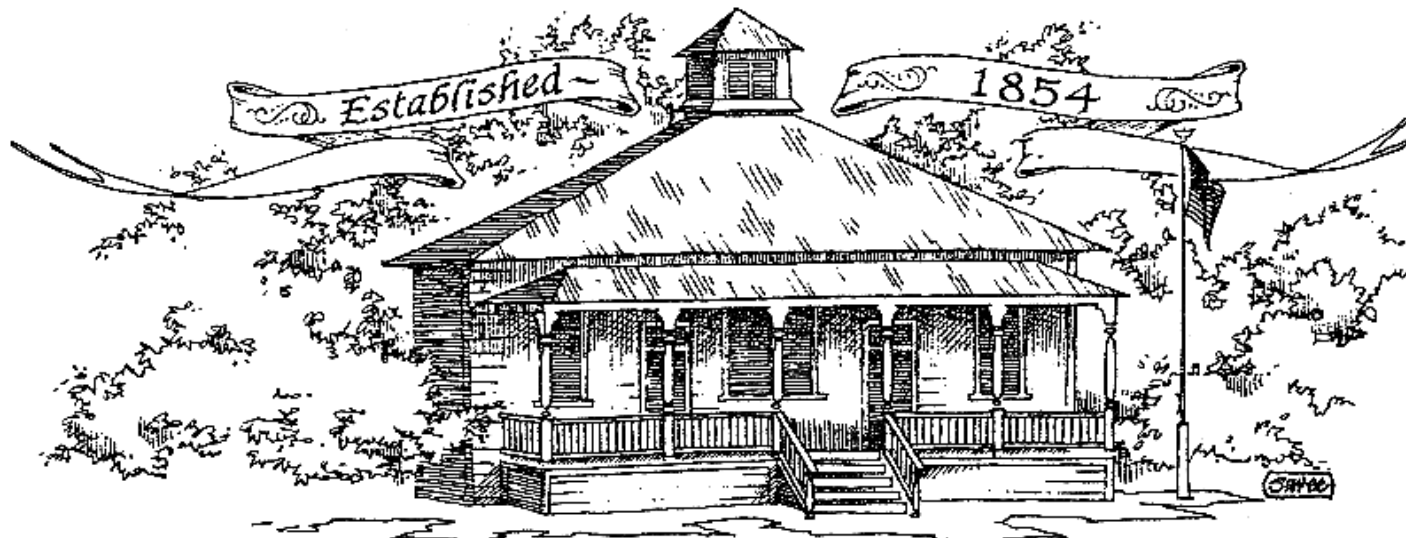


2007-2008 FGWS School Handbook and Calendar



French Gulch - Whiskeytown School District
Post Office Drawer 5 - French Gulch, California 96033 - 530-359-2151

Home of the Miners
Kindergarten - 8th Grade

11442 Cline Gulch Road
Post Office Box 368
French Gulch, California, 96033
(530) **359-2151**
Online: FGWS.ORG

New Millennium Partnership

French Gulch-Whiskeytown School District, Redding School District,
Igo Ono-Platina School District & Shasta Elementary School District

FGWS SCHOOL BOARD

- Kris Exparza,
President
- Bianca Bennett

SCHOOL FACULTY

- Diane Kempley, Superintendent
- Kirk Heims, Principal/Teacher, Gr. 4-8
- Ember Swan, Teacher, Gr. K-3
- Judy Britton, Office Manager
- Lesley Pearson, After School Program
- Rosemary Flud, Food Manager
- David Painter, Bus Driver/ Custodian

SPECIALISTS, ETC

- Don Blankenship, Speech
- Cari Stilwell, Psychologist
- Martha Kingdon, Resource Sp.
- Lynn Swendiman, Dir. Intervention
- Scott Halsey, Karate
- Christine Kingsbury, Dance
- Volunteer Foster Grandparent's

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August, 2007

Hello French Gulch – Whiskeytown Students, Staff, and Families,

It's school time again and we're looking forward to a great 2007-2008 school year. August 20, 2007 is the first day of school. This school year goes to June 5, 2008 and this year students will have, in addition to the Winter and Spring Break, a whole week off at Thanksgiving. We will eagerly await your arrival and getting started on what could be your child's best school year ever.

Our priority areas this year will be:

- Student Performance
- Health, Well Being, & Fitness
- Visual & Performing Arts
- Learning Communities
- Watershed & Ecology



Mission: The New Millennium Partnership, a partnership of four school districts sharing a common administration, will provide all students with optimum learning opportunities by employing and preparing the best teachers, leaders and support personnel, providing the most contemporary facilities and technology, and setting standards for students to achieve academic excellence, personal and social growth, health, and success in a safe, positive, and diverse environment.

Ms. Swan and Mr. Heims are excited to implement some new and old strategies with the kids and get started working again. We made academic gains on state test for a fourth year in a row. Our goal will be to address the needs of each individual, address standards, and meet the mission of the school.

We will continue to offer video conferencing for upper grade algebra and for collaboration with classes, projects, scientist, and historians around the world! Mr. Halsey and Mrs. Kingsbury will help us keep Thursdays special with karate and dance. There will be lots of strumming and we will have guitar lessons available for all students. Our school community is very fortunate to have a low student to adult ratio, a beautiful setting, and top quality resources to help our students do their very best.

This year we will continue to provide:

- State adopted, standards based curriculum and highly qualified teachers;
- Free After School Program (2:35-5:30);
- Cultural Awareness/Language; UC Extension Nutritional Guest; Field Trips;
- Ms. Swan, Dave Painter, Judy, Rosie, Lesley, Mr. Heims, the Millennium Partnership Staff at the District office, Superintendent, Dr. Kempley, Ms. Baker, and Mrs. Kingdon;
- Mrs. Kingsbury (Dance) & Mr. Halsey (Karate) & guest musicians/teachers;
- Adopt-a-Grandparent Program (Den, Sandy, and Carol); and
- Watershed, Garden, and Art Projects; Guest Speakers, satellite field trips, technology and more...

