power of story in which the Bible, given to us by God, The very first words of God's story tell us that "In the beginning, God created the heavens and the earth." We believe that God lovingly created each person in His own image and is loved by God and is of immense value.

We think all students should be aware of the contents of the Bible given its far reaching historical and cultural significance and its stories. This includes the historical accounts of the Israelites, throughout the centuries to the era of Jesus and his disciples. Our deep respect for the child as a person, and our commitment to their whole education including spiritual, means we offer students the opportunity to hear the stories from the Bible and let these inspired words of God meet them in the journey of learning about God the Father in the Old Testament and Jesus his Son in the New Testament.

"But we hold that all education is divine, that every good gift of knowledge and insight comes from above, that the Lord the Holy Spirit is the supreme educator of mankind, and that the culmination of all education (which may at the same time be reached by a little child) is that personal knowledge of and intimacy with God in which our being finds its fullest perfection."

Charlotte Mason

God is the creator of the heavens and the earth

Genesis 1:1 Isaiah 45:18 Hebrews 1:10

God created us; we are remarkably and wonderfully made

Isaiah 64:8, Psalm 139:13-14

We are made in the image of God

Genesis 1:27

God created, male or female

Genesis 1:27 Isaiah 45:18

God knows all about us and all our days past, present, and future

Psalm 139:13 Luke 12:7

Jesus cares for us like a good shepherd

Isaiah 40:11 John 10:11

God will provide all our needs

Hebrews 4:16 Mark 11:24

God is made of the trinity in 3 persons: Father, Son - Jesus and the Holy Spirit

Isaiah 9:6 John 10:30

Colossians 2:9

God wants us to live forever with him in heaven by accepting that Jesus died on the cross for

our sins so we can be holy and perfect before God

John 3:16 Romans 3:23

Heritage warmly welcomes children from all backgrounds, one we are honored to share in our Heritage community. Although we don't require that each family participating hold to our beliefs, they must be aware of them and supportive of our atmosphere as a community in the Charlotte Mason tradition.

Heritage Inclusion Program

Heritage Community School values each and every one of our students and believes that they are beautifully and wonderfully made by our Creator!

In order to best serve our students, we want to meet each where they are and provide them with a rich and excellent environment that is developed with that specific student in mind.

Based on the student application and/or shadow day, Heritage will make a recommendation for the Heritage Inclusion Program placement. Students in the Heritage Inclusion Program will benefit from a full inclusion environment. Heritage assures that full inclusion is successful by having small classes, accommodation and intervention plans specific to the child, extra staff to assist where needed, and teachers dedicated to the academic, social, and emotional development of each of their students.

The staff at Heritage focuses on the child's positive aspects and strengths instead of their deficiencies – thereby building their self-esteem and motivation.

The Charlotte Mason philosophy is well suited for those in the Mason Inclusion Program.

- We provide an atmosphere of respect in the individuality of our students.
- We emphasize the importance of meaningful relationships.
- We lay out a feast of knowledge and ideas, allowing our students the opportunity to take what they need. There is variety on what is taken.

The overall Charlotte Mason paradigm works well with children with special needs: short lessons, wide and varied curriculum, oral work (readings and narrations), and more. Students of Mason's methods often find success where they have failed in other approaches to education.

In Mason's own words: "Our goal is to produce a human being who is the best he can be physically, intellectually, ethically, and spiritually, a person who will have the enthusiasm of religion, full life, nature, knowledge, art, and physical work.

REQUIREMENTS

The student must have:

- The ability to follow behavior expectations
- The ability to appropriately interact with classmates and staff
- The ability to produce verbal expression
- The ability to maintain personal and bathroom needs independently

The parent must commit to:

- Provide any required documentation and paperwork
- Attend scheduled occasional school conferences to develop and re-evaluate an IEP, IESP, or SSP (Student Success Plans)
- Provide an additional \$400 annual fee for the Mason Inclusion Program. This fee may be spread out monthly.

