



Your Decisions Today, Define Your Tomorrow!
ROTHER ELEMENTARY SCHOOL

795 Hartnell Avenue, Redding, CA 96002
Adam Grooms, Principal
(530) 224-4170

Welcome to Rother Elementary School. We are honored to serve you and your child during the 2023-24 school year. Rother Elementary School is a California Distinguished School as well as a Title I High Achieving School. The staff at Rother is committed to excellence and in partnership with you; we will provide a rich and supportive learning environment that nurtures the development and growth of each child. We believe that all students are learners, and our goal is to work together with you to ensure that all students are successful.

The enclosed information will help you to become acquainted with our procedures and policies here at school. Please take a few moments and read over the handbook with your child, sign, and return all forms that are sent home. If you should have any questions, please call or stop by the office and speak with us. We are here to listen and to help serve you. Thank you for your time and support on this important matter.

Sincerely,
The Rother Staff

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 Rother community. We are persons of integrity and honor. We promote positive interactions.

OUR VISION AND MISSION

The Rother 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 together - staff, students, parents, and the community - will achieve these goals.

Mission Statement: The Rother School family is dedicated to our students achieving excellence by developing the whole child - mind, body, and character.

Vision Statement: Empowering every child, every day to create a better world. ~ EESD

Rother Teaching Staff		
Administration	Name	Email
Principal	Adam Grooms	agrooms@eesd.net
Teachers		
Preschool	Mary Jo Butler	mbutler@eesd.net
TK	Marissa Fuller	mfuller@eesd.net
K	Jessica Cruz-Hernandez	jcruz@eesd.net
K/1	Justina Shelbourne	jshelbourne@eesd.net
1st Grade	Angie Bosetti	abosetti@eesd.net
2nd Grade	Jay Hickie	jhickie@eesd.net
2nd/3rd Grades	Desiree Houston	dhouston@eesd.net
3rd Grade	Kerry Lavin	klavin@eesd.net
4th Grade	Marcus Price	mprice@eesd.net
4th Grade	Sarah McElroy	smcelroy@eesd.net
5th Grade	Katy Pearce	kpearce@eesd.net
5th Grade	Patricia Davis	pdavis@eesd.net
Specialists		
Site Literacy	Rachel Lamkin	rlamkin@eesd.net
Counselor	Jen Wilson	jwilson@eesd.net
Psychologist	Gwen Lopez	glopez@eesd.net
SLP	Kristin Sax	ksax@eesd.net
SDC	Morgan Thiemann	mthiemann@eesd.net
RSP	Ally Maur	amaur@eesd.net
Reading Intervention	Dale McMahon	dcmcmahon@eesd.net
PE	Cameron Lievense	clievense@eesd.net

Rother



Bell Schedule

REGULAR DAYS					
Grade	Instruction	Recess	Instruction	Lunch	Instruction
TK	7:45-8:55	9:00-9:20	9:20-10:40	10:40-11:21	11:21-1:30
K	7:45-9:15	9:15-9:35	9:35-10:40	10:40-11:21	11:21-1:30
1st	7:45-9:20	9:20-9:35	9:35-10:40	10:40-11:21	11:21-1:30
2nd & 3rd + SDC	7:45-9:55	9:55-10:10	10:10-11:15	11:15-11:51	11:51-1:30
4th & 5th	7:45-10:15	10:15-10:25	10:25-11:54	11:54-12:25	12:25-1:30
MINIMUM DAYS					
Grade	Instruction	Recess	Instruction	Lunch	Instruction
TK	7:45-8:55	9:00-9:20	9:20-10:40	10:40-11:20	11:20-12:30
K	7:45-9:15	9:15-9:35	9:35-10:40	10:40-11:20	11:20-12:30
1st	7:45-9:20	9:20-9:35	9:35-10:40	10:40-11:20	11:20-12:30
2nd & 3rd + SDC	7:45-9:55	9:55-10:10	10:10-11:15	11:15-11:50	11:50-12:30
4th & 5th	7:45-10:15	10:15-10:25	10:25-11:50	11:50-12:25	12:25-12:30

*Students may arrive at school as early as 7:10. *Please adhere to arrival times as supervision is geared to this schedule and gates are locked. *Students should report to the cafeteria for breakfast. They will be released to the playground when there is supervision. *Please pick up students promptly after school, within 10 minutes of dismissal. *All students staying after school for school tutoring, sports, clubs, or activities must have a permission slip on file signed by the parent/guardian and the teacher. Students must be picked up and returned to school if the club, practice or sporting event starts more than 15 min. after dismissal.

Rother FAST

Family Achieve Self-Control Teachable



ARRIVAL AND DEPARTURE

Your Child's Safety is of the utmost importance to you and to our staff. Working together, we can encourage your child to behave in a responsible, safe manner. Please pick up students promptly after school, as we do not have after school supervision.