Online: fgws.org

*Current menu, projects,
plans, principal message,
teacher links, and more*

We are inviting you to come to a Back-to-School lunch and afternoon on September 7, at noon. Students and staff will share more information about some of the exciting things to look forward to this year.

Our school expects and maintains a positive, **safe, responsible, and respectful** environment. Individual attention and rich learning experiences and curriculum helps us maintain an ideal nurturing, educational environment.

Let's work together as a team with the student, parent, and school. For more ideas on how you can become involved, please contact us. Remember to check us out online also at fgws.org. Please keep this handbook as a reference throughout this school year. Thank you,
Kirk Heims, Principal / Upper Grade Teacher

September: General Information

SCHOOL HOURS

	<u>Start</u>	<u>Reg. Day End</u>	<u>After School Program</u>	<u>Minimum Day</u>	<u>Emergency Guidelines</u>
Kindergarten	8:10 am	2:15 pm	By 5:30 pm	Dismissals will be 1 hour earlier	Listen to local radio / TV; Call 359-2151, or we'll call you.
Grades 1-2-3	8:10 am	2:35 pm	By 5:30 pm		
Grades 4-5-6-7-8	8:10 am	2:35 pm	By 5:30 pm		

SCHOOL SPIRIT:

French Gulch-Whiskeytown School's mascot is a miner. School colors are black and gold. Please help us keep up school spirit. Encourage Spirit Fridays! Check us out at **fgws.org**. **Call 359-2151 for more information**

BEFORE AND AFTER SCHOOL:

The law states that the school, as well as the parent, shares in the responsibility for a student's conduct to and from school. The same good behavior, which is expected from students at school, is expected from them as they travel back and forth to the campus.

- Students should not arrive at school earlier than **8:00 a.m.** without prior consent.
- Students may not leave the school grounds during the regular school day unless first getting permission at the school office.
- Afterschool /Extended Learning Day rules are the same as the regular school rules unless otherwise noted.

GETTING TO AND FROM SCHOOL : Students are expected to be ***safe, responsible, and respectful*** to, from, and at school.

WALKERS

- Students who walk to school are instructed to go directly from home to school in the morning and when school is out, directly from school to home.
- Students are to obey safety precautions-walk on the left shoulder of the street facing traffic and use crosswalks.
- If a student walks or rides the bus to/from school, they must have a note in order to leave in a different way or with a different person.
- Skateboards, scooters, or rollerblades are not to be brought to school.
- It is recommended that primary students not walk alone to school.

BICYCLISTS

- Students may ride bicycles to school *with written parent permission*.
- **Helmets must be worn, per state law.** The school assumes no responsibility for loss or damage to bicycles. *We strongly recommend* that only students in grades 4-8 be allowed to ride to school.

BUS RIDERS:

- Most students travel to school on the school district bus. Students who need to get off at a different bus stop need *written parental permission* or the driver will take the student to the assigned bus stop.
- Students misbehaving on the bus will receive a bus citation and may be suspended from the bus for the remainder of that trimester with two citations.
- Students should have a signed bus rules contract on file. (*See February- Rules for more*)

- *October: Character Education*

The Six Pillars of Character

These six core ethical values form the foundation of the CHARACTER COUNTS! youth-ethics initiative. More Six Pillars discussion at charactercounts.org

Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

SIX PILLAR MNEMONICS

Help young people remember the Pillars by using these creative devices.

COLOR SCHEME

Trustworthiness : blue

Think "true blue"

Respect : yellow/gold

Think The Golden Rule

Responsibility : green

Think being responsible for a garden or finances; or as in being solid and reliable like an oak

Fairness : orange

Think of dividing an orange into equal sections to share fairly with friends

Caring : red

Think of a heart

Citizenship : purple

Think regal purple as representing the state

T R R F C C

Students can use this acronym to help them remember that people with good character are *terrific*:

T rustworthiness

R espect

R esponsibility

F airness

C aring

C itizenship

November: Grading & Academics

Parent / Teacher Conferences: Parent/teacher conferences are scheduled in November. Additional parent/teacher conferences can be scheduled when needed on an individual basis; let us know. We look forward to working with you to help provide each student with the best education possible.

Report Cards- Report cards are issued three times a year. These are increasingly addressing standards proficiency in all required subject. In addition to report cards, we will send home occasional test results that help us determine, address, and communicate specific strengths and/or needs. Please help us best address areas that are below proficiency. The After School Program could be a good option for your child.

Achievement Test: Academic achievement is one of our district's top priorities. Currently, California is issuing the CAT6 and the California Standards Test. The State testing system is for 2nd through 8th grades, which gives individual student scores showing relative strength placements in academic areas. There will be test occurring in early March and mid spring. It is important that students are well rested and do their very best on these assessments. These scores are used to better understand and communicate the areas of strength and needs of each student. We are aiming to bring every student to proficient and/or advanced status on these tests. All students in the state of California are expected to be at the Proficient or Advanced level of achievement by the year 2014.

Scale of Achievement (how kids are ranked by the state and how it may translate into their ability to earn grades.)

5	4	3	2	1
Advanced The student consistently demonstrates proficiency at or above grade level standards.	Proficient The student regularly meets and demonstrates proficiency in the grade level standards.	Developing Proficiency (Basic) The student is beginning to meet and demonstrate proficiency in the grade level standards.	Limited Proficiency (Below Basic) The student is beginning to, and occasionally does , meet and demonstrate proficiency in the grade level standards.	Minimal Proficiency (Far Below Basic) The student does not demonstrate proficiency in grade level standards.
A (100%-90%)	B (89%-80%)	C (79%-70%)	D (69%-60%)	59% and below requires intervention/explanation

Parental Monitoring: Parental involvement in student progress is important. This consists of each family's own level of monitoring behaviors and skills, measured by watching homework patterns and actively rewarding students when they master new concepts or reach a new level of educational growth. Our test and data print outs can be useful tools for communication. Let us know if you'd like additional assistance interpreting or understanding these reports. Your help and involvement are appreciated. We can set parents up with Accelerated Reader access, if you are interested, let us know.