This fee covers extra assessments, and monitoring of IEPs, attending IEP meetings, district and tutoring consultation, or developing IESP 's and monitoring the successful use of the IEP or IESP for your child to ensure compliance in your child's schooling with training for teachers to implement teaching methods and materials to best address your child's learning needs.

In addition, individual and specially designed reading and math programs tailored to your child's learning style and strengths may be used to help support their learning and support their current abilities and skill level.

When parents have shared that their child has academic learning challenges and skills areas for remediation and/or has chosen the Inclusion program, then staff will set up a meeting to determine the next steps to access special education services from the local LEA and/or set up an ISEP Heritage also has Student Success Teams to identify and address student needs by identifying accommodations and modifications to support the needs for your child in the interim.

Special Education Policy

Each child has different needs in an educational program. Special needs and learning differences will by no means disqualify your child from attending Heritage. However, each situation is handled on a case by case basis. We want to ensure that we can provide what your child needs to have a meaningful educational experience. If your child has previous documentation (such as diagnosis information, IEP, etc) please provide it upon application for admission. We want to talk about how we can best serve your family.

IEP or IESP

An IEP is developed and provided by the local district LEA. See below *. Testing and Identification of Disabilities are provided by the LEA for free and provide valuable information on your child's intellectual and academic abilities. An IEP document then is created that outlines services and supports for your child including modifications and accommodation, and learning goals based on current abilities and strengths and weaknesses.

Individual Education Service Plans - an IESP like an IEP is a written document that lays out services and supports for your child. It is documentation of a child's official diagnosis, areas of strength and need, goals and accommodations and services provided. This is the nonpublic version of an IEP.

*The Individuals with Disabilities Education Act (IDEA) and state law require Districts to make special education services available for children with disabilities placed in nonprofit private elementary and secondary schools, including religious schools. The law requires a District to spend a proportionate amount of its IDEA Part B funds to provide services. The types of special education services Districts make available is discussed first in consultation with private schools and representatives of parents to determine which children with disabilities will be designated to receive services.

Frequently Asked Questions

https://www.oregon.gov/ode/learning-options/schooltypes/private/Documents/private_schoolsqa.pdf

This Questions and Answers document contains information about providing equitable special education services for children placed by parents in private schools. Topics include consultation with parents and schools, child find and evaluation, types of services, dispute resolution, and uses of federal special education funds. To find a topic quickly, look at the Table of Contents beginning on page 4.

Students Placed by IEP Teams

Oregon public school districts and IEP teams may place children in private schools as a method of providing a Free Appropriate Public Education (FAPE).

Private schools providing these services to school districts must meet and maintain specific

state and public education standards and be approved by the Oregon Department of Education.

B. SCHOOL POLICIES

Schedule and Attendance Policies

School Schedule

Normal Schedule: Monday - Thursday 8:15 to 8:30 Arrival, Morning classes are 8:30 to 12:00

Snack at 10:00, Lunch and recess from 12 to 1:00 Afternoon session is from 1:00 to 3:00.

The afternoon program consists of handicrafts, nature walks, and local geography study in local parks and arts: handiworks: fiber arts: clay sculpture, woodwork

School Hours

School Building Opens at: 8:15 School starts at 8:30 and ends at 3:00

Drop off time: 8:15 - 8:30

Pick up time: 3:05 Location may be at alternative sites such as parks during the Fall.

All students must be escorted into the school to the classroom and when at school picked up in the playground area.

Late Picks-Ups up to 15 minutes after school is let out. Please call the teacher to let them know if it will be later. Otherwise after this window, calls will be made to confirm that you are on route. Habitual lateness may result in late charge fees since your child will be under the supervision of adults who also would need to stay late.

