



PARSONS JUNIOR HIGH SCHOOL

750 Hartnell, Redding, CA 96002
(530) 224-4190 FAX: 530-224-4191

Website: parsons.eesd.net
Office Hours: 7:30 a.m.-4:00 p.m.

2024-2025 Student-Parent Handbook

A Message from the Principal

Welcome to Parsons Junior High School! As your principal, I am thrilled to have the opportunity to work with such a dedicated and vibrant community of students, parents, and staff. Our school is committed to fostering an environment that encourages academic excellence, personal growth, and social responsibility. We believe in the potential of every student and strive to provide the support and resources necessary for each individual to succeed.

At Parsons Junior High, we offer a diverse range of programs and activities designed to meet the needs and interests of all our students. From advanced courses and music programs to arts, sports, and extracurricular clubs, we aim to nurture a well-rounded educational experience. Our dedicated teachers and staff work tirelessly to create a safe and inclusive environment where every student feels valued and inspired to achieve their best.

As we embark on this school year, I encourage you to stay engaged and take advantage of the many opportunities available. Together, we can make Parsons Junior High a place where every student thrives and prepares for a bright future. Let's make this year one of growth, learning, and unforgettable memories!

Sincerely,

Kyle Vierra, Principal



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Parsons Junior High School



8th Grade	Regular Day	Minimum Day		7th Grade	Regular Day	Minimum Day	
HH		8:20-8:42	- / 22	HH		8:20-8:42	- / 22
1st	8:20-9:04	8:45-9:15	44 / 30	1st	8:20-9:04	8:45-9:15	44 / 30
2nd	9:07-9:47	9:18-9:48	40 / 30	2nd	9:07-9:47	9:18-9:48	40 / 30
3rd	9:50-10:30	9:51-10:21	40 / 30	3rd	9:50-10:30	9:51-10:21	40 / 30
4th	10:33-11:13	10:24-11:54	40 / 30	4th	10:33-11:13	10:24-11:54	40 / 30
Lunch	11:13-11:48	10:54-11:29	35 / 35	Lunch	11:13-11:48	10:54-11:29	35 / 35
5th	11:48-12:28	11:29-12:02	40 / 33	5th	11:48-12:28	11:29-12:02	40 / 33
6th	12:31-1:11	12:05-12:35	40 / 30	6th	12:31-1:11	12:05-12:35	40 / 30
7th	1:14-1:54	12:38-1:08	40 / 30	7th	1:14-1:54	12:38-1:08	40 / 30
8th	1:57-2:37	1:11-1:41	40 / 30	8th	1:57-2:37	1:11-1:41	40 / 30

6th Grade	Regular Day	Minimum Day	
HH		8:20-8:42	- / 22
1st	8:20-9:04	8:45-8:15	44 / 30
2nd	9:07-9:47	9:18-9:48	40 / 30
3rd	9:50-10:30	9:51-10:21	40 / 30
4th	10:33-11:13	10:24-10:54	40 / 30
5th	11:16-11:56	10:57-11:30	40 / 33
Lunch	11:56-12:31	11:30-12:05	35 / 35
6th	12:31-11:11	12:05-12:35	40 / 30
7th	1:14-1:54	12:38-1:08	40 / 30
8th	1:57-2:37	1:11-1:41	40 / 30

*Zero Period for M&Ms and Jazz Band ONLY - 7:25a.m. - 8:11a.m.

Respectful Orderly Accountable Responsible

OUR TEACHING STAFF

STAFF - ADMINISTRATION

Kyle Vierra	Principal	kvierra@eesd.net
Caryn Emerson	Associative Principal	cemerson@eesd.net
Kristen Crites	Assistant Principal	kcrites@eesd.net

STAFF - TEACHERS

6th Grade Teachers

Amy Smith	ELA/History	asmith@eesd.net
Chris Hollies	ELA/History	chollies@eesd.net
Kyle Nunn	Math/Science/PE	knunn@eesd.net
Stacy Stephenson	Math/Science	sstephenson@eesd.net
Steve Christiansen	Math/Science	schristiansen@eesd.net
Stacy Richter	ELA/History	srichter@eesd.net

7th Grade Teachers

Lindsey Amoss	Science	lamoss@eesd.net
Stan Barone	Math	sbarone@eesd.net
Corrie Carter	Math	ccarter@eesd.net
Matt Manly	ELA	mmanly@eesd.net
Shelly Craig	ELA/History	scraig@eesd.net
Jennifer Arntson	ELA/History	jarnston@eesd.net

8th Grade Teachers

Steven Konopacki	History	skonopacki@eesd.net
Fay Pisciotta	Science	fpisciotta@eesd.net
Nick Pokswinski	Math	npokswinski@eesd.net
Andrew Villa	ELA	avilla@eesd.net
Stan Barone	Math	sbarone@eesd.net
Wreth Simon	ELA	wsimon@eesd.net

PE

Dave Hill	PE	dhill@eesd.net
Maggie Peterson	PE	mpeterson@eesd.net
Jeff Walton	PE	jwalton@eesd.net

Electives

Sal D'Acquisto	Band Director	sdacquisto@eesd.net
Hillary Hess	Vocal Music Director	hhess@eesd.net
Melinda Amado	Art	amado@eesd.net

Specialists

Sarah Brooks	Special Day Class	sbrooks@eesd.net
Deanna Howard	Resource Specialist	dhoward@eesd.net
Adam Wilson	Resource Specialist	awilson@eesd.net
Deb Pollard	Speech Therapist	dpollard@eesd.net

SUPPORT SERVICES

Izetta McKenzie	School Secretary	imckenzie@eesd.net
Terri Welch	Student Services Clerk	twelch@eesd.net
Jamie Hammon	Clerk I	jhammon@eesd.net
Allison Graham	Health Clerk	agraham@eesd.net
Nichole Sandefur	Counselor	nsandefur@eesd.net

ACE: After School Program

Parsons offers a tremendous after-school program (ACE). Our ACE Program is open after school each day from school dismissal to 6:00 p.m. ACE is dedicated to helping students get their homework and assignments done in a safe, supervised environment as well as offering fun and interesting activities to enhance the student's school day. Students receive a snack each day before homework time and activities begin. For more information regarding our ACE Program, call:

Helen MacArthur, Site Facilitator	224-4222
Corena Peters Afterschool Coordinator	224-4223



ARRIVAL AND DISMISSAL EXPECTATIONS

1. Parsons campus opens to all students at 7:45 a.m.
2. Students may be dropped off in the morning on either the east or west parking lots.
3. Students who plan to have school breakfast will be served from 7:45 to 8:10 a.m.
4. Students must remain in the cafeteria or the upper patio area while eating.
5. Any student on campus, at any time, must remain in a supervised area.
6. Students should not be on campus after school hours unless they are under the pre-arranged supervision of a staff member (*e.g.*, athletic/music practice, tutoring) or participate in the after-school program (ACE). Students are expected to report immediately to the assigned activity area.
7. If students are participating in an extra/co-curricular activity that does not begin immediately after-school they may remain at school under adult supervision (ACE program, etc.) or may travel home (bus, parent, walk) and return at their designated practice time. For safety purposes, parents are responsible for making sure students follow this requirement. There is no after school supervision available for students waiting for an activity to begin without being enrolled in the ACE program.
8. School is dismissed at 2:40 p.m. on regular school days and 1:34 p.m. on minimum days.
9. For dismissal, the following will be enforced daily:
 - a. All student pick-ups will be in the west side parking lot by the gym. Vehicles will need to be in the designated pick-up lane and wait to enter a loading zone.
 - b. There are two loading zones for parent pick-up. These areas are in front of the cafeteria, and in front of the gym.
 - c. Due to safety concerns, students are not allowed to be picked up in the cul-de-sac. You will be asked to move into the parking lot.
 - d. No student is allowed to be picked up by their parents on Northwoods Way (across from the school on the east side). Students will be sent back to the gym side of the school if they try to walk across the street. Please do not park in the business parking lots on the east side of campus.