December: Teaching, Learning, and the School District Mission Statement

School District Mission Statement:

The French Gulch – Whiskeytown School mission is to build a tradition of excellence by providing a stable place in our community which will allow, assist and exceed the guidelines of a state recommended core curriculum, and to give all students an understanding of the privileges and responsibilities necessary to be productive citizens.

The New Millennium Partnership, a partnership of four school districts sharing a common administration, will provide all students with optimum learning opportunities by employing and preparing the best teachers, leaders and support personnel, providing the most contemporary facilities and technology, and setting standards for students to achieve academic excellence, personal and social growth, health, and success in a safe, positive, and diverse environment.

Tips for Success

1. Provide a Well lit and quiet place for homework to be done.
2. Set a designated time for homework to be started each day.
3. Discuss and check for accuracy.
4. All homework needs to be turned in on time.

Teaching in a multi-grade classroom will utilize looping, cooperative learning, and individualized lessons more so than traditional classrooms. It is imperative that students are at school, ready to learn, and do their end of the work such as class activities, participation, homework, etc.

Homework Policy:

Regular homework, which extends student learning, is an integral part of our academic program. Homework assignments vary according to grade level and are designed to challenge students by teaching them to apply skills and concepts they have learned in their classrooms. Sometimes homework is also due to not using class time efficiently. Reading, music, and math problems could be regular items for homework.

TEACHER'S RESPONSIBILITIES:

- *Provide curriculum and activities to achieve the district priorities & mission.
- *Maintain an environment that is conducive to learning.
- *Assign homework based on the ability and needs of the student.
- *Explain assignments that are going home.
- *Acknowledge homework and give appropriate feedback.
- *Do not use homework as punishment.

STUDENT'S RESPONSIBILITIES:

- *Know homework assignment before leaving school / write all assignments in planner.
- *Ask for work missed due to absence.
- *Ask for help if needed.
- *Take homework assignment home.
- Complete and return homework and materials on time.
- *Ask parent or guardian to check work.
- *Be honest and do your own work.
- *Follow school rules that contribute to a Safe, Respectful, and Responsible environment.

PARENT RESPONSIBILITIES:

- *Provide an appropriate environment (quiet study area including proper lighting) for home study.
- *Contact teachers if assignments seem to be causing problems for your child.
- *Insist that your child completes homework on a regular basis.
- *Encourage the proper use and care of homework materials.
- *Monitor your student's planner, the school website, and/or communicate with the student and teacher.

Not sure about the Homework? Call 359-2151, Check the Website, check their planner, ask another student...

January: Health Services

We will encourage healthy habits, getting plenty of rest, washing hands frequently, getting adequate nutrition, and exercise to allow each individual to perform at their very best. We can refer concerns to the school nurse or help. Please ask if you have questions.

Health Services

Mandated health screenings will be conducted as follows: K-hearing, vision, dental; 1st grade -color vision, dental; 2nd grade-hearing, dental; 3rd grade-vision, dental; 4th grade-none; 5th grade -hearing, dental. New students are assessed as necessary and other screenings occur per request of teachers or parents. If the nurse discovers a deficiency, she will send a note home.

FIRST GRADE PHYSICALS: California State law requires that all first graders have a complete physical examination. The school office has forms called *Certificate for School Entry* that must be filled out, signed by a doctor and then returned to school.

MEDICATION/FIRST AID: If a student needs medication at school, we must follow the California Education Code (49423), which requires that parents fill out a *Permission to Administer Medication form*. These forms are available in the office. All medication must be in the original prescription container and it must remain in the office locked up. **Absolutely no over-the-counter medication will be dispensed without a written prescription from your doctor.** This also means that teachers cannot dispense medication for poison oak, or minor cuts and scrapes-all we can do is wash the area and apply a bandage. Our office staff may take temperatures and notify parents to come and pick up an ill student.

First aid, defined as the immediate, temporary care given in case of accident or sudden illness, will be given when necessary. It will be given by anyone qualified. In cases requiring the services of a doctor, every reasonable attempt will be made to contact the parent or responsible guardian before the student is taken to the hospital. For this reason, **we ask that you immediately inform us of changes in address or phone numbers in your family.**

CONTROL OF DISEASES: Encourage children to effectively wash hands often to help maintain a high standard of health in our school.

Aliment Period	Maximum Incubation Exclusion Period	No School
Chicken Pox	21 days	7 days or until all crusts are gone
German Measles	21 days	7 days
Red Measles	14 days	7 days
Whooping Cough	21 days	21 days or until paroxysms are over
Conjunctivitis (Pink Eye)	Until eyes are clear	
Impetigo & Ringworm	Student may attend school if sores are kept covered and student is under doctor's care	
Head Lice (Office or FAQ's for more info...)	Student can return to school when nits are gone and medication is continuing	
Common Cold	Student can return when most sneezing or coughing is gone and there is no fever	

February: Rules & Expectations

School Rules:

Our staff has utmost concern for your student's safety and we hope to build these good habits in students. Our school rules are: Be SAFE, RESPECTFUL, & RESPONSIBLE. The school will be a positive place for teaching and learning to occur. Our positive expectations chart illustrates the positive behaviors we expect for being safe, respectful, and responsible.