Smoke Schedule AQI

Good 0 to 50- (Green) - normal schedule

Moderate: 51 - 100 (Yellow): Recess and outdoor classes still allowed but monitored

Unhealthy for sensitive groups 100 - 151 (Orange): Reduced recess, outdoor activities, and parks trips, may or may not happen

Very Unhealthy 201 - 300 (Purple) - Recesses and afternoon nature study are indoors only

Hazardous (Maroon) 301 and higher (Maroon) - Everyone affected, indoors only, may be a half day or no school day when severe

Snow Days Schedule: Same as Ashland School District Check at www.ashland.k12.or.us and a school wide email will be sent out by 6 a.m

Attendance Requirement

Absences:

Please notify the teacher before or just after school starts when your child will be missing school with a text/ or phone call with a short message. Otherwise we will contact you to check in unless it is a longer term prearranged absence: trips, long illness. With contagious illnesses, the parents of the students in that class will be notified that a child has contracted one and been exposed. This is followed up with information about signs to watch for that illness.

Tardiness - Begins after 5 minutes after school begins. If there is a pattern of tardiness, then the administrator or teacher will meet with the parent to help them to resolve this issue.

HCS Food and Drink at school

Snacks: Provided at school are fruits and veggies or warm grains such as oatmeal, rice, or hot cereals on a daily basis. You are welcome to bring the harvest and fruit of the season for the children to enjoy as a class with advance notice.

Lunch - Lunch is to be brought from home that does not require heating or refrigeration.

Nutritious lunch choices are dairy: cheese, milk, alternative nut or grain milks, fruits, vegetables, grains, beans, nuts and nut butters are allowed (peanut if no other student has allergies to it). * HCS supports having healthy food for healthy children (See article)

Not Allowed

Fast food, sodas, candy, baked chips, snack bars, and high sugar products are to left at home

Forgotten lunches A text will be sent to the parent as a reminder. If you can bring lunch, then please text the teacher back that you are bringing it. When you arrive back to school then text the teacher who will come and unlock the door to retrieve your child's lunch. If a lunch does not show up that day to school then provision will be made for students to have a complete lunch but the parent will be charged \$2 to be added to their monthly bill.

Drinking Water - Cups are provided at school for filtered water in the classroom. Water bottle containers are kept in backpacks to be used only outdoors on nature walks and field trips.

DIETARY CONCERNS: As listed in the medical section, please add any special dietary needs and allergic issues.

DRESS CODE AND SCHOOL CLOTHING GUIDELINES

Clothing and outerwear should be appropriate for the season and weather. Clothing remains modest, respectful, and in alignment with the school dress code.

A daily uniform is not required. School shirts/dress/skirt clothing may be chosen in the future which could be worn every day, school performances, special events, and excursions. These will be available for purchase from Lands End or a future school store.

Dressing for the weather is very important for your child's comfort and to conserve energy to be used for learning and growing vs. keeping their body warm. Although some children run "hot", they will still be required to wear a jacket (light) even if unzipped. Others say I feel warm because their body is doing its job to survive and thus uses the energy to do that. So in light of this all children will be required to dress appropriately. Thank you for your support.

Types of Weather and Temperature guid to clothing

Wet weather: showery, or rainy forecasted: Raincoats and rainboots

Warm weather above 55 in the morning: shorts and short sleeves are fine, closed toe shoes

Cool weather: Outdoor jackets or hoodies, closed toe shoes

Cold and Freezing Weather: 40 32 degrees and below Insulated coats, hats, gloves, and warm boots. All children are expected to dress appropriately for the weather with special attention in winter and rainy weather.

Lack of appropriate clothing for the coldest weather will mean loss of outdoor time until additional clothing is brought to school. The energy that is expended to keep a body warm diminishes the energy for learning.

CLOTHING REQUIREMENTS

Expectation: Clothing will be clean, no rips or tears, and properly sized.

Shirts or tops, hoodies, coats, jackets are plain, color, or patterned with no words or logos larger than a thumb.

Head coverings: for hoodies, the hoods are to be kept off the head in the classroom including hats and caps which is used for outdoors only

Not allowed and stays at home

Slippers, flip flops, sandals, pajamas, exposed shoulders, exposed midriff tops, very short shorts or skirts, shirts with writing, commercial characters, logos larger than a thumb, press on temporary tattoos, nose rings, more than one ear piercing.