SCHOOL HOURS

School Starts Promptly at 7:45 AM

Primary (K - 3rd) 7:45 AM to 1:30 PM

Intermediate (4th - 5th) 7:45 AM to 2:00 PM

Students are allowed on campus no earlier than 7:15 AM. Students should go directly to the cafeteria for breakfast.

Playground supervision begins at **7:15AM.**

Please remind your child to:

- Leave home in plenty of time to get to the bus stop without rushing.
- Refuse to enter strange automobiles.
- Do not leave the school with any person until reporting to the teacher and the office.
- Remain on campus until time to go home or an authorized person comes for you.
- Wear a helmet and ride your bike or scooter 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. Children are to obey all safety procedures and laws.

Parking Rules: Please drop off and pick up your child in the east parking lot. Students who are being picked up will be waiting in the playground area next to the swings (parent pick-up). You may use the 2nd and 4th lanes (the lanes that are not marked Bus or NO PARKING) to park and wait for your child in the afternoon. **Please, do not leave your car unattended at any time.** If you would like to exit your vehicle to pick up your child, please park in the parking stalls located in the north and west parking lots. The 3rd lane is for you to drive through once you have dropped off or picked up your child. The parking lot lanes labeled "Bus" are for buses only. **Please, DO NOT park in the business parking lot across the street or in the Northwoods Condominium area.**

Bus Riders: Please review the information which is included in the District handbook.

THESE PROCEDURES ARE FOR YOUR CHILD'S SAFETY AND TO HELP ALLEVIATE TRAFFIC PROBLEMS. WE APPRECIATE YOUR PATIENCE AND COOPERATION.

VISITORS

Visitors are asked to check in at the school office to receive a visitor's pass before going to classrooms. Due to insurance regulations we cannot allow visiting students to attend classes for the day.

STUDENT ACTIVITIES

Leadership/Student Council: Students acquire leadership skills by fundraising, volunteering, community work and learning from local Redding leaders. Leadership students are expected to model excellence through their: ability to perform/excel in scholastic activities. Students are able to participate in leadership based positive behavior and maintaining their academic responsibilities.



SPORTS

Please see the District Sports Handbook for additional important information. Rother Sports Philosophy: Sports and 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 to 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, plus the following:

- 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, plus \$5 handling fee.
- 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 games.
- Parents are expected to model good sportsmanship for their child. 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.
- Attendance at school the day of the game/event is a requirement for participation.

Cross Country: Students in grades kindergarten through fifth compete against other schools in our district for running awards. Everyone participates, as personal goals are achieved and the spirit of teamwork is fostered.

Soccer: Students in grades four and five will compete against others schools in soccer. Athletes with a love for running also enjoy this sport. Boys and girls learn body control and coordination as they improve their game. They work toward personal, as well as team goals.

Basketball: Both boys and girls in fourth and fifth grades will enjoy this exciting winter sport. Our coaches spend foundational time teaching basic skills of the game. We compete with other schools and perfect the functions of a cohesive team.

Softball: Fourth and fifth grade students will learn discipline, self-control, and game strategies. They develop physical coordination, team spirit, and a love for the sport as they play against other schools in our district. After a season of softball, we have incredibly strong throwing arms around our campus.



PARENT INVOLVEMENT

Parent Teacher CLUB (PTC): The Parent Teacher Club meets once a month at the school site. All parents, teachers, and community members are encouraged to attend. The PTC sponsors many activities each year for the benefit of the students and the school. Some of these activities may include an annual carnival, distributing food baskets during the holiday season, a movie night and family dances. The PTC organizes the main school fundraisers to help enhance the programs at Rother.

School Site Council: The Rother 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.

Parent Volunteers: Parents are encouraged to participate in their child's education. There are a number of ways to volunteer: assisting in the classroom, correcting papers at home, 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 and we do ask, for safety purposes, that all parent 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.



HOME/SCHOOL COMMUNICATION

Rother Website: visit the Rother website at rother.eesd.net. Here you can access our calendar, events, information and a link to our Rother Facebook page.

Parent Newsletters: Our weekly communication for our Rother family is through the Rother Reader. The Rother Reader is a digital Smore Newsletter: (<https://www.smores.com/meg06>) that informs families and staff of all the current and upcoming pertinent information. The Rother Reader is shared with families digitally each week through School Messenger, Facebook and posted on our district website rother.eesd.net

School Messenger: 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. Along with our newsletters, this is one of our main modes of communication for the school. If you believe you are not receiving these messages, please contact the office to verify the accuracy of the phone number we have on file. Thank you!

Parent Conferences: Two conferences are scheduled during the year to share information about a 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 your child's 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 since the 1st trimester. Minimum days are scheduled during each of these conference weeks for your convenience.