- e. Bus riders load onto the buses at the east side parking lot. The east side parking lot is designated for buses only during dismissal.
 - f. Walkers may exit to Hartnell out the east side gate or the front gate by the office. Students walking down Parsons Drive must use the crosswalk at Hartnell.
10. Thank you for not blocking the bus lanes or other vehicles while dropping off or picking up your student.
11. Parsons is a closed campus. For safety purposes, no student may leave the school grounds at any time once they arrive at school without being signed out by someone authorized on the student's emergency card. This authorized individual **MUST** sign the student out in the office. We appreciate your cooperation in this matter as we strive to keep everyone safe.



ACADEMIC EXCELLENCE

Parsons Junior High has received numerous awards for outstanding performance in academics, the arts, and athletics. We know that not every student will choose college as the venue for post-secondary education and that we cannot predict the future of each student's potential. However, we are determined that a child's future will not be left to chance and we will continue to act on the belief that there are no limits to each student's academic and social success. All school programs and practices serve a purpose in identifying and developing a child's potential to succeed in life. We, like parents, want the very best for the students.

RESPECT FOR LEARNING

Our primary responsibility to our students is to promote and support their learning. We expect every child at Parsons to be educated in learning-centered classrooms where:

- There is a respectful classroom atmosphere
- Students are coached by teachers who have a good rapport with their students, are enthusiastic, and demonstrate a passion for their work
- Students are encouraged to be curious, inventive, and creative
- There is equitable access to high-level learning for all students
- Students are learning knowledge, skills, and processes as individuals and as team members
- Instruction is deliberate, thoughtful, and integrates Common Core State Standards
- Teachers use a variety of instructional strategies and activities to build on student knowledge and experience
- Student work including projects, products, and services is shared and exhibited
- Technology is used to support teaching and learning including Chromebooks in the classroom, Tech Labs, and Interwrite Boards

COMMON CORE STATE STANDARDS

All students have access to high-quality Common Core curricular materials and instructional methodologies that effectively teach the standards while facilitating the development of 21st century “super skills” (Communication, Collaboration, Critical Thinking, and Creativity). Varied assessment techniques and tools will be employed to determine student readiness for learning objectives, their progression towards mastery of the standards, and the depth to which learning and conceptual understanding have been achieved.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is the state testing program that measures student progress toward college and career readiness. Students will be assessed in English Language Arts (ELA), mathematics, and writing across the content areas. Parents and students may learn more about the tests and California’s participation in the CAASPP at <http://www.cde.ca.gov>. Results are used for a variety of purposes, most importantly the determination of a student’s depth of curricular concepts and knowledge and breadth of skill sets. Parents can best support the success of their child/children by:

- Sharing with your child the importance of their education, testing being one component of education that equips schools to respond to their individual needs
- Encouraging your student to do his/her personal best
- Celebrating this opportunity as a means ‘to show what they have learned’
- Making sure they are rested
- Ensuring that they eat healthy meals
- Making sure that your child arrives at school on time. Thank you for scheduling personal appointments at a time that does not conflict with testing.

The Parsons staff makes every effort to develop a positive testing climate, including pre-test reviews and a testing schedule appropriate for each grade level. Parents will receive a detailed report of their student’s performance.

CELEBRATING SUCCESS & ACHIEVEMENT

Student progress is recognized and celebrated on a regular basis throughout the school year. Celebrating progress made in all areas of student development is a priority. Each of the following school-wide programs serves a specific purpose in recognizing our 6th through 8th-grade students.

Academic Recognition Assemblies – Students who earn a GPA of 3.0 or higher for the trimester are recognized at the end of the trimester. Students are also recognized for perfect attendance. Parents are welcome to attend. Students are honored for achieving the following levels:

Superintendent’s Honor Roll ... Trimester G.P.A. 4.0

Principal’s Honor Roll ... Trimester G.P.A. 3.5 – 3.99

Honor Roll ... Trimester G.P.A. 3.0 – 3.49

NOTE: Special recognition is given at graduation to those students who maintain this status every trimester during 6th-8th grades.

Complimentary Cards – Teachers mail home positive postcards to notify parents when students are modeling exemplary positive behavior in the classroom.

Student of the Week: 3 students will be chosen by their teachers each week. They will be announced during Good Morning Parsons, and their names will be on our Reader Boards.

House Points: House points are given to students when they demonstrate positive behavior of any kind. These points are entered into House Drawings and may be used at the student store.

ROAR Celebration Assemblies – These assemblies are held throughout the year to honor students, parents, teachers, support staff, and community members who exhibit the characteristics of:

R = Respectful

O = Orderly

A = Accountable

R = Responsible



REPORT CARDS & PARENT/TEACHER CONFERENCES

Report cards are issued at the end of each trimester, and are either given to the parents during conferences or are sent home.

***Deficiency notices will be mailed by the middle of each grading period to those students who are in danger of failing a course.

Parent/Teacher Conference Week occurs twice during the school year. During these weeks, students are on a Minimum Day Schedule. Conferences may follow a traditional or student-led format. Teachers send home a notice to parents to schedule conference times. We encourage parents to take advantage of this opportunity to meet with teachers to discuss their student's progress in school. The following weeks are scheduled as conference weeks:

November 14 through November 18

March 6 through March 10

District Assessments & Grades

The progress made relative to the achievement of the Standards is assessed utilizing the Enterprise Elementary School District Quarterly Assessments. In addition, the grading scale is:

A = 90 – 100 B = 80 – 89 C = 70 – 79 D = 60 – 69 F = below 60

GRADING POLICY

The purpose of a grade is to reflect a student's progression towards mastery of the standards and the depth to which learning and conceptual understanding have been achieved. In addition, it is a measure of the development of academic skills, organization, and engagement in the learning process. In an effort to support the transition into, through, and beyond junior high, an academic grading progression has been established. A student's overall academic grade is a composite of different learning experiences/products defined within categories (*e.g.*, Classwork/Homework). Each grading category is weighted

for the purpose of monitoring academic growth. The grading progression illustrates student performance as advancement occurs to increasingly rigorous coursework and expectations, which inherently allows for a successful transition to the high school program. NOTE: Elective grades are specific to the course being taught; please see individual teachers for their grading scales.

ONLINE MONITORING OF GRADES (POWERSCHOOL) – parsons.eesd.net

The Enterprise Elementary School District provides real-time access to students' grades, assignments, and attendance through an online program called PowerSchool. The objective of this program is to promote parent involvement by making communication between parents and the school possible, manageable, and productive. Families who have Internet access at home or work can view the information on their students at any time. Reports can also be obtained from the teacher. Confidential passwords are provided to students and their parents. Parents without Internet access may contact the school and ask to be put on a list to receive regular progress reports.