	<u>In the Classroom</u>	<u>On the Playground</u>	<u>Restrooms</u>	<u>Cafeteria</u>	<u>Bus</u>
<p>Be Safe</p> <p>Be Responsible</p> <p>Be Respectful</p> <p>PROGRESSIVE DISCIPLINE: Except in extreme cases, progressive (step-by-step) discipline will be followed. An office referral and record-keeping system insures that discipline is accurately enforced. A chart is posted in the office and in this calendar/handbook.</p>	<ul style="list-style-type: none"> • ..Respect all people and property • · Listen carefully to directions • · Be prepared for class • · Be on time • · Complete assignments on time • · Do your best • · Walk facing forward • · Keep hands, feet, and objects to self • · Get adult help for accidents, spills, or other needs • · Use all equipment and materials appropriately • · Use kind words and actions • · Use manners and be polite • · Use appropriate voices • · Wait your turn • · Clean up after yourself • · Follow adult directions • · Wear hats appropriately and only outdoors • · Follow all school rules • · Help others to follow school rules • · Take proper care of all personal belongings and school equipment • · Be kind • · Be honest 	<ul style="list-style-type: none"> • *Respect all games in progress. • *When coming in from the playground, the teacher will escort students into the building. • *When the recess whistle blows, all games stop and students line up immediately. • *Kicking of balls is done in designated areas. • · Use playground equipment safely and correctly • · Stay within school boundaries • · Be aware of activities and games around you • · Leave bark, rocks, and sticks on the ground • · Play fairly • · Include others in games • · Return all equipment that is taken out properly • · Use restroom and drinking fountain at recess and lunch hour • · Freeze when the bell rings, then walk directly to line as appropriate • · Eat snacks/be responsible for your own materials 	<ul style="list-style-type: none"> • · Wash hands when finished • · Keep water in sink • · Put trash in the garbage cans • · One person in a stall at a time • · Give people privacy • · Flush toilet after use • · Leave restroom promptly • · Keep facilities clean after use • No Playing in the bathroom. 	<ul style="list-style-type: none"> • Wash Hands • Eat lunch, try everything • *Use appropriate table manners • *Don't talk with food in your mouth • · Keep all food to yourself • · Sit with feet on the floor, facing the table, and bottom on the bench • · Sit quietly and refrain from rocking benches and tables • · Stay seated at all times unless given permission by an adult to get up • · Allow anyone to sit next to you • · Use quiet voices • · Use good manners • · Help clean your table • · Make healthy choices • · Raise hand and wait to be excused by an adult 	<ul style="list-style-type: none"> • Be orderly and use quiet 'inside' voices on the bus. • Follow all directions given by the bus driver. • Keep all objects inside of the bus and out of the aisle. • Face forward and remain seated. • Refrain from eating or drinking. • Follow orderly loading and unloading procedures. • Only unload at the designated bus stop unless written permission from a parent/guardian was approved in office to do otherwise. • Cross the street ONLY when escorted by the driver or another designated adult. • Always respond to the driver's instructions. Violators will be cited and may lose their bus riding privilege. California Code of Regulations Title 5, Section 14103, Authority of Driver is as follows: Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus en-route between home and school or other destinations.

STUDENT DISCIPLINE Student discipline is part of the learning process and it builds cooperative bonds among students, staff and parents. Positive discipline, supporting desired behaviors, on a regular basis, has been shown to be more effective. Positive reinforcement is our goal with words, grades, privileges, etc. Misbehavior will be corrected as a means to instruct students and insure an orderly campus. Teachers will handle everyday, minor problems with student misbehavior and the principal will intervene and support teachers in cases of extensive or ongoing misbehavior. Parents and students will be fully informed partners in the disciplinary process. Consequences for student misbehavior will be fair and uniform according to our progressive stepped consequences. Education code will be followed as appropriate.

DEFINITIONS : *Misbehavior* is student behavior which is contrary to any class, school, district or state rule or regulation, or which is contrary to the best interests of the instructional setting of the school. *Everyday, minor problems* are the infractions common to a student's developmental age, which are short of clear violations, which lead to administrative suspension. *Principal will intervene* means that the principal will assist in dispute resolution and enforce discipline in accordance with applicable rules and laws.

Attendance of suspended child with parent or guardian for part of school day: Whenever a student is suspended from a class, a teacher of the class from which the student was suspended may require a student's parent/guardian to attend a portion of a school day in that class. After completing a classroom visit, and before leaving the school premises, a parent/guardian also shall meet with the principal or Designee (Ed Code 48900).

March: Curriculum / Expectations

Students are expected to become proficient or advanced in math, language arts/ writing, social studies, and science. Students will receive curriculum from state adopted text programs, supplemental materials, resources online, from the teachers, through Discovery video clips, and other resources that have been shown to help. PE will utilize the SPARKs curriculum. Additional interventions and enrichments are also available (see chart in handbook) *Let's work together to best meet the needs of each child.* The following are the adopted curricular programs.

Primary Text	K	1	2	3	4	5	6	7	8
<i>Language Arts</i>	Houghton Mifflin K, Waterford, Acc. Reader,	Houghton Mifflin 1, Waterford, Acc. Reader,	Houghton Mifflin 2, Waterford, Acc. Reader,	Houghton Mifflin 3, Waterford, Acc. Reader,	Houghton Mifflin 4, Acc. Reader,	Houghton Mifflin 5, Acc. Reader,	Houghton Mifflin 6, Acc. Reader,	McDougal-Little, Acc. Reader,	McDougal-Little, Acc. Reader,
<i>Mathematics</i>	Sadlier-Oxford	Saxon	Saxon	Saxon -54	Saxon -65/76	Saxon -65/76	McDougal Littell Course 1	McDougal Littell Course 1	McDougal Littell Algebra
<i>Social Studies</i>	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman	Scott Foresman	McDougal Littell 6	McDougal Littell 7	McDougal Littell 8
<i>Science</i>	McGraw-Hill K; Childs Place in the Environment	McGraw-Hill 1; Childs Place in the Environment	McGraw-Hill 2; Childs Place in the Environment	McGraw-Hill 3; Childs Place in the Environment	McGraw-Hill 4	McGraw-Hill 5	Glencoe/McGraw-Hill Science Voyages-Green, Red, & Blue	Glencoe/McGraw-Hill Science Voyages -Green, Red, & Blue	Glencoe/McGraw-Hill Science Voyages -Green, Red, & Blue

The French Gulch-Whiskeytown District Governing Board believes that homework serves many important purposes. Staff shall design homework plans and assignments to reinforce academic skills taught in school. Students may benefit from learning how to conduct research effectively, develop ideas creatively, and learn the skills to become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. Parents/guardians should inquire if instructions or help are needed to best help their children with homework.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to individual student needs and abilities.