HCS has decided not to have children bring commercialized clothing, lunchboxes, and backpacks with cartoon and movie characters, photos, and labels to school.

Change of clothes required: Please send an extra set of clothes in a plastic bag and labeled for unexpected events since we will be outdoors

Clothing Labels: Labels with your child's name attached to all outdoor clothing is helpful

SOCIAL REALM

Birthdays

Every child's birthday is celebrated in their classroom with special activities.

The option is available to have a "celebration party" at school with treats. Please check in with your child's teacher first to collaborate details and also have the treats preapproved that also follows school food guidelines. No grocery store cupcakes please.

Home birthdays and invitations: Options: invite one or two close friends to your house or invite the whole class. Invitations for the former are given outside of the classroom but whole class parties invitations may be given in the classroom.

This protocol will avoid hurt feelings and situations of exclusion.

Playdates after school

Please send a note to school if your child is going to have a playdate after school that day with another child and will have a change of transportation going home.

The teacher/office should be notified for any changes in transportation that morning or the day before. No child will be sent home with another parent without prior parent communication.

TECHNOLOGY USE AT HCS

SCHOOL TECHNOLOGY POLICIES

Technology such as iPads or tablets, or smart boards with internet access is not used for the primary teaching or learning tools at HCS. We also do not use them for testing or assessment. We may utilize a web site to view and listen to orchestral performances and solo music performances.

HCS follows the Charlotte Mason methods by using living books, narration, discussion, art, maps, and subjects using hands-on experiences and activities as the basis for active and personalized learning for understanding concepts and new ideas in the school and outdoors environment.

Cell phone /Smart Watch use

Children in grades 1-4 will not be allowed to carry or wear cell phones/ smart watches to school. If the student needs to contact their parents then the teacher's phone or the office is available for children to call their parents. If there is a concern please discuss this with your child's teacher.

State Safety Requirements

Fire Drills and Disaster Preparedness

In accordance with Jackson County regulations and our school Emergency Preparedness Plan, we perform all school evacuation drills, lockdown drill, earthquake drill, and fire drill to ensure best possible readiness in case of an emergency. In cases of a school wide emergency or if school needs to be closed early due to extreme weather conditions, parents will be notified via email or phone call from the Director.

Mandatory Reporting

School employees, by law, are mandatory reporters and must report suspected abuse (physical or sexual) or neglect of a child regardless of whether or not knowledge of the abuse was gained in the reporter's official responsibility. All teachers take training to recognize and address this. For more information, visit the Oregon Dept of Human Services at www.oregon.gov/DHS/ABUSE/Pages/mandatory_report.aspx.

HERITAGE STUDENT EXPECTATIONS:

- Fully engage and participate in learning for assignments, class lessons, and activities
- Respectful conduct to others, teachers and students, in word and deed
- Practices and learns daily civility *
- Practices restitution for those doing and the receiving party of misconduct
- Able to self regulate emotions and actions to maintain a high quality learning experience for all classmates.
- Respecting Church and classroom property furnishings and staying within permissible areas

CIVILITY

Treating others with dignity, courtesy, respect, politeness, and consideration. Speaking in tones of voice that are appropriate for the circumstances.

CAUSE FOR CONCERN incidences are followed up with parents by phone calls

CHRONIC BEHAVIOR PROBLEMS ongoing

Ongoing refusal to do work or participate

Not respecting others personal space

Excessive Talking or Interrupting

Yelling out to teachers and classmates in anger

Physical Aggression: Hitting, tripping, wrestling, fighting

Bullying Behavior

Verbal Aggression: Name Calling, Insulting others

Inappropriate Word usage of swear words

FOLLOW UP PROCEDURE

In Person meeting between teacher and parents to discuss next steps and to develop behavior plans for strategies and an action plan as needed.

Student Conflict Resolution Program

Fruit of the Spirit

Bible Verse: Galatians 5: 22, 23 ESV



Fruit of the Spirit picture hung in the classroom

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such things there is no law.