PROGRESS REPORTS

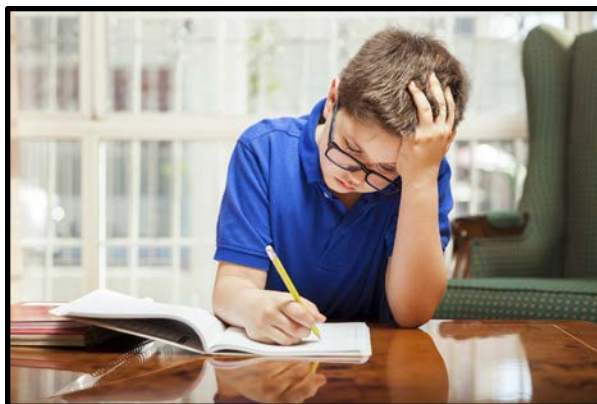
Progress reports are distributed on a frequent basis by your student's teachers. Parents may access grades online at any time.

LATE WORK

Completion of assigned work is a priority as it was assigned purposefully with specific results in mind (e.g. skills practice, development of subject matter proficiency). Regardless of whether the work is late, it is important that students complete their assigned work even if there is a score penalty. The focus is on learning the subject in conjunction with the skills necessary to become an increasingly successful student. Penalties are more lenient in 6th grade while less lenient as a student progresses to 8th grade. Please see grade level teachers for more information.

MAKEUP WORK (Board Policy 6154)

- Absences - Students who miss school work because of absences will be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher the assignments and tests will be reasonably equivalent to, but not necessarily identical to the assignments and tests missed during the absence. Students will receive full credit for satisfactorily completed work within a reasonable period of time (Ed. Code 48205). Students will be given, at a minimum, a day for every excused day of school missed to complete their makeup work. The teacher of any class from which a student is suspended will require the student to complete any assignments and tests missed during the suspension. (Ed. Code 48913). (See Attendance for information on unexcused vs. excused absences)
- School Activity – If a student participates in school-sponsored activities (ASB, athletics, music, etc.), the student will make arrangements with all his/her teachers before the student leaves for the activity to make up any missed assignments.
- Homework Requests - Short-term absences (less than 5 consecutive days): Homework requests may be made directly with the teacher or main office. Please allow 24 hours for teachers to assemble the needed work and deliver it to the office. The assignments may then be picked up in the office at a designated time. The completed work should be returned to the teacher(s) when the student returns.
- Long-term absences (5 or more consecutive days) - In absences of 5 (or more) consecutive days (ex. planned vacation), it is strongly recommended that the parent notify the main office at least two weeks in advance of the departure. Students may be placed on a formal Independent Study program with their regular teacher, which assists the students in maintaining continuity of learning while away. The student, parent, teacher, and principal sign an agreement for the program.



HOMEWORK POLICY (Board Policy 6154)

The Parsons staff believes homework plays an important role in the education of children. Homework should:

1. Provide practice and reinforce concepts already taught in the classroom
2. 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
3. Be completed independently, as best as possible, without parental influence except on rare occasions where students are struggling to complete the homework
4. Increase communication between the home and school
5. Promote wise and good management of time
6. Be necessary and useful, as well as appropriate to the ability and maturity level of students
7. Be well explained and clearly understood by students and parents
8. Be useful to teachers to monitor student learning towards academic standards

The completion of assignments not completed during class time may be assigned as homework. Homework guidelines stating the amount of time by grade level required for completion on a nightly basis,* not including long-term projects or special assignments, are as follows:

6th Grade - 35-50 minutes per night 7th Grade - 40-55 minutes per night 8th Grade - 45-60 minutes per night

*Students who use classroom time unwisely may need to complete class work in addition to the minutes above.

Independent reading is recognized as a universal skill that relates to all subjects. Nightly reading is critical to each child's academic success. Therefore, reading assignments are considered separate homework and not included in the expected minutes listed above. Nightly reading guidelines are 30 minutes for 6-8th-grade students.

Teacher's Responsibility

Teachers should ensure that:

1. Homework assignments are clearly explained and understood by students
2. Homework is used to practice and reinforce skills taught in the classroom
3. Students understand the concepts and have the skills necessary to complete the assignments independently at home
4. Students are provided regular feedback on the homework assigned
5. 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
6. Inform parents (i.e. progress reports) when student class work is not completed and that it may affect their overall achievement
7. Modifications are made when necessary

Parent's Responsibility

Parents should ensure that:

1. Students are provided a time and place each evening for quiet study without distractions in order to complete their work
2. Students are encouraged to complete their work in a timely manner
3. Materials are organized and a routine is established to ensure that work completed is returned to school when due
4. Student work is completed and is their own
5. 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
6. They are supportive and assist their child if their child becomes frustrated. This includes helping them understand how to complete the work on their own
7. Communication takes place with the teacher if the work is too difficult or has become excessive and requires more time than the policy states
8. Whenever possible, student grades are monitored using PowerSchool (online)

Student's Responsibility

Students will ensure that:

1. Assignments are clearly understood and ask questions, if necessary
2. A time is set aside along with a place each evening for quiet study without distractions in order to complete their work
3. Work completed is their own
4. Materials are organized and a routine is established so that completed work is returned to school when due
5. Whenever possible, they will monitor their own grades using PowerSchool (online)



ACADEMIC HONESTY

Parsons students are expected to develop the highest standards of academic honesty. Most students conduct themselves with integrity and are disturbed when they observe others cheating. Cheating harms our community in many ways. Honest students are frustrated by the unfairness of cheating that goes undetected. Academically dishonest students also cheat themselves out of a real education. They rob themselves not only of important knowledge but also of the experience of learning how to learn. In the workplace, students will learn that most professions have codes of ethics and standards they will be expected to follow while working. At Parsons, students are expected to practice integrity. For all of these reasons, academic misconduct is considered a serious offense.

What is academic misconduct?

Students are guilty of cheating if the work they present is not their own. Students are also guilty of cheating if they help someone else cheat. One of the most common forms of cheating is plagiarism, which is using another's words or ideas without giving proper credit. Teachers discuss the topic of plagiarism, as well as examples, with their students as appropriate.

Developing and practicing sound study habits, keeping up on assignments, and making use of help offered (such as after-school tutoring), can eliminate the temptation to cheat. Parents and students are strongly encouraged to communicate with teachers if the student is encountering emotional and/or health problems that distract from studies and interfere with concentration.

**VISUAL AND PERFORMING ARTS (VAPA)****Vocal Arts**

Our choral music program is a phenomenal hit both for students and our community alike. There are several opportunities in choral music including Star Choir, Music in Motion (M & M's), and Special Concepts. Our students compete throughout the state taking high honors year after year.

Band

Our band program is multi-tiered, including Beginning Band, Advanced Band, and full Jazz Ensemble. Groups compete in many festivals and competitions and continue to come away with top honors. The band travels and competes in large state-wide competitions several times each year.

Art

Our Art program will provide students in 6th, 7th, and 8th grade with art instruction using different mediums and styles.

