

Choosing EXCELLENCE in *Everything* We Do!

MISTLETOE SCHOOL

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For the 2020-2021 school year, please refer to the district's attached Handbook Addendum - Enterprise Elementary School District SCHOOL REOPENING PLAN, Addressing the Challenges of COVID-19

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A Message from the Mistletoe staff...

Welcome to the Bulldog family! A child's world is greatly influenced by his or her school experience.

The Mistletoe staff believes that 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 have the freedom to discover and enjoy the process of reaching their fullest potential. A focus on learning and growing, whether it be in the arena of academics, the arts, or sports, makes active the idea that there are no limits to the success of each student. Academically, our programs reflect relevance to learning and are designed around the needs of the children we serve, including their need to compete in an ever-changing world. We offer an array of Performing and Visual arts experiences, as well as sports programs for all of our K-8 students. Please refer to this Handbook for specifics on each component of our comprehensive school program.

Mistletoe continues to receive recognition for providing an exceptional learning environment that effectively tends to the needs of children. It is an honor to celebrate student achievement and the team effort between our staff and parents towards this effort. We are proud to serve as a California Distinguished School, a California Title 1 Academic Achievement Award School, a California Honor Roll School, and a California School-To-Watch (high-performing middle school).

We wish each of our students and families the best as we journey together into the new school year!



ACADEMIC EXCELLENCE

Mistletoe is a high-performing school rooted in academic excellence. All students are expected to meet rigorous academic standards. We have a highly competent staff that works tirelessly to assess and monitor the progress of student learning. Ability grouping within grade-levels allows for targeted assistance where each child's skills are concerned. Flexible scheduling enables students who may need extra help to engage in research based academic interventions aligned with high standards. Additionally, students demonstrating advanced skills in the areas of reading and math afforded the opportunity to extend their learning. Teaching practices include a variety of methods, all of which support achievement of high expectations while encouraging enthusiasm for learning.

The staff shares a core belief that every child can learn and that it is our responsibility to provide each student with every opportunity to reach his/her academic potential. Teachers collaborate to analyze student data and make decisions about rigorous curriculum, standards-based assessment practice, effective instructional methods, and evaluation of student work. District assessments addressing state standards are given on a trimester basis. The results of these assessments are analyzed during teacher collaboration time.

RESPECT FOR LEARNING

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

- ❖ There is a respectful classroom atmosphere.
- ❖ Students are coached by teachers who have good rapport with their students, are enthusiastic, and demonstrate passion for their work.
- ❖ Students are encouraged to be curious, innovative, 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 standards-based.
- ❖ 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.

CAREER AND COLLEGE READINESS

Mistletoe staff believes that every child deserves the opportunity to be prepared for college, if they choose to attend. It is our belief that all children need post-secondary training and/or education to achieve their dreams. At Mistletoe, there is a continuation of strategies that are employed throughout our K-8 school to bring students along in understanding possibilities for their future. Activities include field trips to colleges and universities, goal setting, career exploration, and teaching the behavior that promotes citizenship and productive habits, as represented in the adoption of *Character COUNTS!* All of our classrooms have adopted a college as one way to communicate the value of post-secondary education. Through various classroom activities, students develop a broader understanding of what career and college readiness actually means. We recognize that not all students will go to college, but we educate all of them about their options, choices, and pathways to successfully prepare for entrance into college or to plan for specific skill training toward a career.

CELEBRATING ACADEMIC SUCCESS

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 kindergarten through 8th grade students:

- ❖ Trimester Academic, Character, and Attendance Award Assemblies
- ❖ Reader Leaders Program
- ❖ Principal's Math Challenge
- ❖ Character COUNTS! tickets (weekly drawings, postcards)
- ❖ GPA Qualifications:
 - Superintendent's Award 3.8 – 4.0+
 - Principal's Award 3.5 – 3.79
 - Honor Roll 3.0 – 3.49

NOTE: Special recognition is given to those students who consistently achieve the Superintendent's Honor Roll for 3 consecutive years.



REPORT CARDS, PARENT/TEACHER CONFERENCES

Report cards are issued at the end of each trimester. The report cards are either given to the parents during the conferences or sent home with the students. The end-of-the-trimester dates are as follows:

October 29	End of 1st trimester
February 25	End of 2nd trimester
June 4	End of 3rd trimester

Parent/Teacher Conference week occurs twice during the school year. During these weeks, students are on a Minimum Day Daily Schedule. Teachers send home a notice to parents either indicating their scheduled conference time or requesting a time that best fits for the parents. Every effort is made to coordinate conference times for families who have more than one child at Mistletoe. Depending upon the grade level, students may be included in the conference process. Conferences are held November 18 through November 22, 2019, and March 9 through March 13, 2020.

Grades K-8 Use Standards Based Report Cards: The progress made relative to achievement of the Standards is assessed utilizing the Enterprise Elementary School District Trimester Assessments. Grades 4 and 5 report cards will include academic letter grades for core academic subjects. Grades 6 through 8 report cards include academic letter grades for all courses in which the student is receiving instruction. The academic letter grading scale used is:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = Below 60
A = 93-97	B = 83-86	C = 73-76	D = 63-66	
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	

Interim Progress Reports - Middle Grade Program: In addition to online access to student grades, middle grade teachers send home printed progress reports every three weeks on a Monday. Students are expected to return the report with a parent signature the subsequent school day.