DISTRICT SUGGESTIONS ON TIME SPENT ON HOMEWORK PER WEEK: PLEASE READ WITH YOUR STUDENT 20 MINUTES EACH NIGHT. EVEN OLDER STUDENTS BENEFIT BY READING WITH OR TO AN ADULT. (upper graders can read on their own.)

- KINDERGARTEN - 50 MINUTES PER WEEK
 - *Activities*-Story listening, alphabet (sounds & letters), number, address, colors, telephone number.
- GRADE 1 - 100 MINUTES PER WEEK
 - *Activities*-Story listening, vocabulary building, handwriting practice, reading and math, social studies, sciences.
- GRADE 2 - 100 MINUTES PER WEEK
 - *Activities*-Vocabulary building, reading and math, spelling, social studies, sciences, handwriting practice.
- GRADE 3 - 150 MINUTES PER WEEK
 - *Activities* -Reading and math, spelling, expressive writing, social studies, sciences, penmanship, projects.
- GRADES 4-5-6-7-8 - 200 MINUTES PER WEEK
 - *Activities* -Reading and math, music, writing, research, social studies, sciences, penmanship

April: Interventions / Enrichment & Support Services

Students with special needs will be provided assistance in identified areas. Qualified personnel in the school district and the county provide such services. The principal, teacher and parents work together through conferencing as part of the referral process to these services. Descriptions of each service are as follows:

<u>Intervention</u>	<u>Enrichment</u>
<ul style="list-style-type: none"> • BEST Practices • Resource Teacher • Psychologist • Speech Teacher • Read Naturally • Appropriate Universal Access Activities from adopted curriculum • Waterford Reading Program • Botvin's Life Skills • Public Health Outreach with UC Davis • Foster Grandparent Program • Accelerated Reader • After School Academic Program <ul style="list-style-type: none"> ○ Homework time/assistance ○ Safe/Enriching Environment ○ CompuCat Math <p><u>DISTRICT PSYCHOLOGIST:</u> Provides assessment of referred students in order to determine placement in special programs, including speech, resource specialist program and special day class. Serves as a member of the Student Study Team, CORE Team and the Individualized Education Plan (IEP) Team and supervises and monitors the implementation of all special education programs.</p> <p><u>LANGUAGE/SPEECH SPECIALIST:</u> Provides a regularly scheduled pull-out program for children with identified speech and problems. Serves as a resource for classroom teachers and as a member of the IEP Team when appropriate.</p> <p><u>RESOURCE SPECIALIST:</u> Serves as a member of the school's Student Study Team and to provide appropriate assistance and services for students. Provides on a regular basis, in-class and pullout programs for learning handicapped students. Maintains communication with parents and classroom teachers in order to provide a coordinated curriculum.</p>	<ul style="list-style-type: none"> • Polycom for video conferences & daily algebra program • Waterford Reading Program • Accelerated Reader (ask teacher about Parent Log-in) • Dance • Karate • SHARE After School Program <ul style="list-style-type: none"> ○ Arts and Crafts ○ Supervised Games ○ Safe/Enriching Environment • Invention Convention • Watershed Program • Swimming Program through the YMCA • Foster Grandparent Program • Field Trips / Assemblies <ul style="list-style-type: none"> ○ Fire Prevention Presentation ○ Plays & Musicals ○ National Park Service Hikes ○ National Park Service Kayaking ○ Farm Day ○ Tours ○ Heritage Days ○ Museum, Library / City Hall / RABA • Tap Dance • Japanese and Spanish • Excellent Technology ratio and projects • Track Meets – inter rural schools • Music (guitar, recorders, percussion, singing...) • Community Service Projects (Camden House, Watershed Projects, Programs)

PARENT CLUB: This organization, which links with the staff, has meetings to plan and support school activities. Look for a form coming home at the beginning of the school year in which you can let us know the ways you can help the group. **Please consider joining as a parent or community volunteer!**

PARENT AND COMMUNITY VOLUNTEERS: The major goal of the *parent and community volunteer program* is to assist school in providing the best possible education for each student. Parents give valuable help in our instructional and social activities. We have many parents who visit classes, providing such valuable help as: working individually with students, assisting the teacher, organizing supplies/activities, giving special presentations and working on special projects in the office. Please call us if you wish to join in this rewarding experience. The services of volunteers are utilized in schools and district offices to accomplish the following objectives:

- *To support teachers and other personnel by performing some non- instructional tasks.
- *To provide teachers with more time to work with students.
- *To enrich the curriculum and children's learning opportunities.
- *To provide individual attention to those children who need more one-on- one assistance than the classroom teacher is able to provide.
- *To promote a school-home-community partnership for quality education.

NURSE: Provides health screening on a regular basis to detect health needs. Assumes responsibility for selection and referral of students in need of medical and dental problems. Provides classroom instruction and staff development in personal and public health and safety. Serves as a member of the IEP Team when appropriate.

SCHOOL SITE COUNCIL / SCHOOL IMPROVEMENT PROGRAM: The purpose of the Site Council is to develop and implement the School Improvement Plan and to make decisions on how state SIP funds are spent at the school. The Council's meetings are held once a month. The Site Council is continually re-evaluating the needs of our school.

Library: French Gulch-Whiskeytown School is continuously improving and enhancing its library. All grades are scheduled regularly into the library. It is important that students return library books to avoid lost book charges. Our library is open to families and community members if arrangements are made.

May: Dress, Grooming, Items at School

Students should come to school dressed appropriately to participate in all school activities without causing a distraction or a potential for injury.

