



Got G.R.I.T.? Goal Setting, Resilience, Initiative, and Tenacity

SHASTA MEADOWS ELEMENTARY SCHOOL

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(530) 224-4180

Scotti Gold, Principal
Erin Silva, School Secretary

A Message from the Shasta Meadows staff ...

Welcome to Shasta Meadows Elementary School. We are honored to serve you and your child. We are committed to excellence, and it is our goal that, in partnership with you, we will continue to provide a rich and supportive learning environment that nurtures the development and growth of each child. We believe that all students can learn and succeed, and we desire to work together with you to help students reach their potential.

The information in this handbook will help you to get acquainted with our procedures and rules here at school. Please take a few moments and read over the handbook with your child. Please be sure to review the online checklist and sign (electronically or hard copy) any papers that require your signature. If you should have any questions, please call or stop by the office and speak with us. We are here to listen and to serve you. Thank you for your time and support on this important matter.

OUR VISION AND MISSION

The Shasta Meadows staff is committed to helping all students achieve their highest potential by providing a positive, supportive environment through a wide range of experiences. We will nurture the intellectual, social, emotional, physical, and decision-making skills that empower each child to become a responsible and productive member of society. Working in partnership - with students, families, staff, and the community - we will achieve these goals.

Mission Statement

All students can be successful learners.
Success comes from effort, perseverance, grit, and a commitment to learning.

OUR CORE VALUES

Beliefs about Learning

Students are empowered to learn and achieve success. Learning is best achieved in a safe, engaging, and productive environment. Learning is a lifelong process.

Outcomes for Students

Students develop confidence in their academic and social abilities. Students understand that their effort is the key to their success. Students develop respect for themselves and for others.

Our commitment as a Staff

We value and nurture the Shasta Meadows community. We are persons of integrity and honor. We promote positive interactions.



ARRIVAL AND DEPARTURE

Your Child's Safety

Your child's safety is of utmost importance to you and to our staff. Working together, we can encourage your child to be safe and responsible. Our campus is gated and locked to enhance security. The main entrance gate next to the cafeteria is unlocked and accessible beginning at 7:15 a.m. until 15 minutes after the latest starting time (from 7:15 a.m. to 8:20 a.m.). The main gate near the kindergarten playground (north parking lot) is unlocked and accessible beginning at 7:35 a.m. These gates are once again unlocked and accessible from 15 minutes before dismissal to approximately 15 minutes after dismissal (from 1:30 p.m. to 2:00 p.m.). When gates are locked, everyone should enter through our main office doors. As an additional security measure, the office doors are locked at all times, and visitors should ring the bell and identify themselves when the office staff answers. Staff will then release the door lock and invite you in. Visitors wishing to enter the school campus must sign in, have their I.D. cards checked through the Raptor system, and wear a visitor's pass while on campus. Our office is open from 7 a.m. to 4 p.m. Monday through Friday. As a reminder, supervision for students does not begin until 7:15 for 1st through 5th-grade students, and **supervision for Kindergarten students does not begin until 7:35**. Kindergarten students arriving before 7:35 must be dropped off at the cafeteria and remain there from 7:15-7:35.

Starting and dismissal times

Regular Day		
	Start Time	End Time
Kindergarten through 3 rd Grade	8:05 a.m.	1:45 p.m.
4 th and 5 th Grade	7:40 a.m.	1:46 p.m.

Minimum Day		
	Start Time	End Time
Kindergarten through 3 rd Grade	7:50 a.m.	12:47 p.m.
4 th and 5 th Grade	7:40 a.m.	12:48 p.m.

Students MAY NOT arrive at school prior to 7:15 a.m. Playground supervision begins at 7:15 a.m. for students in grades 1-5. Supervision for Kindergarten students begins at 7:35 a.m. on the Kindergarten playground. Students who participate in our breakfast program may do so until 5 minutes before his/her class begins. Please allow enough time for your child to eat before the bell rings. Instruction begins promptly, and it is important that our students have a chance to get settled in their classroom.

Students are NOT ALLOWED to wait unattended on school grounds before school or after school hours. The district does not provide supervision for students after school unless they are enrolled in ACE or are participating in an extracurricular activity. Please make

arrangements for someone on your child's emergency card to pick up your child within 15 minutes of the end of the school day. Thank you for your support in ensuring the safety of our students.