Children will memorize and recite this verse together

1. Framed verse on wall

2. Peace Table with a rose (vase) - in a quiet area

Meet at the table with the child and any other child involved or the teacher

3. Steps to Restitution - Peace Table

a. Both verbalize and tell or write what happened with the teacher nearby to guide and support as needed. Listen to the other person's story

b. Describe consequences of the action: verbal or written (hurt feelings or body, feeling disrespected etc.)

c. Which fruit of the spirit was lacking and needed to be shown

d. Make it right to the other person or class, (Apology, help, repair etc.)

e. Optional Short Prayer: " God, forgive me when I was being/doing to "Help me to be(kind, or patient, etc) to my friends, in Jesus' name I pray". (youngest - with teacher leading orally) older by oneself or together depending on circumstances.

COMMUNICATION - Christian based

CHS is based on Christ like values as written in the Scriptures. This extends to and is the basis of communication with each other in our school. This is vital to the health, well being, and growth for everyone in the school community in order so that it will be a peaceful and nourishing place for all.

The Apostle Paul wrote in [Romans 14:19](#)

"Let us therefore make every effort to do what leads to peace and to mutual edification."

As Christians striving to be like Christ, then the goal is to live peaceably and show love and demonstrate the fruits of the spirit for one another.

[Galatians 5:22-24](#)

But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control.

Communication is to be the [right person, right timing, right emotions, right preparation: thoughtful and prayerful, and right purpose: to seek understanding.](#)

[Right Person](#) - Only to those personally who are a part of the problem or solution: Teacher first and then an administrator. Trust that the teacher truly wants the best for your child too and as a Christian is willing to truly listen and humbly make changes as needed.

[Right timing](#) - Concerns should be addressed as soon as possible in order to help your child with any difficulties or to help the teacher remedy or make changes to meet the needs of your child.

[Proverbs 15:28](#) *The heart of the righteous weighs its answers* [Colossians 4:6](#) *Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.*

[Right emotions](#) - Brought in a calm state of mind, first let anger or big emotions subside

[Proverbs 12:18](#) *The words of the reckless pierce like swords, but the tongue of the wise brings healing.*, [Proverbs 10:19](#) *Sin is not ended by multiplying words, but the prudent hold their tongues* [Proverbs 20:3](#) *Those who guard their mouths and their tongues keep themselves from calamity.*

[Right preparation](#)- prayerful discussion and spouse perspective is very advantageous

Philippians 4:6 Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God;

Right purpose - [Proverbs 4:7](#) *Wisdom is the principal thing; therefore get wisdom: and with all thy getting, get understanding.*

Additional Bible Verses on Communication

PSALM 19:14 *May the words of my mouth and the meditation of my heart be acceptable in your sight, LORD, my rock and my Redeemer.*

Ephesians 4:29 *Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.*

Colossians 4:6 *Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone.*

1 Thessalonians 5:11 *Therefore encourage one another and build each other up, just as in fact you are doing.*

Proverbs 16:24 *Gracious words are a honeycomb, sweet to the soul and healing to the bones.*

Ephesians 4:25 *Therefore each of you must put off falsehood and speak truthfully to your neighbor, for we are all members of one body.*

Psalms 141: *Set a guard over my mouth, LORD; keep watch over the door of my lips.*

COMMUNICATION: Parent Concerns Protocol

All teachers welcome questions and respect parents' concerns and needs since they are based on what you desire is the best for your child.

How to communicate questions and concerns or share information with class teachers

If you have a concern, leave a voicemail.

if you have a concern that merits a longer conversation. State your concern in a sentence or two, knowing you will have an opportunity to talk in depth when your teacher calls or emails you back. Examples of messages:

- *Juan is complaining he is being bullied. I'd love to talk.*
- *Sally is feeling she doesn't have enough time to eat his lunch. Can we check in?*
- *George came home upset about something that happened at recess. Please call.*

If you have brief information to share, send an email.

Email to share information or news that requires virtually no response such as "Sam did not sleep well last night." "Jenny is missing her dad who is traveling overseas." Trust that the class teacher will know how to respond to your child in a supportive way as needed.