Dress Code and Grooming:

New fashions have raised some concerns in regards to student safety. The following are clarifications on the dress code. Please help us keep your child safe. Any clothing, make-up or hair fashion that causes undue disruption to the process of learning are prohibited.

- *Shoes must provide for **safe play during recess and P.E.** We recommend NO PLATFORM soles. No back-less sandals/shoes are allowed. Students may leave a pair of shoes at the school if needed for PE.
- *Baggy pants are allowed but must stay up at the waist. Underwear cannot be visible at the waist. Pants may not have holes in private areas. Pant legs cannot hang on the ground because it is easy to trip. Overall straps should be buttoned over both shoulders.
- *Any clothing so large as to create a safety concern may not be worn.
- *Clothing cannot be see through, strapless or off the shoulder. No bare midriffs, plunging necklines, tank tops, or narrow strap attire.
- *Shorts and skirts are permitted but must be fingertip length. Cut off shorts must be hemmed.
- *Hats are not to be worn indoors-except on special occasions. Outside, hats may be worn, bill forward, and without questionable logos.
- *Bandanas are not to be worn at school.
- *Belts are not to be hanging down beyond the waist of pants.
- *Chains are not permitted at school at any time and are not to be attached to clothing or wallets.
- *Any attire that has references to gangs, drugs, tobacco, alcohol, sex or racial slurs will not be allowed.
- *Attire must provide for safe physical activities during the day.
- *7th & 8th graders may wear subtle make-up only. NO make- up is to be brought to school.
- *Students are not to come with writing or ink on their hands or faces or to write on themselves.
- *Jewelry may be worn but must not be a concern for safety, disrupt learning or be gang oriented.

Personal Items at School: Items such as radios, electronic devices, toys, pets, collections, personal sports equipment, etc., should not be brought to school unless prior permission has been granted by the teacher or school office. We cannot be responsible for any such items, even if they are given to the staff for safekeeping. If permission has been given to bring an animal to school, the animal must be in an appropriate, safe cage. Personal objects brought to school can end with disappointment from loss or having the item taken away because it was a distraction to the student or others. Items brought to school may be confiscated, put into the June box, and/or will require an adult to pick it up.

Electronics: Electronic devices, head sets, cell phones, or any electronic signaling device shall not be used by students during class, on the bus, on the playground, or anytime while on campus, without staff approval.

We encourage students to dress with pride. Black and Gold are the school colors and is encouraged on Friday's.

June: 40 Developmental Assets

The 40 Developmental Assets

The 40 Developmental Assets listed in the table below are based on research performed by the Search Institute. When these concepts are incorporated into the lives of children and youth the result is a healthier community! The exciting thing about assets is that everyone--parents, grandparents, teachers, coaches, friends, youth workers, employers, youth, and others--can build them!

A - Advocating
S - Spending time
S - Showing that I care
E - Encouraging & Valuing
T - Teaching & Modeling

ASSET TYPE	EXTERNAL ASSET NAME	DEFINITION	INTERNAL ASSET TYPE	ASSET NAME	DEFINITION
SUPPORT	1. Family support	Family life provides high levels of love and support.	EDUCATIONAL COMMIT-MENT	21. Achievement motivation	Young person is motivated to do well in school.
	2. Positive family communication	Young person & her/his parent(s) communicate positively, young person is willing to seek parent(s) advice /counsel.		22. School engagement	Young person is actively engaged in learning.
	3. Adult relationships	Young person receives support from 3 non-parent adults.		23. Homework	Youth reports doing at least 1 hr of homework/ school day.
	4. Caring neighborhood	Young person experiences caring neighbors.		24. Bonding to school	Young person cares about her or his school.
EMPOWER-MENT	5. Caring school climate	School provides a caring, encouraging environment.	VALUES	25. Reading	Young person reads for pleasure three or more hours /wk
	6. Parent involvement in schooling	Parent(s) are actively involved in helping child succeed in school.		26. Caring	Young person places high value on helping other people.
	7. Comm. values youth	Young person perceives community adults value youth.		27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	8. Youth as resources	Young people are given useful roles in the community.		28. Integrity	Youth acts on convictions, stands up for her/his beliefs.
BOUND-ARIES & EXPECT-ATIONS	9. Service to others	Young person serves one hour or more per week.	SOCIAL COMPE-TENCIES	29. Honesty	Young person "tells the truth even when it is not easy."
	10. Safety	Young person feels safe in home, school/ neighborhood.		30. Responsibility	Young person accepts and takes personal responsibility.
	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.		31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	12. School boundaries	School provides clear rules and consequences.		32. Planning & decision-making	Young person knows how to plan ahead and make choices.
TIMEUSE	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	POSITIVE IDENTITY	33. Interpersonal competence	Young person has empathy, sensitivity, & friendship skills.
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.		34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	15. Positive peer influence	Young person's best friends model responsible behavior		35. Resistance skills	Youth can resist negative peer pressure & dangerous situations.
	16. High expectations	Both parent(s) + teachers encourage the youth to do well.		36. Peaceful conflict resolution	Young person seeks to resolve conflict non-violently.
	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater or other arts.		37. Personal power	Young person feels he /she has control over "things that happen to me."
	18. Youth programs	Young person spends 3 hours or more per wk in sports, clubs or organizations @ school +/- in community org's.		38. Self-esteem	Young person reports having high self-esteem.
	19. Religious community	Youth spends 1 or more hours/ week in religious activities		39. Sense of purpose	Young person reports that "my life has purpose."
	20. Time at home	Young person is out with friends "with nothing special to do," two or fewer nights per week.		40. Positive view of personal future	Young person is optimistic about her or his personal future.

July: Progressive Discipline Chart

French Gulch – Whiskeytown School Progressive Discipline Chart Grades K-8

Various strategies will be used to not get to any of the following, but our efforts aren't always enough. Discipline for younger students may vary from this list. Discussing the problems with the principal/teacher/ and/or staff members will occur before a referral is issued. Actions such as littering will also be accompanied by litter duty. Environmental improvement, essays, and time out may also be used as behavioral deterrents as necessary.