Grading Policy for Middle Grade Program: The purpose of a grade is to reflect a student's demonstrated skills, abilities, and content knowledge or lack thereof. In an effort to support the transition both into, through, and out of the middle grade program 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, Tests/quizzes). Each grading category is weighted for the purpose of supporting success in many areas of adolescent development, which includes personal responsibility, proficiency in subject matter knowledge, and academic skills. 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.

Grading Category Descriptions: Classwork and/or Homework: Student work in this category focuses on the development of fundamental academic skills, work habits (e.g., organization), and time on task (engagement and participation, such as with note taking).

Tests and Quizzes: Student work in this category is focused on defining levels of subject matter proficiency, as well as supporting students in developing their testing skills. Tests generally include a composite of multiple choice, true/false, short answer, and essay questions. Testing skills play an increasing role in a student's academic performance as they progress to high school, post-secondary school, and employment. Projects, Presentations, Labs, and Portfolios: Student work in this category reflects application of knowledge in a diverse manner. There is more than one way to assess a student's skills and knowledge as demonstrated in their ability to explain and evaluate concepts in using portfolios, oral/group presentations, science labs, and hands-on projects. NOTE: Elective grades are specific to the course being taught.



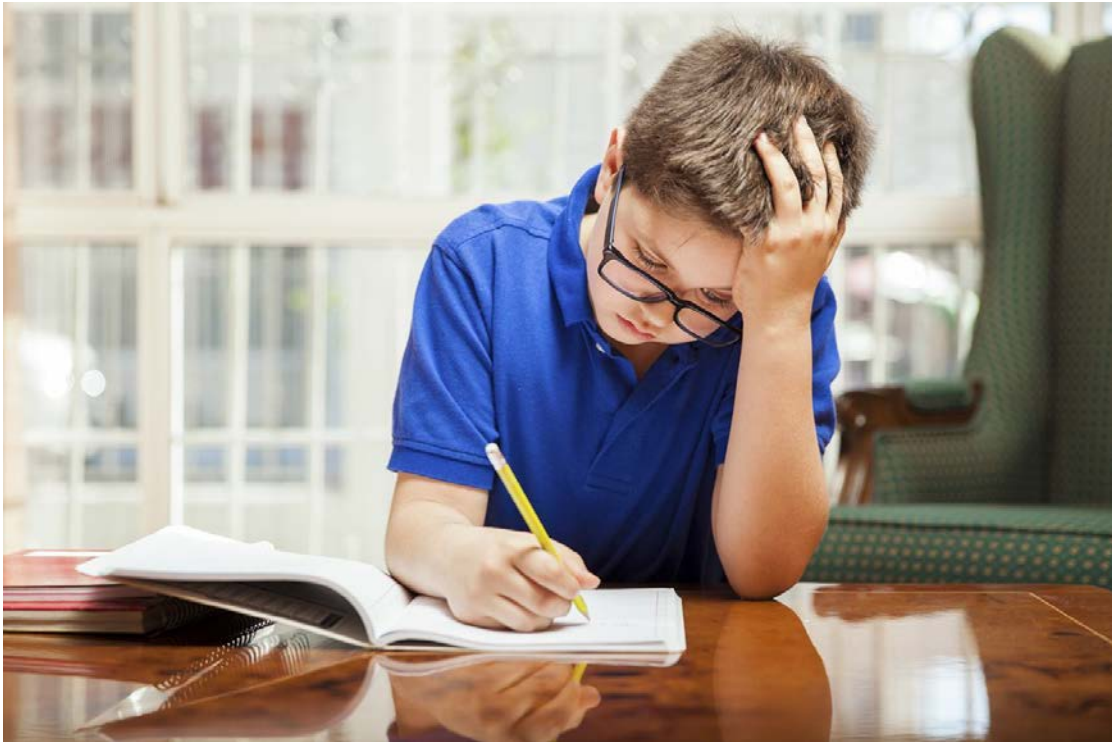
Powerschool - Online Monitoring of Grades - Middle Grades Program: The District provides real-time access to students' grades, assignments, and attendance through an online program called PowerSchool. The objective of this program is to promote parent involvement by making communication between parents and the school possible, manageable, and productive. Families who have Internet access at home or work can view the information on their student at any time. Reports can also be obtained from the teacher. Confidential passwords are provided to students and their parents. To access PowerSchool, go to mistletoe.eesd.net. Click on the PowerSchool logo on the right side of the screen.

Late Work – Middle Grades Program: Students will be supported throughout the process of developing their academic skills and work habits, which includes learning how to effectively manage their time. 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 if 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. Students will lose a % value of the total points possible for a late assignment. Please see grade level teachers for more information.

Homework Requests: For 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. For long-term absences (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 for the departure. Students may be placed in a formal Independent Study program with their regular teacher, which assists the student in maintaining the continuity of learning while away. The student, parent, teacher, and principal sign an agreement for the program.

ENRICHING ACADEMIC EXPERIENCES – FIELD TRIPS (May be put on hold due to COVID)

Enriching experiences are those that complement and enhance classroom learning. Every grade-level plans multiple field trips to extend classroom lessons. For example, 3rd grade takes various trips throughout Shasta County, 4th grade interacts with California history by taking a trip to Sacramento, and 5th grade students spend a week studying science at Whiskeytown Environmental Camp. The 6th grade classes have the unique opportunity to go to Shasta Lake for the purpose of studying local history, water quality, and geology. 7th grade classes attend a play at the Shakespearian Festival in Ashland after participating in the Mistletoe Renaissance Day. The 8th grade class plans a two-night camping trip to Patrick's Point following Graduation Day. Classes of 6th-8th grade students visit various college campuses.