SCIENCE, TECHNOLOGY, ENGINEERING, Art & MATHEMATICS (STEAM)

Parson's STEAM program fosters a learning environment in which students are guided to produce original ideas, objects, and structures according to certain specifications using concepts and skills from math, science, and technology. The class will empower all students for a future career in the 21st century. The goal of the STEAM class is to focus on student-centered learning, providing the students with hands-on experience using Science, Technology, Engineering, Art, and Math. This class will guide students to problem solve, think critically, develop hands-on skills, collaborate as a team, and further their knowledge using the concepts of the core curriculum. Students will engineer and create robots, video games, bridges, cell phone apps, rockets, and will develop computer code, rebuild and repair computers, design 3D images, and create objects using 3D printers.



PHYSICAL EDUCATION

In alignment with the California Standards for Physical Education, we believe that physical education significantly contributes to student's well-being; therefore it is an instructional priority and an integral part of our students' educational experience. High-quality physical education instruction 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.

General PE Information:

- Students do not change clothes for PE.
- It is important that students wear or bring appropriate shoes to safely participate.
- Daily participation is required. An excuse from activity, if necessary, should be secured by the teacher before class.
- Excuse from a parent/guardian: a maximum of 3 consecutive days' excuse from home will be accepted before a medical excuse from a doctor is required. Students must follow the restrictions in the excuse.
- Medical excuse from a doctor: The student will participate as directed by the physician. If there is a complete restriction, the student will be assigned an alternate task until released by a physician.
- All injuries are to be reported to an instructor immediately.



ACADEMIC SUPPORT PROGRAMS AND SERVICES

Any student observed to be performing below grade level in the areas of math and/or language arts is eligible to receive intervention support, which is provided within the daily routine of school, through additional instructional support in the classroom, after school, as well as during Academic Saturday Schools. The services are specifically targeted to the needs of the individual child. Progress is monitored closely in order that success is attained; adjustments are made accordingly. If a child is eligible, the parent will be notified of such services and informed as to the type and length of support offered.

AFTER SCHOOL TUTORING

After school tutoring will be available for one hour after school on Tuesdays, Wednesdays, and Thursdays for specified 6-week intervals throughout the school year. Bus transportation will be provided as needed for students who are eligible for transportation per District Board Policy. If a child is eligible for tutoring, parent permission will be required in order to participate. Student attendance will be maintained for after school tutoring classes. **Note - it is possible that academic support could be during Academic Saturday Schools for 6-week intervals instead of after school. This will be announced and communicated at the beginning of each school year.

LIBRARY SERVICES

The Parsons library is open from 8:00 am – 2:00 pm. Students must submit a signed permission form in order to check out books.

General Library Information:

A maximum of 3 books can be checked out for a two-week period and may be renewed 3 times.

If a book is damaged, show/inform the librarian.

If a book is lost or damaged beyond repair, the borrower is responsible for replacing/paying for the book.

TITLE ONE, ENGLISH LANGUAGE LEARNERS, SPECIAL EDUCATION SERVICES

Please refer to the District Handbook for Parents, Guardians, and Students for more information on these programs and services.



EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

Participation in extra and co-curricular activities at Parsons is strongly recommended. Research has shown a direct correlation between participation in school activities and positive academic grades and attendance. Within the programs offered at Parsons are opportunities that extend beyond the classroom and further support the social-emotional, physical, and intellectual development of children and adolescents.

Student Government/Activities – Associated Student Body (ASB) Organization

The mission of the Parsons ASB program is to promote and support leadership development through orchestrating and implementing a comprehensive student activities program. Our school program participates in the California Activities Directors Association (CADA) organization, which includes providing students with opportunities to develop their skills as student body participants plan and execute various activities throughout the year including assemblies (spirit week), fundraisers, school dances, and community events. Student Council officers are elected in the fall. Student Council officers meet regularly with their advisors; meetings are typically held after school.

“Where Everyone Belongs” (WEB)

WEB is a Jr. High school orientation and transition program that welcomes sixth graders and makes them feel comfortable throughout the first year of their junior high experience. The program trains eighth grade students to serve as WEB leaders. As positive role models, WEB leaders mentor and guide sixth graders to discover what it takes to be successful. The WEB Advisors are Mrs. Simon, Ms. Richter, and Mr. Manly.

Clubs

- California Friday Night Live Partnership/Club Live
- Disc Golf Club
- Game Club
- Art Club
- Drama Club
- STEAM Club
- Swim Club



ATHLETICS AND SPORTS

The sports program is an extension of the classroom as it is a laboratory for learning in the areas of teamwork and sportsmanship. The Parsons program is a Pursuing Victory with Honor Sportsmanship Program. Our goal is to have every student-athlete enjoy a positive experience in our program while developing competitive teams.

Fall:

Cross Country
A/B Volleyball
Co-Ed Soccer
Cheerleading

Winter:

Flag Football
Girls Basketball
Boys Basketball

Spring:

Track
Baseball
Softball
Tennis

ATHLETIC HANDBOOK - Applies to All League Sports

Please go to the School or District Website and fill it out online. The detailed version is available upon request and also online.

PHILOSOPHY OF STUDENT ATHLETICS

Parsons School recognizes the importance of athletics as an integral component of a student's complete educational development. As such, we believe that all students should have an opportunity to participate in some form of interscholastic athletics and that such participation should encourage positive scholastic and social growth and achievement. All participants and teams will represent the school and community in a positive manner and will reflect the dedication and hard work that will be required to compete and be successful. Success will not be measured by records that are achieved by teams or individuals, but rather by the knowledge that each participant gave his/her best effort and prepared for a contest to the best of his/her ability. Parsons School recognizes that an effective athletic program is the product of responsible cooperation among the student-athlete, the coaching staff, the parents, and the administration.

PROGRAM GUIDELINES

• SPORTSMANSHIP

Participation in the athletic program requires adherence to the highest standards of good sportsmanship. Aspects of good sportsmanship include ensuring fairness in competition and exhibiting respect for the people and institutions associated with athletic contests. Participation in school sports programs is a privilege, not a right. To earn that privilege, student-athletes must abide by the rules and they must conduct themselves, on and off the court/field, as positive role models who exemplify good character.

- GENERAL BEHAVIOR

Unsportsmanlike conduct (e.g. profanity, throwing of equipment, or any similar displays of immaturity) and disrespect to any person or institution will not be tolerated. Athletes accept responsibility for their actions both on and off the court/field. An athlete's language and behavior should not embarrass him/herself, the team, the school, the district, or the community. Defiant behavior and back-talk toward any coach, school official, or game official will also not be tolerated. Violations of the school's behavioral expectations may result in benching, suspension, or termination of the participation privilege and are within the sole discretion of the school administration.

- SCHOOL/TEAM ATTENDANCE

Attending all classes is a high priority for all student-athletes. Students must attend a minimum of four periods of the school day, excluding lunch, in order to participate in games that day (doctor's appointments excluded). An athlete must be present at all practices and games except for illness and family emergencies. Each athlete is personally responsible for notifying his or her coach prior to an absence whenever possible. An unexcused absence from practice or a game may result in a limitation or suspension of playing time. A pattern of unexcused absences from practices and/or games will ultimately result in the athlete's removal from the team.