For children who walk to school or to the bus stop, please remind your child to:

- leave home in plenty of time to get to the bus stop or school grounds without rushing.
- refuse to enter strange automobiles.
- never leave the school with any person until reporting to the teacher or the office.
- remain on campus until time to go home or an authorized person comes for them.
- wear a helmet and ride his/her bike on the right side of the street.

Walking to School

Students who walk to school must go directly from home to school in the morning and directly from school to home in the afternoon. It is extremely important that children follow all safety rules.

Parent Parking Rules

Students who are being picked up will be waiting in the Kindergarten playground area only. You may use the outside lane in the north parking lot (the lane closest to the school) to wait in your car for your child in the afternoon or to drop them off in the morning. The inside lane is for you to drive through once you have dropped off or picked up your child. Please do not leave your car unattended if you choose to use the loop for pick-up/drop-off. If you need to exit your vehicle when picking up your child, please park in the parking stalls located in the north and south parking lots. The south parking lot lanes (near the cafe) are for buses only. These procedures are for your child's safety and to help alleviate traffic problems. We appreciate your patience and cooperation.

Bus Riders

Please review the information included in the District Handbook.



VISITORS

We ask, for safety purposes, that all visitors and volunteers check into the office first, before heading down to the classroom and/or playground, so that we know who is on campus at all times. If you are not wearing a visitor sticker, you may expect to be asked to return to the office to receive one. Thank you for helping to create a safe environment for our students. Due to insurance regulations, we cannot allow visiting students to attend classes for the day.

STUDENT ACTIVITIES

Student Government

Student Government/Leadership may be offered depending on staffing/student needs.

Just Say No Club

Intermediate students are encouraged to participate in a variety of fundraisers and fun activities sponsored by our Just Say No Club. Students meet on a regular basis to discuss and learn about the negative impact of illegal drug and alcohol use. This club manages our Red Ribbon Week each fall when our entire campus focuses on drug-free, healthy living.

Intermediate Choir

Students in the 4th and 5th grades may participate in an intermediate choir that gives them an opportunity to sing and learn new types of music.

Other Clubs

Other choices for clubs may be offered throughout the year depending on interests and staffing. Some of the clubs previously offered which we would like to continue to offer include an art club, service club, baking club, craft club, genius hour, garden club, and science club.



SPORTS

Shasta Meadows Sports Philosophy

These activities are a privilege, voluntary in nature, and not required. They are not part of the regular education program, rather, they are offered as an extension of the regular school day. The purpose of these teams is to teach skills, allow for playing time to practice these skills, and learn good sportsmanship and fair play, rising above adversity to persevere and finish. Also, the team members should have fun. Winning is nice, but it should not be the primary focus of elementary sports. Therefore, the expectations for the after-school sports program encompass the standard student behavior plan as outlined in this book. Please see the District Sports Handbook for additional information.

Lunch Sports

Lunch intramurals are open to all third, fourth, and fifth-grade students who wish to participate.

The focus is to allow the student to have exposure to sports and develop team spirit. Sportsmanship and fair play are emphasized. Basic skills are taught as needed.

Children will be removed from the game at the coach's discretion for rough play, unsportsmanlike conduct, or continued non-participation.

A child who has been given recess detention or other behavior consequence may not be allowed to play in that day's game.

After School Sports:

- ★ Students will try out for the teams and cuts will be made. Not every child who tries out will make the team.
- ★ Every child on the team will play equal time (to the best of the coach's ability).
- ★ Transportation to the games and practices is the parent's responsibility.
- ★ If the team uniform is lost, it is to be replaced by the team member at the actual cost.
- ★ If a team member is suspended, misses 2 practices or games due to after-school detentions, or gets a referral, they may be dropped from the team.
- ★ Children who are continuously disruptive during practices will be removed from the team at the coach's discretion.
- ★ If your child cuts or misses practice without an excuse, he/she will not play in the next game.
- ★ Attendance at school on the day of the game/event is a requirement for participation.
- ★ Parents are expected to model good sportsmanship for their children. Negative comments and/or sounds towards the other team, arguing with the referee and/or umpire, coaches, and/or parents of the other team are not appropriate and will not be tolerated. Concerns or questions will be addressed to the coaches in a reasonable and respectful manner.