HOMEWORK POLICY (Board Policy 6154)

The Mistletoe School Staff believes homework plays an important role in the education of children. Homework should:

- ❖ provide practice and reinforce concepts already taught in the classroom.
- ❖ develop good study habits, a positive attitude, and serve as a message to students and parents that learning takes place outside the school as well as inside the school.
- ❖ be completed independently, as best as possible, without parental influence except in rare occasions where students are struggling to complete the homework.
- ❖ increase communication between the home and school.
- ❖ promote wise and good management of time.
- ❖ be necessary and useful, as well as appropriate to the ability and maturity level of students.
- ❖ be useful to teachers to monitor student learning towards academic standards.

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:

NIGHTLY HOMEWORK GUIDELINES (minutes)								
K	1st	2nd	3rd	4th	5th	6th	7th	8th
10-15	10-20	15-25	20-30	25-40	30-45	35-50	40-55	45-60

*Students who do not use classroom time wisely 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. The Mistletoe staff has developed the following nightly reading guidelines:

NIGHTLY READING GUIDELINES (minutes)								
K	1st	2nd	3rd	4th	5th	6th	7th	8th
10-15	10-20	15-20	20	20	20	30	30	30

CORE CURRICULUM AND STANDARDIZED TESTING (CAASPP)

Curriculum Standards adopted by the California Department of Education for English-Language Arts, Math, Social Science-History, Science, and Visual and Performing Arts can be found on the EESD website, www.eesd.net. All California public school children in grades 3-11 participate in State testing during the Spring. At present, the tests for 3rd, 4th, 6th, and 7th grades include English language arts and Mathematics. The tests for the 5th and 8th grades also include science. The results are used for a variety of purposes, most importantly the determination of a student content knowledge, skills, and abilities. Therefore, it is important that students do their best on these tests. Parents can best support 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 to school on time
- ❖ Scheduling your personal appointments at a time that does not conflict with testing

Parents receive a detailed report of their student's performance during the summer following the test. The Mistletoe staff makes every effort to develop a positive testing climate which includes pre-test reviews, a testing schedule appropriate for each grade level, nutritious snacks, and daily recognition for active engagement in expected testing behaviors.



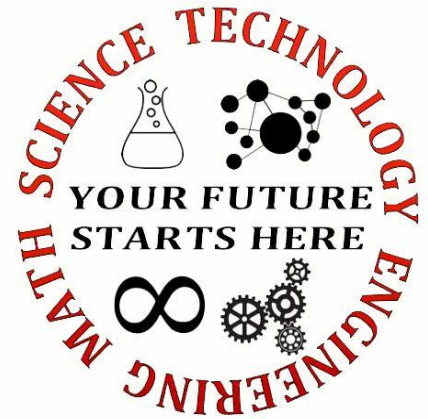
ACADEMIC HONESTY

Mistletoe 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 and therefore unpunished. Students who are dishonest about their academic work also cheat themselves 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 to which they will be expected to follow while working. At Mistletoe, students are expected to practice the integrity they must demonstrate later in life. For all of these reasons, academic misconduct is considered a serious offense.

What is academic misconduct? Students are guilty of cheating whenever they present their work as something that they did not do. Students are also guilty of cheating if they help someone else to 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. The temptation to cheat can be eliminated by developing and practicing sound study habits, keeping up on class work as it is assigned, and by making good use of the help offered. Parents and students are strongly encouraged to communicate with the teacher if the student is encountering emotional and/or health problems that distract from studies and interfere with concentration.

OUR MIDDLE GRADE PROGRAM

MISTLETOE STEM INSTITUTE: Mistletoe was the first school in Shasta County to offer cutting-edge STEM to all of our 6-8 students to prepare them for leadership in tomorrow's job market. STEM is an acronym that refers to the integration of the academic disciplines of Science, Technology, Engineering, & Math. Students explore robotics, jet propulsion, genetics, hydraulics, electricity, environment, geology, and other areas. In the process, they encounter realistic problems, conduct research, and then design, test, and evaluate their projects to arrive at solutions.



Why STEM?

- ❖ Students who participate in STEM coursework are better prepared for college admission.
- ❖ STEM industries are the fastest growing segment of the job market.
- ❖ STEM-related careers account for the highest paying jobs available.
- ❖ Students with a degree in a STEM-related field will pay off their college loans faster than any other major.
- ❖ STEM fields offer the best opportunity for pay equity between men and women.

ELECTIVE COURSE OFFERINGS (Electives may vary and be postponed due to COVID-19)

The purpose of Mistletoe's elective program is:

- ❖ To create a diverse opportunities that are interactive and meaningful in order that students discover their strengths, interests, and talents
- ❖ To allow students to experience an increased sense of connection and leadership within a community
- ❖ To support the uniqueness of a middle grade student who is naturally developing independence and a greater sense of personal responsibility.

The common characteristics of all elective themes are:

- ❖ Strong articulation with the high school programs
- ❖ Peer mentoring
- ❖ Frequent community guest speakers and/or community involvement
- ❖ From practice to a significant, meaningful performance
- ❖ 'Teacher as Facilitator' model of student learning, discovery-oriented, learning occurs together

Digital Photography: Learn proper posing, lighting, and composition of quality photography as well as photo editing processes. Students must have access to a digital camera or smart phone and show responsibility about using phones during the class.

Study Skills: The purpose of this elective is to provide extra support to students with class and homework assignments during the school day and to build academic and organizational skills on the path to becoming more independent learners.