- ACADEMIC ELIGIBILITY

The Enterprise Elementary School District and Parsons School staff's educational philosophy is built on the tenets that education must address the whole person as a physical, intellectual, emotional, and social being. The athletic program offers a valuable opportunity for students to develop their talents and abilities outside of the classroom. We expect our student-athletes to develop a broader understanding of teamwork, character, and a sense of personal responsibility. Our athletes must act as exemplary role models for their peers and represent our school with pride and dignity.

Participating in extracurricular activities is a privilege, not a right. Our athletes will demonstrate a high level of academic and behavioral performance. In order to maintain eligibility, each athlete must adhere to the following criteria:

1. Maintain a minimum 2.0 grade point average (GPA) with no F's in their overall academic program. It is the responsibility of the Athletic Director to provide team rosters to administration and teachers immediately following the identification of team membership each season.
 - a. Official grade checks will be conducted on the established eligibility dates:
The first grade check will be during tryouts. Then every two weeks until the sport ends. The policy can be found in the sports handbook online.
 - b. If a student-athlete is ineligible, he/she will be placed on a two-week probationary period which will begin two days after the initial grade check (e.g., if the grade check occurs on Monday, then ineligibility begins Thursday). Notification of this probationary status to the parents is the responsibility of the Athletic Administrator and the student-athlete. From the time of initial notification of ineligibility and extending through the probationary period, the student-athlete may practice but may not participate in competitions. If the grade(s) and/or GPA change to meet standards after one week of probation, and it is understood as such by the teacher(s) and Athletic Administrator, then the student-athlete will be reinstated as an eligible team player. However, if the standard is not achieved within the two week probationary period, then the student-athlete will no longer be eligible for athletic participation for the remainder of the sports season.
2. Meet standards of satisfactory citizenship in and out of the classroom throughout the school day. As previously stated under General Behavior, unsportsmanlike conduct (e.g., profanity, throwing of equipment, or any similar displays of

immaturity) and disrespect to any person or institution may result in disciplinary action. Athletes accept responsibility for their actions both on and off the court/field. An athlete's language and behavior should not contradict the principles of Victory with Honor.

- a. Violations of the school's behavioral expectations may result in benching, the suspension or termination of the participation privilege and is within the sole discretion of the school administration.
 - b. Players receiving technical fouls or yellow/red cards for disrespectful or unsportsmanlike conduct will be benched for the remainder of the game. Any further disciplinary action for this offense will be at the discretion of the coach. Further fouls of this nature will be reviewed by the coach, Athletic Director, and Athletic Administrator and could result in dismissal from the team.
3. Athletes are expected to make a season long commitment to the team. Attendance at all practices and games is mandatory except for illness or family emergencies. A pattern of unexcused absences from practice and/or games will ultimately result in the athlete losing playing time and eventually being dismissed from the team. Further, students must attend practice the day before a game and attend four periods of the school day on a game day to be eligible to play.

UNIFORM AND EQUIPMENT CARE

Each player and his/her parents are responsible for the storage and care of their uniform(s). Each uniform that the school is responsible to provide will be formally issued to each player. Players will be responsible for the replacement of the uniform if it is lost or damaged due to improper care.

1. All equipment will be inventoried, numbered, and checked out by the coaches under the direct supervision of the Athletic Director.
2. Students are responsible for the security of their equipment and uniforms. In some cases, particularly with game uniforms, the replacement fee may be higher than the original purchase price because special processing and printing may be required to duplicate the uniform.
3. Students are expected to turn in the same piece(s) of equipment checked out to them.
4. Equipment should be returned in the same condition as it was received. Equipment and uniforms should be cleaned and washed before being returned. Students are expected to make arrangements to have torn or ripped clothing repaired prior to turning it in.
5. All equipment must be returned within one week of the last game.
6. Students must return and pay for all equipment before they can practice or participate in another sport.
7. Students who leave a team prior to the end of the season must turn in their equipment and uniform within one week.

PARENT GUIDELINES

The role of the parent in the education of a student is crucial. The support shown in the home is often manifested in the ability of the student to accept the opportunities presented at school and in life. There is a value system – established in the home, nurtured in the school – which young people are developing. Their involvement in classroom and other activities contributes to that development. Respect, responsibility, compassion, and integrity are lifetime values taught through athletics. These are basic principles of good sportsmanship and character. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of results.

You can help your student-athlete by:

1. Promoting a healthy lifestyle
2. Realizing that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of the game
3. Encouraging all of our student-athletes to do their best, just as we would their classwork

4. Participating in positive cheers that encourage student-athletes – discourage any cheers that do not reflect positive character and good sportsmanship, including those that taunt and intimidate opponents, their fans, and officials
5. Learning, understanding, and respecting the rules of the game, and the officials who administer them
6. Respecting the task that our coaches face as teachers, and support them as they strive to educate our youth. PLEASE do not approach a coach following a game if you need to discuss his/her decisions and/or strategies. Wait until the following school day at a more appropriate time to discuss your concerns
7. Understanding that playing time is at the discretion of the coach. Though our coaches care about developing each individual athlete and their skills, he/she will almost always make a decision based upon what is best for the TEAM not individuals in game situations
8. Respecting our opponents as student-athletes, and acknowledge them for striving to do their best
9. Developing a sense of dignity and civility under all circumstances
10. You can have a major influence on your student's attitude about academics and athletics. The leadership role you take will help influence your child and our community well into the future.

Violations of the above parent/guardian guidelines could result in one or more of the following: a warning, removal from a venue, suspension from events, or further discipline to be decided by administration.



STUDENT SUPPORT SERVICES AND PROGRAMS

COUNSELING SERVICES

The purpose of counseling services is to improve a student's overall success at school. Our school counselors work with students to address their needs and make appropriate community referrals to ensure a positive school experience. Parental permission is required for services.

PSYCHOLOGIST SERVICES

School psychologists assess students recommended for special education. The psychologist reviews the files of incoming students and observes students in the learning environment upon the request of the classroom teacher or as part of the assessment process. Testing in all areas of a suspected disability is conducted to determine special education eligibility. The psychologist serves as a resource for special education teachers, regular education classroom teachers, and parents. Parental permission is required for services.

STUDENT STUDY TEAM (SST)

A Student Study Team (SST) is an efficient and effective way to bring together all resources in the best interest of helping students. The team is made up of teachers, the school psychologist and/or counselor, parents/guardians, the student, and an administrator. Students are most successful when there is a cooperative effort between parents and school personnel in a spirit of shared responsibility. The Student Study is a problem-solving body that can help define the needs of the students and help translate those needs into a plan of action.

BUILDING LEVEL TEAMS (BLT)

The Parsons Building Level Team (BLT) is a student assistance program offering prevention, intervention, support, and referral services for students. Students are referred to the team by a teacher, parent (via communication with teacher or other school staff), counselor, health clerk, administrator, or psychologist. When a student is referred, information is gathered concerning academics, attendance, behavior, and health. The BLT assesses the need for intervention and communicates with parents regarding available services.

HEALTH SERVICES

EESD employs a registered nurse who evaluates students' health needs (including vision, hearing, dental, growth and development, scoliosis screening, etc.). At Parsons, our health clerk assists students with medication and maintains health records under the direction of the district nurse.