Report Cards: Report cards go home with parents after the November and March parent conferences. At the end of the school year, students will hand carry their report card home on the last day of school unless they have unpaid library fines. Additionally, parents have access to digital report cards through the PowerSchool Parent Portal.

Student Study Team: When a parent, teacher, or administrator is concerned about a child's academic or social progress, a Student Study Team is frequently 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 PLAN

A Shared Responsibility: A child’s education includes not only learning academics, but also learning to become a responsible member of society. At Rother, we do this by modeling appropriate behaviors, setting consistent guidelines, 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 look forward to this continued partnership in the future.

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

Rother SCHOOLWIDE BEHAVIORAL EXPECTATIONS

Common Areas	What Should I Do? I Follow THE GOLDEN RULE
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
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
Assemblies	<ul style="list-style-type: none"> • I walk into the gym quietly with my class • I wait patiently for the assembly to start

	<ul style="list-style-type: none"> • 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 signals
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
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

SCHOOL REWARDS FOR POSITIVE BEHAVIOR:

- *Rother FAST Character* tickets.
- Classroom rewards.
- Awards are held monthly, at the end of each Trimester and during special assemblies.
- Fun Friday! (for students with appropriate school behavior and/or no referrals.)

Administrator reserves the right to determine the seriousness of the situation and the corresponding consequence and may at any time veer from these possible consequences as they deem appropriate.

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 *Leader in Me* (social-emotional curriculum), *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 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, SST (Student Study Team) referral, teacher/parent/administrator/student conference, parents' attendance at school with student, in-school supervised suspension, 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-

Rother Elementary School-Wide Behavior Plan

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

Level 1 Choices :Handled by the teacher

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• Refusal to complete assignments/participate in learning activities	<ul style="list-style-type: none">• Persistent interrupting• Misuse of materials/technology• Out of class without a purpose• Hurtful notes/pictures• Teasing/putdowns/name-calling• Violation of school dress code

Level 2 Choices: Handled by the teacher with documentation of behavior and actions. Parent contact is strongly suggested.

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• Eloping

Level 3 Choices: 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

DRESS CODE

DRESS CODE [EC§35183] It is the responsibility of the District to ensure an environment that promotes learning. Students must be neat, clean, well-groomed, and ready to learn. Clothing and hairstyles must be appropriate and not interfere with instruction. In the best interest of children and the school, students must adhere to the following:

- Clothing shall cover undergarments and torso at all times and may not have holes or rips above the mid-thigh.
- Garments may not be tight or revealing.
- Dresses and skirts shall be at least mid-thigh in length.
- Shorts must have a minimum 3" inseam.
- Pajamas are allowed only on designated spirit days or special events planned by school administration.
- Safe footwear must be worn at all times and allow for participation in PE. Flip flops, shoes without a back strap, and skate shoes are not permitted.
- Hats may be worn outdoors for sun protection or warmth.
- No low-hanging or sagging garments; undergarments must be covered.
- For safety reasons, hanging chains, spiked belts/wristbands, or sharp, heavy jewelry are not permitted.
- No clothing, jewelry or personal items that bear statements or pictures that are disrespectful, obscene or profane, advocate, illegal, sexual, or violent behavior, or refer to death, alcohol, tobacco, or other drugs, violence, racism, gang-related, or make sexual innuendos will be allowed.
- Face painting, hair coloring, or body piercing that cause a disruption or safety concern are not allowed.

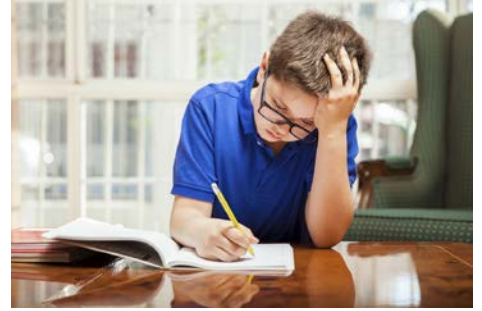


Hair may not be sprayed with any coloring that would drip when wet.

Administration will determine whether or not any of the above guidelines are being violated and ultimately a distraction or potential distraction to the learning environment at school.

At Home Enrichment (Homework)

To reach the high academic goals that we have at Rother, we need to form strong partnerships with parents. Part of that partnership is extending the classroom learning through at home enrichment activities 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 at home enrichment:

- ★ Provide practice and reinforce concepts already taught in the classroom.
- ★ Develop good study habits, 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.
- ★ Increase communication between the home and school.
- ★ Promote wise and good management of time.
- ★ 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.

Students may have approximately four nights a week of enrichment activities that can be completed with family at home. 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. Independent reading is recognized as a universal skill that relates to all subjects. If students are exceeding the maximum minutes listed on a regular basis, parents should 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 class work at home in order to stay up with the class.