AFTER-SCHOOL PROGRAM (ACE)

Our after-school program is called “ACE” (Afterschool Community Education), and it provides supervision and enrichment activities until 6:00 p.m. on all school days. The program is academically based and offers tutoring, physical recreation, and mentoring. Tuition is based on a sliding scale, to help families afford the program. Space is limited, so submit your application through your PowerSchool Parent Portal as soon as possible. The Shasta Meadows ACE phone number is 530-224-4184 or call the ACE office at 530-224-4223.



PARENT INVOLVEMENT

Parent Teacher Organization (PTO)

The Parent Teacher Organization meets once a month at the school site. All parents, teachers, and community members are encouraged to attend. The PTO sponsors many activities each year for the benefit of the students and the school. Some of these activities may include an annual carnival, skating parties, distributing food baskets during the holiday season, a movie night, and a family dance. The PTO organizes the main school fundraisers to help support and enhance programs and offerings at Shasta Meadows.

School Site Council

The Shasta Meadows Site Council is composed of parents, teachers, classified staff, and administration. The purpose of the council is to oversee the school’s Title I program and budget the money received from the state for school improvement. If you are interested in serving on the School Site Council, please contact our office.

Parent Volunteers

Parents are encouraged to participate in their child’s education. There are a number of ways to volunteer: assisting in the classroom, preparing materials, listening to students read, assisting with fund-raising events, and helping on class field trips. Volunteers will be utilized at the discretion of the school. For safety purposes, we ask that all parent volunteers check into the office so that we know who is on campus at all times. If you are not wearing a visitor sticker, you may expect to be asked to return to the office to receive one. Thank you for helping to create a safe environment for our students.



HOME/SCHOOL COMMUNICATIONS

Parent Newsletter-Tiger Talk

Our parent newsletter, Tiger Talk, provides a variety of information about upcoming events, dates, and school policies. It is a web-based newsletter and is sent home via School Messenger phone calls and email. This communication typically goes home monthly but may be sent out more often if extraordinary circumstances arise. Please look for it, as it is one of the main modes of communication for the school. Tiger Talk is also available on our website at shastameadows.eesd.net under Resources- Principal's Communication.

Facebook

You can follow Shasta Meadows on Facebook at Shasta Meadows Elementary School. Be sure to include the word "school" in order to get the correct, active Facebook group.

School Messenger/Principal's Weekly Message

School Messenger is an automated telephone system that allows for pre-recorded messages to be sent to all of our students and staff members through the telephone and/or email. Along with our newsletters, this is one of our main modes of communication for the school. Our principal sends a message home every Sunday afternoon. If you are not receiving these messages, please contact the office to verify the accuracy of the phone number and email address we have on file.

Parent Conferences

Two conferences are scheduled during the year to share information about your child's social and academic progress. A parent/teacher conference is held in November to give you and your child's teacher the opportunity to discuss his/her progress during the 1st Trimester. You will also have the opportunity to set goals with the teacher, for your child. Another parent/teacher conference will be held in March to share the academic growth that has occurred. Minimum days are scheduled during each of these conference weeks for your convenience. Should you have a question or concern about your child at other times throughout the year, please do not hesitate to contact your child's teacher. We are always eager to communicate to ensure your child's successful education.

Report Cards

Report cards are handed out at parent conferences in November and thereafter are available online by logging into the PowerSchool Parent Portal with your unique login and password.

STUDENT ASSISTANCE Team (SAT)

When a parent, teacher, or administrator is concerned about a child's social, emotional, or behavioral progress, an SAT meeting is held. The teacher, administrator, school counselor, and parent may attend this meeting. The goal of the meeting is to develop a plan to assist the child as needed. This may involve a referral to outside community resources, a behavior plan, and/or a follow-up team meeting. A parent, teacher, and/or administrator may request an SAT meeting.

Student Study Team (SST)

When a parent, teacher, or administrator is primarily concerned about a child's lack of academic progress, an SST meeting may be held. The parent, teacher, administrator, resource specialist teacher, and any other concerned individual may attend this meeting. The goal of the meeting is to develop a plan to assist the child as needed. This may involve a referral to our Title I program or a request for in-depth testing to discover the nature of the learning difficulty. A parent, teacher, and/or administrator may request an SST.



DISCIPLINE

A Shared Responsibility

A child's education includes not only learning academics, but also learning to become a responsible member of society. At Shasta Meadows, we do this by modeling appropriate behaviors, setting consistent guidelines, recognizing positive behavior, helping students learn from mistakes, and allowing students to experience appropriate consequences for their actions.