Administration of Medication Policy

In accordance with the California Education code 49423, Enterprise Elementary School District has adopted the following policy: Any pupil who is required to take, during the regular school day, medication prescribed for him by a physician, may be assisted by the school nurse or other designated school personnel if the school district received (1) a written statement from such physician detailing the method, amount and time schedule by which medication is to be taken and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matter set forth in the physician's statement.

Only medications prescribed by a physician, accompanied by parent or guardian's signed "Request for Medication" form will be administered. The medication must be brought to the Health Clerk in the original container. If your child needs over the counter medication, inhalants, etc. you must follow the same procedure as for prescribed medication. Education Code §49423 states that any student who must take prescribed medication at school and who desires assistance of school personnel must annually submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription auto-injectable epinephrine upon the school's receipt of specified written confirmation and authorization from the student's parent and physician or surgeon.

CAFETERIA SERVICES

The cafeteria is open from 7:45 a.m. until 8:10 a.m. for breakfast. Students may bring their own lunch from home or purchase a hot lunch from the cafeteria. Students eat together in the cafeteria or outdoor picnic tables until they are released to their respective supervised areas.

EESD participates in the Federal School Lunch and Breakfast Program, and offers free and reduced-price meals based on financial need. Applications for free or reduced-price meals returned to the school office. Approval is not automatic. Until the application is processed, students will need to be furnished with a lunch from home and/or with money to purchase a hot lunch. Cindy Ksiazek, the EESD Food Services Director, can be contacted at 224-4100 with any questions you may have.



RESPECT AND SCHOOL PRIDE

The Parsons staff believes that all students can and will make positive choices when properly supported. The staff acknowledges the importance of promoting and supporting appropriate and positive student behavior that contributes to the maintenance of a safe and orderly learning environment, which includes positive recognition for achievement of expected behavior. Behavioral Expectations are designed to support students in practicing safe, responsible and respectful behavior. Consequences for infractions are included in a progressive and restorative plan for school discipline, a system that supports a safe and orderly learning environment through the intentional training and reinforcement of responsibility, accountability and self-control.

Parsons PBIS Expectations Matrix

	Respectful	Orderly	Accountable	Responsible
All Settings	<ul style="list-style-type: none"> -Follow the Golden Rule -Treat people and property with respect - Use appropriate language -Follow school rules 	<ul style="list-style-type: none"> -Keep bodies to self -Follow safety procedures and rules -Use materials/equipment properly -Always walk on campus 	<ul style="list-style-type: none"> -Take responsibility for your actions -Ask for help when needed -Report unsafe incidents to adults 	<ul style="list-style-type: none"> -Be on time and prepared to learn -Clean up after yourself -Live EXCEL-lently!
In the Classroom	<ul style="list-style-type: none"> - Use inside voices - Follow teacher expectations - Share opinions with sensitivity - Use kind words/ respectful language 	<ul style="list-style-type: none"> - Enter orderly - Keep body to self - Use equipment and materials appropriately 	<ul style="list-style-type: none"> - Be an encourager - Take ownership of mistakes - Be empathetic - Have a growth mindset 	<ul style="list-style-type: none"> - Enter quietly, sit, and begin bellwork - Use time wisely - Stay on task -Follow all class procedures
In the Hallways	<ul style="list-style-type: none"> - Speaking voices only - Respect All Property (belongings, 	<ul style="list-style-type: none"> -Walking only - Keep body to self 	<ul style="list-style-type: none"> - Remind friends to follow hallway expectations - Keep hallways clean 	<ul style="list-style-type: none"> -Beat the bell -Walk with a purpose -Only go where you have permission to go

	posters, school property - no litter) -Appropriate, Respectful language		(pick up trash if you see any) -Report any unsafe behavior or abnormal behavior or incidents	
In the Cafeteria/ Lunch Area	- Keep food/drink on trays - Show manners -Quiet voices -Wait your turn	-Stay seated while eating - Stay in line appropriately	-Watch for spills -Eat food for a successful day	-Throw away your trash in appropriate locations
In the Bathroom	- Give students privacy and respect their space - Quiet voices - Pick up after yourself -Respect School Property	Wash your hands with soap -Do your business and leave -Use facilities and products for designated purposes	- Ask other students not to play around - Find adult if there is an unsafe situation -Report messes	- Use time wisely - Use proper bathroom etiquette - Have a bathroom pass
In Assemblies	- Listen for instructions -Sit so others can see -Applaud politely	- Be aware of surroundings -Follow your teacher -Sit with your class	- Monitor yourself and others	- Model good behavior to peers -Enter and exit quietly with permission
In the Office	- Give students privacy and respect others -Patiently wait your turn - Quiet voices - Pick up after yourself -Respect School Property	-Use appropriate language and respect boundaries of others	- Ask other students not to play around - Find adult if there is an unsafe situation	- Use time wisely - Follow directions from adults - Have an office pass
At Lunch	- Practice good sportsmanship (win & lose with class) -Take turns & include others - Listen to adults on duty	- Use equipment for designed purpose - Stay or go to designated space - Follow game rules and keep body to self	-Be willing to compromise -Use encouraging words	- Apologize when you make a mistake - Return equipment at the end of recess
Safety Drills	- Listen actively to the teacher or other adult leading you -Exit one person at a time	- Stay with teachers and class -Stay calm & walk -Voices off -Follow adult instructions	- Exit safely & quickly	- Know the plan and follow safety rules -Walk with purpose/safely -Eyes forward

Devices/ Technology Tools	<ul style="list-style-type: none"> - Freedom of speech should not harm others -Use as an educational resource/tool -Phones should be turned OFF and put away 	<ul style="list-style-type: none"> - Travel with technology using both hands - Be aware of cyber-bullying consequences -Avoid giving out personal information & photos - Pictures/video allowed with teacher permission only 	<ul style="list-style-type: none"> - Share school devices appropriately and work together - Seek help if needed -Report anything inappropriate to a teacher 	<ul style="list-style-type: none"> - Keep passwords private -Follow adult directions -Practice digital citizenship -Stay on the designated website or app - Keep food and drinks away from technology
Arrival / Dismissal	<ul style="list-style-type: none"> -Go directly to and stay in your designated location -Pick up your trash 	<ul style="list-style-type: none"> -Be aware of vehicles and surroundings -Follow adult instructions -Walk and follow safety protocols (use sidewalks & crosswalks) 	<ul style="list-style-type: none"> -Report unsafe incidents to an adult -Leave campus quickly and in a timely manner 	<ul style="list-style-type: none"> -Be aware of others -Model responsible behavior for others to see



DRESS CODE AND GROOMING

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 too tight or too 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.