	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Level 1 Littering Violating rules Classroom disruptions Rough play Violating playground rules Misuse of equipment Bad manners Disrespect to kids /adults	Level 1 Verbal warning Or Out of activity	Level 1 Citation referral sent home & Loss of Recess	Level 1 Citation referral sent home & Loss of Recess	Level 1 Citation referral sent home & Phone call/conference & Possible in-house suspension & Loss of Recess for a day
Level 2 Playing in bathrooms Spitting Throwing objects Abusive language/profanity Defiance /disrespect/insubordination Habitual classroom disruption Dangerous play /hazardous	Level 2 Repeated Level 1 Offenses (5+) Citation / Signed by parent & Loss of Recess	Level 2 Citation / Signed by parent & Lunch or recess detention (1-5) Time – out (K) & Loss of Recess	Level 2 Citation / Signed by parent & Loss of Recess for a day	Level 2 Citation / Signed by parent & above (level 1) & possible SARB referral & Loss of Recess for a day
Level 3 Hazardous behavior (physical) Body contact Leaving school grounds Vandalism Harassing/bullying Fighting / Physical aggression Forgery / theft	Level 3 Citation / Signed by parent & above (level 2) & Behavior Plan	Level 3 Citation / Parent Meeting & above (level 2) & SST & Behavior Plan	Level 3 Citation / Parent Meeting & above (level 2) & SARB referral & Behavior Plan	Level 3 Citation / Parent Meeting & above (level 2) & SARB referral & Behavior Plan
Dress Code	Change clothes	Change clothes	Change clothes/parent contact	Change clothes/parent contact/ referral
Drugs, weapons, arson, assault, bomb threat/false alarm, etc	Zero Tolerance /Law enforcement will be called.	Level 4	Level 4	Level 4

FAQ's & FYI

SHARE - After School Program: This is available for free to provide student intervention and enrichment each school day for 3 hours after school ends. School rules continue to apply. Regular pick up is at 5:30, and 4:30 on Minimum days.

ATTENDANCE: A parent/guardian signed absent note is required after each absence. State the reason for the absence, the date of absence and send the note the day your child returns. If a child is absent due to illness for 3 days or more, a doctors note is required.

Attendance is important for your child's success, as a work ethic, and for funding. California public schools report only positive attendance to the State. That is, students will be counted present if they are physically present in school that day. "Excused" or "unexcused" absences will not be funded; only a student's physical presence will be considered for Average Daily Attendance (ADA funding) reporting. Excessive absences are required to be reported to School Attendance Review Board (SARB).

CARE OF SCHOOL PROPERTY:

Students are liable for all materials issued to them. Students will be provided with resources for some projects. Students using computers in the classroom will be responsible for use and care of equipment. We will ask that some text be covered for protection.

The school provides necessary books at no cost to the students. In return, students must take good care of these, or they are responsible for any damage.

EMERGENCY GUIDELINES:

On very rare occasions, school may be closed due to snow or an emergency. Please listen to the local radio and TV stations for information about school closures. If school is closed, all after school programs or events will be canceled. We will make every effort to contact all parents if students must be sent home. It is also important that you set up an emergency procedure for your child and discuss backup plans for "what-ifs" and worst case scenarios. Should an emergency occur, it is important to have a plan in place for the safety of your child.

FIELD TRIPS:

Field trips are an important and well-liked part of the educational program and are under the supervision of the classroom teacher. The bus is generally used, however, sometimes private cars are used for trips. Permission slips will be sent home for parents to sign. **Students without a signed field trip permission slip will not be allowed to participate.** We welcome parent volunteers to go along on our field trips, if space is available.

Our watershed program often includes walks in the area around the school and town. A general permission slip for these activities must be signed for students to participate.

HEAD LICE UPDATE: More info in the office. The following are intended to help keep a handle on the increased occurrence of head lice infestation observed recently at schools:

*Check your own child's hair regularly.

*If live lice or eggs (nits) are found, all infected persons should undergo treatment with an anti-lice shampoo.

*A second treatment is recommended in 7-10 days since the lice are becoming resistant to anything on the market today.

*Use a blow-dryer to dry your child's hair every time he/she is shampooed.

*Wash all (using very hot water) clothing, towels and bed linens used by that person with head lice the same day the treatment is done. *Vacuum carpet, mattresses, stuffed chairs, etc.

*Combs and brushes should be soaked in anti-lice shampoo for 10 minutes and not shared by anyone else.

*There are three products that help with combing out the nits: "Lice Meister Comb", "CLEAW" or "STEP 2" (at your local pharmacy).

*Also we are experimenting with using baby oil, Vaseline and mayonnaise - saturating the hair and putting a shower cap or plastic bag on for 6 to 9 hours and then shampooing-you might want to try this (it is not proven), however, many parents have reported success.

*Please notify the school that your child is being treated for head lice.

*There should not need to be more than 3 days absence.

KINDERGARTEN REGISTRATION: Students who will be **five** (5) years old on or before December 1st of the current school year may be enrolled in Kindergarten. During May, a Kindergarten registration period is held for students who have never enrolled in school but will be enrolling in August. New Kindergarten students need the following documents to be enrolled: **birth certificate, proof of-immunization (for polio, DPT, MMR, Hep B, Hib and Varicella) and social security number.**

FOOD SERVICES: A nutritious breakfast and lunch, planned by our Food Service Manager, is served daily. Menus are sent home each month. Milk may be purchased individually for those bringing lunches from home. The meal prices are \$.50 for breakfast/reduced price is \$.30, \$1.00 for lunch/reduced price is \$.40 and milk is \$.25. Purchases may be made daily or the office will bill at the end of each month. Please arrange a payment method with the office.