The goal to foster responsible citizenship can only be successfully accomplished by a combined effort of the home and school. Our staff has appreciated the parental support of the school community in the past and looks forward to this continued partnership in the future.

Basic Behavior Expectations

Be Safe. Be Responsible. Be Respectful. Be Ready.

SHASTA MEADOWS SCHOOLWIDE BEHAVIORAL EXPECTATIONS

Common Areas	What Should I Do?
Walkways	<ul style="list-style-type: none">• I walk quietly with my hands at my side• I keep my hands to myself• I respect the personal space of others• I keep walkways clean and pick up litter• I always stay on the walkways
Bathrooms	<ul style="list-style-type: none">• I leave the bathroom neat for the next person• I flush the toilet and wash my hands• I use only the paper towels I need and throw them away• I take appropriate bathroom breaks• I respect the privacy of others• I keep food & drinks out• I keep my voice level respectful
Playground	<ul style="list-style-type: none">• I include everyone in games and play safely• I follow the rules of the game and take turns• I am respectful of yard supervisors and others• I stop playing when I hear the bell and take a knee• I throw away my trash and put equipment away• I keep my hands/feet to myself• I respect playground equipment

Assemblies	<ul style="list-style-type: none"> • I walk into the gym quietly with my class • I wait patiently for the assembly to start • I am aware of others and give personal space • I am a polite audience member • I observe the time-out/give me 5/quiet coyote signal
Arrival/ Dismissal	<ul style="list-style-type: none"> • I arrive after 7:15 (breakfast) or 7:30 (not eating breakfast) • I stay in my designated, supervised area • I get picked up after school within 15 minutes or call home from office
Pick-up/Drop-off Areas & Parking Lot	<ul style="list-style-type: none"> • I always walk • I have an adult with me to get to my parent/parents' car • I wait on the bench or touching the fence and look for my ride • I am ready so I can get in/out of car quickly • I wait patiently in line until an adult tells me to board the bus • If I walk home, I wait at the designated place for an adult to walk me off campus and/or across the crosswalk
Cafeteria	<ul style="list-style-type: none"> • I raise my hand to be dismissed • I use an inside voice • I clean up after myself • I eat only <i>my</i> food and obey nut-free zones • I say "please" and "thank you"
Computers	<ul style="list-style-type: none"> • I practice digital citizenship • I treat equipment with care • I carry the Chromebook with two hands • I use my Chromebook as a tool to learn
Library	<ul style="list-style-type: none"> • I treat books and equipment with care • I enter quietly and only when an adult is present • I am respectful and quiet • I use good manners
Main Office	<ul style="list-style-type: none"> • I enter quietly and wait patiently • I use "please" and "thank you" • I limit my visit to one or two people at a time

PROGRESSIVE AND RESTORATIVE DISCIPLINE PLAN

Progressive and restorative discipline uses a continuum of interventions, supports, and consequences to address inappropriate student behaviors and builds on those strategies to develop positive behaviors. It also considers the previous discipline history of the student and all relevant factors including mitigating factors. Behavioral infractions are sorted into three levels based on the severity of the infraction, and each violation of the code may have from one to three levels of consequences. In all cases, administrative discretion will be exercised. For students with special education needs, interventions, supports, and consequences are consistent with the student's strengths, needs, goals, and expectations that have been outlined in their Individual Education Plan.

PREVENTION STRATEGIES: Our progressive discipline plan includes prevention strategies designed to promote healthy relationships and appropriate behaviors. Those include *Second Step* and *The Leader in Me* (social-emotional curricula), *Love & Logic* (parenting and discipline practices), *Capturing Kids' Hearts* (a culture and climate program which focuses on relationship building), schoolwide bullying prevention education, and PBIS (Positive Behavioral Interventions and Supports).

EARLY AND ONGOING INTERVENTION: The use of early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviors. Early strategies provide students with appropriate supports where required and result in an improved school climate. Such classroom strategies include contact with parents, detentions, verbal reminders, review of expectations, loss of a special classroom activity/privilege, and/or an additional work assignment that includes a learning component. Ongoing interventions may also be required for some students to help sustain and promote positive behaviors and to address underlying causes for the inappropriate behavior. Ongoing interventions may include teacher/administrator meetings with parents, volunteer service to the school community, peer mentoring, and/or a referral to counseling.