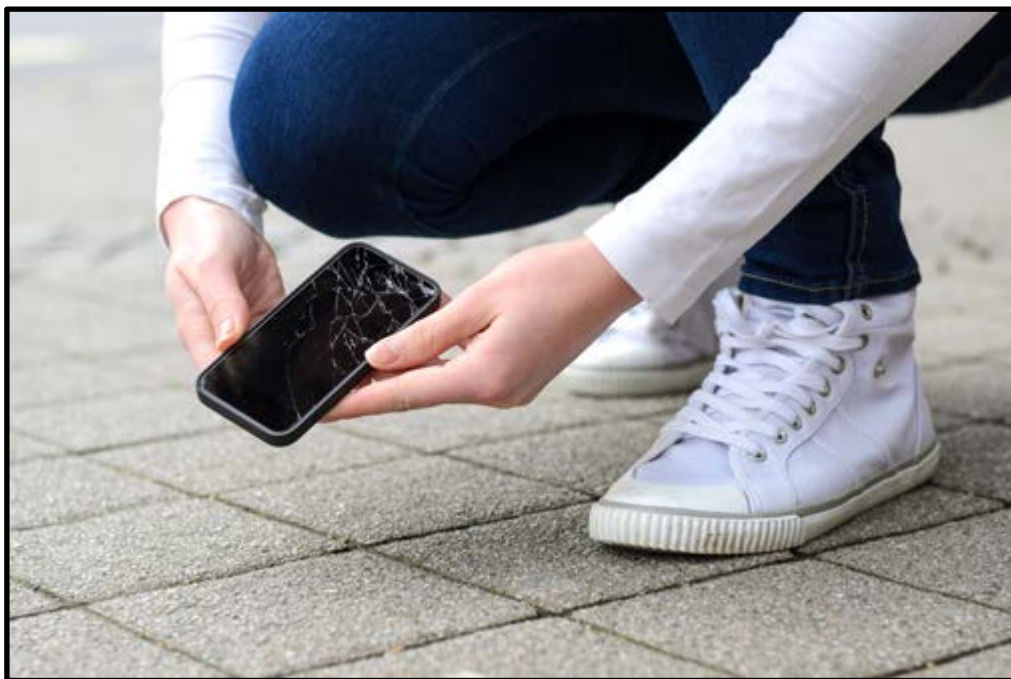
- Undergarments must be covered at all times.
- For safety reasons, hanging chains, spiked belts/wristbands, or sharp, heavy jewelry are not permitted.
- No clothing, jewelry or personal items that bear statements or pictures that are disrespectful, obscene or profane, advocate illegal, sexual, or violent 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.

Personal Property

It is recommended that personal sports equipment, electronics, and jewelry be left at home due to the possibility of theft, loss or damage. The following items are not allowed on campus: aerosol cans, dangerous objects, permanent markers, and obscene or profane materials in print, graphic or video. Parsons school is not responsible for loss or damages to personal property.

Due to rapid changes in society, it may become necessary to modify the dress code or personal property code at the judgment of the administration.



CELL PHONES

Current state law allows students to bring cellphones to school, with parental permission, for use only during an emergency. However, we recognize their value in our high tech world, especially where home-school communication is concerned. Therefore, we have chosen to extend the use of cellphones on a non-emergency basis within reasonable parameters if the privilege is not abused.

- A school Cell Phone Contract must be signed and on file with the main office.
- Cell phones are to be turned OFF while on school grounds except during the following times when student-parent communication is most reasonable and likely to occur: 2:40 -3:00 p.m. and designated after-school activities (i.e. tutoring, sports practices/games).
- Cell phones are not to be a disruption. Cell phones should remain off while at school unless under the direct supervision of a teacher for educational purposes. The use of social media and/or texting is prohibited during the school day.
- STUDENTS AND PARENTS MUST USE THE SCHOOL OFFICE PHONE SYSTEM FOR COMMUNICATION PURPOSES DURING REGULAR SCHOOL HOURS, IF NEEDED.
- If a student loans their cell phone to another student they may lose their right to have a cell phone on campus, even for emergency purposes.
- The school is not responsible for cell phones brought to school and will not be liable for damaged, destroyed or lost cell phones.



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 takes into account the previous discipline history of the student and all relevant factors, including mitigating factors. Behavioral infractions are 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

Prevention strategies are those designed to promote healthy relationships and appropriate behaviors. The establishment of Behavioral Expectations is a prevention strategy inasmuch as it identifies safe, responsible, and respectful interactions. Anti-bullying education and character education further support students in the development of healthy relationships and appropriate behaviors. Student recognition is an additional and essential prevention strategy (*e.g.*, Tiger Tickets, Academic and ROAR Awards assemblies) reinforcing positive expectations.

Early and Ongoing Intervention

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, 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, a referral to Peer Court, peer mentoring and/or a referral to counseling or community supports.

In-School Options

Specific alternatives that are used to address disruptive behavior may include suspension from class or school. However, there are also many alternatives to off-campus suspensions that dictate logical consequences and assist students as they work to improve behavior. Alternatives include community service tasks, counseling intervention, teacher/parent/administrator student conference (Student Study Team/SST referral), request for intervention by outside agencies (*e.g.* Shasta County Peer Court), parents' attendance at school with student, in-school supervised suspension, letter or verbal apology to the teacher or class (where appropriate), restorative measures and/or programs (*e.g.* restitution), repair/compensation for damages, behavior contract, law enforcement discussion with student/parents, conflict mediation, campus beautification, time-out, mentoring by an older peer or adult, anger management education, Saturday School, and referral to the School Attendance Review Board (SARB) and/or placement in an alternative educational setting (*e.g.* PACE Community Day School, Independent Study) when necessary.

Classroom Rules and Procedures

Teachers employ a school-wide classroom management system for the purpose of supporting and maintaining a safe and productive learning environment for all students. Teachers may refer students to administration for discipline purposes as needed, in which case the Discipline Matrix will be applied as appropriate.

Harassment and Bullying

Harassment and bullying are major distractions from learning. Bullying is defined as the act of one or more individuals intimidating one or more person through verbal, physical, mental, written, or electronic (“cyberbullying”) interactions. Bullying can create unnecessary and unwarranted anxiety that can affect student attendance, playing in the school yard or recreation areas, participating in or attending extra or co-curricular activities, or riding on the bus to and from school each day.

Racial, ethnic, religious, sexual or disability harassment is any unwanted physical or verbal attention directed toward any person or persons that makes an individual feel inferior or uncomfortable. This attention may include racial, ethnic, religious or sexual comments, name-calling, jokes, gestures and/or graffiti.

- Students are strongly encouraged to take action if they observe it: “Don’t put up with put downs.”
- Students should report harassment or mistreatment by speaking to a teacher, counselor, or administrator, and students may do so confidentially.
- Students are asked to immediately report any inappropriate graffiti on desks, walls, or bathrooms so that it can be removed.
- Students who feel that they have been a victim of any form of harassment are asked to immediately report it to a teacher, counselor, or administrator.

TRANSPORTATION/BUS RULES

As a service, the Enterprise Elementary School District provides bus transportation for students who live designated distances from their school of attendance. Bus riders must assume certain responsibilities for their conduct while on the bus. The following basic guidelines serve as rules for bus riders, and parents are encouraged to review them with their child/children in order that all bus riders may have a safe and pleasant bus experience:

1. Students must be seated and may not change seats while riding the bus.
2. Fighting, pushing, throwing objects or other unruly conduct will not be allowed.
3. All parts of the body are to be kept inside the bus at all times.
4. Pets, glass and other dangerous objects, which in the judgment of the bus driver pose a danger, may not be transported on the bus.
5. No eating or drinking on the bus during daily runs between home and school.
6. No electronic devices or toys will be allowed on the bus.
7. Students who do not normally ride the bus will not be permitted to ride, even with a parental request.
8. Bus drivers cannot accept notes from parents requesting a student be dropped off at a stop other than their designated bus stop.
9. Eligibility for bus transportation is determined by the distance the student lives from the school site as follows (Enterprise School Board Policy 5090):
 - a. 6th grade students must live more than 1 mile from school.
 - b. 7th & 8th grade students must live more than 1 ½ miles from school.

