

CALIFORNIA DISTINGUISHED SCHOOL 1998, 2006, 2010

MAPLE CREEK ELEMENTARY SCHOOL



Parent-Student Handbook 2016-2017

Maple Creek Mission

*The mission of Maple Creek Elementary is to establish an effective educational team of **students, parents, educators, and community members** to direct and facilitate the delivery of exemplary curricular and co-curricular services that prepare individuals to deal successfully, with a changing world and become contributing members of society.*

2025 East Teague, Fresno, CA 93720
Telephone 327-7300 FAX 327-7390
<http://www.clovisusd.k12.ca.us/mc/>

Gina Kismet, Principal
Amanda Howes, Guidance Instructional Specialist
Heidi Lynn, Office Manager
Rebecca Musser, Attendance/Registrar

*Every day, in every way, Huskies get **better and better, and Better!***

Clovis Unified School District

GOVERNING BOARD

Brian D. Heryford
Sandra A. Bengel
Richard Lake
Ginny L. Hovsepian
Elizabeth "Betsy" Sandoval
Dr. Jim Van Volkinburg
Christopher Casado

DISTRICT ADMINISTRATION

Janet Young, Ed.D.
Superintendent

Carlo Prandini, Ed.D.
Deputy Superintendent

Norm Anderson
Associate Superintendent,
School Leadership

Barry Jaeger
Associate Superintendent
Human Resources & Communications

Eimear O'Farrell, Ed.D.
Assistant Superintendent
Clovis West Area

DISTRICT DIRECTORY

Maple Creek Elementary School.....	327-7300
Maple Creek Attendance Hotline.....	327-7394
CUSD District Office.....	327-9000
CUSD Transportation	327-9700
Kastner Intermediate School.....	327-2500
Clovis West High School.....	327-2000
CUSD Campus Club.....	327-9160
CUSD Student Services & Attendance.....	327-9200
Clovis Unified School District WEBSITE	
http://www.cusd.com	

Educational Philosophy

1. We believe in the full participation of all those who have a stake in the education system.
2. We believe a quality education depends on the systems of a school, not on individual administrators, teachers, staff members, students or parents.
3. We believe that a quality educational management team provides a new set of tools for uncovering the flaws in the system that cause less than desirable results.
4. We believe that the pursuit of quality anticipates change in strategic planning efforts, including changes in educational requirements.
5. We believe that innovation is making meaningful changes to improve an organization's services and processes.
6. We believe that an organization should be structured in such a way that innovation becomes part of the culture and daily work.
7. Organizations depend upon the measurement and analysis of performance.
8. Data analysis is used to improve operations and establish "best practices."
9. The school culture strives to instill in students, parents and teachers: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

GOALS

- The Maple Creek faculty will continue to maximize student achievement for all students.
- The Maple Creek faculty and staff are committed to character development and strive to integrate character education throughout the core curriculum.
- The Maple Creek staff will ensure a safe and positive learning environment.
- Maple Creek will operate with increasing efficiency and effectiveness to optimize the use of resources to accomplish school goals.
- Maple Creek faculty is committed to being recognized as an "Exemplary School" based on the Clovis Assessment System for Sustained Improvement (CLASSI).
- Maple Creek faculty is committed to achieving and sustaining exemplary school performance as measured by state testing data.

**Maple Creek Elementary School
FACULTY AND STAFF
2015-16**

Administration		
Mrs. Gina Kismet	Principal	
Mrs. Amanda Howes	Senior Guidance and Instructional Specialist	
Office Staff		
Mrs. Heidi Lynn	School Office Manager	Office
Mrs. Rebecca Musser	Student Activities Specialist	Office
Mrs. Mytrinh Pham	School Nurse	Office/Nurse
Mrs. Peggy Lee	Health Assistant	Office/Nurse
Teaching Staff		
Mrs. Holly Cline	Kindergarten – AM	Room K-1
Mrs. Rebecca Parmer	TK/Kindergarten - PM	Room K-1
Mrs. Leslie Phillips	Kindergarten – AM	Room K-2
Mrs. Nolte/ Mrs. Noel	Kindergarten-PM	Room K-2
Mrs. Kristy Stindt	First Grade	Room 1
Miss Kacey Zevenbergen	First Grade	Room 2
Ms. Lori Kuipers	First Grade	Room 12
Mrs. Hunt/Mrs. Papi	Second Grade	Room 14
Mrs. Stacy Linn	Second Grade	Room 4
Mrs. Karen Rodriguez	Second Grade	Room 8
Mrs. Leslie James	Second/Third Grade	Room 10
Mr. Larry Parker	Third Grade	Room 13
Ms. Rhoda Woo	Third Grade	Room 11
Mrs. Otta/Mrs. Hutcheson	Third Grade	Room 9
Mr. Gordon Zante	Fourth Grade	Room 18
Mrs. Elizabeth Houtsinger	Fourth Grade	Room 19
Mrs. Christine White	Fourth Grade	Room 15
Mrs. Tami Frediani	Fifth Grade	Room 17
Mr. David Marinovich	Fifth Grade	Room 20
Mrs. Carol Smith	Fifth/Sixth Grade	Room 23
Mr. Gary Kliewer	Sixth Grade	Room 24
Mr. Scotland Moore	Sixth Grade	Room 22
Mrs. Ashley Mahaffey	Resource Specialist	Room 7
Mrs. Stephanie Grogg	Classroom Music & Choir	Room 25
Ms. Laura Olson	Classroom Music & Instrumental	Room 26
Mrs. Stephanie Anaforian	Band Instructor	Room 30
Miss Lauren Castello	SDC - Primary	Room 5
Mrs. Jessica Spencer	SDC- Primary	Room 6
Miss Angela Yoder	SDC- Preschool	Room 21
Ms. Marya Livingston	Speech-Language Specialist	Office
Support Staff		
Mrs. Julie Barrett	School Psychologist	Office
Mrs. Tanya Drees	Library Technician	LMC
Mrs. Kristy Velasquez	Food Service Supervisor	Cafeteria
Mr. Jerry Karceski	School Plant Supervisor	Custodial Office
Mr. Rey Ortiz	Custodian	Custodial Office

Maple Creek Elementary
Bell Schedule
2016-2017

AM KINDERGARTEN

Regular Schedule	8:10-11:38
Early Release	8:10-11:06

PM KINDERGARTEN

Regular Schedule	11:37-3:05
Early Release	10:39-1:35

GRADES 1-6

Regular Schedule	8:15-3:00
Early Release	8:15-1:30

RECESS

Grades 1-3	10:00-10:15
Grades 4-6	10:30-10:45

LUNCH

Grades 1-2	11:30-12:20
Grades 3-4	12:00-12:50
Grades 5-6	12:30-1:20

GENERAL POLICIES AND PROCEDURES

ARRIVAL AND DISMISSAL

The morning bell rings at 8:10 a.m. Instruction begins promptly at 8:15 a.m. (see Bell Schedule p. 5). Supervision (including crossing guard) is provided only during the school day, starting at **7:55 a.m.** **Therefore, students who are not enrolled in Campus Club should not arrive at school until 7:55 a.m.** If students arrive before 7:55 a.m., they will be directed to the office to call parents. **A letter will be sent home with the student for parent signature reviewing the Early Arrival policy.** If students continue to arrive prior to 7:55 a.m., further consequences will result as stated in the letter.

Dismissal time for grades 1-6 is at 3:00 p.m. for a regular school day and is at 1:30 p.m. for Early Dismissal Days. Please refer to Bell Schedules for kindergarten arrival and dismissal. **All students should go home directly at the end of the school day unless they are involved in an after-school activity or Campus Club. If students are not picked up by 3:15 p.m., they will be walked to the office by the staff member on dismissal supervision.** At that time, the student will call a parent to pick them up. The parent should arrive within minutes of that phone call or make arrangements with someone who is noted as able to pick up under Student Release Authorization. Students will only be released to those listed on the Student Release Authorization. **A note will be presented to the parent upon pick-up, or sent home with the student for parent signature reviewing the late pick-up policy.**

STUDENT DISMISSAL BY PARENT/GUARDIAN DURING THE SCHOOL DAY

Parents who wish to have a student excused early must go to the office and sign out their child. **FOR THE SAFETY OF OUR STUDENTS, ONLY PARENTS/RELATIVES/NEIGHBORS LISTED ON THE STUDENT'S RELEASE AUTHORIZATION WILL BE ALLOWED TO CHECK OUT STUDENTS.** The student will be called from the classroom to report to the office. **PLEASE DO NOT** go directly to a classroom during the school day. Always check in at the office.

ABSENCES

It is well established that regular attendance in school is related to student progress and achievement. When it is necessary for your child to be absent from school or come to school late, the school **must** receive notification **each day** from the parent/guardian explaining the reason(s). **You may report absences one of two ways; through Maple Creek's website online or by calling the Maple Creek 24 Hour Attendance Hotline at 559 327-7394.** When you call the Attendance Hotline you will need to provide the following information to clear an absence: Today's Date, Student Name, Teacher Name, Date of Absence, Your Name/Relationship, and Reason for Absence. **The attendance hotline is used only to report absences.**

If your child is absent from school and you would like to pick up assignments for that day, email your student's teacher to make the appropriate arrangements.

ATTENDANCE

School funding is now based on actual attendance of students and funding will no longer be given for excused absences. We (and the state) make the distinction between excused and unexcused absences.

Excused absences include: illness, medical appointments, attendance at a funeral for a member of one's immediate family (1 day in town, 3 days for out of state), exclusion of students failing to meet immunization requirements (5 day max) and religious holidays when pre-approved by the principal. Religious holidays are limited to 4 days per school year, and must be submitted in writing prior to the absence(s).

If a student was seen by a physician or dentist, a note must be obtained by the service provider and submitted to the office at the time of admittance to school. **Student absence for any other reason is counted as unexcused.**

When students show a pattern of frequent absences and/or tardiness, the school will conduct a site School Attendance Review Board (SARB) meeting to work with the parents to improve attendance.

INDEPENDENT STUDY

- If a student is going to be absent from school for five or more consecutive days, the student **CAN** be placed on an Independent Study Contract.
- This contract must be signed by the student and parents prior to leaving school.
- Independent study work can be picked up **NO EARLIER** than 24 hours prior to the start of the independent study period.
- Parents must make the request at least 10 school days in advance for administrative approval and to allow teachers enough time to prepare the work and contract.
- All Independent Study work is due the day the student returns to school. Work must be complete in order to earn credit for the Independent Study.
- Independent Study does **not** count toward perfect attendance.
- **Independent Study contracts are not granted the first two weeks, the last two weeks of the school year, or during our state testing.**
- Students who do not complete the independent study contract or do not request one at all will have absences recorded as unexcused which could adversely affect the student's grades.

CONTACT THE SCHOOL OFFICE TO REQUEST AN INDEPENDENT STUDY BEFORE TAKING YOUR CHILD OUT OF SCHOOL. THE SCHOOL CAREFULLY REVIEWS ALL INDEPENDENT STUDY REQUESTS PRIOR TO APPROVING TO ENSURE THAT THE TIME AWAY FROM SCHOOL WOULD NOT ADVERSELY IMPACT THE STUDENT. TYPICALLY THE STUDENT'S ATTENDANCE AND ACADEMIC PERFORMANCE ARE CONSIDERED.

SCHOOL ATTENDANCE AND REVIEW BOARD (SARB)

Maple Creek will monitor student attendance on a monthly basis. When a student shows a pattern of absences, tardies, and/or a combination of the two, a SARB meeting will be scheduled with parents and the Maple Creek SARB committee to support improved attendance.

TARDIES

Students are expected to arrive at school on time (8:15 a.m.). It is disruptive to a teacher and students in the classroom when other students arrive late. In the event students arrive late due to illness or dentist/physician appointment/visit, written excuse will warrant an excused tardy. *All other tardies are unexcused and may result in consequences for the student.* **When arriving late, students must first report to the office with a legal parent/guardian to obtain a tardy slip prior to admittance into class.** Students with more than three unexcused tardies will be considered a habitual truant as per California Education Code and may result in a referral for the SARB process.

A student who receives an unexcused tardy will not be eligible for perfect attendance.

Consequences for Unexcused Tardies

- **The 1st and 2nd tardy will result in a warning each time**
- **The 3rd tardy will result in an Accountability Check, recess restriction, and restricted privileges.**
- **The 4th tardy will result in an Office Referral**
- **Three or more tardies in one quarter may result in a mini-SARB meeting.**
- **A student who receives an unexcused tardy will not be eligible for perfect attendance.**

WITHDRAWAL FROM SCHOOL

If you should decide to move from the district or to another school attendance area within the district, please notify our office that you are withdrawing your child. Not only does this aid us in record keeping, it also allows us to give you the information you will need to enroll your child in his/her new school.

ASSIGNMENT OF STUDENTS TO CLASSROOMS

We regard the assignment of students to their teachers and forming classes crucial to individual and group success of our students. Careful consideration is given so that classes are balanced with respect to gender, achievement levels and citizenship.

Student Placement Needs forms are available during the month of March for consideration of students with special needs. This is not a teacher request form.

BREAKFAST AND LUNCH PROGRAMS

Breakfast is served daily from 7:55 – 8:10 Monday - Friday, and is available to all students for a cost of \$1.00. Hot school lunches, which include milk, are available to students in grades 1-6 and kindergarten students upon request. Lunches for Maple Creek students are prepared at another school site but served hot in our school kitchen. School lunches cost **\$2.25**. Milk only is \$.40. Students must give their ID number which keeps track of the number of lunches purchased. Payments to lunch accounts can be made either before school or during morning recess to the Food Services Manager. **No money will be accepted in the lunch line.** Students who have lost or forgotten their money will be issued a lunch, however repayment is expected the next day.

The school lunch menu for the month is available online at <http://cusd.nutrislice.com>.

If dropping off a lunch for your child after 8:15 a.m., please take the lunch directly to the stage in the cafeteria. Please make sure to label the lunch with your child's name and classroom number.

PAYMENTS

Any payments made to Maple Creek for lunches, or other expenses incurred may be made in cash, by check, or online via Paypal on Zangle Parent Connect. **HOWEVER** – Due to fiscal timelines, **no personal checks will be accepted by our office AFTER MAY 1st**. After that date payment must be in cash, purchase order, or cashier's check.

LUNCH OFF CAMPUS

Students are required to eat lunch on campus. If a parent/guardian wishes to take their own child(ren) to lunch they must first check into the office and use normal sign-out and sign-in procedures. We ask parents to have their child back to school at the end of their normal lunch period. **No adult may take a student other than their own off campus for lunch.** On special occasions students may be treated to lunch off campus with a Maple Creek Staff member. Written permission from the parent will be obtained in advance and appropriate approval to transport forms on file.

LOST AND FOUND

Lost items may be claimed by checking the lost and found bin located in the cafeteria. **On the second and fourth Tuesday** lost and found items will be displayed out on the black top for students to claim. At the end of the day unclaimed items will be given to a charitable organization. We make every effort to return items that are clearly labeled with a first and last name to their rightful owner. **This service is to claim personal missing property only.**

PERSONAL POSSESSIONS

We strongly discourage children from bringing personal possessions or extra money to school unless requested or authorized to do so by the teacher or principal. Items such as toys are distracting to the educational climate of the school and pose problems to both the student and the teacher if they are lost or broken. They should not be sent to school, except on designated days with permission. Electronic games/devices, i.e. handheld gaming devices, smart tablets, iPods, etc. will not be allowed at school or on school field trips. The school cannot assume responsibility for personal or unnecessary items brought to school.

PARENT VISITATIONS

Parents are welcome and encouraged to visit school. Visits **MUST** be scheduled with the teacher in advance. In the interest of safety, **ALL VISITORS MUST CHECK IN AT THE OFFICE UPON ARRIVAL AT SCHOOL AND PRIOR TO VISITING A CLASSROOM TO OBTAIN A VISITOR'S BADGE.** Adults may only sign themselves in, and **may not** sign other adults in.

No drop-in classroom visits are allowed during school hours. Parents wishing to speak to teachers can arrange conferences by calling the office at 327-7300 or emailing the teacher directly. (For further volunteer and school visit clarification, see board policy 9202 and 9212). Visitations must be scheduled in advance with either the teacher or an administrator.

VOLUNTEERS

CLASSROOM VOLUNTEERS: All classroom volunteers MUST complete a CUSD Volunteer Form prior to volunteering in a classroom or on campus (CUSD Board Policy No. 9212). This form is available in the office, or on-line, and must be completed every school year. Please bring it in person to the attendance secretary in the main office. **All volunteers MUST sign in at the office upon entering the campus.**

CHAPERONES: All chaperones MUST complete a CUSD volunteer form prior to the school field trip. This form is available in the office, or on-line. Please bring it in person to the attendance secretary in the main office.

BEFORE/AFTER SCHOOL PICK-UP AND DROP-OFF

The main parking lot on Teague (east of the playground) has been designated as the student drop-off and pick-up areas. Traffic is extremely heavy from **8:00 a.m. to 8:15 a.m. and from 2:55 p.m. to 3:15 p.m.** It is recommended that parents use the Maple Ave. loading zone areas and the East Teague parking lot during those times. We ask that everyone please adhere to the following guidelines: 1) Do not stop or park in the BUS LOADING/DAY CARE VAN loading areas; 2) Please park your car in designated areas to drop off or pick-up students when the loading areas are full. **DO NOT DOUBLE PARK. CHILDREN WILL BE ALLOWED TO CROSS THE PARKING LOT OR STREET ONLY WHEN ACCOMPANIED BY AN ADULT or crossing guard;** 3) Please drive slowly and carefully at all times; 4) Do not use handicap spaces unless authorized to do so; 5) Do not use STAFF and VISITOR parking lot on Teague as a drop-off/pick-up area. The gate will be locked at 7:55 and will not be opened until 8:25. 6) Drive carefully! Be aware of students crossing the driveway entrances and exits as they walk home. 7) Please use cross walks when crossing the streets. Jay-walking is unlawful and dangerous.

Do not leave your vehicle unattended in the white loading zones during heavy traffic times. Your help in providing for the safety of all children is appreciated.

FIELD TRIPS

Field trips and off campus activities are considered educational enrichment activities. All students participating in a field trip must have written permission from a parent/guardian. Transportation will be provided using CUSD buses or local charter buses. Voluntary donations may be requested to offset the cost of admission and/or transportation on local or long distance field trips.

Parent volunteers are often requested during field trips. If you choose to participate as a chaperone, your child's teacher will notify you in advance regarding your responsibilities during the outing. Parents may drive their own cars in lieu of riding on a school or charter bus, but **all students are required to ride in the bus with his/her classmates. Students must return to school before parents can check them out unless prior arrangements have been made with teacher and/or administration.**

SCHOOL PARTIES - BIRTHDAYS

The Parent Club sponsors classroom parties three times during the year: Crazy Day, Winter holiday and Valentine's Day. Room parents coordinate with the teacher for these events, which generally are scheduled during the lunch/recess hour or the last hour of the school day. **Party day and time should be communicated to all families in advance in order to be sensitive to religious beliefs and / or food allergies.**

We do not encourage birthday parties at school. Student birthdays are recognized each day with their names being read on morning announcements and coming to the office for a birthday pencil. A small treat **at the end of the day may be permitted**, however please check with your child's teacher prior to the time you wish to do this. Again, advance notice is asked so that we as a school can be proactive ensuring a snack is on hand for students with food allergies.

SENDING GIFTS TO STUDENTS AT SCHOOL

Please do not have balloons, flowers or other gifts delivered to individual students while at school. Although we appreciate the parents' intent to acknowledge a special day, such items cause a certain amount of disruption to the educational environment and puts pressure on other parents to do the same. Such items, if delivered, will be held in the office and given to the child at the end of the day.

SCHOOL VANDALISM

Our facilities continue to be used more and more during non-school hours. There is an increasing need for all of us to be observant in an effort to protect our beautiful school. If you are using the facilities after school hours, on weekends, or just passing by and you notice something of a suspicious nature, please call the school. Often it will be nothing at all. However, your observation may provide important information.

Please review with your children the prohibitions concerning bicycle-riding, skateboards, and climbing on or around buildings. These activities may result in injury to children and/or damage to school property.

STUDENTS STAYING AFTER SCHOOL

Only those students who are involved in regular after-school activities supervised by members of our staff may remain after school. Students must have permission slips on file in order to participate. A teacher may request that a student remain after school. This will be with parent knowledge and permission. **We have no means of providing supervision for students who wish to stay after school.** Please adhere to the following guidelines:

- **Siblings are NOT ALLOWED to wait for their older brothers or sisters involved in co-curricular activities.**
- On game days, all students who regularly go home at 3:00 will do so. Non-participating students may remain after school (or return to school) to watch the game only if they are under parent/guardian supervision.
- There is always a problem when an after-school activity must be canceled at the last minute. In general, we will not cancel an after-school activity unless it is absolutely necessary. If we must, students will be allowed and instructed to call their parents to inform them of the change. Additionally, we use TEXT messaging to notify parents. Please be sure to sign up for our school text messaging. For information on how to join Maple Creek text messaging, please contact the office.

The only exception to this is bad weather or air quality days. On both, rainy days or poor air quality days, outside after-school activities will be canceled. Obviously, this decision cannot be made until late afternoon. We recommend that, on rainy days, you call the school after 2:00 p.m. to confirm whether or not the activity will be conducted.

STUDENT USE OF THE TELEPHONE – PHONE CALLS - CELL PHONES

Office telephones may be used by students only in the case of an emergency. The use of cell phones, text messaging, pagers, and other electronic communication devices are not allowed during school hours. Cell phones used against this policy will be confiscated, and returned only to a parent/guardian. **At no time will calls be transferred into the classrooms. If there is an emergency the student will be called out of class to take the phone call.** Please make sure all after school arrangements have been made prior to the start of the school day.

TEXTBOOKS

Textbooks will be issued to students by their teacher. Students are responsible for the care of textbooks and other non-consumable items issued to them. The replacement cost will be charged to students for books that are lost or stolen, and books that show damage caused by negligence.

LIBRARY MEDIA CENTER (LMC)

Maple Creek's library is available to all students and teachers. Classes are scheduled for weekly visits for book check out, book return, and for taking Accelerated Reader (AR) quizzes. Our library has a wide variety of fiction and non-fiction AR books. A schedule for before/after school hours will be established to allow time for parents and students to jointly visit the library.

EMERGENCY PROCEDURES

In an emergency situation, the school will attempt to notify the parent or legal guardian. This is why it is critical that parents complete the Annual Information Update (online re-enrollment) at the beginning of each year on Zangle Parent Connect. Additionally, please use Parent Connect to continue to revise and update information as it changes. Fire Drills/Earthquake/Lockdown/Evacuation Drills are conducted regularly as a safety precautionary measure. Emergency procedures are reviewed with staff each year in accordance with California law and the Governing Board emergency procedure plans.

EMERGENCY PROCEDURES - WEATHER

In the past few years we have had a few days of severe rain, hail, wind and flooding at dismissal time. Please know that students will not be allowed to walk home until parents are contacted. Students will remain supervised in the classroom or MPR until a safe means of transportation home can be arranged or until the severe weather subsides.

HOMEWORK POLICY

Homework plays an important part in the student's growth in academic skills. It is an extension of the classroom, giving students reinforcement in using what has been taught in the classroom. Homework fosters good study habits that will be useful throughout the individual student's school career.

- Normally 30-40 minutes of homework will be required in primary grades and approximately 60 minutes in grades 4-6. **This may not include work that students fail to complete during class due to inappropriate use of class time or co-curricular pull outs. Homework is reviewed by teachers each day and is part of the classroom grading structure.**

Parents can be helpful in making homework meaningful and productive for their children. Give your child assistance, but remember that homework is your child's responsibility. **Please contact the teacher immediately if difficulties occur with respect to the student's homework routine or you have concerns or questions about homework.**

HEALTH INFORMATION

SCHOOL NURSE-SCHOOL HEALTH SERVICES ASSISTANT

A school health services assistant (H.S.A.) will be in the health office five days a week. The H.S.A. will contact parents regarding illness and injuries that occur during the school day. **All health services assistants are CPR/First Aid certified.** A school nurse is on campus as needed to provide the following services:

- Complete mandated vision and hearing testing, collect first grade physicals, doing color vision screen for kindergarten boys, arrange for dental screening, and check immunizations.
- Provide health education resources for school staff, and advise staff regarding health related conditions and/or hazards.
- Maintain all health records for students
- Contact parents regarding health problems, and excessive absences.
- Train and supervise unlicensed staff in specialized health care procedures, medications, and emergency care plans.
- Direct communication with primary health care providers regarding individual health issues and potential impact on learning.

You may leave a message with the school's HSA if you would like to have the school nurse contact you.

FIRST AID, ILLNESS, AND INJURIES

- A parent will be contacted for injuries of a serious nature, if a student is too ill to remain at school or has an unexplained rash.
- Injuries which occur at home should be cared for at home.
- The nurse is always happy to consult with parents regarding health concerns of students.

If your child has one or more of the following symptoms, he/she should be kept at home:

- A fever of 100 degrees or greater in the last 24 hours.
- Illness that affects your child's ability to participate in class.
- Vomiting/diarrhea in the past 24 hours.
- Initiation of antibiotics for an infection within the past 24 hours.
- Has a sore throat, particularly if accompanied by headache and/or upset stomach. These symptoms could indicate strep throat.

In an emergency a parent will be contacted, so it is very important that the parents continue to keep phone numbers updated in Zangle Parent Connect.

MEDICATION

- **ALL** medications (including over the counter medications such as Tylenol, Advil, Midol, Cough Drops, etc) must be checked through the health office.

- CA Education Code Section 49423 states that in order to administer any medication to a student at school, the following information is required:
 - A **written** statement from the prescribing **physician** detailing the name of the medication, amount, method and time schedule by which the medication is to be taken.
 - A **written** statement from the **parent/guardian** indicating their desire for the school to assist the pupil in the matters set forth in the physician’s statement.
 - The medication must be **clearly labeled** and brought to the school by a parent/guardian in the **original container** from the pharmacy.
 - An inhaler may be carried by a student while at school if the prescribing physician and parent agree.
- The CUSD “**Medication at School**” form is available in the health office.
- The Health Office does not stock medications for general use.
- **NO MEDICATIONS WILL BE GIVEN AT SCHOOL UNLESS ALL THE ABOVE REQUIREMENTS ARE MET.**

HEAD LICE POLICY

Clovis Unified School District operates on a **no nit** policy. Under this policy, students will be sent home if evidence of head lice is found. A student may not return to school until he/she has been treated and his/her hair and scalp are free of nits and lice. The student must check in with the school nurse or the office staff before he/she returns to the classroom.

FIRST GRADE PHYSICAL

California state law requires that all children entering **first grade** have a Child Health and Disability (CHDP) physical examination within 18 months of beginning first grade. If you have not yet provided the school with proof of the physical, please drop off the completed CHDP form to the nurse as soon as possible.

CHILD PROTECTIVE SERVICES

It is important for parents to know that all school personnel are “Mandated Reporters” of child abuse. This means, should a staff member have even a suspicion that a child has been abused or neglected, they must report it to Child Protective Services (CPS).

PHYSICAL EDUCATION EXCUSAL

A parent/guardian may request in writing that their child be excused from PE for up to three days. If a child needs to be excused from P.E. for more than a three day period, **a doctor’s note will be required. If a child has a P.E. note or doctors excuse, they will not be able to participate in after school sports.**

HOME/SCHOOL COMMUNICATION PARENT INVOLVEMENT

Communication between the home and the school is essential to the progress and development of each student at Maple Creek. The parent and the school are partners and your input into your child’s education and the school is welcome and essential for effective operation. In addition to personal contacts between parents and school personnel, the following are the formalized forms of communication used at Maple Creek.

BLACKBOARD CONNECT

Blackboard Connect is another tool that we use to communicate information to parents. Blackboard Connect will be used judiciously to communicate important events to all parents and staff, it may also be used to alert parents or guardians of an emergency/safety situation on campus. **Blackboard Connect attendance phone calls go out daily around 10am for students who are absent.**

ZANGLE PARENT CONNECT

Parent Connect is an online tool parents can use to access key information regarding student’s grades (second-sixth), attendance, lunch monies, and teacher communication. Parents receive login and password information in an email. Password and login information may also be requested from the school registrar.

REPORT CARDS

Report cards are sent home the Friday following the end of each quarter. Conferences are scheduled with all parents at the end of the first report card period.

PROGRESS REPORTS

At the end of the fifth week of instruction, teachers in grade 1-6 send home progress reports for students who are in danger of failing. This progress report is an indicator of student progress up to that time in the quarter. The objective of the progress report, and other grades sent home is to maintain a communication link with parents.

PEACHJAR

CUSD and Maple Creek utilize Peachjar for electronic flyer distribution. Parents with an email address on file will automatically begin receiving eflyers in their inbox. Additionally, all eflyers can be viewed by clicking the Peachjar button located on our school's website.

THE WEEKLY CHRONICLE

Our weekly newsletter, The **CHRONICLE**, will be sent home electronically to parents every Friday through Peachjar. The purpose of The **CHRONICLE** is to provide parents with important information related to the week and to provide the times, dates, and locations of school-wide activities which parents may wish to attend. It will also be used to communicate information of general interest concerning the school, district and community. It is the primary vehicle to communicate school policy, Parent Club information, and to chronicle the major events at school.

MAPLE CREEK WEBSITE www.maplecreek.cusd.com

Maple Creek's website contains practical information about many of the programs available at Maple Creek -teacher web pages and email, lunch menus, newsletter archive, PTC information, etc. Mrs. Christen Otta (christenotta@cusd.com) is the web master. Suggestions for improvement or additional information we can provide are always welcome.

S.A.R.T. SURVEY

In March of each year, a survey is sent home to the parents of each student. This survey is used to obtain parent feedback regarding the strengths/weaknesses of the school's programs and the extent to which the school is meeting the needs of its community. Results from the survey are given back to each school and discussed with S.A.R.T. Committee and staff. Recommendations for improvement are considered for implementation the following year.

HUMAN RELATIONS COMMITTEE

As part of the Clovis Assessment System for Sustained Improvement (CLASSI), the district has developed a parent Intercultural and Diversity Advisory Council (IDAC) which assists the district in monitoring progress toward promoting positive human relations. Maple Creek has established a Human Relations Committee, "Multicultural Advisory Committee and Kids Interested in Diversity"(MAC & KIDS), which meets quarterly to provide input regarding human relations, concerns and positive programs at Maple Creek. **All students who attend and participate in MAC & KIDS must be accompanied by their parent.**

PARENT TEACHER CLUB (PTC)

The Maple Creek Parent Teacher Club is an active organization which is open to all parents. The PTC, with its many activities, is an integral part of the total school partnership between parents, children and staff. It is truly rewarding at the end of every year to see how much the PTC contributes to Maple Creek to make it the best school it can be. For further information about our PTC contact President Karen Kuniyoshi through the Maple Creek PTC website at maplecreektc@gmail.com.

VOLUNTEERING AT MAPLE CREEK

The Maple Creek Parent Club recognizes that a wealth of experience, talents and interests are available in our community. The volunteer program represents one way Maple Creek can use some of these resources for the benefit of our children. Some volunteers work in the school on a regular basis. Others may help with an individual project

or activity. If you want to learn more about our parent volunteer opportunities, contact the Maple Creek School office. Some of the opportunities for volunteering include but are not limited to:

MAC & KIDS	Art Docent	Fundraisers
Vision & Hearing Screening	Classroom Volunteer	Snack Bar
Parent Club Carnival	Library Media Center	Field Trip Chaperone
Drama Production	Room Parent	Destination Imagination Coaches
School Site Council (SSC)	SART Committee	Crossing Guards
Robotics	English Learner Committee	
Jog-a-thon		

SCHOOL PARENTAL INVOLVEMENT POLICY

Maple Creek Elementary School Parental Involvement Policy

Among the primary philosophical foundations underlying the operation of Clovis Unified School District since its unification in 1960 is the concept of site-based management. In essence, the site-based management means that the programs provided by a school must reflect the needs and desires of the community it serves. Once district goals and standards have been established, the important decisions regarding the implementation of the educational programs are made at the school level. Therefore, the principal and their staff, and community members have a high degree of latitude in making decisions about staffing, budgeting, materials, and approaches as we work to develop quality programs to best serve the needs of our students.

At Maple Creek Elementary School, we recognize that parental involvement is a critical dimension of effective schooling. Maple Creek's concept of the Triangle of Success is founded upon the belief that the teachers, students and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental involvement contributes greatly to student achievement and positive character development.

The staff at Maple Creek Elementary School believes that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. Parents are also invited to actively participate in school decision making and to develop their leadership skills in governance and advocacy. By joining the school councils and advisory committees, the parents are able to be involved in the planning, review, and improvement of categorical programs. These Parent councils and Advisory Committees are highlighted below:

School Assessment and Review Team (SART): The purpose of SART is to establish a formal vehicle to enable parents and community members to:

- Study and become knowledgeable about the various programs and components that make up the total operation of the school.
- Discuss the effectiveness and appropriateness of those programs and components relative to the goals of the school and district.
- Assist in assessing the school-community attitudes about the total school program.
- Act as a community liaison between the community and the school and district.
- Have input and influence in an advisory capacity to the principal and site leaders regarding the operation and direction of the school.

Intercultural and Diversity Advisory Council (IDAC): The IDAC was formed for the purpose of assisting the district in the implementation of the six recommendations from the "Burton Report" and monitoring the progress of the district toward achieving the desired outcomes of those recommendations. Reporting to the Governing Board annually is among IDAC's charges. The Council is designed to serve two purposes. First, it presents an opportunity for the school's staff to self-examine its policies, practices, programs, and operating procedures in light of the Cultural Competency Task Force Goals. The second purpose is to assess the school's progress toward achieving IDAC and Cultural Competency Task Force Goals of which there are twelve.

School Site Council (SSC): The SSC was designed to be the vehicle by which the school community would come together to chart the school's path to improvement. The SSC is uniquely suited to carry out this function since it is representative of all segments of the school community. The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access and success in that program. This core program should embody the district's curriculum, which itself should reflect the state frameworks and curriculum standards.

English Language Advisory Committee (ELAC): An ELAC is established to work with schools who serve 21 or more English Learners. The ELAC is an elected group of parents or guardians of English learners. The committee serves to advise the principal and staff on developing a plan to meet the needs of English learners. The committee receives regular training and materials on critical issues and assists them in carrying out their legal responsibilities.

Through conferences and letters, parents are provided with timely information about curriculum, assessments, and expected proficiency levels for student achievement. Parents are invited to attend appropriate trainings to help the school and the students reach stated goals, objectives, and standards. This will ensure that the school remains focused on our primary responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet academic expectations set forth in the California State Standards.

At Maple Creek Elementary School, we believe that the parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school. We are committed to increasing parental involvement, which will ultimately improve student achievement.

**Maple Creek Elementary School
Clovis Unified School District
2016-2017
Parental Involvement Policy**

At Maple Creek Elementary School, we recognize that parental involvement is a critical dimension of effective schooling. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental involvement contributes greatly to student achievement and conduct. The Clovis Unified School District's Parent Involvement Policy is outlined in CUSD Board Policy #9203. Each CUSD School creates a School Parent Involvement Policy, in collaboration with the different parent groups and committees, that is tailored to the needs of their school and learning community.

Maple Creek Elementary School is committed to establishing a true partnership with all facets of the Clovis Learning Community. We value feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school as well. Our parents truly make a difference in the lives of Maple Creek students!

The staff at Maple Creek Elementary School believes that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. Parents are also invited to actively participate in school decision making and to develop their leadership skills in governance and advocacy. By joining the school councils and advisory committees, the parents are able to be involved in planning, reviewing, providing input and improving of overall school programs. Parents are asked to participate in an annual survey asking for input into all aspects of the school's program.

Through conferences, the school web page, and letters, parents are provided with timely information about curriculum, assessments, and expected proficiency levels for student achievement. Parents are invited to attend appropriate trainings at both the school and district level to help the school and the students reach stated goals, objectives, and standards. This will ensure that the school remains focused on our primary responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet academic expectations set forth in the California State Standards and successfully transition into the newly developed Common Core Standards.

At Maple Creek Elementary School, we believe that the parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school. We are committed to increasing parental involvement, which will ultimately improve student achievement.

PART I: GENERAL EXPECTATIONS

The Clovis Unified School District agrees to implement the following statutory requirements that are outlined in CUSD Board Policy #9203:

- The school will jointly develop with parents, and distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will annually review, revise and approve the School Parental Involvement Policy to meet the changing needs of parents and the school. The School's Parent Involvement Policy becomes part of the School Plan for Student Achievement (SPSA) that is presented to the SSC and approved by the CUSD Governing Board.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means open communication with parents in order to establish a high quality school program and academic achievement, including ensuring--

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.

Our school encourages all parents and guardians to become involved with their child's education, at the classroom level, the school-wide level as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level parent committees provide input into each site's SPSA and to the District's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Council or Committee, please call your child's school.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Maple Creek Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Continue parent/school committees such as School Site Council, School Advisory Committee, English Learner Advisory Committee, Parent Teacher Club, School Assessment and Review Team, and Parent Involvement Exchange.
 - Revise the School-Parent Compact.
 - Continue to send out notices from the school in English, Spanish, and Hmong.
 - Continue our evening meeting schedule of Back to School Night in August, Book Fairs, School Carnival or Parent Teacher Committee (PTC) organized events, Open House in the spring, Winter Program in December, Spring Concerts, school sponsored family clubs, and Block H programs.
2. Maple Creek Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental involvement Policy:
 - Send the School-Parent Compact home on parent – teacher conference day
 - Send home notices/agendas, post on school web site and home calls to the parents of the School Site Council (SSC) which serves as a school advisory committee meeting both in English, Spanish, and Hmong. The agenda will state clearly that the School Parental Involvement Policy will be discussed and reviewed.
 - School Parental Involvement Policy will be discussed and reviewed during these meetings
 - Provide instructional aides and translations at all meetings, as requested or needed
 - Maple Creek Elementary’s ELAC, SART and IDAC meetings
3. The Maple Creek Elementary School will annually review and update its School Parental Involvement Policy to meet the changing needs of parents and the school.
 - The district and school site will annually review the School Parent Involvement Policy for any issues to include, but not limited to, restructuring the school, safety needs, and any program needs.
4. The Maple Creek Elementary School will convene an annual meeting to inform parents of the following:
 - That their child’s school participates in Title I,
 - Requirements of Title I,
 - Of their rights to be involved,
 - About their school’s participation in Title I:
 - A flyer (meeting notification) will be sent home in English, Spanish, and Hmong days before the date. The meeting will also be posted in the Administration Building window, on the Maple Creek Elementary marquee, in the “Maple Creek Chronicle”, school web page and in weekly Teacher/Classroom newsletters. This meeting will take place in November.
5. The Maple Creek Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - There will be babysitting available at the meetings.
 - Oral translation will be available at the meetings in Spanish and Hmong.
 - The meetings will be planned in conjunction with other events at school.

6. The Maple Creek Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
 At the beginning of each school year the Title I Students receive an Individual Program Learning form called the Teacher Grade Level Estimate (TGLE). The TGLE is completed by the classroom teacher. This form has three parts to it. The first is the diagnostic data score identified through the state assessment results. The second part is the objectives, which are written for an individual student. The third section is the Instructional Program. This states who will provide services to their child. Some examples are: instructional assistant, bilingual instructional assistant, extended day teacher, targeted interventions, RTi, the resource teacher, and the classroom teacher. The parents, staff, and administration sign the bottom of the form giving permission for their child to receive services or declining the services.

7. Maple Creek Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 The teacher will review the curriculum used, assessment tools, ideas to help their children at home, and the Individual Learning Program forms.

8. The Maple Creek Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 In addition to the evening meeting, the parents are invited to their child's Parent Conferences, which are held in October. During the Parent Conference, the teacher, student, and parent discuss the child's progress. The Promotion/Retention forms are reviewed and the parents receive an overview of how the child is doing in academics, behavior, and socialization.

9. The Maple Creek Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.
 Parents will be directed to write a letter to the Superintendent of Clovis Unified School District with their concerns.

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. The Maple Creek Elementary School will build the school's and parent's capacity for strong parental involvement, in order to establish effective involvement of parents and to support a partnership among the school, parents, and the community aimed at improving student academic achievement, through the following activities specifically described below:
 The Superintendent will incorporate the School-Parent Compact as a component of its School Parent Involvement Policy.

2. The Maple Creek Elementary School will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
 The School-Parent Compact will be discussed by all the stakeholders and become a part of the School Parent Involvement Policy

3. Maple Creek Elementary will, with the assistance of its district, provide assistance to parents of children served by the school in the following way:
 - Providing the State's academic content standards,
 - Communicating and making available the State's student academic achievements standards,
 - Provide the State and local academic assessments including alternate assessments,

- Communicate the requirements of Title I,
 - Suggestions on how to monitor their child's progress, and
 - Suggestions on how to work with educators:
 - The Adult School offers "Distance Learning" classes on campus for any second language adults to learn English. The classes are held once a week
 - In addition to SSC, ELAC, SART, IDAC and PTC, has begun an informal parent agenda driven committee called Maple Creek Elementary that meets weekly in order to address concerns and provide needed assistance to parents. Translators are provided for our Spanish and Hmong parents who are in need of translation.
4. The Maple Creek Elementary School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Offering the School Site Council (SSC) members training on the roles and responsibilities of council members. The SSC has been approved to service as the school advisory committee (SAC).
 - Offering the English Learner Advisory Committee (ELAC) members training on the roles and responsibilities of committee members.
 - Providing the parents with materials and training through numerous committees and parent groups.
 5. The Maple Creek Elementary School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - When conducting annual meeting, continue to invite non-English speaking parents to come and visit the school. The Principal provides an overview of all campus programs and facilities and translators are provided.
 - Encourage parents to visit classrooms.
 - Continue Healthy Start Conference where the community comes together to learn valuable resources and build stronger ties between parents and school. Babysitting, translation, and food are provided.
 6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Continuing to host the Annual Healthy Start Conference with Maple Creek Elementary School
 - Head Start and State Funded Pre-school information is available at registration and school events. They are encouraged to attend Back to School Night, Parent/Teacher Conference Day, Open House, various parent committees, and the school's winter program.
 - Kindergarten teachers host workshops for parents of preschoolers in the spring to train parents on pre-K skills.
 7. Maple Creek Elementary School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- School programs, activities, meetings, and policies are communicated to parents through the school web page and/or Student-Parent Handbook each year. Weekly school calendars and school communication flyers are sent home in three languages when appropriate.
 - In addition to school-wide publications, the staff works to inform and refine communication through classroom newsletters, parent letters, and numerous parent contacts both by telephone and in person.
 - Progress reports are sent home to parents in order to help address student needs before final quarter/semester grades are posted.
 - Our Bilingual Instructional Assistants make personal phone calls to inform parents of student progress, expectations, Maple Creek Elementary offers after-school programs and also to invite families to attend special events.
8. The Maple Creek Elementary School administers an annual survey, School Attendance and Review Team (SART survey). The survey solicits information on various aspects of the overall school program. All data and results are used to evaluate school programs areas of weakness and growth. In addition, an annual Title I Survey is completed providing information on the status of the school's Title I Program.

PART IV: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The Maple Creek Elementary School and Clovis Unified School District is committed, where practical and to the extent that the District resources provides, to the following:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- Training parents to enhance the involvement of other parents
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- Adopting and implementing model approaches to improving parental involvement
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs
- Developing appropriate roles for community-based organizations and businesses, including faith based organizations, in parental involvement activities
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request

PART IV: ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by 4th quarter SSC Meeting, and 4th quarter ELAC Meeting. The Parent Involvement Policy will be a component of the Maple Creek Elementary Single Plan for Student Achievement (SPSA) that is approved annually by the SSC and the Clovis USD Governing Board in January. The SSC has been approved to service as the school advisory committee (SAC).

This policy was adopted by the Maple Creek Elementary School on May 23, 2016 and will be in effect for the period of 2016-2017 school year. The school will distribute this policy to all parents and made available to the local school community as school opens. The Maple Creek Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand. It will be available on upon request.

CUSD Board Policy and Administrative Regulation #9203: Parent Involvement is attached and part of the School's SPSA.

INSTRUCTIONAL PROGRAMS

The instructional programs at Maple Creek are closely aligned with the California State Framework and the CUSD Grade Level Standards that serve as the foundation for each curricular area. Grade Level Standards clarify what students should know in various subject areas including: Reading/Literature, Mathematics, Science, Social Studies, Fine Arts, Wellness/Physical Education and Writing.

ACCELERATED READER (AR) PROGRAM 1st -6th

Students must develop their skills in reading so that they may read increasingly complex material with excellent comprehension. Each quarter, students use an electronic program called Accelerated Reader (AR) where they earn points by taking quizzes on books at their instructional reading level. AR point expectations and STAR reader goals by grade level are available on Maple Creek's website and will be distributed at Back to School Night. Students meeting the STAR reader requirement will be recognized at the quarterly Husky Awards assemblies. AR points will account for 10% of a student's reading grade each quarter.

SEE AR Point Chart in the Appendix

MUSIC

All students in grades 1-6 receive classroom music instruction from our music specialists. Fifth and sixth grade students may elect to take instrumental music or vocal music. In addition, students in 4th grade receive instruction with recorders.

TESTING

Signed into law on October 2, 2013, Assembly Bill 484 launched a new student testing system for California's schools, now called the **California Assessment of Student Performance and Progress (CAASPP)**. The CAASPP system is based on the state's new California Common Core State Standards (CA CCSS) for English-language arts (ELA) and mathematics, adopted by the State Board of Education in 2010. This new system replaces the Standardized Testing and Reporting (STAR) Program that was based on 1997 standards.

The primary goal of the new statewide testing program is to better prepare all students for college and careers in the twenty-first century. Computer-based assessments, developed through the Smarter Balanced Assessment Consortium, form the cornerstone for CAASPP. The CAASPP assessment in ELA and Math will be given in April/May to all eligible 3rd-6th graders in the state of California each school year. Scores will be reported and provide us with district, school, grade level, as well as individual student data.

CATEGORICAL PROGRAMS

CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2016-2017 SCHOOL YEAR

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Title I, Part A – (Improving the Academic Achievement of the Disadvantaged Improving, Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and

Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis kids!

CUSD is proud and pleased to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include:

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

District Advisory Committee (DAC) and School Advisory Committee (SAC)

District Learner Advisory Committee (DELAC)

District Migrant Education Parent Advisory Committee (DMEPAC)

District Indian Education Parent Advisory Committee (IPAC)

School and District level School Assessment Review Team (SART)

Intercultural and Diversity Advisory Council (IDAC)

We encourage all parents and guardians to become involved with their child's education, at the classroom level, the school-wide level as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site's SPSA and to the District's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Councils or Committees, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you, or go to <http://www.cusd.com/specialprojects>. These two school committees meet on a quarterly basis. The committees are comprised of administration, staff and parents. Students are also involved at the intermediate and secondary level.

Listed below are several parent committees that assist with categorical programs and funding. For more information, please call your school or go to: <http://www.cusd.com/specialprojects>.

School Site Council (SSC): All schools receiving categorical funds are required to form a SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the Single Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

District Advisory Committee (DAC) & School Advisory Committee (SAC): The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities provide to students who are disadvantaged, English learners, foster youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC provides input and makes recommendations to the principal, staff and SSC regarding services for English learners as well as conducts an annual survey. Members serve for two years.

District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site ELAC. The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings.

Rationale

General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum

program. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy

All CUSD schools offer students with special needs the same kinds of high quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

Categorical Program Descriptions

- **After School Safety and Education Funds (ASES)**: This state funded and administered program provides three year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
- 2. **Title I, Part A (Improving the Academic Achievement of the Disadvantaged)**: A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
- 3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths**: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven.
- 4. **Title I, Part C (Migrant Education Program)**: A federal-funded program focused on providing services for migratory students and their families.
- 5. **Title I, Part D: Local Delinquent Programs**:
A funded program that serve students who are neglected, delinquent, or at-risk, including programs involving collaboration with locally operated correctional facilities.
- 6. **Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals)**: A federal-funded program focused on teacher and principal training and recruitment programs.
- 7. **Title III (Language Instruction for English learners(ELs) and Immigrants)**: A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
- 8. **Title VII (Indian Education Formula Grant)**: A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall each school will send additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community.

If you have any questions, please call your child's school or the CUSD Department of Supplemental Services @ 327.9086, additional information may be found @ <http://www.cusd.com/specialprojects>.

AUXILIARY SERVICES

Maple Creek has a team of professionals that provide specialized assistance to parents, teachers and students as needed.

EDUCATIONAL SPECIALISTS

- **Speech and Language Specialist** works with children who are in need of specialized remedial and developmental instruction in language proficiency.
- **School Psychologist** is available to provide testing and psychological information beyond the scope of the classroom teacher. The psychologist plays a counseling role to parents and students and provides assistance to teachers in the implementation of effective teaching strategies for students exhibiting learning and/or behavioral difficulties. **All psychological testing requires written parental consent.**
- **Resource Specialist (RSP)** is trained as a classroom teacher with special certification in special education and learning disabilities. The resource specialist provides specific prescriptive instruction in academic areas to students who have been certified as requiring such instruction.

STUDENT STUDY TEAM (S.S.T.)

The Student Study Team is provided as a service to teachers and parents. Students with behavior, emotional, and/or academic problems that interfere with school performance may be referred to the team for suggestions and/or modifications of the child's learning environment or program. All children that may be considered for a formal assessment are required to be reviewed by the S.S.T. prior to evaluation by the School Assessment Team (S.A.T.).

SCHOOL ASSESSMENT TEAM (S.A.T.)

Children who show significant low achievement, learning disabilities or emotional difficulties may be referred by the S.S.T. to the S.A.T. The team will focus on testing and studying the child to determine the learning difficulty. A meeting is held with the parent where all results of the diagnostic work is explained, as well as recommendations to be implemented to improve the child's progress in school.

504 COORDINATOR

At Maple Creek our GIS (guidance instructional specialist) serves as the school's 504 Coordinator. If you suspect your child has a disability (learning disability, chronic health problems, attention deficit/hyperactivity disorder, etc.), which may substantially limit learning, you may request that your child be evaluated under Section 504 of the Rehabilitation Act (1973). A qualified educational team will evaluate your child to determine if he/she qualifies as a disabled individual.

CAMPUS CLUB and STAY & PLAY

Campus Club provides quality childcare for school-age children before and after school. All day care is also offered during regular school vacations. On Early Release Days, you may wish to take advantage of the Stay & Play program, which is the 90-minute program offered by Clovis Unified as a supervised recreational program during the Wednesday early release and preparation time for teachers. Questions regarding fees, procedures for enrollment or specific site information should be directed to the Child Development Department at 327-9160.

STUDENT RECOGNITION

MAPLE CREEK HUSKY AWARDS

Each quarter students from each classroom (Grades 1-6) are honored for meeting the criteria for Husky Awards. Students receive special recognition for achievement in mind, body and spirit.

HUSKY OF CHARACTER AWARDS

Students may qualify for this award through any area of school endeavor and for contributions made to their class, school and/or community. The students selected are those who have best reflected the Maple Creek *Character Trait of the Month*, which is based on the six pillars of character in our Character Counts! Program. This award is given monthly. Students' names will appear in the Chronicle and they will receive a **Husky Spirit item and a certificate of recognition.**

PERFECT ATTENDANCE AWARD

Students in grades 1-6 are eligible for this award. Perfect attendance will be recognized each quarter for students who have no absences (physically present every day for at least 90 instructional minutes) and no unexcused tardies.

HUSKY ATHLETIC AWARDS

Students receive a ribbon of participation for membership on any Maple Creek athletic team at the end of each sports season. Trophies/plaques will be presented to some athletes from each athletic team for individual recognition at the coach's discretion.

HONOR ROLL - GRADES 4-6

The Honor Roll is a means of giving recognition to students based on scholastic achievement. The Honor Roll is published quarterly -- at the end of each report card period. Honor Roll students are recognized at the quarterly awards assemblies. The qualification requirements for the Honor Roll are:

- ◆ **No "D's" or "Fs" on the report card.**
- ◆ No "N's" or "Us" on the report card.
- ◆ The following grade point averages:
PRINCIPAL'S HONOR: 4.00 (All "As")
HIGH HONORS: 3.83 - 3.99
HONORS: 3.50 - 3.82
- ◆ The grade point averages are based on grades for: Reading, Mathematics, Language, Spelling, Science/Wellness, and Social Science.
- ◆ The following grade points are used to calculate the grade point average:
A = 4.00 B = 3.00 C = 2.00 D = 1.00

MAPLE CREEK BLOCK H

The school plays an important role in preparing children to lead successful and happy lives. This entails much more than merely teaching skills and imparting knowledge. The school provides a wide range of experiences for children and a framework within which their attitudes toward themselves and their environment can take shape. Students who assume a variety of responsibilities will be more apt to develop poise, self-confidence, a sense of personal responsibility, and a wide range of skills that are essential ingredients in exercising freedom of choice and decision-making as an adult.

This is what the BLOCK H - EXEMPLARY AWARD is all about. The award has four functions. First, it is a reward for self-motivated students. Second, it is a blueprint for parents and students to use in planning, encouraging and setting goals in school activities and programs. Third, it is a means of developing responsible, well-rounded individuals. Fourth, it is a significant form of recognition for students who have met the criteria for the award. Planning, responsibility, and commitment are the key factors in earning this award, not necessarily ability and talent.

The Block "H" Exemplary Award is about goals. It is the highest award that is offered to 4th, 5th and 6th grade students at Maple Creek Elementary School and presents a worthy challenge for students. The recipients of this award truly exemplify the concept of the Clovis Spartanian..."to be the best you can be". The areas and activities in which students earn points have been grouped into the three domains: Mind, Body, and Spirit. To earn the Block H - Exemplary Award, a student must have earned points in each of these domains and have accrued the designated number of total points. An example of the Block H score sheet will be available in your child's classroom at Back to School Night. (Please refer to sample Block H form in the appendix.)

CO-CURRICULAR ACTIVITIES

PHILOSOPHY: Involvement is the key word in the Maple Creek Elementary Co-curricular Program. A student's participation in school activities can do much to instill a child with self-pride and help develop a strong sense of self-esteem. Please encourage your child to become involved. It is a school goal that 100 percent of the fifth through sixth grade students participate in at least one co-curricular activity. Information concerning these programs will be sent home as the year progresses. The co-curricular program offered to students at Maple Creek School in grades 4-6 includes:

**ATHLETICS
PEP & CHEER SQUAD
INSTRUMENTAL MUSIC
SCIENCE FAIR**

**STUDENT GOVERNMENT
CONCERT CHOIR
ORAL INTERPRETATION
DRAMA**

**HISTORY DAY
ROBOTICS
SCHOOL SERVICE**

**POSTER CONTESTS
ESSAY CONTESTS
COMMUNITY SERVICE**

STUDENT LEADERSHIP

Students in grades 4-6 are encouraged to run for student body office. These students learn the fundamentals of a representative democracy through involvement in student government. The students elect the following officers: president, vice president, secretary, treasurer, Spirit Ambassador, MAC & KIDS representative, and class senators. Student Leadership takes an active role in sponsoring and planning various student activities, enhancing communication between the students and staff and conducting fund-raising activities for the benefit of the students.

ATHLETIC PROGRAMS

Maple Creek provides an interscholastic athletic program in which our teams compete with the other elementary schools in the district. The goals of our athletic program are:

- To teach and develop proficiency in the skills associated with each sport.
- To develop the personal discipline, commitment and sportsmanship associated with being a member of a team.
- To recognize EXCELLENCE only comes through effort and the desire to be the BEST THAT YOU CAN BE.

Season	Sport	Number of Teams	Restrictions
Fall-Spring	Cheerleaders	Varies in teams (typically 2)	4 th -6 th graders
	Football (tackle)	Two teams (A and B)	5 th -6 th graders Weight limit of 144 lbs.
Fall	Cross Country	Boys and Girls teams	4 th -6 th graders
	Girls Volleyball	Multiple teams	5 th -6 th graders
	Wrestling	Varsity & JV	4 th -6 th graders Weight divisions
Winter	Boys Basketball	Multiple teams	5 th -6 th graders
	Girls Basketball	Multiple teams	5 th -6 th graders
	Baseball	Multiple teams	5 th -6 th graders
Spring	Softball	Multiple teams	5 th -6 th graders
	Boys Volleyball	Multiple teams	5 th -6 th graders
	Track	Boys and Girls teams	4 th -5 th -6 th graders

All students in the grades indicated above are eligible to try out for the teams. **Students** who try out will be able to participate, except in football* where there is a minimum weight limit of 60 pounds and maximum weight limit of 144 pounds, both in uniform. All team participants are required to have accident insurance. This may be verified through a family policy or purchased through the school. **A child will not be allowed to participate in any after-school sports programs if they are not participating in PE due to a PE excuse.**

The teams practice after school (3:15-4:15 p.m.) three afternoons per week (Monday, Tuesday, and Thursday) with the games usually scheduled on Fridays at 3:00 p.m. (A Teams Baseball and Softball will begin at 2:40). If there is enough interest to support "B" teams, then those games will begin at approximately 2:15 p.m. A game schedule will be sent home at the beginning of each season.

CODE OF PARTICIPATION FOR CO-CURRICULAR ACTIVITIES

Co-curricular activities are a vital part of our total school program. In addition to providing a variety of exploratory and enriching learning experiences for students, they are important also in building character and shaping attitudes. When students elect to participate in a co-curricular program (i.e., chorus, athletics, etc.), they must recognize that they have assumed certain responsibilities and obligations - to the coach or advisor, to the other members of the activity, and to themselves.

Our major co-curricular programs have "participation contracts" stating what is expected of the participant. Students agree to the stipulations upon joining an activity. In essence, the terms of these "contracts" reflect the following CODE OF PARTICIPATION:

- The participant will maintain a satisfactory level of scholarship ("C" average) and **demonstrate satisfactory behavior and citizenship.**
- The participant is expected to abide by the practice, meeting, or rehearsal schedule established for the activity. Certain absences or tardies may, of course, be excused as with classroom attendance. However, the participant has the OBLIGATION to clear these with the coach or teacher in charge of the activity. Failure to do so is grounds for disciplinary measures as in the case of tardiness or truancy from the classroom.
- The student is expected to participate in the activity in a positive manner by showing proper conduct, striving to learn and grow in his/her abilities or skills and contributing to the group effort to the best of his/her ability.
- The participant is expected to respect and properly care for all property and/or equipment issued in conjunction with the activity. This is especially pertinent to members of athletic teams who are issued uniforms. Team uniforms are the property of the school (purchased with Student Body Funds). Students who NEGLIGENTLY lose or cause UNDUE damage to such school property will be charged for its replacement.
- The participant will not arbitrarily or unilaterally "quit" an activity. Normally, there is a one-week "grace" period during which the student may join an activity and decide if he/she wishes to continue. A student may drop the activity during that time with no conditions. After that time, the student may drop the activity only after consultation between the parent and the coach/advisor and a conference between the student, coach/advisor and the principal. In the case of athletic teams, a student who drops a sport after the grace period may not join another team during the same season. Note, however, that if a student joins, say, the football team and drops DURING the grace period, he may join the cross-country team.
- Students who drop from a co-curricular activity/team for any reason will not earn Block H credit. Parents and students are encouraged to meet with the teacher advisor/coach to discuss their child's circumstances.

SPECTATOR CODE OF CONDUCT

Spectators are an important part of athletic events. They should, at all times, reflect high standards of support and good sportsmanship as indicated by the following:

- Spectators should, at all times, respect officials, coaches and participants and extend all courtesies to them as guests in the community. Respect coaches at all times. Recognize that they have team goals beyond those of an individual child.
- Enthusiastic and wholesome cheering is encouraged. Booing, stamping of feet, disrespectful remarks and/or cheers or yells which "put-down" the other team are unacceptable.
- Bells, whistles, or noisemakers of most any kind are acceptable for outdoor athletic events, but not for indoor athletic events. Noisemakers must not interfere with the various activities.
- Consistently exhibit good character and conduct yourself as a role model for children. Don't argue or show excessive displays of anger or frustration.
- It is a privilege to compete in sports, not a right. Students and spectators are expected to represent their team, school, and family with honor, on and off the field.
- If parents wish to discuss their child's participation on the team with the coach, please call the office and schedule an appointment outside of practice and games. The coach has supervision responsibilities during these times. This also provides time when emotions may be more level and the discussion will be more productive.

RULES OF STUDENT CONDUCT

Our school maintains high, but not unreasonable standards of conduct and behavior for all of our students. We believe appropriate student conduct is essential in order to make each student's experience at school meaningful, productive and enjoyable. The rules governing the behavior of students and the operation of the school reflect three guiding principles: (1) the school exists as a place to learn; (2) teachers have a right to teach and all students have a right to learn; and (3) self-discipline is the key to school discipline. Please use the STUDENT AND PARENT Rights and Responsibilities Guide for detailed Governing Board policies and Administrative Regulations pertaining to parents and students of the Clovis Unified School District.

GENERAL STUDENT CONDUCT RULES

- Personal items such as play equipment, toys, electronics, cards, games, skateboards, etc., are not allowed at school unless so directed or authorized by the teacher/administration.
- Students should return all lost and found articles to the office.
- Students will conduct themselves in a way that will not disrupt the learning environment.
- Gum, seeds, and soda are not allowed at school at any time. Candy brought from home for lunch must be eaten during the lunch period.
- Students may use the office telephone ONLY WITH SPECIFIC PERMISSION from a school staff member.
- Students will play at recess in the designated play areas only. Other areas, buildings & corridors are OFF LIMITS during recess.
- Students should not bounce balls in corridors or on walls of any building.
- Students should stay on sidewalks and not in flower beds or planter box areas.

BICYCLES

- State law requires bicycle helmets for children under the age of 18.
- Students riding bicycles to school will park and lock their bikes at the bicycle racks as soon as they arrive at school.
- Bicycles are **not to be ridden** on the school grounds or walkways AT ANY TIME.
- Students are to obey all traffic laws (see Motor Vehicle Code) when riding bicycles to and from school.
- Students are not to go into the bicycle parking area during the school day.
- Students who consistently fail to abide by these provisions may be required to use another form of transportation to and from school.

EQUIPMENT

- Footballs and soccer balls are to be used only on the grass area.
- Baseballs, softballs, bats, and tennis rackets are NOT to be used except WITH DIRECT TEACHER/COACH SUPERVISION.
- Students should use climbing equipment and slide properly. No twirling or hanging by knees.
- Students should kick balls only on the grass area.
- Students are **NOT** to kick volleyballs or red/yellow playground balls.

CAFETERIA CONDUCT

- Students wishing to eat in the cafeteria **MUST** have courteous and proper behavior. Students should face forward and demonstrate good table manners at all times.
- Students may talk quietly to the persons next to them. Shouting or talking from one table to another is unacceptable.
- Hats **may not** be worn in the cafeteria.
- The floor and tables must be free of litter before students are excused for recess.
- All students will remain in their seats until the cafeteria monitor dismisses them.

PERSONAL ACCOUNTABILITY/BEHAVIOR

Each time a student has a rule infraction/violation they may be assigned an accountability check. Ideally students will achieve zero checks. As checks are accumulated they will result in consequences and loss of privileges. Each time a student receives a check in the accountability system it will be recorded on an accountability check form and the parent will be asked to sign to acknowledge that they are aware of the accountability

Behavior Accountability Steps

All accountability checks will be sent home for parent signatures. This is for minor issues only. Minor issues could include: retentive calling out in class, teasing, refusing to work, running in the halls, or other incidences deemed inappropriate by the school staff. Major rule violations will result in a conduct referral and possible referral to the office.

Accountability Checks are at the teacher's discretion. Teachers are encouraged to give warnings, and counsel students for minor violations prior to assigning a check. Accountability checks are for violations of minor rules.

Accountability Check 1 – Teacher/Student Conference (loss of privilege per teacher's discretion)

Accountability Check 2 – Loss of privilege

Accountability Check 3 – Loss of privilege and parent phone call from teacher

Accountability Check 4 – Conduct referral should be issued, parent phone call from teacher. Loss of the end of the quarter reward. A copy of the conduct referral should be sent to the GIS (or available admin/office notified)

Any further accountability checks for disruptive behavior should result in a conduct referral.

CONDUCT REFERRALS

Behavior that results in a referral may include: defiance of authority, profanity/obscene gestures/offensive or crude jokes or language, teasing/harassing/bullying of other students, cheating, stealing, disruptive behavior or repeated minor offenses which have been addressed previously.

Conduct Referral #1: Parents will be notified by phone from the issuing staff member and consequences include: 2 accountability checks and may include a loss of privileges/recess.

Conduct Referral #4: Same as above. Student should be referred to administration.

Conduct Referral #6: Notice to parent of intent to refer student for Student Study Team (SST) meeting.

Examples of consequences *may* include two or more days of non-privilege with suspension from sports activities, removal from assemblies/special activities/field trips, loss of recess, suspension from school, etc. Parents will be contacted by administration, and student will be given appropriate consequences following school guidelines.

*1st Time Serious Offenses can/may result in an automatic suspension and/or more serious consequences.

PERSONAL ACCOUNTABILITY REWARD

This reward is presented quarterly for students in grades 1-6 in recognition of those students who have demonstrated personal accountability. Some of the areas of responsibility/accountability include turning homework in on time, monitoring conduct, caring for school property, and returning library books. All students who receive three or less Accountability Checks or no more than one Conduct Referral for the quarter may attend a special activity or performance planned just for them. **Any student who receives a suspension will automatically be removed from that quarter's reward.**

SUSPENSION

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Section 48900 of the California Education Code and Governing Board Policies of the Clovis Unified School District provides authority to suspend students. Suspension automatically eliminates student from the Accountability Activity at the end of the quarter, impacts Block H eligibility, and results in 1 to 10 days of non-privilege.

NON-PRIVILEGE STATUS

Any student suspended from Maple Creek will be placed on non-privilege ten school days beginning on the first day of their return to school from their suspension or possible five day non-privilege status with work back contract (one hour = one day) per administration approval. Any non-privilege status requires that the student not participate in or attend any school activities or functions for the assigned number of school days. No exceptions will be made to this rule for athletes, performers, or for any special events.

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS

Maple Creek has embraced a school-wide system to support positive student behaviors known as PBIS. This system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Part of the system requires explicit teaching of student behaviors. The expected behaviors are noted on “The Husky BARK” matrix.

Maple Creek Elementary - The Husky BARK

	Classroom	Hallway	Restroom	Cafeteria	Playground	Library	Co-Curricular
Be Responsible	<ul style="list-style-type: none"> -Complete assignments -Supplies ready at all times -Keep materials organized -Follow classroom rules -Responsible use of technology 	<ul style="list-style-type: none"> -Straight lines (toe to heel) -Walk on the sidewalk -Be a good example -Use a pass when required 	<ul style="list-style-type: none"> -Keep bathroom clean -Flush the toilet -Practice good hygiene 	<ul style="list-style-type: none"> -Stay seated -Leave space clean -Trash in proper place -Hot lunch ABC order 	<ul style="list-style-type: none"> -Freeze when the bell rings -Walk to your line -Use equipment responsibly -Return equipment to your classroom -Utilize trash cans -Keep playground clean 	<ul style="list-style-type: none"> -Return materials on time -Use a pass when not with your class -Appropriate use of technology -Leave the library better than how you found it 	<ul style="list-style-type: none"> -Supplies and equipment ready at all times -Be on time
Active Learner	<ul style="list-style-type: none"> -Appropriate voice level -Stay on task -Listen to speaker -Eyes on speaker -Participate in instruction 	<ul style="list-style-type: none"> -Voice level 0-1 -Go directly to your destination 	<ul style="list-style-type: none"> -Voice level 2 -Use restroom quickly -Use at the correct time 	<ul style="list-style-type: none"> -Voice level 0-2 -Listen to adults 	<ul style="list-style-type: none"> -Voice level 0-4 -Listen to adults -Agree upon game rules before play 	<ul style="list-style-type: none"> -Voice level 0-1 -Choose appropriate leveled books -Wait your turn -Listen to speaker 	<ul style="list-style-type: none"> -Appropriate voice level -Follow directions -Demonstrate good character -Try your best -Honor classroom responsibilities
Respect All	<ul style="list-style-type: none"> -Stay on task -Respect others with words and actions -Look at speaker -Ask permission when needed -Take turns -Raise hand 	<ul style="list-style-type: none"> -Listen to adults -Respect other's property -Silent greetings 	<ul style="list-style-type: none"> -Maintain privacy of self and others -Wait patiently for your turn -Respect property 	<ul style="list-style-type: none"> -Use proper manners -Respect others with words and actions -Stay seated until dismissed 	<ul style="list-style-type: none"> -Use restroom quickly -Use restroom at correct times -Respect others with words and actions -Invite others to play -Resolve conflict peacefully -Be a good sport 	<ul style="list-style-type: none"> -Take care of loaned materials -Wait quietly before entering for instruction 	<ul style="list-style-type: none"> -Be a good sport -Respect participants with words and actions -Encourage others -Win with class, lose with dignity
Keep Safe	<ul style="list-style-type: none"> -Sit in chair appropriately (4 to the floor) -Stay within your space -Hands and feet to self -Use supplies appropriately 	<ul style="list-style-type: none"> -Hands and feet to self -Carry all equipment and supplies 	<ul style="list-style-type: none"> -Notify adults of any problems 	<ul style="list-style-type: none"> -Eat your own food -Hands and feet to self -Ask permission for movement -Walk upon dismissal 	<ul style="list-style-type: none"> -Use equipment properly -Eat your own snack -Stay in designated area 	<ul style="list-style-type: none"> -Use materials appropriately -Walk -Hands and feet to self 	<ul style="list-style-type: none"> -Use equipment safely -Set up and take down equipment

Voice Levels

0 = No Talking 1 = Whisper Voice 2 = Table Talk 3 = Talking To the Group/Class 4 = Very Loud (rally, playground, athletic event)

Revised 6/13/16

DRESS & GROOMING REGULATIONS

The Governing Board of Clovis Unified School District has established specific standards of dress and grooming in order to promote a safe school setting conducive to a positive learning environment. Dress or grooming that draw undue attention detract from the educational process and is therefore unacceptable. Please refer to CUSD Board Policy/Administrative Regulation # 2105 for the complete Dress & Grooming Regulations.

Shorts and skirts are to be worn no shorter than mid-thigh and no shorter than five inches above the knee, and not form fitting. Athletic shorts with pockets are permissible. All sportswear-type shorts, bike shorts (spandex), gym shorts are unacceptable. Additionally, frayed shorts or clothes with holes are not allowed. All tank-tops style shirts must have a minimum of a two-inch wide strap, as well as no muscle shirts. Leggings or joggling style pants, without the appropriate length short or skirt on top, are not acceptable.

ANTI-BULLYING PROGRAM

Prevention or Anti-Bullying Programs significantly impact the positive climate of Maple Creek Elementary Students. Elements of Maple Creek's program provide a positive climate and culture that enables students to thrive.

CHARACTER EDUCATION AND STUDENT DEVELOPMENT

- **Character Counts** is embedded in daily routines within each classroom as part of the school-wide PBIS system. Character Counts celebrations take place at least once monthly, and the Principal and GIS regularly provide tips for Character Counts during the morning announcements.

OTHER PROGRAM AND SUPPORT

- Participate in **Refusal Skill Training** for all grade 4 classes provided by Clovis West High School students under the supervision of Chris Hawkins.
- Conduct classroom discussions led by administrators as a preventative measure to bullying in which bullying is defined. Clovis West Bully-Proofing Your School serves as the curriculum on which some of the discussions are based.
- Inform Parent committees such as SART, Parent Club, SSC and ELAC which also provides forums for open discussion concerning bullying and conflict at school.

CLOVIS SUPPORT INTERVENTION (CSI)

- A program that provides small group counseling and support to students who are struggling with anger, loss, divorce, and/or peer relationships.

ACADEMIC INTERVENTION

- In classroom individualized support is provided for students.
- Before, after school, and push in intervention support is provided by credentialed teachers.

POSITIVE PEER INTERACTIONS

- Clearly established policies for incidents of bullying behavior. Disciplinary actions and consequences appropriate to the incident(s).

RESPONSES TO BULLYING BEHAVIORS MAY INCLUDE ONE OR MORE OF THE FOLLOWING:

- Conduct Referral to the office (Level 2 or 3 depending on the severity) and investigation of the alleged behaviors.
- Conflict resolution conducted by administration and/or school psychologist with involved students and victims of bullying when appropriate.

- Appropriate consequences for such behaviors depending on the severity could include accountability checks, non-privilege, after school detention, parent conference, referral to school psychologist, suspension, and in extreme cases referral to SSSA for alternative education placement.
- Bullying contracts developed for incidents that have been investigated by school administration and determined to be “bullying”

According to Dan Olweus, author of Bullying at School: What We Know and What We Can Do bullying is defined as “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself”.

Both acts of direct bullying (acts that are seen and felt readily) and indirect bullying (deliberate exclusion, name calling, etc). Consider the following:

- *Bullying is defined by a power imbalance between the bully and the target.*
- *A bully's power can be derived from physical size, strength, verbal skill, popularity or gender.*
- *A bully's target feels tormented, helpless, and defenseless.*
- *Bullying can include hitting, name-calling, threatening, intimidating, kicking, spreading rumors, teasing, pushing, tripping, excluding someone from a group or destroying someone's things.*

Appendix

ACCELERATED READER PROGRAM COMES TO MAPLE CREEK ELEMENTARY SCHOOL

Dear Maple Creek Families,

Maple Creek is promoting the "STAR Reader" program for students in grades 1-6. Students will be earning Accelerated Reader (AR) points for books on which they read and pass comprehension quizzes. Each student will have a set number of points they need to earn as a grade level expectation and a higher number of points in order to receive the "STAR Reader" Award. (Please see attached grade level expectations).

What is Accelerated Reader?

Accelerated Reader, or AR, is a computerized program that tests reading comprehension and provides personal feedback to achieve maximum success. AR has been in existence for about 12 years and is now used in half the school districts in the United States, including Fresno Unified and Clovis Unified. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping educators dramatically improve student reading skills. The research consistently demonstrates that computerized curriculum management systems such as Accelerated Reader enable teachers to target instruction and accelerate reading growth for students of all ability levels.

AR procedures

1. Students take the STAR Reader placement test

The student takes a placement test called the STAR Reader Test. This computerized test is made up of multiple choice reading questions. Students will take this assessment once each quarter to monitor their reading growth. (To help avoid confusion, this STAR placement test for AR is not the same as the state of California's STAR test that is taken by all students at the end of every school year).

From this placement test, we will learn your child's:

GRADE EQUIVALENT (GE) in reading (i.e. GE 2.4 = 2nd grade 4th month)

READING RANGE - which gives a range of reading levels that are appropriate for your child's reading level based on his/her performance on the STAR test.

2. Students read a book at their reading level

Now that we have your child's reading level according to AR, your child will choose a book within his/her RANGE either from home, the classroom, the Maple Creek Library or the public library. (NOTE: The Maple Creek Library has many AR books that are identified according to reading range).

3. Students take a quiz at school

Once your child has read the AR book and feels ready to take a computer comprehension quiz based on the book, they take the quiz either in their classroom, the library or the computer lab.

4. We get information

The child, the teacher, and ultimately the parents, can receive immediate feedback on the progress of each student. If the child misses any questions, the computer will show them which questions they missed and what the correct answers were. The child may then choose another book to try, but should look for books that are at a lower reading level than the one with which they had difficulty, but should still be within their range. Students should work at a comfortable reading level within their range, and then move up when ready. If the child is not passing the quizzes, it is an indication that they should be reading books at a lower grade equivalent level, but still within their range. If the child is successful on the comprehension quiz, your child may choose another book in their range and repeat the procedure.

Using the Maple Creek Website <http://maplecreek.cusd.com>

Using the GE and/or the RANGE identified for your child, you can go on the Maple Creek website, go to Programs, and then click the link labeled "AR Quiz" to search for available quizzes.

POINTS:

Not only does each book have a grade level equivalent (i.e. GE 2.4 = 2nd grade 4th month), but another component of AR is that each book also comes with a point

value attached to it. So if you choose a book at level 2.4, it may have a point value attached to it of 1 point. Your child can earn the 1 point by reading the book and getting 100% correct on the AR quiz for that book. If your child does not get all the questions correct (say they get 9 out of 10), then they will get a percentage of the points available for the book (example: .9 points instead of 1.0 points).

If you have any questions, please do not hesitate to contact me via phone or email.

Sincerely,

Mrs. Gina Kismet, Principal

MAPLE CREEK ELEMENTARY
ACCELERATED READER POINT
EXPECATIONS AND STAR READER GOALS
BY GRADE LEVEL

1 ST Grade	1 ST QUARTER	2 ND QUARTER	3 RD QUARTER	4 TH QUARTER
GRADE LEVEL EXPECTATION	0	0	2	2
STAR READER AWARD	0	0	4	4

2 ND Grade	1 ST QUARTER	2 ND QUARTER	3 RD QUARTER	4 TH QUARTER
GRADE LEVEL EXPECTATION	4	5	5	4
STAR READER AWARD	6	7	7	6

3 RD Grade	1 ST QUARTER	2 ND QUARTER	3 RD QUARTER	4 TH QUARTER
GRADE LEVEL EXPECTATION	8	10	10	8
STAR READER AWARD	12	14	14	12

4 th Grade	1 ST QUARTER	2 ND QUARTER	3 RD QUARTER	4 TH QUARTER
GRADE LEVEL EXPECTATION	12	14	14	12
STAR READER AWARD	18	20	20	18

5 th Grade	1 ST QUARTER	2 ND QUARTER	3 RD QUARTER	4 TH QUARTER
GRADE LEVEL EXPECTATION	16	18	18	16
STAR READER AWARD	24	26	26	24

6 th Grade	1 ST QUARTER	2 ND QUARTER	3 RD QUARTER	4 TH QUARTER
GRADE LEVEL EXPECTATION	20	25	25	20
STAR READER AWARD	30	35	35	30

MAPLE CREEK ELEMENTARY BLOCK H AWARD



Philosophical Statement

Maple Creek's Block H Award is the most prestigious award a student may earn at Maple Creek Elementary. This honor is available to 4th-6th graders and is awarded at the end of the year. Students may earn it both semesters, but the award ceremony will be at the end of the year for both semesters. It is our sincere hope that the Block H award serves the following functions:

- Motivation to students to become active participants at their school
- To provide a blueprint to parents and teachers in planning, encouraging and setting goals with children regarding school involvement and achievement
- To reinforce the importance of being responsible, well-rounded individuals and establish a definition of what this looks like
- To provide recognition for students having met the criteria for this award

Overview

Students in grades 4-6 are awarded at the end of the school year with Block H. To earn the Block H award, a student must accrue checks, or items, in a broad base of participation in areas of Mind, Body, and Spirit. It is our goal that students will actively pursue this award, making it part of their planning for their total school experience. Whether or not the student actually receives the award, striving for it will enrich and enhance his/her educational foundation.

We encourage parents to work closely with students receiving the guidelines and requirements throughout the year while setting goals.

Mind

Scholarship

Honor Roll

Students may earn a check each quarter for earning an honor roll award.

Principal's Honor (GPA 4.0)

High Honor Roll (GPA 3.83-3.99)

Honor Roll (GPA 3.50-3.82)

No D's, F's, or N's on report card.

Star Reader

- Students **must** earn a check **each quarter** for achieving the STAR reading goal for their grade level.

Co-Curricular

Science Fair Project Completed

- Students may earn a check in the first semester for meeting deadlines while working towards completion on a Science Fair project in accordance with the guidelines provided by the advisor.
- Students may earn an additional check in the second semester for completion of project with a score of at least 70 out of 100 in the Maple Creek Science Fair competition.

History Day Project Completed

- Students may earn a check in the first semester for working towards completion on a History Day project in accordance with the guidelines provided by the advisor.
- Students may earn an additional check in the second semester for completion and participation in the History Day competition.

Oral Interpretation

Students may earn a check in the second semester for participating in all practices and the competition and completion of the performance.

Drama

Drama productions are offered to students in grades 5 and 6 every year. When offered, students may earn a check in the first semester for attending and participating in all practices and the performance.

Instrumental Music

5th and 6th grade students ONLY may earn a check each semester for participating in the Instrumental Music Program. Students must participate in performances/concerts and practices.

Recorders

4th grade students ONLY may earn a check in the spring semester for passing an end of the year recorder test.

Choir

5th and 6th grade students ONLY may earn a check each semester for participating in the Choir Program. Students must participate in performances/concerts/festivals and practices.

Robotics

Students may earn a check for the fall semester for participating in all practices and the competition.

Essay Contest or Poster Contest

Students may earn a check each semester for participation in any of the several essay or poster contests offered throughout the semester. Participation in this contest means

submitting a completed essay or poster by the student which is acceptable by the teacher for entry into competition. You can earn only one check for each semester.

GATE Club

Students may earn a check for each semester for participation in the Gifted and Talented Education (G.A.T.E) club. Students must attend all meetings and complete the assigned projects to receive the check.

MAC & Kids

Students may earn a check each semester for attending and participating in both meetings (2 per semester) of MAC & Kids. January meeting counts for the second semester. Parent must accompany student at meetings.

Building Bridges Club (Formally known as Sign Language Club)

Students may earn a check in each semester for participating in all practices and performances with the Building Bridges Club.

Math Masters

4th grade students ONLY may earn a check in the first quarter (awarded to the first semester) for passing all math facts (addition, subtraction, multiplication, and division in 4 minutes with 100% accuracy). To be completed in class.

Body-Athletic/Fitness

Sports and Cheer

Students may earn a check for every sport that they participate in for the entire season.

First Semester 5th and 6th grade available sports: football, girls' volleyball, cross country, wrestling, basketball, and spirit/cheer

First Semester 4th grade available sports: cross country and spirit/cheer

Second Semester 5th and 6th grade available sports: baseball/softball, boys' volleyball, track, and spirit/cheer

Second Semester 4th grade available sports: track and spirit/cheer

Team Managers: Students assigned to manage an athletic team may earn a check in the sport they manage.

Healthy Fitness Zone in all areas of PFT

Students may earn a check in the second semester for performing the Healthy Fitness Zone in all five areas of the Physical Fitness Test.

Community Athletics/Dance (only 1 per semester)

Students may earn a check for participation in a community athletics team or dance class. A verification form must be completed and attached to the Block H form to receive the check.

Spirit -Student Leadership/Community Service

Activities and requirements in this category have to do with character and leadership development. They are designed to provide opportunities for the development of such

character attributes as concern for and service to others, active citizenship, civic mindedness, cooperation, responsibility, and dedication.

Run for Student Council Office

Students may earn a check for RUNNING for a student body office.

Student Council Officer

Students may earn an additional check for being elected as a Student Body Officer and serving for the full semester and for the full semester in accordance with the “Code of Participation” included at the end of this handbook. Note: Students may serve only one term per year as an officer on the Council.

Lunch Clean-up

Students may earn a check each semester for assisting in the cafeteria at least five (5) times during the course of the semester.

Room Helper

Students may earn a check each semester for being a classroom helper. Room helper entails students providing help to other students. Students may be involved in working with another student in his/her classroom or a student in another classroom.

Helpers must work in the classroom a minimum of ten (10) times during the semester.

Room helper does not include classroom book buddies.

Community Service/ Involvement

Students may earn a check for performing at least four (4) hours of community service each semester. Verification of community service must be recorded on the “Community Service Verification Form”.

Examples of community service include Boy/Girl Scouts, Indian Guides/Princesses, Good News Club, church sponsored activities, visits to retirement homes, or other activities serving charitable and/or non-profit organizations.

Perfect Attendance

Students may earn a check in each semester that they have no absences or unexcused tardies.

Library/Tech Monitor

Students can receive a check for being a library/tech monitor by helping in the library or computer lab. Students must work 30 minutes a week (not during class time). Absences may result in loss of Block H check.

Flag Pole Patrol

Students may earn a check each semester by serving on the flag pole patrol. Students must serve for one complete week.

Power of 10

Students may earn a check in the second semester for completing the Power of 10. The Power of 10 form must be completed and signed by all verifying advisors/teachers.

Procedures for Block H Verification

Student Responsibilities

1. Student will complete the Block H application.
2. Students will check off the activities / items they have earned.
3. Student will complete and return the “Community Service Verification Form” and “School Service Verification Form” if applicable.
4. Student will obtain initials from all advisors/coaches where required.
5. Students will turn his/her completed form(s) to their classroom teacher by specified date.

Teacher Responsibilities

1. Teacher will review the completed form with the student.
2. Teacher will verify activities/ items and sign the form.
3. Teacher will submit.



MAPLE CREEK ELEMENTARY
BLOCK H AWARD
**Community Service/Outside School Sports
Verification Form**

The student listed below is applying for Service Credit for Maple Creek Elementary's Block H Award. We are asking that the sponsor or advisor (non-family member) listed below verify the student's completion of volunteer service hours as defined by the "Guideline for Earning the Block H Award" handbook (all service hours must be without compensation and must be provided to a "non-profit" group or organization)

Maple Creek Student Information

Name of Student Performing Service/Athletic Participation:

Teacher:

Total time volunteered during the school year: hours

General Description of the Community Service Provided/Athletic participation:

Student Signature

Date

Sponsor/Advisor/Coach Information:

Name:

Position/Organization:

Contact Phone Number (for possible clarification/verification):

I verify that this student provided the Community Service/Athletic Participation as described.

Sponsor / Advisor Signature

Date