IN-SCHOOL OPTIONS: Specific alternatives used to address disruptive behavior may include suspension from class or school. However, there are also many alternatives to off-campus suspensions which dictate logical consequences and assist students as they work to improve their behavior. Alternatives serve to augment a suspension or as a stand-alone Level 1 or 2 consequence. These alternatives include community service tasks, counseling intervention, mentor services, SAT (Student Assistance Team) referral, teacher/parent/administrator/student conference, parents' attendance at school with student, in-school supervised suspension, a written or verbal apology to the victim, written reflections, restorative measures, law enforcement discussions with student/parents, conflict mediation, campus beautification, time-out, mentoring by an older peer or adult, anger management or social skills education, referral to the School Attendance Review Board (SARB), or placement in an alternative educational setting when necessary.

CLASSROOM RULES AND PROCEDURES: Teachers employ classroom management procedures for the purpose of supporting and maintaining a safe and productive learning environment for all students. Our teachers set the foundation for their classroom expectations by creating a Social Contract **with** their students and having students sign their agreement to follow the contract. Teachers may refer students to administration for discipline purposes as needed in which case the following Discipline Matrix will be applied as appropriate-

Shasta Meadows Elementary School-Wide Behavior Plan

Our goal is to develop respectful, responsible, and safe citizens who are ready to learn.

Level 1 Choices

Level 1 choices are handled by the teacher. Students may receive a Caution Card.

Level 1 Choices	
<ul style="list-style-type: none">• Not following directions• Excessive talking/disrupting the learning of others• Running in walking areas• Inappropriate language/actions	<ul style="list-style-type: none">• Persistent interrupting• Misuse of materials/technology• Out of class without a purpose• Hurtful notes/pictures

<ul style="list-style-type: none"> ● Refusal to complete assignments/participate in learning activities 	<ul style="list-style-type: none"> ● Teasing/putdowns/name-calling ● Violation of school dress code
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Level 2 Choices

Level 2 choices are handled by the teacher with documentation of behavior and actions. Parent contact is strongly suggested. Three or more Caution Cards (for the same offense) equal a Red Ticket (referral).

Level 2 Choices	
<ul style="list-style-type: none"> ● Disrespect of adult/arguing ● Continued inappropriate actions/ language ● Continued refusal to complete assignments/participate in learning activities ● Repeated violation of school dress code 	<ul style="list-style-type: none"> ● Open defiance/refusal ● Cheating/lying ● Throwing objects ● Physical aggression ● Escalation of Level 1 offenses

Level 3 Choices

Level 3 choices are handled by administration and teachers. Parent contact is always made.

Level 3 Choices	
<ul style="list-style-type: none"> ● Repeated disrespect for authority ● Fighting ● Obscene gestures/Ethnic slurs ● Inappropriate touching ● Damaging property ● Direct and willful disobedience of school rules & policies ● Deliberate & continued violation of school dress code 	<ul style="list-style-type: none"> ● Bullying (including cyberbullying) ● Threatening/taunting ● Threatening bodily harm ● Stealing/Forgery ● Habitual use of profanity ● Pulling the fire alarm ● Harassment, including sexual harassment ● Deliberate misuse of technology

Zero Tolerance-Suspension/Expulsion

<ul style="list-style-type: none"> ● Weapons/facsimile of a weapon/dangerous instrument ● Assault with intent to injure another student ● Leaving school without permission ● Possession or use of a controlled substance



A SPECIAL NOTE ABOUT CELL PHONES AND SMART WATCHES:

If a student brings a cell phone to school, it is to be turned off (not just placed in silent or vibrate mode) and put in a backpack as soon as the student arrives on campus. The phone may be powered back on after the school day has ended. Smartwatches may remain on the wrist but must be put in “watch mode” only. Watches should not send or receive calls or texts during the school day. All content (screen saver, ringtone, pictures, music, and any web activity) must be school appropriate while phones and watches are used on campus, on the bus, during field trips and sporting events, and during any school-related activity.

Progressive Discipline for Violation of Cell Phone Policy:

1st infraction: Phone/smartwatch may be confiscated by school personnel and secured in the school office. The student may retrieve the phone/smartwatch at the end of the school day. A parent will be notified.