The following procedures will be instituted where inappropriate behavior becomes apparent:

1. Verbal warning: The bus driver will inform the student that this is an official warning.
2. Bus Conduct Report: If misconduct continues, a written Bus Conduct Report will be submitted to the principal who will communicate with parents.
3. Second Bus Conduct Report: This written report will be submitted to the principal who will communicate with the parents and the student will be denied bus riding privileges for a period of time as determined by the principal.
4. Third Bus Conduct Report: The above procedures will be followed on this conduct report with the student denied bus riding privileges for an extended period of time as determined by the principal.
5. Fourth Bus Conduct Report: As above, however in most cases the student will be denied bus riding privileges for the remainder of the year.



ATTENDANCE

Regular attendance plays a key role in student achievement. Students are expected to be at school. Parents/Guardians of children ages 6-18 are obligated to send their children to school unless otherwise provided by law. Please make school attendance a priority to insure your success in learning. When students who have been absent return to school, they must present a satisfactory explanation of why they were absent. This can be done by written note from parent/guardian or a conversation by phone or in person between parent/guardian and school designee.

A home and hospital teacher will be provided for students who are unable to attend school for a lengthy period of time due to a serious illness or injury. Independent study is also available if a student must be out of school for 5 days or more due to personal reasons. The school needs at least 3 days advance notice to prepare.

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons as permitted by law, board policy and administrative regulation. Advanced written request by the parent/guardian and approval by the principal are required. These justifiable reasons include, but are not limited to:

Court Appearances

Attendance at a funeral service for a person other than a member of the student's immediate family

Observation of a holiday or ceremony of his or her religion

Attendance at a religious retreat for not more than four hours per semester.

Unexcused Absences/Truancy

Absences not meeting justifiable reasons or approved by the administration are considered unexcused. Students with unexcused absences are considered truant. Every effort will be made by the school to implement positive steps to reduce truancy through parent/guardian communication and the use of Student Study Teams. Truancy letters may also be sent for 10 or more excused absences not explained by a physician's written excuse.

Tardies

In alignment with standard workplace expectations, students are expected to be on time. Students who are tardy to school must obtain a tardy slip through the office to be allowed into class. Classroom teachers will decide initial consequences for tardies. Excessive tardies will result in a referral to administration.

School Attendance Review Board (SARB)

According to Education Code 48263, if any minor pupil in any district of a county is an habitual truant, or is irregular in attendance at school, as defined in this article, or is habitually insubordinate or disorderly during attendance at school, the pupil may be referred to the School Attendance Review Board.



SCHOOL SAFETY PLAN

Our Comprehensive School Safety Plan is reviewed annually and practiced regularly to ensure the safety of all students and staff should an emergency arise. Copies of our safety plan may be obtained from the main office.



SCHOOL CLOSINGS

In the event of a school closure due to emergencies or inclement weather, please refer to the district website, www.eesd.net and listen to KQMS radio (AM 1670/FM 105.7). Please be sure to listen specifically for Enterprise Elementary School District. We will also use our School Messenger automated calling system to give instructions and updated information. If inclement weather occurs after the school day has begun, school will remain open for the duration of the school day. In weather-related emergencies, you may be asked to pick up your student from school. If bus transportation is stopped due to weather conditions, students will remain on campus until picked up by the parent or guardian.

PARENT AND COMMUNITY INVOLVEMENT



(Parent volunteers and visitors on campus are on hold during Covid-19)

Providing a family-like environment strongly connected to our parent community is fundamental to the ongoing support and development of each student. With strong relationships intact, children can discover and enjoy the process of reaching their fullest potential. Research overwhelmingly supports the power of schools, families, and community groups working together to support student learning.

Results show that children tend to do better in school, stay in school longer, and like school more when this partnership exists. Opportunities include:

School Site Council (SSC) The Parsons Site Council's purpose is to assist in overseeing our Single Plan for Student Achievement, the school's Safety Plan, and to provide input into school improvement. It is composed of parents, teachers, classified staff, and administration, and meetings are held four or more times during the school year.

English Language Advisory Committee (ELAC) Support the success of ELL students. ELAC meetings focus on issues of concern to EL families, as well as advising the school on needs and recommendations for improvement of the EL program. ELAC meets throughout the school year. All parents are invited to attend.

Booster Clubs Support your student's activities by joining the Athletic, Instrumental, or Vocal Booster Clubs.

8th Grade Grad Party Committee Meet throughout the school year to help organize graduation festivities.

VOLUNTEERS

Parent Volunteers Parents are always encouraged to participate in their child's education in a variety of ways. Opportunities range from assisting in the classrooms, correcting papers, preparing materials, assisting with fundraisers, to chaperoning field trips. Ask your child's teacher or inquire in the main office if you would like to help out at Parsons School!

SCHOOL VISITORS

Visitors are expected to check into the main office to obtain a visitor's badge and to follow guidance provided by school staff.



HOME-SCHOOL COMMUNICATIONS

Daily Communication

Parents who wish to contact teachers may do so by calling the school, sending an email, or visiting the classroom during an established meeting time or after school. We ask that our parents support our teachers in maintaining quality instruction time by not attempting to visit classrooms during the school day without prior approval from the teacher or administration. Unless it is an emergency, phone messages will be taken to reduce interruption of instructional time throughout the school day. Teachers may be contacted via email using the first letter of their first name, then last name @eesd.net. (Some exceptions may apply). Thank you for your support!

Parent/Teacher Conferences, Informal Student Study Team Meetings

Two parent/teacher conference times are scheduled during the school year. These conferences are held in November and again in March. Minimum days are scheduled during each of the conference weeks. In addition, there may be a need to meet more frequently in an Informal Student Study Team Meeting format. Communication between home and school helps to ensure your student's academic success. Please contact the teacher if you have any concerns anytime during the school year.

School Newsletter – Parsons Press

Our school newsletter provides information about upcoming events, school happenings, and other important information. It is available on the school website and in the main office.

Classroom Communication

Please look for informative classroom information being sent home from your student's teacher (*i.e.*, newsletter, teacher website, email, or calendars).

School Messenger Phone System

As part of our communication system with parents, the Enterprise Elementary School District uses the School Messenger system which allows the superintendent or principal to send information that is time sensitive and relevant to the safety and education of students in our school. Each week (Sunday evenings), Parsons' families will receive a school message related to upcoming school news, such as special events and activities, and early release days. Please inform the school office of any changes to your contact information.

School Facebook Page and School Website

We encourage you to visit both regularly for information regarding school activities and special events, breakfast and lunch menus, weekly and monthly school and district calendars, sports schedules, ordering a yearbook, and much more.

Online Grades

Parents can also access PowerSchool to check student grades, assignments and attendance by clicking the Parent Login on our website. Parents will receive instructions in the mail explaining how to access their child's information

WELCOME TO PARSONS!
LET'S MAKE IT A GREAT YEAR!