Band: Band students participate in an instrumental performing group in this year-long elective. There are no auditions, but a student and family handbook is signed at the start of the year to promote the commitment needed to create an instrumental music community. At least two concerts are given throughout the year. Students learn to play a wind or percussion instrument individually and as part of small and large ensembles. Instruction focuses on music literacy, proper technique, and individual and corporate artistry.

Art: The purpose of this class is to provide students with the opportunity to make connections through personal expression between visual arts, other disciplines, and daily life. Students will understand and apply elements (line, color, shape, form, texture) and principles of art through a variety of media and techniques. Students will make the connection that math, writing, reading, and critical stance are connected to the visual arts. A \$5.00 donation will be asked of each student per trimester as a means to allow students to work in smaller learning groups with their own materials.

WEB: This year-long elective is a citizenship class that focuses on building character, leadership, decision-making, and organizational skills and responsibility through service learning activities. Participants will build character and community at Mistletoe and beyond! Students must participate in a selection process to be involved in this class; attendance, participation, and academic eligibility requirements must also be met. In order to prepare for the many student-led activities, additional training will be provided outside of the class.

Teacher's Aide: The purpose of serving as a Teacher's Aide (TA) is to help students experience leadership through role modeling to younger students under the guidance of office staff or a classroom teacher. The role of a TA is to assist office staff or teachers as needed, whether it includes helping with bulletin boards, tutoring younger students, helping to organize materials for class activities, filing paperwork, or various other duties as assigned. The numbers of TA positions available varies according to need on a trimester basis. This opportunity is available to students who have established a positive pattern of personal responsibility with regards to their academics, as well as the ability to get along with adults and peers.

Recreational Games: Delve deeper into the world of personal fitness and nutrition. Students will engage in an increased level of challenge for the purpose of developing lifelong personal health and fitness habits.

Media Arts: Students engage in hands-on production videos with positive school messages and school news.

TECHNOLOGY

To prepare students to compete in a technological world, the district has implemented cutting-edge applications of technology to enhance in-depth learning and promote innovation. All of our students have access to Chromebooks in the classroom. Every classroom also utilizes InterWrite technology as an additional tool for teaching and learning. Students are able to use technology to collaborate on projects through shared applications. All students receive instruction in appropriate digital citizenship and Internet safety.

ACADEMIC SUPPORT PROGRAMS AND SERVICES

ACADEMIC INTERVENTION 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 the classroom, through pullout programs, additional instructional support in the classroom, and/or extended day intervention. 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.

FLEXIBLE SCHEDULING: Ability grouping within grade-levels allows for targeted assistance where each child's skills are concerned. Flexible scheduling enables students who may need extra help to engage in research-based academic interventions aligned with high standards. Additionally, students demonstrating advanced skills in the areas of reading and math may be afforded the opportunity to enrich their learning.

LIBRARY SERVICES: Our library is open Monday-Friday. Students learn library skills through visits to the school library where they select stories to read, research information for class projects, or complete writing assignments. Parental permission is required for students who wish to check out Young Adult materials, take any library books home, and use the Internet. Please review and complete the forms sent home with your child.

General Library Information

- ❖ Books are checked out for a two-week period and may be renewed.
- ❖ If a book is damaged, show/inform the librarian.
- ❖ If a book is lost or damaged beyond repair, the borrower is responsible for replacement costs.
- ❖ All books are marked to indicate interest level by grade, which supports students in identifying books appropriate to their Accelerated Reader goals. These sections are based on the Accelerated Reader Program. The interest level shows the grade level for which the book is most appropriate: LG (lower grades, K-3), MG (middle grades, 4-8), or UG (upper grades, 9-12).
- ❖ There are two fiction sections for 6-8 grade students to check out Young Adult books. The 6-8 grade books have been coded as follows:
 - IF – Intermediate fiction, 4-8 grade interest level
 - JH – Junior High fiction, 6-8 grade interest level.
- ❖ Some of the books in the junior high section have a YA label on them which indicated that the contents are under UG (upper grades).

STUDENT SUPPORT SERVICES AND PROGRAMS

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 may consist of a special education teacher, classroom teachers, the school psychologist or counselor, the parent, and the administrator. When appropriate, the student will also attend. Students are most successful when there is a cooperative effort between parents and school personnel in a spirit of shared responsibility. The SST meets at the school to explore and problem-solve, in order to help and support students having difficulties in class. The team is a problem solving body that can help define the needs of the students and school, and help translate those needs into a plan of action.

SCHOOL COUNSELOR: A counselor is on site on certain days to provide additional support to students as needed. Parent permission must be obtained in order for students to receive counseling services. School counseling is designed to be a short-term reinforcement (not in-depth therapy) in order to help students develop tools to negotiate and cope with particular challenges they may be facing.

SECOND STEP CURRICULUM: Second Step is a violence prevention curriculum designed to reduce impulsive and aggressive behavior in children by increasing their social competency skills. Students are taught to reduce impulsive, high-risk, and aggressive behaviors and increase their socio-emotional competence and other protective factors. Group discussion, modeling, coaching, and practice are used to increase students' social competence, risk assessment, decision-making ability, self-regulation, and positive goal setting. The program's lesson content varies by grade level and is organized into three skill-building units covering the following.

- ❖ Empathy – teaches children to identify and understand their own emotions and those of others.
- ❖ Impulse Control and Problem Solving – helps children choose positive goals, reduce impulsiveness, and evaluate consequences of their behavior in terms of safety, fairness, and impact on others.
- ❖ Anger Management – enables children to manage emotional reactions and engage in decision-making.