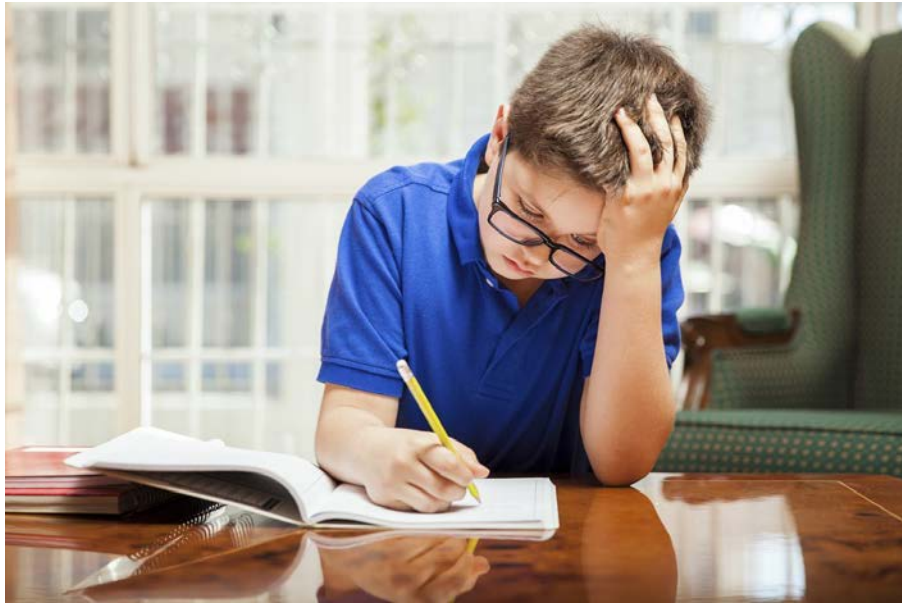
2nd infraction: Phone/smartwatch will be confiscated and only the parent or guardian may retrieve it from the office. Administration will contact parents and lunch detention will be issued to the student.

3rd infraction: All 2nd infraction consequences apply. Additionally, the student will no longer be allowed to have a cell phone/smart watch on campus for the remainder of the year. Any further incidents will be considered willful defiance of the policy and may result in pupil suspension.

CELEBRATING SUCCESS AND ACHIEVEMENT-

SCHOOL REWARDS AND RECOGNITION FOR POSITIVE BEHAVIOR AND ACADEMIC SUCCESS:

- Shout Outs- written by students or adults recognizing positive actions. These are read each morning on the schoolwide Morning Message and a certificate is on display in the office hallway then sent home with the student at the end of the trimester.
- Classroom rewards designed and implemented by the teacher.
- Tiger Spirit Prizes- each Friday, we show our Tiger pride by wearing school colors or a shirt with our school logo or other tiger. Students are recognized for wearing their pride. Purchase of a school t-shirt is NOT required. Students can wear any shirt with a tiger or with our school colors of blue, orange, and white.
- Monthly Awards Assemblies recognizing Student of the Month, Excellent Effort, and Citizenship.
- Trimester Awards include an additional recognition of students who’ve displayed G. R. I. T. (Goal-setting, Resilience, Initiative, and/or Tenacity). GRIT recipients receive a special “GRIT” T-shirt.
- Fun Friday reward activities (for students with appropriate school behavior and those who have completed their classwork/homework throughout the week).
- Attendance awards and incentives are offered for students with excellent attendance. These awards have varied in recent years due to pandemic-related attendance guidelines.



HOMEWORK

To reach the high academic goals that we have at Shasta Meadows, we need to form strong partnerships with parents. Part of that partnership is extending classroom learning through homework each week. Please take time each night to check with your child about what they are learning. These conversations can make a difference in how they feel about their education.

Purposes of homework

- ★ Provide practice and reinforce concepts already taught in the classroom.
- ★ Develop good study habits and a positive attitude, and serve as a message to students and parents that learning takes place outside the school as well as inside the school.
- ★ Be completed independently, without parental influence except when students are struggling to complete the homework.
- ★ Increase communication between the home and school.
- ★ Promote wise planning and good time management skills.
- ★ Be necessary and useful, as well as appropriate to the ability and maturity level of students.
- ★ Be well-explained and clearly understood by students and parents.
- ★ Be useful to teachers to monitor student learning toward academic standards.