GRADE	DAILY INDEPENDENT READING
TK & Kindergarten	10+ minutes
First Grade	10+ minutes
Second Grade	15+ minutes
Third Grade	20+ minutes
Fourth Grade	25+ minutes
Fifth Grade	30+ minutes

TEACHER'S RESPONSIBILITY

Teachers should ensure that:

- Assignments are clearly explained and understood by students.
- At home enrichment 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 when needed.
- Students are provided regular feedback on assigned work so they can grow.
- 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.
- Inform parents when student class work is not completed and that it may affect their overall achievement.
 - Modifications are made when necessary.



PARENTS' RESPONSIBILITY

Parents should:

- Provide a time and place each evening for quiet study without distractions in order to complete their work.
- Provide encouragement to the child so he/she can complete their work in a timely manner.
- Help their child organize materials and establish a routine to ensure that work completed is returned to school when due.
- Ensure that the student's work is his/her own.
- Be supportive of the classroom teacher and, if confused or upset with an assignment, direct the student to work independently with the teacher to correct the confusion.
- Be supportive and assist their child if their child becomes frustrated. This should include helping them understand how to complete the work on their own.
- Communicate with the teacher if the work is too difficult or has become excessive and requires more time than the policy states.



STUDENT'S RESPONSIBILITY

Students will ensure that:

- They write down the assignments due.
- Assignments are clearly understood by asking questions if necessary.
- A time and place is set aside along each evening for quiet study without distractions in order to complete his/her work.
- Work completed is his/her own.
- Materials are organized and a routine is established to ensure that work completed is returned to school when due.



PRINCIPAL'S RESPONSIBILITY

The Principal will:

- Ensure that parents and staff are informed of our policies.
- Monitor implementation and management of the policies.
- 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 programs that will meet the needs of all students.



SPECIAL PROGRAMS OFFERED AT ROTHER

Title I - Reading: Title I is a federally-funded program designed to help children who are achieving below average in reading and/or mathematics. Rother is a Title I school which means all students who attend Rother will benefit from this funding. Students with the greatest need will receive instructional support on a one-to-one or small group basis by certificated Title I teachers and instructional aides. The school also offers targeted after school tutoring and support 3 times a year.

PE: We are excited to offer PE taught by a full time PE teacher to all first through fifth grade students at Rother. Students will receive high-quality physical education instruction which, contributes to good health, develops motor skills, improves self-confidence, emphasizes working cooperatively with peers, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement.

Site Literacy Teacher and Reading Intervention Teacher: These two teachers will be working with students in first through fifth grades in small groups to provide targeted, systematic reading instruction to accelerate students reading proficiency.

IEP (Individual Education Plan): Students who have been identified and qualify for special education services may receive these services only after a parent has agreed to the individual education plan. This process is accomplished through an IEP meeting attended by the parent, the teacher, the administrator, and/or other educational professionals. An IEP is only held 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 provides support, to 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-handicapped 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 Rother 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 assigned to our school one day a week. This allows time for testing of students, attending Student Study Team meetings and IEP's, 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 on the school campus for students who need emotional support or social needs counseling. A permission slip is required to receive this service.

Library Services: We are eager and excited to offer outstanding library services to both students and staff. Students will have a weekly 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 of 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, replacement charges, and the withholding of report cards. We look forward to serving your library needs.



HEALTH SERVICES

District Nurse: The Enterprise School District nurse is available for State mandated vision, scoliosis, and hearing tests. Students may be referred to physicians or dentists based on test results. In addition, the school nurse supports the school in emergency situations.

Health Clerk and Student Services Clerk: Rother Elementary School has staff members on campus each day in order to administer minor first-aid or physician required medications. In addition, these staff members help contact parents about the required physical for K/1 students, and maintain 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 sick very quickly, we request that parents notify us immediately of any changes in addresses, phone numbers, and emergency contact information.

FOOD SERVICES

Breakfast Program: Our breakfast program runs from 7:00 a.m. until 10 minutes prior to their class start time. Students will receive a “to-go” breakfast after these times to avoid students entering the classroom late.

Lunch Program: Rother Elementary School has received special funding which enables your child to receive both breakfast and lunch at no charge for the 2023-2024 school year. You may receive a special lunch form to complete so that this funding can continue.

2023-2024 Food Program: Rother is participating in a program called Community Eligibility Provision for the 2023-2024 school year. All students may eat breakfast and lunch at no charge.

AFTER SCHOOL PROGRAM (ACE) Our after-school program, “ACE,” 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, so all families can afford to attend. Space is limited, so submit your application as soon as possible. The ACE Office phone number is 530-224-4179 or 530-224-4223.