LOVE AND LOGIC (www.loveandlogic.com): Love and Logic, a philosophy espoused by Dr. Charles Fay, is a way of working with children that puts parents and teachers in a positive position of reasonable control, teaches children to be responsible, and prepares children to live in a world with many choices and consequences. Staff have been trained in these principles and parents are offered this program in a series of classes throughout the year. Respect and dignity for self and others is emphasized. Classes are taught by individuals who have received training on Love and Logic.

AFTERSCHOOL COMMUNITY EDUCATION PROGRAM (ACE)

Mistletoe provides an after-school program for students in grades K-8, designed to provide fun activities, clubs, and homework help until 5:30 p.m. ACE Coordinators communicate regularly with parents and teachers regarding academic progress of students. Students can participate in cooking activities, field trips, music instruction, crafts, and other activities.



ARRIVAL AND DISMISSAL EXPECTATIONS

Due to COVID, we are encouraging all parents not to drop students off until the exact start of the school day for the 20/21 SY, No Breakfast will be served at school for the start of the year, but will be sent home as needed. See district guidelines.

Students should not be on campus after school hours unless they are under the pre-arranged supervision of a staff member (e.g., athletic practice) or participate in the after-school program (A.C.E.). If students are participating in an extra-/co-curricular activity that does not begin immediately after school, the student must go home and return to school at the appropriate time for the activity to begin. 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.

Please drop off and pick up students only in designated areas of the parking lot. Thank you for not blocking the bus lanes or other vehicles while dropping off or picking up your student, and **NEVER LEAVE YOUR VEHICLE UNATTENDED** unless parked in a designated parking spot.

Mistletoe is a closed campus. No student may leave the school grounds at any time during the school day without being signed out by someone authorized on the student's emergency card. This authorized individual **MUST** sign the student out in the office or health office. We appreciate your cooperation in this matter as we strive to ensure student safety.

RESPECT AND SCHOOL PRIDE

SCHOOL SAFETY PLAN: In accordance with EESD Board Policy, Mistletoe School has a comprehensive School Safety Plan. The plan is reviewed annually with the School Site Council and practiced regularly to ensure the safety of all students and staff should an emergency arise. Our School Resource Officer and school administration work together to practice designated drills. Parents can support the safety of our students by instructing their children to obey the directions of their teachers, yard duty supervisors, office and support staff, bus drivers (if riding), and administrators. All visitors are required to sign in at the front office and obtain a visitor's pass. Copies of our safety plan may be obtained from the main office.

STUDENT CONDUCT: The Mistletoe 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. Progressive discipline (see pages 9-10) uses a continuum of interventions, supports, and consequences to address inappropriate student behaviors, and build 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. The Discipline Matrix groups infractions 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.

BEHAVIORAL EXPECTATIONS–CHARACTER COUNTS!: Behavioral expectations are centered on 6 primary character traits taught and reinforced throughout the year. These traits are designed to support students in becoming productive citizens and are integrated throughout the academic, arts, and sports programs and rallies. High-energy character rallies are held during the school year and tailored for K-2, 3-5, and 6-8 audiences. Student WEB leaders reinforce a positive message about our adopted character traits through skits, videos, music, and fun challenges. Weekly *Character COUNTS!* awards, and trimester character awards are means by which students receive ongoing positive recognition for their efforts to achieve school-wide behavioral expectations.

- ❖ Responsibility: Do what you are supposed to do. Plan ahead. 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 words, actions, and attitudes. Set a good example for others.
- ❖ Respect: Treat others with respect; follow the Golden Rule. Be tolerant and accepting 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.
- ❖ Caring: Be kind. Be compassionate and show you care. Express gratitude. Forgive others. Help people in need.
- ❖ 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.
- ❖ 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. Treat all people fairly.
- ❖ Citizenship: Do your share to make your school and community better. Cooperate. Get involved in community affairs. Stay informed. Be a good neighbor. Obey laws and rules. Respect authority. Protect the environment. Volunteer.

MISTLETOE SCHOOLWIDE BEHAVIORAL EXPECTATIONS

Common Areas	What Should I Do?
Walkways	<ul style="list-style-type: none"> • I walk quietly with my hands at my side • I keep my hands to myself • I respect the personal space of others • I keep walkways clean and pick up litter • I always stay on the walkways
Bathrooms	<ul style="list-style-type: none"> • I leave the bathroom neat for the next person • I flush the toilet and wash my hands • I use only the paper towels I need and throw them away • I take appropriate bathroom breaks • I respect the privacy of others • I keep food & drinks out
Playground	<ul style="list-style-type: none"> • I include everyone in games and play safely • I follow the rules of the game and take turns • I am respectful of yard supervisors and others • I stop playing when I hear the whistle • I throw away my trash and put equipment away • I keep my hands/feet to myself
Assemblies	<ul style="list-style-type: none"> • I walk into the gym quietly with my class • I wait patiently for the assembly to start • I am aware of others and give personal space • I am a polite audience member • I follow the time-out signal
Arrival/ Dismissal	<ul style="list-style-type: none"> • I stay in my designated, supervised area • I arrive after 7:30 or wait on benches by library/cafeteria/playground if early • I get picked up after school within 15 minutes or call home from office

<p>Pick-up/Drop-off Areas & Parking Lot</p>	<ul style="list-style-type: none"> • I always walk • I have an adult with me to go into the parking lot • I wait safely away from the curb • I am ready so I can get in/out of car quickly • I get in/out of the car door next to the curb • I wait patiently in line until an adult tells me to board the bus
<p>Cafeteria</p>	<ul style="list-style-type: none"> • I raise my hand to be dismissed (K-5) • I use an inside voice • I clean up after myself • I eat only <i>my</i> food and obey peanut-free zones • I say “please” and “thank you”
<p>Computers</p>	<ul style="list-style-type: none"> • I practice digital citizenship • I treat equipment with care • I carry the Chromebook with two hands • I use my Chromebook as a tool to learn
<p>Library</p>	<ul style="list-style-type: none"> • I treat books and equipment with care • I enter quietly and only when an adult is present • I am respectful and quiet • I use good manners
<p>Main Office</p>	<ul style="list-style-type: none"> • I enter quietly and wait patiently • I use “please” and “thank you” • I limit my visit to one or two people at a time

DRESS CODE: 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, sandals without a back strap, and skate shoes are not permitted.
- ❖ Hats may be worn outdoors for sun protection or warmth.
- ❖ 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, unnatural 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.

**GO
BULLDOGS!
Let's have a
great year!**



PROGRESSIVE DISCIPLINE PLAN

MISTLETOE CORE BELIEFS ABOUT STUDENT DISCIPLINE:

- ❖ Every attempt should be made to maintain the dignity of both the adult and the student.
- ❖ Students should have the opportunity to tell their side of the story (due process) when consequences appear to be unfair.
- ❖ Misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on the school or staff.
- ❖ There should be a logical connection between misbehavior and resulting consequences.
- ❖ Students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.

PREVENTION STRATEGIES: Prevention strategies are those designed to promote healthy relationships and appropriate behaviors. At Mistletoe, those include Second Steps, Love and Logic, *Capturing Kids' Hearts* principles, school-wide bullying prevention education, and implementation of the *CHARACTER COUNTS!* program. We also consider our student recognition program as an essential prevention strategy as it serves to reinforce 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.

IN-SCHOOL OPTIONS: Specific alternatives used to address disruptive behavior may include suspension from class or school. However, there are also many alternatives to off-campus suspensions which dictate logical consequences and assist students as they work to improve behavior. Alternatives serve to augment a suspension or as a stand-alone Level 1 or 2 consequence. These alternatives include community service tasks, counseling intervention, mentor services, SsT referral, 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/class/classmate (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, referral to the School Attendance Review Board (SARB), or placement in an alternative educational setting (e.g., Community Day program, Independent Study) when necessary.

CLASSROOM RULES AND PROCEDURES: Teachers employ classroom management procedures for the purpose of supporting and maintaining a safe and productive learning environment for all students. Teachers may refer students to administration for discipline purposes as needed, in which case the following Discipline Matrix will be applied as appropriate.

PROGRESSIVE DISCIPLINE MATRIX

In all cases administrative discretion will be exercised.

(NOTE: ISS = In School Supervised Suspension; OCS = Off-Campus Suspension; SST = Student Study Team)

LEVEL I - EARLY AND ONGOING INTERVENTION RESPONSE INCLUDES PRIOR IMPLEMENTATION OF CLASSROOM INTERVENTIONS.			
BEHAVIOR	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Disruptive Behavior	Detention or campus beautification duty Parent Notification	2 detentions and/or loss of school activity privileges Parent Notification	Saturday School and/or may be suspended from participation in activities/athletics for extended period of time; Parent Notification; Behavior Contract; Referral to counseling; Parent attends class with student. (4 or more offenses is defiance of school authority and will result in suspension)
Bus disruptions (see rules in District Handbook)	Verbal Warning	1st Written Conduct Report Parent Notification	2nd-3rd Written Conduct Report student will be denied bus riding privileges for designated period of time; Parent Notification. (4th offense will result in loss of bus privileges for remainder of year)
Dress Code Violation (see specific guidelines in District Handbook)	Verbal warning Counseling on appropriate dress code standards Modification of clothing to meet standard Parent Notification	Detention and/or campus beautification duty Modification of clothing to meet standard Parent Notification	Saturday School; Modification of clothing to meet standard; Parent Notification. (4 or more offenses is defiance of school authority and may result in suspension)
Public Display of Affection (PDA)	1 lunch detention or campus beautification Parent Notification	2 detentions and/or loss of school activity privilege Parent Notification	Saturday School Parent Notification. (4 or more offenses is defiance of school authority and will result in ISS or OCS suspension)
Unexcused Tardy	1-4 tardies in a trimester Teacher Discretion	5 tardies in a trimester Detention Parent Notification	6th tardy and each thereafter in a trimester may result in a referral to Saturday School

**LEVEL II - OFFENSES REQUIRING IMMEDIATE INTERVENTIONS
EXCEEDING VIOLATIONS OF CLASSROOM RULES**

BEHAVIOR	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
Cheating or plagiarism (Academic honesty)	Zero on assignment and/or Redo assignment Parent Notification	Zero on assignment, Redo, May be suspended from participation in activities/athletics for extended period of time; Saturday School; Parent Notification.	Zero on assignment; Redo assignment; Saturday School; Suspend from activities/ athletics for extended period of time; Notify parent.
Truancy	Detention or Saturday School; Parent Notification. SAT and/or SST.	Saturday School; 1st Attendance/Behavior Letter; Referral to counseling. Parent Notification.	ISS; 2nd Attendance/Behavior Letter; Referral to SARB; Parent Notification.
Hands on/ Rough-housing	1-2 day detention Parent Notification	2 days detention and/or referral to after-school; may be suspended from participation in activities/athletics for extended period of time; Parent Notification; Behavior Contract; SAT and/or SST Team	1 day ISS or Saturday School; Loss of school activity privilege; Parent Notification.
Bullying/ Habitual badgering or intimidating behavior	Referral to social skills group; Saturday School; Loss of school activity privilege; Parent Notification.	1-3 days ISS or OCS; Notify parent; SAT and/or SST; Behavior Contract; Behavior Letter #1; May be suspended from activities/athletics for extended period of time; May be referred to Law Enforcement.	3-5 days OCS; Notify parent; Peer Court (grade 6-8 only); Suspension from activities/ athletics for extended time; Refer to Law Enforcement and/or SARB; Behavior Letter #2.
Technology Use Violation	Teacher/Administrator discretion. Parent Notification.	Loss of privileges for remainder of the year. Notify parent.	1 day off-campus suspension.
Insubordination, defiance of authority or showing disrespect	Detention; Loss of school activity privilege; Referral to counseling; Parent Notification.	1-2 days ISS or Saturday School Combination; Parent Notification; Care Team and/or SST; Suspended from participation in activities/athletics for extended period of time; Behavior Contract; Behavior Letter #1.	(Continued offenses is repeated defiance of school authority and will result in off-campus suspensions, 48900 (k)) Behavior Letter #2. Referral to SARB.
Cell Phones – require signed Parent Permission Form (see District Handbook)	With parent permission form and improper use, confiscation of cell phone. Student may pick up at the day’s end. Without parent permission form, may lose cell privileges. Notify parent. Other consequences may apply at administrator discretion, depending on circumstances.	Cell phone will be confiscated for parent pick up. Additional consequences will be applied at administrator discretion.	1-3 OCS Suspension for Defiance of Authority Cell phone will be confiscated for parent pick-up. Cell phone privilege may be revoked.
Possessed inappropriate materials (toys, electronics, explicit materials)	Confiscate for parent pick-up	Pick up after nine weeks; Parent notification.	Hold until end of school year; Parent Notification.

LEVEL III - OFFENSES RESULTING IN SUSPENSION AND/OR EXPULSION

Level 3 offenses are suspendable or expellable offenses according to Education Code. These include, but are not limited to fighting, possession and/or brandishing a weapon, possession of a firearm/imitation firearm, possessing and/or selling and/or being under the influence of a controlled substance/alcohol/ intoxicant (tobacco included), possession of drug paraphernalia, assault or battery, theft/robbery, damage to school property, bullying and electronic bullying, hazing, obscene act/habitual vulgarity, hate violence, and disruption of school activities. For a complete list, please see the principal for a copy.

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.





EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

(May be affected by COVID-19 for the 2020/2021SY)

Participation in extra and co-curricular activities at Mistletoe 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 Mistletoe are opportunities that extend beyond the classroom and further support the social-emotional, physical, and intellectual development of children and adolescents.

MUSIC PROGRAM: The Mistletoe Bulldog Music Program exists to expand the minds, talents, and experiences of Mistletoe's students. We seek to cultivate, educate, and nurture the creativity of our students through performance excellence, musical literacy, music history, and exposure to a wide variety of musical styles and genres. The ultimate goal of the program is to encourage our students to develop a lifelong passion for, and participation in, music.

VISUAL ARTS ELECTIVE CLASS (Grades 6-8): The purpose of this class is to provide students with the opportunity to make connections through personal expression between visual arts, other disciplines, and daily life. Students will understand and apply elements (line, color, shape, form, texture) and principles of art through a variety of media and techniques. Students will make the connection that math, writing, reading, and critical stance are connected to the visual arts.

ART CLUB: Check out your creative side! This after-school club is offered to students in grades 4-8, providing the opportunity to engage in many art mediums while exploring various techniques. Activities will include painting, drawing, sculpting, pastels, group projects, and more!



SAFETY PATROL: Students in grades 4-5 may apply for this special responsibility to assist in an orderly dismissal by being staged at various spots on campus and around our parking lot. Under the supervision of their advisor, they work diligently as ambassadors of our safety rules.

ODYSSEY OF THE MIND: Are you looking to challenge your problem-solving and creativity? This club, open to all grade levels, utilizes teamwork to develop creative solutions to a predefined problem. Those solutions are then presented in an area spring competition with other area schools' teams.

STUDENT GOVERNMENT ACTIVITIES – Associated Student Body (ASB): The mission of our 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 (held 3 times/year), and community

events (Pennies for Patients). Student Council officers are elected in the fall. To run for office, a student must maintain a 2.0 or higher G.P.A., maintain good attendance, and demonstrate good citizenship. Student Council officers meet regularly with their advisor; meetings are typically during lunch or after school.

MISTLETOE STUDENT LEADERSHIP (WEB): WEB (where everyone belongs) is a 6th grade transition program facilitated by student leaders, WEB Leaders, who are 8th grade students. The WEB Leaders receive training in team building activities, cooperative skill development, and discussion skills. Each of these WEB Leaders then works with a small group of 6th graders by orienting them to the middle school, and staying in touch with them throughout the year. They serve as motivators, and role models while helping to create a sense of comfort about the transition into middle school. The WEB program also develops and conducts our trimester character assemblies, and engages in community service activities amongst other leadership based opportunities. Mistletoe's students leaders have been formally recognized by local public agencies and organizations for their commitment to community service.

At the start of 20/21 there are no plans for Sports due to COVID-19, this may change

ATHLETICS/SPORTS: The sports program is an extension of the classroom as it is a laboratory for learning in the areas of teamwork and sportsmanship. Our goal is to have every student athlete enjoy a positive experience in our program, while developing competitive teams.

❖ **K-5 Sports Program Offerings (open to all K-5th grade district students)**

Cross Country	4/5 Girls Basketball
4/5 Coed Soccer	4/5 Boys Basketball
4/5 Girls Softball	

❖ **League Sports (open to 6-8th grade students)**

Co-ed Soccer	Cross Country	
Girls Winter Soccer	A/B Girls Volleyball	Flag Football
A/B Girls Basketball	Softball	Cheerleading
A/B Boys Basketball	Baseball	



ATHLETIC HANDBOOK

(Applies to All League Sports)

PHILOSOPHY OF STUDENT ATHLETICS: Mistletoe 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. Mistletoe 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 completion 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) and disrespect to any person or institute 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 and/or suspension or termination of the participation privilege and is 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 50% (minimum) of the school day, excluding lunch, in order to participate in practice or 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 Mistletoe 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 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.
 - a. Official grade checks will coincide with progress reports. 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 grade check occurs on Monday, then ineligibility begins Thursday). During the time of ineligibility students may participate in practices at the coaches discretion. Student athletes may be reinstated as an eligible team player after the first week of probation if their grade(s) and/or GPA changes to meet standard; student athletes have through the second week of probation, however, to work on meeting standard towards reinstatement as an eligible team player. If the standard is not achieved following the two-week probationary period, then the student-athlete will no longer be eligible for athletic participation for the remainder of the sport 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 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.

- 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 and not start in the following game/event. 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 administration 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 can 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 50% of the school day on a game day to be eligible to play.

UNIFORM AND EQUIPMENT CARE:

- ❖ Each player and his/her parent 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 are responsible for the replacement of a lost or damaged uniform.
- ❖ All equipment will be inventoried, numbered, and checked out by the coaches under the direct supervision of the Athletic Director.
- ❖ 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.
- ❖ Students are expected to turn in the same piece(s) of equipment checked out to them.
- ❖ Equipment should be returned in the same condition as it was received. Equipment and uniforms should be cleaned and washed before being returned. Student are expected to make arrangements to have torn or ripped clothing repaired prior to turning it in.
- ❖ All equipment must be returned within one week of the last game.
- ❖ Students must return and pay for all equipment before they can practice or participate in another sport.
- ❖ 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 – that young people are developing. Their involvement in classroom another activity 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.

As a parent/guardian at Mistletoe, you can help your student-athlete by:

- ❖ Promoting a healthy lifestyle;
- ❖ Realizing that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of the game;
- ❖ Encouraging all of our student-athletes to do their best, just as we would their classwork;
- ❖ 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;
- ❖ Learning, understanding, and respecting the rules of the game, and the officials who administer them;
- ❖ 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;

- ❖ 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;
- ❖ Respecting our opponents as student-athletes, and acknowledge them for striving to do their best; and,
- ❖ Developing a sense of dignity and civility under all circumstances.

You can have a major influence on 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.

****SEE SPORTS HANDBOOK FOR ADDITIONAL INFORMATION****



PARENT AND COMMUNITY INVOLVEMENT (Due to COVID-19 we will not allow parents or visitors on campus at the start of the 20/21SY)

The Mistletoe staff believes that 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 have the freedom to discover and enjoy the process of reaching their fullest potential. It is with great commitment, hard work, and support from our entire school-community that we nurture our vision for Mistletoe students. Furthermore, 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.

SCHOOL SITE COUNCIL (SSC): The Mistletoe Site Council is composed of parents, teachers, classified staff, and administration. The purpose of the council is to assist in overseeing our Single Plan for Student Achievement, the Safe School Plan, as well as to provide input our school improvement activities. Site Council meetings are held four or more times during the school year.

MISTLETOE PTO: The PTO works to support many different activities at Mistletoe. All parents are encouraged to attend the monthly meetings. PTO orchestrates many memorable fundraising events, such as the annual Father/Daughter dance and Mother/Son Skate Night.

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC): The English Language Advisory Committee is composed of parents and staff at Mistletoe dedicated to supporting the success of ELL students. The ELAC meets at various times throughout the school year; all parents are invited to attend from both English Learning families as well as English-Proficient families. ELAC meetings focus on issues of concern to EL families, as well as advising the school on English Learner needs and recommendations for improvement of the EL program. Parents are encouraged to get involved in their ELAC team.

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 Mistletoe School!

IMPACT MENTORS: Trained community members can be paired with individual students to meet weekly for the purpose of helping them gain confidence and overcome obstacles in order to reach their potential.



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. Our website, mistletoe.eesd.net, is a great way to stay informed of important school news and schedules!

PARENT/TEACHER CONFERENCES: 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. Communication between home and school helps to ensure your child's academic success. Please contact the teacher if you have any concerns anytime during the school year.

SCHOOL AND CLASSROOM NEWSLETTERS: A school newsletter, which provides information about upcoming events, schools happenings, and other school news and important information, is uploaded onto our web page on a monthly basis. Please also look for classroom information sent home more frequently from your child's teacher or on the class website. Depending upon the grade level, classroom newsletters are generally sent on a weekly basis.

SCHOOL MESSENGER PHONE SYSTEM: As a part of our communication system with parents, the Enterprise Elementary School District uses the SchoolMessenger system. The SchoolMessenger system allows the superintendent or principal to send information that is time sensitive and relevant to the safety and education of students in our school. During the school year, you will receive weekly school messages related to upcoming parent nights, academic events, and reminders, such as early release days. If your phone number changes please let your child's school know the change in a timely manner.

FIND OUT MORE ON OUR SCHOOL WEBSITE: mistletoe.eesd.net

Important information such as the cafeteria menu, daily schedule, the monthly newsletter, and sports schedules can be accessed on our website.