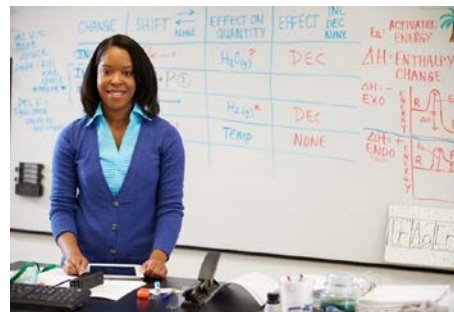
We plan for students to have homework approximately four nights a week. The times listed below are guidelines. Independent reading may include reading with or to the child in kindergarten and first grade and silent reading or reading aloud in grades 2-5.

GRADE	DAILY INDEPENDENT READING	OTHER SUBJECTS
Kindergarten	10-15 minutes	10-15 minutes
First Grade	10-20 minutes	10-20 minutes
Second Grade	15-25 minutes	15-25 minutes
Third Grade	20-30 minutes	20-30 minutes
Fourth Grade	25-35 minutes	25-40 minutes
Fifth Grade	30-45 minutes	30-45 minutes

TEACHER'S RESPONSIBILITY

Teachers should ensure that:

- homework assignments are clearly explained and understood by students.
- homework is used to practice and reinforce skills taught in the classroom.
- students understand the concepts and have the skills necessary to complete the assignments independently at home.
- students are provided regular feedback on the homework assigned.
- parents have a clear understanding of their role in helping their child, the amount of time expected for students to complete the assignments, and the schedule or expectations of when work will be due.
- parents are informed when student class work is not completed and that it may affect their overall achievement.
- modifications are made when necessary.



PARENTS' RESPONSIBILITY

Parents should ensure that:

- students are provided a time and place each evening for quiet study without distractions in order to complete their work.
- children are encouraged to complete their work in a timely manner.
- children organize materials and establish a routine so that work completed is returned to school when due.
- the work your child completes is his/her own.
- they are supportive of the classroom teacher and if confused or upset with an assignment, the student will work independently with the teacher to correct the confusion.
- they are supportive and assist their child when their child becomes frustrated. This should include helping them understand how to complete the work on their own.
- communication takes place with the teacher if the work is too difficult or is requiring an excessive amount of time.



STUDENT'S RESPONSIBILITY

Students will ensure that:

- they write down the assignments due.
- assignments are clearly understood and ask questions if necessary.
- a time is set aside along with a place each evening for quiet study without distractions in order to complete their work.
- work completed is their own.
- materials are organized and a routine is established to ensure that work completed is returned to school when due.



Note: If students are exceeding the maximum minutes listed above on a regular basis, parents are encouraged to talk with the classroom teacher. If the situation is not remedied, parents are encouraged to talk with the principal. Students who do not use classroom time wisely may need to complete classwork in addition to the minutes listed above.

PRINCIPAL'S RESPONSIBILITY

The Principal will:

- ensure that parents and staff are informed of the homework policy and monitor implementation and management of the policy.
- work with families to provide resources as needed to help ensure that students have the ability to complete their work at home.
- seek feedback on a regular basis from parents, students, and teachers regarding the amount of time required to complete homework assigned on a nightly basis.



Modifications

It is vital that teachers monitor homework assignments to ensure that the homework is appropriate for the students. This includes students who are struggling academically, have learning disabilities, and who find the work too easy. Examples of modifications appropriate for different types of learners follow.

For struggling students or students with learning disabilities:

- ★ shortened assignments.
- ★ additional instruction to ensure that homework is clearly understood.
- ★ provide parents with appropriate ways to help their children complete their work.
- ★ awareness of the time required for students to complete the work; expectation that students will work according to the time allotted per grade level.
- ★ teach specific organizational tools to complete the work assigned.

Students who find the work easy or demonstrate successful mastery of work expected:

- ★ should not be punished with lengthened assignments or extra work.
- ★ may have altered assignments with a few problems that approach the required application differently (i.e., word problems, etc.).
- ★ may have assignments in another subject area than the area in which they have mastery.

SPECIAL PROGRAMS OFFERED AT SHASTA MEADOWS

Individual and Small Group support

Shasta Meadows staff utilizes programs designed to help children who are achieving below average in reading and/or mathematics. Students with the greatest need will receive instructional support on a one-to-one or small-group basis from certificated teachers and instructional aides.

