

## Cascades Elementary School

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***Marbles Champions:*** This 1956 photograph shows Coach Lyle Winters and his Marbles Champions. Robert Dudley, a fifth grader, was champion and Kenneth McGowan, a seventh grader, was runner up.

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Cascades Elementary School is one of the existing schools that will be renovated and continue in use by Lebanon students. The original structure was built on a 7.25-acre site, purchased in 1950 for \$6,000. The building consisted of four classrooms, an office area, custodial rooms with storage, restrooms, and a boiler room. When the school was opened in 1953, the Lebanon Express reported that it was "...amply lighted and contains the latest in schoolroom arrangements. Included are built-in clothes closets and book shelves." The building cost \$64,777 and hosted 110 students.

The original teaching staff at Cascades consisted of Lorraine Blalock, Adalee Winters, Gretchen Sadler, and Marie Alvin.

Marie Alvin was the school's first principal, serving until 1978. She also allegedly named the school, because several beautiful peaks in the Cascades can be seen from the site.

In 1953 construction began again. Four more classrooms, an office, the gymnasium with a stage, and the kitchen with storage and a freezer were added for a cost of \$84,756. Another classroom was added in 1967 and a counseling office, storage room, and dressing room in 1973.

Phil Atkinson became principal at Cascades in January 1978. That year there was more construction. There were changes in the office and an expansion of the library. In addition a staff room, music room, and six classrooms were built - all for a cost of \$437,000. Two more classrooms were added the following year. After a few years Mr. Atkinson began to encourage the School Board to consider adding a large gymnasium, and funds were saved for the project. The gym, which cost \$755,942 was ready for use in 1991 and was dedicated to Mr. Atkinson.

Sherry Steele became principal in 1989 and served until 1997. During her tenure two modular classrooms were added in 1996, so the school could accommodate sixth graders.

In May of 1997 a teacher named Mary Helen Rose helped the school obtain two major grants for a computer lab. Although it took several years to complete, the Rose Computer Center at Cascades School is still considered one of the nicest in the district.

Brynn Carter became principal in 1997. At that time there were many stories about the unpaved parking lot at the school. One story said that you could step into a puddle so deep that you'd never be seen again. The lot was finally paved in 1998. Mrs. Carter left in June 2001. Ruth Good became Principal in August of 2001 and still serves in that capacity today (May 2003). Remodeling work has not yet begun on the school because of a funding problem with the City of Lebanon regarding improvement work on 7th street. The city and the school district are working together diligently to get the problem resolved so work can start on the new additions.

*Research for this article by JoLinda Flanigan, the parent of a Cascades student.*

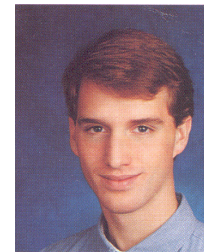
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### *Cascades School Resources Room*

*From "A Piece of the Past"*

*by Tim Langford*



I was reading out loud in English class when suddenly I came across one of "The Words." Quickly, I tried searching the context of the sentence to decipher "The Word," but was not fast enough before one of my obnoxious classmates yelled out demeaningly "The Word."

This was a common experience I remembered from the third grade. To explain the experiences better, "The Words" always started with the letters d, b, p, q, g, or j. The technical term for my experience was dyslexia. This block of my thought process can qualify a person as a handicapped learner. Mrs. Dale Craus of Cascades Elementary School says that she has many students of high intellectual abilities in the resource room. These students and all the other students are in the resource room program only to get past a mental block that restricts mental operations.

The main function of the resource room is to help students manipulate their own brain thoughts around the mental blocks. Sometimes these mental blocks are caused by physical disabilities, such as hearing loss, dyslexia, or fetal alcohol syndrome. In other cases, the problem might be lack of focus, or students may not be mentally mature

enough to study at the average level. To meet its goals of helping students, the resource room starts with the creation of an IEP. An IEP, or individual education plan, is set up by the teachers and the parents of the student. The IEP is designed to help most students operate around their mental blocks, with sometimes astonishing results. Once the mental blocks have been removed, students can excel in academic classrooms.

There is a surprisingly high number of resource room students that have a very high IQ. The mental blocks of these students might not be apparent when compared to other students. This can occur when the mental blocks bring the students' performance down to average instead of their possible high intelligence. An example of a student with high intelligence and mental blocks would be a student in average math who has been diagnosed as having allergies. The student's doctor finds that the allergies have been blocking the student's thought path, so the doctor gives the student prescription for antihistamines. Within a week the student is placed in advanced math. Having the mental block brought the student's performance down to average, and with the treatment of the block the student could operate at his highest level. The resource room is designed to help people who are mentally blocked and intelligent. Teachers try to get every student operating at their very highest capacity. Usually these smart students with mental blocks are only blocked in certain subjects, such as math or English. In all other subjects, they can be at the top in their class.

To get around these mental blocks, the teachers try many tactics. Teachers try to bring the students down to a lower level and work back up, to teach the same information to the student in many different ways, and sometimes to use a lot of repetition. To find whatever it takes to help these students overcome their mental blocks sometimes presents a difficult challenge. The positive outcome of students who can think at their highest rate is worth all the trouble, in the eyes of Mrs. Craus and many other teachers.

During grade school I myself was in the resource room. I was placed there because I was a bad reader and speller. At the same time, I was placed in an advanced math class. This shows how a student can have a fairly high intelligence and still be unable to use it in some thought categories. After discovering that I was partially dyslexic with my p's and q's, my resource room teacher used my desire to write stories to improve my spelling and reading abilities. I wanted to be able to write so much that I learned to read and write. The resource room program improved my spelling and reading levels. Now I can read for enjoyment. Today I am not a very good speller, but I have learned to cope with this inability. I now can use a spell check on a computer or a dictionary. This is just one example of how there can be smart people in the resource room.

If everyone could get past their mental blocks, then an "Einstein" might have been an average person in our world.

### Works Cited

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Claus, Dale, Resource Room Teacher at Cascades School, Lebanon OR Personal Interview. 31 March 1994.

*Having been a student at Cascades Elementary School, Tim Langford is currently in the class of 1995 at Lebanon Union High School. He is involved in Key Club, Soccer, Boy Scouts, and any other fun thing he can get involved in. He thinks that if he leaves every situation he enters in a more positive light, then his life while have been a success.*



***Cascades School: A view from 7th Street, autumn 2002.***