Email to ask a logistical question that can be answered in a few words. "Can Janie bring her new puppy for Show & Tell?" "Are jeans okay for Joey's costume?"

When parents can expect a response to a voicemail or email from their class teacher

Your class teacher will return your call or email within 24 business hours, Monday - Friday between 8:00 and 4:00. (If you leave a voicemail on Friday, you can expect a response on Monday.)

According to the question or concern, your class teacher may call you back either to talk it through or to suggest a meeting in person.

If the teacher feels an in-person meeting is best, they will email times they are available.

Your class teacher will not call in the evenings after 6 or on weekends.

Boundaries to Respect When Communicating Concerns

Refrain from trying to get the teacher's attention around concerns in the presence of your child or other children, or at arrival or dismissal times or between classes.

Refrain from detailing your concern in a lengthy email, tempting as that might be which may be better suited for a phone or in person meeting. In this case your child's teacher has the option to reply instead by a phone call.

The Parent and Teacher Partnership

The parents of a child and the class teacher form an important partnership and can be of great help to one another in their shared work of supporting the child. When they see eye-to-eye about what a child needs, the child feels it and progress can come quickly. Parent-teacher conferences are invaluable for sharing reflections and getting on the same page. Social and emotional development is often a big component of those conversations.

Ongoing: please keep your child's teacher informed of important household developments, such as a change in living situation, a death in the family, or a shift in health or sleeping pattern. For their part, class teachers will be quick to notify you if they feel something is going on that requires more immediate attention.

Parent-Teacher Communication Guidelines & FAQs

Time is precious for every one of us. The guidelines below are intended to ensure parents have information about how their child is doing in a timely way, that information-sharing between parents and teachers happens efficiently, and most importantly, that genuine quiet space is created for the big conversations teachers and parents need to have together if and as issues arise.

Keeping you up to date on what's happening in my child's school program and learning

Class Teachers will email parents about class developments and updates as needed.

Class teachers will post monthly class updates

Class teachers will email to share special news, such as to describe a field trip or a special class event.

Twice yearly parent conferences

Class teachers and/or the office will be prompt to call or email in the following circumstances:

if your child is hurt at school or feeling sick if your child is involved in a significant incident or conflict with another child during the day

if the teacher thinks something merits a conference prior to the official Parent-Teacher Conferences (November & May)

In sum, assume that no news is good news; that said, teachers do not see or catch everything that goes on with and between all their students. They count on parents to share with them concerns their child brings home as feels relevant, so they can promptly address those as well.

In the future when we have an office, you can call the office and or administrator who will communicate with the teachers and staff.

HCS ROSE POLICY FOR 2025-2026

The Order of the ROSE stand for ***Respect Others, Self, and the Environment***

At HCS School we all hold responsibility for treating each other with civility, respect, and consideration. To support this we ask that all our school employees, students, and community members abide by the following expectations:

- to be respectful to and considerate of all members of the school community, visitors, and to the general public;
- to respect the differences and rights of others which include feelings, perspectives, ideas, experiences, and opinions;
- to not in any way endanger or harm others, whether physically, psychologically, or emotionally;
- to respect other people's belongings, the school property, and our neighboring areas;
- to respect and contribute to the learning environment of our school;
- to bring forward any issues appropriately per the **Protocol of Concerns**.

SCHOOL DISCIPLINE POLICY:

Every situation is unique and handled case by case. Student discipline is handled on an individual basis. Teachers work with each child according to who they are and what is needed in each event. The child is always respected. The goal is to restore the child(ren) and the environment back to balance or justice so that everyone involved can move forward with kind, clear, and peaceful resolution

Communication between teacher and parents is key in moments of setting consequences to help the child learn from disciplinary situations. We thank you ahead of time for familiarizing yourself with the Discipline Policy.

Level I Infraction: Disruptive Behaviors

Discipline for disrupting the classroom environment by doing such things as calling out in class, speaking inappropriately to a classmate or teacher, difficulty in respecting the rules, routines, and wishes of a teacher. The teacher responds as they feel is appropriate. Responses to the occasional disruptive behavior may include giving the student a simple reminder, asking the child to take a break in the classroom or outside during recess, do a class chore, and/or write a reflective piece. Social slights and hurts may be addressed with the peace table visit by students. Parents are not generally notified in cases of the occasional Level 1 infraction. Repeated Level I infractions may result in a review in a parent conference to brainstorm on support, correction strategies, or possible consideration of deeper needs of the child and recognition of further exploration of other contributing factors.

Level II Infraction: Violent or Bullying Behaviors

HCS has a zero tolerance policy regarding physical violence and bullying. Any behavior that involves violence or puts another child's physical or emotional safety in jeopardy is considered a Level II. Level II infractions include punching, hitting, spanking, slapping, kicking, pushing, pinching, biting, chronic teasing, exclusion, or intimidation.

The consequence for a Level II infraction is decided on a case-by-case basis by the class teacher and/or teacher who witnessed the incident, in consultation with the administrator. Parents are always notified in Level II cases. As necessary, a meeting is called. The administrator joins the class teacher and parents for this conversation. Consequences include being sent home immediately, suspension from school or from a particular class, writing a reflective piece, and/or loss of a field trip opportunity or class privileges.

A frequently asked question is, "If a child hits another because they were provoked, shouldn't both receive equivalent consequences?" Physical violence is not tolerated. That is the priority message we want to communicate to all the children of the school. If provoked, we want to encourage students to seek the immediate help of a teacher rather than respond to violence with violence.

Children involved in an incident are led through a conflict resolution process to ensure that every child involved takes ownership for their part. We have qualified people on staff to help students work through their emotions when such incidents occur. Discipline in cases involving children and high emotions can be difficult to sort through; parents are asked to trust the teachers to make the call.

Sending a Child Home

Teachers reserve the right to contact the parents to have a child end his/her school day early and send a child home when the child is unable to attend to the work at school for a variety of reasons: self regulation challenges, emotionally feeling out of sorts emotionally, tiredness, sickness, or some personal trauma which is more the case when they are younger. Older students may be challenged choosing to use inappropriate responses, words or behaviors to others. The behavior has become disruptive when the child has been reminded about repeatedly and has continued to disregard and change from poor choices around interactions with peers or teachers.

Sending a student home is a last resort in which the student needs a break or for the older students designed to get their attention as to what is at stake and to bring about change. We communicate with parents about the decision and ask for parent support, trust, and follow-up in those instances.

Conflict Between Child and Teacher

In the case of a conflict between a child and a teacher, a third party such as the pastor may be brought in to act as a witness and advocate for the student as needed if amenable to the parents.

Parental Commitments

- Develop a smooth transition to school with adequate time to prepare for school and establish a regular bedtime to get adequate sleep
- Provide a nutritious breakfast and send healthy lunch and snacks on a daily basis. *
See parent handbook
- Make sure that your child arrives at school with ample time to transition to the school setting to socialize briefly, organize books and supplies, and to be seated in class to start promptly at 8:30 A.M.
- Escort your child to the entry if they are 6 - 8 years old or older as needed
- Attend all parent teacher conferences
- Attend regularly scheduled parent meetings
- Facilitate communication with the school by committing to meet with teachers / principal as needed and respond to emails / phone calls
- Work with school staff to promote appropriate speech, behavior, and social development and progress in reading and math with extra practice if needed.
- Pick up student promptly at the end of school day
- Provide student with a quiet, distraction-free environment for homework and studies
- Ensure that tuition payments are current
- Contribute to the operation of the school through volunteering
- Support the school's efforts to help students resolve conflict peacefully, with the goal of restoring relationships and repairing harm
- Provide appropriate outerwear for daily indoor and outdoor excursions according to the season and replenish extra changes of clothes, socks and footwear as needed.

C. Health and Safety

Children Not Feeling Well at School

When a child complains in class of not feeling well, the teacher and staff assess the need. Sometimes, the child just needs a moment and then feels well enough to join the class. If it is clear the child needs to go home, the parents are called and the child is made comfortable until the parent arrives.

Wellness Policy

Please keep your child home from school if they are not feeling well even if it is a mild illness. This includes colds (runny noses, coughing, gastrointestinal, and other flu symptoms). Any child that vomits at school or has a fever will have the parent called to come to school and pick them up). Only after 24 hours after a fever has subsided and other symptoms are abated can your child return to school. Any child with diarrhea and /or vomiting must stay at home for 48 hours after symptoms subside in accordance with the State of Oregon's communicable disease policy.

Minor Accidents and First Aid

Children who receive scrapes and bruises on the playground are treated by staff with traditional first aid supplies, including homeopathic Arnica and Rescue Remedy as deemed helpful at the moment. Parents are not usually contacted in the cases of scrapes and bruises. Please let the office know if you prefer your child not be given Arnica and /or Rescue Remedy, or if you have special requests with regards to first aid products.

Bumps and Falls affecting the head school response

The student will receive an ice pack and also an incident report will be filled out. with the particulars of the occurrence. Each trained staff will watch for concussion signs and will notify parents immediately when one of those signs occurs and/or if the student is in pain and can not participate in school activities.

Other Major Injuries and School Response

You will be called ASAP if your child receives a serious injury at school. In the event you cannot be reached, the emergency contacts on the Emergency Form will be called. As needed, the school will call an ambulance and take your child to the ER.

Medical Conditions

If your child has asthma, allergies, or other medical conditions that may require medical attention at school or the administration of medication, be sure the information is included on your child's emergency form and that you speak in person to your child's class teacher and /or the office about your child's medical needs.

Nut and Bee Allergy Precautions

If your child is allergic to peanuts or bees, please make sure that the specific allergy is stated on your child's Emergency Form. Additionally, please take the extra step of speaking in person with the office and your child's class teacher. **Parents are responsible for keeping a current epipen**, labeled for their child which will be kept in the school's first aid cabinet. Faculty and staff will receive regular training for precautions, exposure symptoms, and response steps.

Medications

Students are not permitted to carry or take any medication at school on their own. If your child must take a certain medicine during the school day, please hand deliver that medication to the office/teacher with a written description on how it is to be administered. If the medication is a prescription, the prescription and physician information must be included with the medication. Please note any allergies to medication on your children's Emergency Form as well as any medication to be administered in an emergency. All medication administration will be recorded on a child's medical information as part of their records.

Lice The school does not conduct routine screenings of children for lice; however if a case of lice is confirmed at school, the parents will be notified right away. Parents will be notified if there is a confirmed case of lice in that class.

We rely on parent monitoring at home and prompt communication to avoid a class wide or schoolwide lice infestation. If you find that your child has lice, please notify the school immediately and keep your child at home until you have applied for the appropriate treatments. Students are readmitted to school after nits are removed and the family home environment has been treated.

Communicable Diseases

The Heritage Community School will not discriminate against any student based on the individual having a communicable disease. Students shall not be denied access to the school solely on the grounds that they have a communicable disease. However, the School reserves the right to exclude a student with a communicable disease from the school based on a medical determination. Such restriction is necessary for the welfare of the child who has the communicable disease and/or the welfare of others within the school. If your student contracts a contagious or communicable condition, such as pink-eye, foot and mouth disease, ringworm, or pinworms, please seek medical treatment and have a doctor clear them before returning to school. The School will comply with all applicable statutes and regulations that protect the privacy of students who have a communicable disease. Every effort will be made to ensure procedurally sufficient safeguards to maintain personal confidence about children who have communicable diseases.

Immunization Records

We do not require children to have immunizations to attend HCS, however whether your child has been immunized or has exemptions, we are required by law to have updated status immunization records for each child. Parents are asked to fill out an immunization form for their child upon admission. In the event of an outbreak of certain illnesses, per standard health laws for schools, children without related vaccinations may be asked to stay home from school.