Individual Education Plan (IEP)

Students who have been identified as needing special education services may receive these services only after a parent has agreed to the testing and receiving of special services. This process is accomplished through a meeting attended by the parent, the teacher, the administrator, and/or other educational professionals. An eligibility meeting is held only when special education services are being considered; otherwise, a meeting regarding a child's progress is handled through a Student Study Team.

Resource Specialist

The Resource Specialist teacher provides assistance to those students who have been identified through the IEP process as performing significantly below their academic ability. These students receive small group or one-on-one assistance for part of the instructional day.

Special Day Class

The Special Day Class serves learning-disabled students who need more support than that provided in the Resource Specialist Program (RSP). These students spend more than fifty percent of their school day in the Special Education Class as well as participate in school-wide activities.

Speech Services

A certificated speech therapist assists students at Shasta Meadows who qualify for help with speech and/or language. In addition, the speech teacher screens students and tests students referred for services. A student may not receive speech assistance without an IEP and parent consent.

ELD (English Language Development)

Students with a primary language other than English may receive additional resources to achieve student success.

District Psychologist

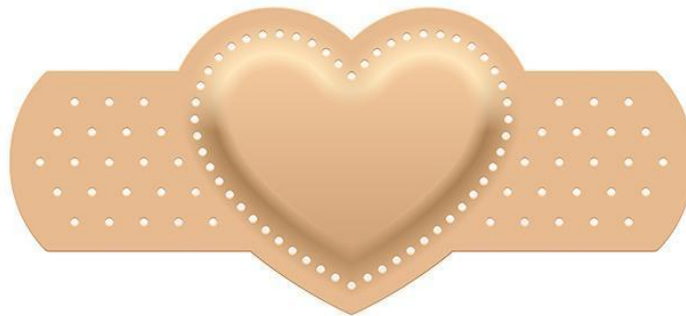
A district psychologist is available for testing of students, attending Student Study Team meetings and IEPs, and working with small groups of students as needed. Parent permission must be obtained before any of these services are provided.

Counseling Services

A counselor is available for students who are in need of emotional support or social needs counseling. A permission slip is required to receive this service (except in cases of emergency).

Library Services

We are eager and excited to offer outstanding library services, Monday through Friday, to both students and staff. Students will have scheduled library time with their class. The policy will be one book borrowed per student for grades K-1, two books for grades 2-3, and 3 books for grades 4-5. If a book is lost or returned damaged, the student/parent is responsible for payment to replace the book. Fines are not charged for overdue books, but we do encourage a timely return of library materials. Possible consequences for lost or damaged books include lost privileges and replacement charges. We look forward to serving your library needs.



HEALTH SERVICES

District Nurse

The Enterprise School District nurse is available for state-mandated vision and hearing tests. Students may be referred to physicians based on test results. In addition, the district nurse supports the school in emergency situations.

Health Clerk

Shasta Meadows Elementary School has a health clerk on campus each day in order to administer minor first-aid or physician-required medications. In addition, the health clerk helps contact parents about the required physical for K/1 students and maintains emergency and medical records for all students.

First-aid

First-aid, defined as immediate, temporary care given in case of an accident or sudden illness, will be given when deemed necessary. In case of an accident requiring the services of a doctor, every attempt will be made to contact the parent or guardian prior to the child being sent to the hospital. Costs for medical care and ambulance service are the parent's responsibility. Because young children can get very sick very quickly, we request that parents notify us immediately of any changes in addresses, phone numbers, and emergency contact information.

**FOOD SERVICES**

Because school funding is based on the number of students close to or below the federal poverty level, we request all parents fill out a school lunch program form. Due to the nature of the information you are providing, the completed form is kept confidential, and site staff is not privy to this information. If your circumstances change during the year – loss of a job or temporary changes in work hours, please fill out another form.

Breakfast Program

A breakfast program is offered to all students at Shasta Meadows. Breakfast is served from 7:15 until 5 minutes prior to class start time. Please make certain your child arrives early enough to eat breakfast and arrive in his/her classroom on time. A tardy slip will be issued to students entering the classroom late.

Lunch Program

Your child may bring a sack lunch to school or receive a hot lunch from our cafeteria.

2023-2024 Food Program

Shasta Meadows qualified to participate in a program called Community Eligibility Provision for the 2023-2024 school year. All students were able to eat breakfast and lunch at no charge. [We anticipate that we will be able to participate in this program in the 2023-2024 school year.]



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welcome to
Shasta Meadows
It's going to be a great year!