LONG ABSENCES / INDEPENDENT STUDY Contact the school office and your child's teacher if an absence is to be more than 3 days. The teacher's home assignments will keep your student in contact with his/her studies. The web site and e-mail could also be helpful resources.

Parents: If you plan to take your children out of school for more than five days, please contact the teacher about an *Independent Study Agreement*. If your child completes all work agreed upon in the contract and the signed contract is returned the day your child returns to school, the absences are considered excused and the school district receives apportionment from the State.

LOST AND FOUND:

Please clearly mark all student lunch boxes, backpacks, sweaters, jackets, etc. with a lasting marker (sewing ink marked tape into clothing works). The Lost & Found is in the hallway.

NOTIFICATION REQUIREMENTS:

Students must bring a note to go home with another student or get off at another bus stop. The note must be turned in to the office. Notify the office of any changes in your child's usual routine coming to or leaving school. This should be done with written notification to the office.

PARENTING TIPS, NUTRITION TIPS, DENTAL TIPS, HEALTH TIPS :*available in the office.- Please help children be responsible about dental and health issues.*

SCHOOL OPERATIONS

We strive to operate the school as efficiently as we can while still taking into consideration individual problems and the special circumstances of each of our students. You can help by doing such things as:

STUDENT PICTURES IN THE MEDIA:

There is a potential for students to be mentioned or to have a photo or video included in news coverage of the school. Our website highlights some of the school activities and uses pictures from events. There is an image release form that needs to be signed for their images or photo's to be used. Student pictures on the website will **not** include any names and will completely conform with CIPA ([Children's Internet Protection Act](#))

STUDENT DATA: CSIS is a statewide data system that tracks students for accountability. Names are also submitted to Edusoft for data management. Privacy is protected with limited access and individual student data will not be made public. It is important that we maintain accurate student data and your assistance is appreciated.

***UTILIZING HOMEWORK FOLDERS:** In the lower grades, school notes will be sent home with the homework folders. Please read the notes and sign if necessary. These folders are checked daily for communications from parents. Upper graders should be **encouraged** to use their planners and learn the responsibility that goes with being a good time manager.

***READ** all school correspondences sent to you. Notices are often placed in the upper graders 'mailbox'.

***MAKE** an appointment with the staff member(s) you wish to see. We are glad to meet with you and, like other professionals, we have important daily obligations which require pre-planning. Please call for an appointment.

***CHECK** in at the school office before entering a classroom. You need to check in through the office and sign the visitor book. This avoids interrupting a class and assures a level of campus safety your student deserves.

***SEND** in all absences notes, permission slips and lunch money promptly.

***ENCOURAGE** your student to follow school rules and be an active part of the school.

***USE** the available resources, after school program, website, etc. Call and/or ask if you have questions.

Williams Case Information and Forms

Explanation: Williams case legislation requires a school district to use its uniform complaint process to help identify and resolve any deficiencies related to instructional materials, teacher vacancy or missed assignment, and emergency or urgent facilities conditions that pose a threat to the health and safety of the pupils or staff.

California Education Code 35186 authorizes the filing of complaints concerning the following:

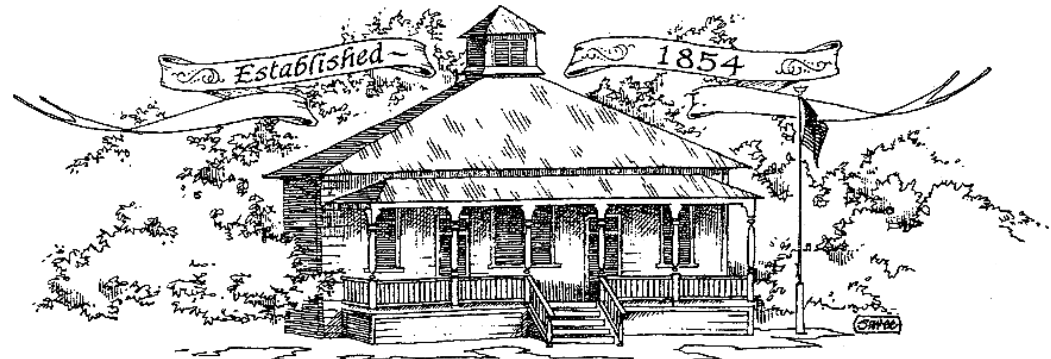
1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in the class and to take home to complete required homework assignments.
2. School facilities must be clean, safe and maintained in good repair.
3. A complaint form may be obtained at the school office, district office or downloaded from this page. You may also download a copy of the California Department of Education complaint form from the following website: <http://www.cde.ca.gov/eo/ce/wc/index.asp>.

Resources, Phone Numbers, & Notes

FGWS School
PO Box 368, 11442 Cline Gulch Road
French Gulch, CA 96033

359-2151
359-2010 (FAX)

<http://fgws.org>
kheims@rsdnmp.org
eswan@rsdnmp.org



French Gulch - Whiskeytown School District
Post Office Drawer 5 ~ French Gulch, California 96033 ~ 530-359-2151

Emergency- Police, fire, ambulance: 911
Sheriff: 245-6540
Poison Control: 1-800-876-4766
County Office of Education: 225-0211
Child Protective Services: 225-5650



Other Numbers:

Neighbors:

Personal Doctor/ Phone #:

Mental Health

Shasta County Mental Health 225-5200

Shasta County Public Health 225-5591

Mayers Memorial Crossroads Clinic 335-3800

(Provide services for under 18; only for drug counseling)

Shasta County Department of Social Services 225-5705

Food Stamps 225-5777

Medi-Cal 225-5777

Healthy Families 225-5073

CHDP (child health development program) they provide

Free Physicals and nutrition information locations in our area

225-5122

Hospitals

Mercy Medical Center 225-6000

Shasta Regional Medical Center 244-5400

MediCal Resources: Inquire at school.



Notes

Learn Child CPR Put smoke alarms in hallways and every bedroom, check every 6 months. Have a carbon monoxide alarm.

Fire Escape Plan: