



MAPLE CREEK ELEMENTARY PARENT HANDBOOK 2023-24

*1998, 2006, 2010 California State Distinguished School
2022 Ca. Pivot Practice Award
2032 CA Civic Learning Award- Excellence
2017, 2018, 2019, 2020, 2021, 2022 CA Civic Learning Award- Merit
2018, 2019, 2020 CA PBIS Award- Silver
2021, 2022, 2023 CA PBIS Award-Platinum*

Gina Kismet, Principal
James DiSanto, Guidance Instructional Specialist

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

Maple Creek Elementary Mission

*Our mission 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.*

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

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

- ❖ We believe in the full participation of all those who have a stake in the education system.
- ❖ We believe a quality education depends on the systems of a school, not on individual administrators, teachers, staff members, students or parents.
- ❖ We believe that the pursuit of quality anticipates change in strategic planning efforts, including changes in educational requirements.
- ❖ We believe that an organization should be structured in such a way that innovation becomes part of the culture and daily work.
- ❖ Organizations depend upon the measurement and analysis of performance. Data analysis is used to improve operations and establish “best practices.”
- ❖ The school culture strives to instill in students, parents and teachers: trustworthiness, respect, responsibility, fairness, caring, and citizenship.

GOALS

- ❖ **Continue to maximize student achievement for ALL students.**
- ❖ **Continued commitment of character education and to integrate character education throughout the core curriculum.**
- ❖ **Ensure a safe learning environment.**
- ❖ **OPERATE with increasing efficiency and effectiveness to optimize the use of resources to accomplish school goals.**
- ❖ **Continue to strive to be 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.**

FACULTY AND STAFF 2023-24

Administration

Mrs. Gina Kismet	Principal
Mr. James DiSanto	Senior Guidance and Instructional Specialist

Office Staff

Mrs. Sara Eisele	School Office Manager	Office
Mrs. Tina Menard	Student Activities Specialist	Office
Mrs. Chelle Bridges	School Nurse	Office/Nurse
Ms. Erika Gamez	LVN (licensed vocational nurse)	Office/Nurse

Teaching Staff

Mrs. Jill Hunt	Kindergarten – AM	Room K-1
Mrs. Rebecca Parmer	TK/Kindergarten – AM	Room K-2
Miss Kacey Zevenbergen	Kindergarten – PM	Room K-1
Mrs. Holly Cline	First Grade	Room 1
Miss Ashley Crossland	First Grade	Room 3
Mrs. Cathleen Wright	First Grade	Room 2
Ms. Elizabeth Houtsinger	Second Grade	Room 11
Mrs. Stacy Linn	Second Grade	Room 4
Mrs. Leslie James	Second Grade	Room 10
Mr. Gordon Zante	Third Grade	Room 12
Miss Camryn Berra	Third Grade	Room 9
Miss Sophia Barretta	Third Grade	Room 15
Mrs. Linda Hutcheson	Fourth Grade	Room 13
Miss Aubrey Olson	Fourth Grade	Room 21
Mrs. Tami Frediani	Fifth Grade	Room 17
Mr. David Marinovich	Fifth Grade	Room 20
Mr. David Tomei	Fifth/Sixth Grade Combo	Room 16
Mrs. Trish Armstrong	Sixth Grade	Room 19
Mr. Ross Rice	Sixth Grade	Room 18
Mr. Joseph Garcia	Resource Specialist	Room 7
Mrs. Christina Stephens	Resource Specialist (part-time/shared)	Room 7
Miss Macy Bratcher	Classroom Music & Choir	Room 25
Miss Sarine Topaldjikian	Classroom Music & Instrumental	Room 14
Mr. Tommy Fredrickson	Band Instructor	Room 26
Mrs. Kaycee Springer	SDC Autism 1-3	Room 5
Mrs. Brett Cunningham	SDC FLS K-3	Room 24
Miss Gia Jager	SDC Autism 4-6	Room 6
Mrs. Ashley Schmidt	SDC Preschool	Room 23
Ms. Marya Livingston	Speech-Language Specialist	Office

Support Staff

Mrs. Cloe Velasquez	School Psychologist	Office
Mrs. Patricia Logoluso	Library Technician	LMC

Mrs. Kristy Velasquez	Food Service Supervisor	Cafeteria
Mr. Daniel Martinez Lopez	School Plant Supervisor	Custodial Office
Mr. Vang Fang	Custodian	Custodial Office

MAPLE CREEK ELEMENTARY - Bell Schedules

Year: 2022/2023



Regular Days	Early Release Days
Mondays, Tuesdays, Thursdays, Fridays	Wednesdays, Last Day Of School
Grade(s): K-AM Trans, K-AM	Grade(s): K-AM Trans, K-AM
<ul style="list-style-type: none"> • 7:55 <i>School Day Begins</i> • 11:25 <i>School Day Ends</i> 	<ul style="list-style-type: none"> • 7:55 <i>School Day Begins</i> • 10:40 <i>School Day Ends</i>
Grade(s): K-PM Trans, K-PM	Grade(s): K-PM Trans, K-PM
<ul style="list-style-type: none"> • 11:25 <i>School Day Begins</i> • 2:55 <i>School Day Ends</i> 	<ul style="list-style-type: none"> • 10:40 <i>School Day Begins</i> • 1:25 <i>School Day Ends</i>
Grade(s): 1st, 2nd	Grade(s): 1st, 2nd
<ul style="list-style-type: none"> • 7:55 - 8:00 <i>1st Bell</i> • 8:00 <i>School Day Begins</i> • 9:45 - 10:00 <i>Primary Recess</i> • 11:30 - 12:20 <i>Grades 1 & 2 Lunch</i> • 2:45 <i>School Day Ends</i> 	<ul style="list-style-type: none"> • 7:55 - 8:00 <i>1st Bell</i> • 8:00 <i>School Day Begins</i> • 9:45 - 10:00 <i>Primary Recess</i> • 11:25 - 12:15 <i>Grades 1 & 2 Lunch</i> • 1:15 <i>School Day Ends</i>
Grade(s): 3rd	Grade(s): 3rd
<ul style="list-style-type: none"> • 7:55 - 8:00 <i>1st Bell</i> • 8:00 <i>School Day Begins</i> • 9:45 - 10:00 <i>Primary Recess</i> • 12:00 - 12:50 <i>Grades 3 & 4 Lunch</i> • 2:45 <i>School Day Ends</i> 	<ul style="list-style-type: none"> • 7:55 - 8:00 <i>1st Bell</i> • 8:00 <i>School Day Begins</i> • 9:45 - 10:00 <i>Primary Recess</i> • 11:55 - 12:45 <i>Grades 3 & 4 Lunch</i> • 1:15 <i>School Day Ends</i>
Grade(s): 4th	Grade(s): 4th
<ul style="list-style-type: none"> • 7:55 - 8:00 <i>1st Bell</i> • 8:00 <i>School Day Begins</i> • 10:15 - 10:30 <i>Upper Recess</i> • 12:00 - 12:50 <i>Grades 3 & 4 Lunch</i> • 2:45 <i>School Day Ends</i> 	<ul style="list-style-type: none"> • 7:55 - 8:00 <i>1st Bell</i> • 8:00 <i>School Day Begins</i> • 10:15 - 10:30 <i>Upper Recess</i> • 11:55 - 12:45 <i>Grades 3 & 4 Lunch</i> • 1:15 <i>School Day Ends</i>
Grade(s): 5th, 6th	Grade(s): 5th, 6th
<ul style="list-style-type: none"> • 7:55 - 8:00 <i>1st Bell</i> • 8:00 <i>School Day Begins</i> • 10:15 - 10:30 <i>Upper Recess</i> • 12:30 - 1:20 <i>Grades 5 & 6 Lunch</i> • 2:45 <i>School Day Ends</i> 	<ul style="list-style-type: none"> • 7:55 - 8:00 <i>1st Bell</i> • 8:00 <i>School Day Begins</i> • 10:15 - 10:30 <i>Upper Recess</i> • 12:25 - 1:15 <i>Grades 5 & 6 Lunch</i> • 1:15 <i>School Day Ends</i>

*Board Approved – 1/12/2022

4/3/2022 7:18:12 PM

Rainy or Bad Air Days

Rainy Day/Red Air Quality Schedule (Regular Schedule- M,T,TH,F) Primary & Upper

(Recess in the MPR with teachers that would have been on supervision. *Lunch recess classes are picked up 1&2 at 12:00, 3&4 at 12:35, 5&6 at 1:10.)*

7:55 - 8:00 1st Bell

8:00 School Day Begins

9:30 - 9:45 Primary Recess

10:00 - 10:15 Upper Recess

11:30 - 12:20 Grades 1 & 2 Lunch

12:05 - 12:55 Grades 3 & 4 Lunch

12:40 - 1:30 Grades 5 & 6 Lunch

2:45 School Day Ends

Rainy Day/Red Air Quality Schedule (Early Release-Wednesday) Primary & Upper

(Recess in the MPR with teachers that would have been on supervision. *Lunch recess classes are picked up 1&2 at 12:00, 3&4 at 12:35, 5&6 at 1:10.)*

7:55 - 8:00 1st Bell

8:00 School Day Begins

9:45 - 10:00 Primary Recess

10:15 - 10:30 Upper Recess

11:15 - 12:05 Grades 1 & 2 Lunch

11:50 - 12:40 Grades 3 & 4 Lunch

12:25 - 1:15 Grades 5 & 6 Lunch

1:15 School Day Ends

GENERAL POLICIES AND PROCEDURES

ARRIVAL AND DISMISSAL

The morning bell rings at 7:55 AM Instruction begins promptly at 8:00 a.m. Students should not arrive to campus prior to **7:40 AM unless in a supervised program such as Campus Club. There is no supervision prior to 7:40 AM making this a safety issue for your student.** Students arriving before 7:40 AM will be directed to the office and issued an infraction notice that will be sent home for parent signature.

Dismissal time for grades 1-6 is at 2:45 PM. for a regular school day and 1:15 PM for Early Dismissal Days. Please refer to our Bell Schedule for kindergarten arrival and dismissal. **All students should go home 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 3:00 p.m., they will be walked to the office by a 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 immediate arrangements with someone authorized to pick up under Release Contacts. A late infraction notice will be issued to 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 THOSE 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.

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 through Maple Creek's website, the CUSD app or by calling the Maple Creek Attendance Hotline at 559 327-7394.** 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 arrangements. If you take your child to see the doctor, please provide the office with a doctor's note confirming your child's illness/absence from school. A doctor's note will excuse your child's absence.

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). Absences must be cleared within 5 days after the occurrence.

INDEPENDENT STUDY

- If a student is going to be absent from school for three or more consecutive days, you may request that they be placed on an Independent Study Contract.
- This contract must be signed by the student and parents prior to leaving school. All assignments are to be written on the contract.
- 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 one week in advance for **approval** to allow teachers enough time to prepare the work and contract.
- All Independent Study work is due the day the student returns to school. If the work is incomplete the attendance record would reflect unexcused absences.
- Independent Study does **not** count toward perfect attendance.

- **Independent Study contracts are not granted the first 4 weeks, the last two weeks of the school year, or during our state testing (this applies to K-6).**
- Approval is subject to principal's discretion.
- **Independent Study contracts are subject to state guidelines and may include, but are not limited to, rules regarding minimum duration, maximum duration, and virtual distance learning support and/or participation. Updated information can be provided to parents upon request.**

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.

TARDIES

Students are expected to arrive at school on time (8:00 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.

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.

BREAKFAST AND LUNCH PROGRAMS

Breakfast is served daily from 7:40 – 7:55 Monday - Friday, and is available to all students for a cost of \$1.00. School lunches are available daily at a cost **\$2.25**. Please maintain your child's cafeteria account. Payments can be made either before school or during morning recess to the Food Services Manager. Checks should be made payable to Clovis Unified School District. Payments can also be made online on 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.

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

Due to food allergies and other health related issues, Maple Creek students are NOT allowed to share their food with other students. Please make sure your child only brings food for him/herself.

If dropping off a lunch for your child after 8:00 a.m., please take the lunch to the lunch cart outside administrative office building. Please make sure to label the lunch with your child's name and classroom number.

Updated: No-Cost Meals For The 2023-24 school year

Similarly, to the 22-23 school year, CUSD students will continue to have access to no-cost meals at school throughout the 23-24 school year.

LUNCH OFF 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.**

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 blacktop 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. We do ask that you don't claim anything that does not belong to you.

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. 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 unless written permission has been granted by the teacher. The school cannot assume responsibility for personal or unnecessary items brought to school.

PARENT VISITATIONS

Parent visits to the classroom **must** be scheduled with either the teacher or administration 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.** Parents/visitors will be required to scan either their Ca. Driver's license or state issued ID card typically on their first visit. 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).

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 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 on-line. Please bring it in person to the attendance secretary in the main office.

BEFORE/AFTER SCHOOL PICK-UP AND DROP-OFF

The north parking lot off of Teague is what we refer to as the Teague Administration Building/Staff parking lot is for employees, visitors and/or volunteers. The Teague Administration Building/Staff parking lot was not designed for drop off. The gate to this parking lot will be locked at 7:55AM daily and will not be opened until 8:15 AM.

Traffic is extremely heavy from **7:45 AM to 8:00 AM and from 2:35 PM. to 3:00 PM.** The east parking area off of Teague was designed for student drop-off and pick-up in order to keep traffic flow moving during heavy traffic times before and after school. Please do not get out of your vehicle or leave your vehicle unattended in the white loading zones or east parking lot drop off lane. Please use crosswalks when crossing the streets. 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. **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 the teacher and/or administration.** We do not allow small children (younger siblings) on field trips.

SCHOOL PARTIES - BIRTHDAYS

If you choose to send a small treat or food item for either class parties or birthdays, please send **only 1 pre-packaged store purchased food with nutrition label**. **One item only is allowed either a drink, small treat, or goody bag (not all).** We cannot accept home baked goods or food items that do not have a nutritional label. The only exception we will allow is with respect to doughnuts. Food items that do not meet the above-mentioned guidelines will be sent back home. This small treat will be served either at recess, lunch or at the end of the day. **We require that you provide your child's teacher at least one week notice of any food being brought to class** so that we can be proactive ensuring a snack is on hand for students with food allergies.

Room parents plan class parties typically three times during the year: Harvest Party (at the end of October), Winter holiday and Valentine's Day. Room parents schedule the time of the party with the classroom teacher, generally parties 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.**

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.

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. **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 2:45 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.
- On occasion, we will cancel an after-school activity. If we must cancel an activity, students will be allowed to call their parents to inform them of the change. Additionally, we use TEXT messaging to notify parents. Please be sure that you opt into our text message on Parent Connect.
- **On both, rainy days or poor air quality days, outside after-school activities will be canceled. Decisions regarding weather and air quality are typically not made until after the lunch period.**

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, and other electronic communication devices are not allowed during school hours. Student Cell phones should not be out, heard, and/or used without explicit staff consent during the school day. **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.

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 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.

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 assigned in primary grades and approximately 60 minutes in grades 4-6. **This may not include work that students fail to complete during class time or co-curricular pull outs. Homework is reviewed by teachers each day and is typically 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

NURSING SERVICES

School Nurse & School Health Services Assistant

Health Services Assistant will be in the health office 5 days a week. When necessary, the site H.S.A. will contact parents/guardians regarding illness and injuries that occur during the school day. All H.S.A. are CPR/First Aid certified. H.S.A.s are also LVNs or RNs.

Credentialed School Nurses are on campus for the following:

- Mandated vision and hearing tests.
- Complete special education and 504 health assessments.
- Ensure immunizations are compliant with CA state law.
- Provide health education resources for school staff, students and parents/guardians.
- Maintain student health records.
- Contact parents/guardians regarding health problems and/or excessive absences.
- Communicate with health care providers regarding health issues and impact on education (within HIPPA regulations).
- Develop health/safety plans for students with high risk medical diagnosis.

First Aid, Illness, Injuries

- If a student is injured or ill at school, he/she will receive every care and consideration.
- Parent/guardian will be contacted for serious injury or illness.
- School nurse is available to consult with parents/guardians regarding health problems upon request.
- After extended illness or injury parent/guardian should follow up with school nurse for any needed care or accommodation.
- Crutches, wheelchairs and other devices require a doctor's prescription indicating directions for use and that the student has been educated to use the device.
- Injuries and illnesses occurring at home should be cared for at home.
 - Upon student's return to school parents are to provide documentation from health care providers indicating any limitations or special considerations/equipment necessary to the student's continued care at school.

Reasons to keep students' home:

Temperature 100.0F or greater within 24 hours.

Illness affecting child's ability to learn.

Vomiting/Diarrhea.

Starting antibiotics within 24 hours.

Sore throat with headache and/or upset stomach.

Coughing that won't stop.

RETURN TO SCHOOL

If a student is sent home with fever, they may not return the next day.

Student may not return until the following criteria are met:

- Symptom free for 24 hours. This includes fever, vomiting, diarrhea, cough and rash.
- Free from fever for 24 hours without use of fever reducing medication such as Tylenol or Motrin.
- Student should complete 24 hours of any prescribed antibiotic treatment prior to returning to school.

LICE

Clovis Unified School District operates on NO LICE guidelines. Students will be sent home if evidence of live lice is found. Student's must be treated within 48 hours and hair/scalp are free from live lice. After 48 hours, absences will be unexcused. Students must check in with the Health Office and be cleared to return to class. Class checks are no longer part of district guidelines. Refer to **Head Lice Guidelines** on the *CUSD Nursing Services website*.

ALL Medications - even over the counter medications (including Tylenol, Advil, cough drops, eye drops, essential oils) must be checked in through the Health Office and require a physician order that must be updated at the Beginning of each School Year.

- CA Education Code Section 49423 requires that any medications to be taken at school must be presented with:
 - A written statement from the physician detailing the name of medication, amount, method and time 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.
 - Medication must be clearly labeled and sent to school in the *original container from the pharmacy*.
- The **Medication at School form** is available from the school or on the *CUSD district website – under Parent*.
- The Health office does not keep medication for general student use.

Immunizations – Refer to School Board Policy 2204

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. It is necessary to provide the health office with proof of this physical. **CHDP Form** is on the *CUSD website – Parent*.

Child Protective Services

It is important parents understand that all school personnel are "Mandated Reporters" of child abuse. Should a staff member have even the slightest suspicion that a child has been abused, they must report it to Child Protective Services (CPS).

Physical Education Excuse

Parent Notes- Students will be limited to 3 days per quarter for handwritten parental note excusals from PE. Doctor's note will be required after the 3 days.

This note should include a diagnosis and specific date for returning to PE, as well as any limitations that might apply.

Doctor's note: If your child has an injury that requires student to remain out of PE they will also be held out of recess and sports.

AIR QUALITY PRECAUTIONS

Refer to School Board Policy 2403

EMERGENCY CONTACT

In case of an emergency parents/guardians will be contacted. It is very important that the Health Office have updated contact information.

If there is a change in contact information, please contact the Health Office to ensure the correct information is on your student's health information card.

Immunization Guidelines

Purpose: California schools are required to check immunization records prior to entry for all new student admissions, at on enrollment to TK/Kindergarten through 12th grade and all students advancing to 7th grade. Children will not be enrolled unless an immunization record or valid medical waiver is presented, and immunizations are up to date.

See Shots for Schools for a comprehensive list of the immunization requirements.

<https://www.shotsforschool.org/>

For Whom: California Health and Safety Code, Sections 120325-120375

Under these statutes, children in California are required to receive certain immunizations in order to attend public and private elementary and secondary schools, child care centers, family day care homes, nursery schools, day nurseries, and developmental centers (pre-kindergarten facilities). Schools, and pre-kindergarten facilities are required to enforce immunization requirements, maintain immunization records of all children enrolled, and submit reports.

California Code of Regulations Title 17 Division 1, Chapter 4, Subchapter 8

These regulations specify California school immunization requirements and provide additional clarifications of the law.

Procedural Guidelines, Roles and Responsibilities

Procedure for Student Enrollment:

- All students enrolled in school must have:
 - Completed immunizations for their grade level,
 - Up to date immunizations but not completed for grade level (conditional enrollment), or
 - Medical waiver required by the state (permanent or temporary)
- HSA or school nurse must review all immunizations for compliance then enter all immunizations into Q.
 - See Documentation section in manual for instructions on entering.
- HSA or School Nurse must print a blue card and keep that along with proof of immunizations in the student health file.
- Students with an IEP/Special Education Services:
 - Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status.
 - However, parents or guardians must continue to provide the school with the student's immunization records, and schools must continue to maintain and report records of immunizations that have been received for the student.
 - For protection of the child and other students, the child may be excluded from school for prolonged periods during outbreaks or exposure to disease for which immunizations have not been completed (per CCR section 6060).
- All student immunizations should be entered in Q.
 - The exceptions are Rotavirus, pneumococcal, and influenza.

California School Immunization Record (CSIR/Blue Card):

- According to the California Immunization Handbook a CSIR card needs to be completed for each child. Either written or electronic formats to record the information in the Blue Card are allowed.
- Many students have their immunization records in CAIR, which can be printed out on Blue Cards.
 - School Nurse or HSA sign newly printed blue card after verifying accuracy.

Immunization registry (CAIR):

- California's immunization Registry is called CAIR.
 - All 50 states have immunization registries.
 - The immunization registry stores children's immunization records.

- As a school nurse or HSA you will be able to access your student's immunizations. It is in read-only format. If you do not have access, please contact Nursing Services to be registered.

Note: Not all immunizations are entered in CAIR

Medical Exemption for Immunizations:

- If parent provides a medical exemption for immunizations, the school nurse and Sierra Vista Children's Health Clinic must review for compliance.
 - For all new student admissions which includes TK/Kinder students and any students registering from outside of the district.
 - The parent/guardian must submit a signed, written statement from a physician (MD or DO) licensed in California which states:
 - The specific nature of the physical condition or medical circumstance of the child for which a licensed physician does not recommend immunization.
 - Each specific required vaccine that is being exempted.
 - Whether the medical exemption is permanent or temporary.
 - If the exemption is temporary, an expiration date no more than 12 calendar months from the date of signing.

Note: Only a licensed Medical Doctor (MD) or Doctor of Osteopathic Medicine (DO) may provide a medical exemption.

Admitting Students without Completed Required Immunizations:

New Student Enrollees:

- Kindergarten or other first-time enrollee who does not meet immunization requirements can be admitted conditionally if they are in the process of receiving doses and are not overdue to receive their next dose at the time of admission, **with exception of the 7th grade Tdap booster.**
- The student shall NOT be admitted if:
 - The parent/guardian does not have documentation showing that requirements have been met.
 - The students are overdue for a dose at time of enrollment.
 - The student does not otherwise qualify for conditional admittance.
 - The student does not have the required Tdap booster for 7th -12th grade.
 - Parents/students should be referred to their primary care doctor, Sierra Vista Children's Health Center or the Fresno County Department of Public Health (FCDPH) for immunization follow-up.
- Document in Q what immunizations are needed and how parent/guardian was contacted.
- Run a query in Q each month for immunization follow-up.

Enrolling Students from Out of the Country:

- Refer all students coming from a foreign country to Sierra Vista Children's Health Center for review of immunization status.
- See Tuberculosis Assessment for Students, Employees, and Volunteers School Nurse Guidelines.

Homeless/Foster Students (McKinney-Vento Homeless Assistance Act):

- Homeless students shall be immediately enrolled, even if the student is unable to produce immunization records.
- The registrar will contact the school last attended to obtain the immunization record.
 - If the student requires additional immunizations, contact SSSA to assist the student in receiving immunizations.
 - State law requires that the homeless students meet the 7th grade Tdap booster requirement before admittance.
- Document in Q if more immunizations are needed, who they were referred to and which immunizations were needed.
- Run a query in Q each month for immunization follow-up.

Students Enrolled Conditionally/Follow-Up Immunizations Needed:

- Currently up-to-date admission includes students whose immunizations are current by not complete or who are temporarily medically excluded from being immunized.
 - These students are conditionally admitted and require follow-up.
- The immunization record shall be reviewed as necessary until the student has received all immunizations as specified by the time intervals between doses.
 - Run a query each month for immunization follow-up.

Ongoing Review of Immunizations for Current Students:

- If the student has a personal belief exemption that was filed at a California school or childcare facility before January 1, 2016 it will remain valid until the student enrolls in the next grade span, kindergarten (or transitional kindergarten) or 7th grade.
 - For protection of the child and other students, the child may be excluded from school for prolonged periods during outbreaks or exposure to disease for which immunization has not been completed (per 17 CCR section 6060).
 - When the student enters the next grade span (TK/K or 7th grade), they will need to meet **ALL** age appropriate immunization requirements before admission.
- If, after a student is admitted, he/she is discovered to lack one or more immunizations, the parent/guardian should be sent a Notice of Incomplete Immunizations.
 - Document in Q that the student has a personal belief exemption and/or if the Notice of Incomplete Immunization was sent home, how parent/guardian was notified, and which immunizations are needed.
 - Notify school site principal.

Student Exclusion and Follow-Up:

- The school nurse will notify the site principal, and SSSA, when appropriate, of any students that may require exclusion from school.
 - Parent/guardian will be notified that the student will be unable to attend school without proper immunizations.
- Notice of Incomplete Immunizations and/or Tuberculosis requirements (NS I-1) and Notice of Exclusion from School (NS I-4) shall be given to the parent/guardian.
 - The letter shall indicate needed immunization(s) requirements. The Notice of Exclusion from school shall indicate the current date as the excluded date.
- If the student comes to school after exclusion without the required immunization(s), advise the parent/guardian not to send the student to school until the immunization requirements are met.
- The designated school site staff will call the parent/guardian and ask them to take the student home.

Resources:

For any immunization questions/clarification, contact the Sierra Vista Children's Health Center 327-7976.

Link CUSD Board Policies and Administrative Regulations:

- <http://boardpolicies.cusd.com/CUSDDocViewer/>
 - Administrative Regulation No. 2204 on Immunization and tuberculosis requirements, verification & exclusion

California Immunization Handbook (blue book)

- eziz.org

Immunization requirements for age and grade

- shotsforschool.org

California Immunization Registry (CAIR)

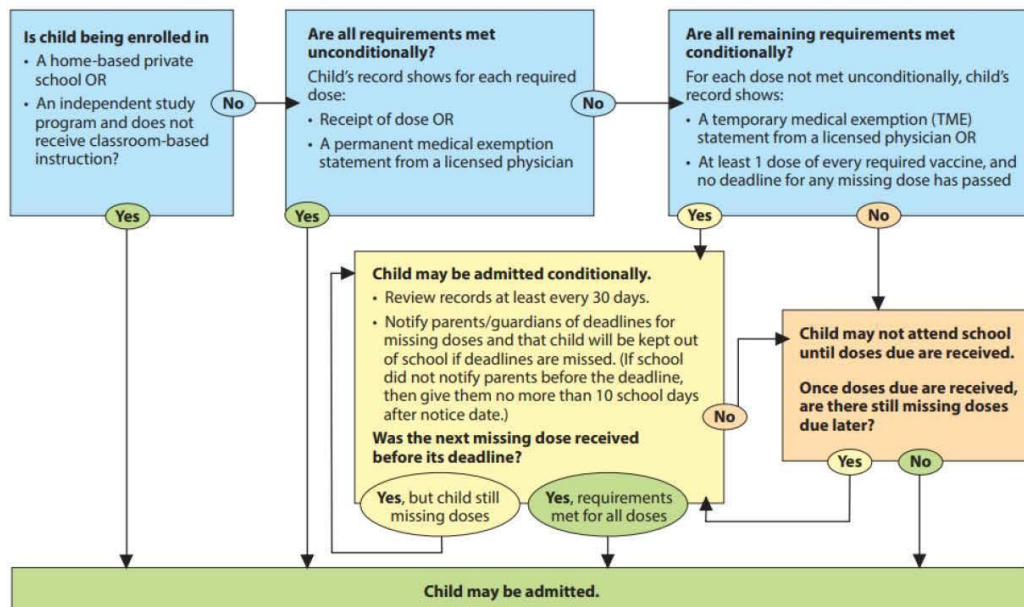
- <https://cair.cdph.ca.gov/>

California Department of Education

- <https://www.cde.ca.gov/ls/he/hn/ceimmunization.asp>

CHECKING IMMUNIZATION REQUIREMENTS TK/K-12TH Grade

Request and review immunization records from every child. Records from all students will be needed for reporting and to monitor which students are unimmunized in case of disease exposures. Follow the decision tree below to determine whether a child may be admitted to school or not.*



* Please refer to the California Immunization Handbook at [EZIZ.org/assets/docs/shotsforschool/IMM-365.pdf](https://www.cdph.ca/EZIZ/assets/docs/shotsforschool/IMM-365.pdf) for additional information on school immunization requirements, including information on transfer and homeless/foster students (pp. 7-8), exemptions (pp. 13-14), and conditional admission (pp. 15-17).

California Department of Public Health, Immunization Branch



IMM-1230 (7/19)



CLOVIS UNIFIED SCHOOL DISTRICT
ADDITIONAL IMMUNIZATIONS NEEDED TO ATTEND SCHOOL

Dear Parent/Guardian:

The California Health and Safety Code requires that your child be completely immunized in order **to attend school**. Effective January 1, 2016, under a new California law known as SB 277, exemptions based on personal beliefs will no longer be an option for the vaccines that are currently required for entry into Transitional Kindergarten, Kindergarten or 7th Grade. We have not received evidence that your child has met the immunization requirements for entry to school.

Immunizations may be obtained from a Private Physician, Fresno County Public Health Department or if your child is eligible, from:

CLOVIS UNIFIED CHILDREN'S HEALTH CENTERS

Sierra Vista Children's Health Center – 327-7976

510 Barstow - Clovis

Monday through Thursday 8:30 AM to 4:00 PM

Friday – Administrative day – no patients seen

Health Center is closed for lunch between 12-1 pm daily and closed during school holidays.

You must present **WRITTEN EVIDENCE** (month/year of each dose) from your doctor or clinic that your child has received the necessary immunizations **for your child to attend school**. Take this notice and your child's immunization records to your doctor or clinic. Please have them give dates for the circled immunizations listed below.

Student's Name _____ Birthdate _____

School Site _____ Grade _____

According to school records, your child needs the following immunization(s):

DTP/DtaP/DT/Tdap #1 _____ #2 _____ #3 _____ #4 _____ #5 _____

Tdap #1 _____

POLIO (OPV or IPV) #1 _____ #2 _____ #3 _____ #4 _____

HEPATITIS B #1 _____ #2 _____ #3 _____

MEASLES, MUMPS, RUBELLA #1 _____ #2 _____

VARICELLA #1 _____ #2 _____

Please provide your child's updated immunization record to our Health Office staff when the indicated immunization(s) are received. If you have any additional questions, please contact me at the phone number listed below.

School Nurse/Health Service Assistant

Health Office Phone Number

STATE IMMUNIZATION REQUIREMENTS ARE LISTED ON THE BACKSIDE OF THIS LETTER

California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and all students advancing to 7th grade before entry.

Parents must show their child's Immunization Record as proof of immunization.

CALIFORNIA IMMUNIZATION REQUIREMENTS, GRADES K-12

California Health and Safety Code, Sections 120325-120375:

Under these statutes, children in California are required to receive certain immunizations in order to attend public and private elementary and secondary schools, child care centers, family day care homes, nursery schools, day nurseries, and developmental centers. Schools, childcare centers, and family childcare homes are required to enforce immunization requirements, maintain immunization records of all children enrolled, and submit reports.

California Code of Regulations Title 17 Division 1, Chapter 4, Subchapter 8.

These regulations specify California school immunization requirements and provide additional clarifications of the law. Also available at www.oal.ca.gov

Effective July 1, 2019: Students Admitted at Ages 4-6 years Need These Immunizations:

- **Diphtheria, Tetanus, and Pertussis** (DTaP, DTP, or DT)—5 doses
(4 doses OK if one was given on or after 4th birthday)
- **Polio** (OPV or IPV)—4 doses
(3 doses OK if one was given on or after 4th birthday)
- **Hepatitis B**—3 doses
- **Measles, Mumps, and Rubella** (MMR)—2 doses
(Both given on or after 1st birthday)
- **Varicella** (Chickenpox)—2 doses
(Usually given at 12 months and 4-6 years)

Students Admitted at Ages 7-17 Years Need These Immunizations:

- **Diphtheria, Tetanus, and Pertussis** (DTaP, DTP, DT, Tdap, or Td)—4 doses
-3 doses OK if last dose was given on or after 7th birthday
-7th-12th graders: At least 1 dose of pertussis-containing vaccine is required on or after 7th birthday
- **Polio** (OPV or IPV)—4 doses
(3 doses OK if one was given on or after 4th birthday)
- **Hepatitis B**-3 doses
(not required for 7th grade) BUT required for new registered students not entering 7th grade.
- **Measles, Mumps, and Rubella** (MMR)—2 doses
- **Varicella** (chickenpox)-2 doses
(Usually given at 12 months and 4-6 years)
- **Tetanus, Diphtheria, and Pertussis** (Tdap) —1 dose at 7th grade or out-of-state transfer admission at 8th–12th grades (1 dose on or after the 7th birthday). Whooping cough booster usually given at 11 years and up.

MEDICAL EXEMPTION: Starting January 1, 2021: Medical exemptions can only be issued through the California Immunization Registry – Medical Exemption website (CAIR-ME) by physicians licensed in California. Schools and childcare facilities may only accept from parents new medical exemptions that are issued using CAIR-ME.

All Pupils with Exemptions: In the event of a disease outbreak, the school district may be ordered by the Fresno County Department of Public Health to temporarily exclude the pupil for his/her protection for the duration of the contagious period. (Health and Safety Code 3386)

Immunization dates should be written on California School Immunization Record (CSIR) form by school staff and the documentation section of the CSIR form must be completed by school staff.



CLOVIS UNIFIED SCHOOL DISTRICT - HEALTH SERVICES

Revised 1/19

School Site Name/Address, Phone: (559) _____ and Fax: (559) _____

AUTHORIZATION FOR MEDICATION ADMINISTRATION AT SCHOOL

Name of Student	Date of Birth	Grade	School	Date
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California Education Code 49423 defines certain requirements for administration of medication "...any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician, may be assisted by the school nurse or other designated school personnel if the school district receives (1) a written statement from such physician detailing the method, amount, and time schedules by which medication is to be taken, and (2) a written statement from the parent or guardian of the pupil indicating the desire that the school district assist the pupil in the matter set forth in the physician statement." CUSD Board Policy No. 2401 does not allow students to administer their own medication without written permission as stated above.

Additionally, CUSD Administrative Regulation No. 2401 indicates that school personnel are prohibited from administering any over-the-counter or prescription medications including, aspirins, vitamins, antihistamines, etc. unless the medication is accompanied with written permission from both the parent/guardian and physician. The medication must be clearly labeled and sent to school in a container from the pharmacy and will be kept in the school office unless otherwise directed by the physician.

All medication orders will be automatically discontinued at the end of the school year after summer school.
New orders are required each school year.

PLEASE RETURN THIS FORM TO YOUR SCHOOL HEALTH OFFICE

******PHYSICIAN USE ONLY******

1. Medication: _____ Dose: _____ Reason/Diagnosis: _____

Route: ☐ Oral ☐ Inhalation ☐ Nasal ☐ Topical ☐ Intramuscular ☐ Subcutaneous ☐ Other _____

Medication Start Date: _____ Stop Date: _____

☐ If DAILY, Time (s) to be given: _____

☐ If AS NEEDED (prn), Frequency: ☐ Every 4 to 6 hrs. ☐ Every 6 to 8 hrs. ☐ Other _____

FOR INHALER, EPINEPHRINE AUTO-INJECTORS or other medications approved by physician only.

☐ Self-Carry - Student demonstrates competence. ☐ Self-Pace PE

☐ Stored in the Health Office

Other instructions or precautions-possible reactions: _____

2. Medication: _____ Dose: _____ Reason/Diagnosis: _____

Route: ☐ Oral ☐ Inhalation ☐ Nasal ☐ Topical ☐ Intramuscular ☐ Subcutaneous ☐ Other _____

Medication Start Date: _____ Stop Date: _____

☐ If DAILY, Time (s) to be given: _____

☐ If AS NEEDED (prn), Frequency: ☐ Every 4 to 6 hrs. ☐ Every 6 to 8 hrs. ☐ Other _____

FOR INHALER or EPINEPHRINE AUTO-INJECTORS ONLY or other medications approved by physician only

☐ Self-Carry - Student demonstrates competence. ☐ Self-Pace PE

☐ Stored in the Health Office

Other instructions or precautions-possible reactions: _____

3. Medication: _____ Dose: _____ Reason/Diagnosis: _____

Route: ☐ Oral ☐ Inhalation ☐ Nasal ☐ Topical ☐ Intramuscular ☐ Subcutaneous ☐ Other _____

Medication Start Date: _____ Stop Date: _____

☐ If DAILY, Time (s) to be given: _____

☐ If AS NEEDED (prn), Frequency: ☐ Every 4 to 6 hrs. ☐ Every 6 to 8 hrs. ☐ Other _____

Physician's Name: _____ Physician's Signature: _____ Physician's NPI # _____

Address: _____ Phone: _____ Date: _____

PLEASE COMPLETE BOTH SIDES

Name of Student	Date of Birth	Grade	School	Date
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******PARENT/GUARDIAN COMPLETES THIS PAGE******
 Parent Request For Assistance with Medication at School

Responsibility of the Parent or Guardian

1. Parents/guardians shall be encouraged to cooperate with the physician to develop a schedule so the necessity for taking medications at school will be minimized or eliminated.
2. Parents/guardians will assume full responsibility for the supply and transportation of all medications.
3. Parents/guardians may administer medication to their child on a scheduled basis arranged with the school. Students are not permitted to carry prescribed or over-the-counter medication on school campus.
4. Parents/guardians may pick up unused medications from the school office during and at the close of the school year. Medication remaining after the last day will be discarded.
5. Each medication is to be in a separate pharmacy container prescribed for the student by a California licensed health care provider.
6. Each over-the-counter medication is to be in its original sealed container and prescribed for the student by a California licensed health care provider.

The parent or guardian must complete this page before any medication (prescription or over-the-counter) can be given, or taken, at school. This form must be renewed at the beginning of each school year or with any change in medication.

Parent Request for School Assistance with Medication

I understand that school district regulations require student medication to be maintained in a secure place, under the direction of an adult employee of the school district, and not carried on the person of a student (with the exception of inhalers and epinephrine auto-injectors accompanied by appropriate physician instructions).

All medication orders will be automatically discontinued at the end of the school year-summer school. New orders are required each school year.

A. For MEDICATIONS KEPT IN THE SCHOOL HEALTH OFFICE only: I hereby request that the staff of my child's school assist in giving medication to my child during school hours as stated in the physician instructions. I also give permission to contact the physician for consultation and exchange of information as needed.

Signature of parent or guardian: _____ Date: _____ Phone Number: _____

B. For INHALERS/EPINEPHRINE AUTO-INJECTORS SELF CARRY only: I hereby request that my student carry and self-administer his/her inhaler or auto-injector. I understand that if my student does not follow the rules and responsibilities of carrying his/her medication, he/she will lose the privilege of carrying such medication. I also give permission to contact the physician for consultation and exchange of information as needed.

Signature of Parent or Guardian: _____ Date: _____ Phone Number: _____

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.

INSTANT CONNECT

Instant Connect is used to communicate information to parents via email, phone calls, and text messaging. It may also be used to alert parents or guardians of an emergency/safety situation on campus. **Instant Connect attendance phone calls go out daily around 10am for students who are absent.**

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. 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.

CUSD (Clovis USD) APP: MAPLE CREEK

Clovis Unified has made available an app with school accessibility. Maple Creek is available for immediate information and communication about the school. Download the Clovis USD app and select Maple Creek as your school. You can report absences, view school events, receive text message communications, and more.

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 LeAnn Hutchings through the Maple Creek PTC website at maplecreekptc@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. 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 Parent Club Carnival Drama Production	Classroom Volunteer Library Media Center Room Parent	Fundraisers Snack Bar Field Trip Chaperone Crossing Guards Jog-a-thon/Fitness Frenzy	School Site Council (SSC) Robotics Coaches SART Committee IntercultralDiversity Advisory Council (IDAC English Learner Committee
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23-24 Parent Involvement Policy

Maple Creek Elementary School, Clovis Unified School District 2023 - 2024 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 #6020. 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.

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 Title I programs.

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 training opportunities 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.

PART I: GENERAL EXPECTATIONS

The Clovis Unified School District agrees to implement the following statutory requirements that are outlined in CUSD Board Policy #6020 and which are in compliance with the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

- The school will jointly develop with parents, 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 periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- 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 plan 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.

PART II:

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

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, English Learner Advisory Committee, Parent Teacher Club, School Assessment and Review Team, and Intercultural Diversity Advisory Committee
- Revise the School-Parent Compact found in the student handbook at our Title I sites.
- Continue to send out notices from the school in a variety of languages as applicable to our community.
- Continue our parent involvement activities including, but not limited to Back to School Night, Annual Title 1 Meeting in November, Book Fair, School Carnival, Open House, Winter Program, Spring Concerts, and Block programs.

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 to parents of Title I Schools
- Send home notices/agendas to the parents of the School Site council (SSC) meeting both in advance of the meeting. 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 Maple Creek's Annual Title 1 meeting, during ELAC, SART, and IDAC.

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.

The Maple Creek Elementary School will convene an annual meeting to inform parents of the following:

- 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 days before the date. The meeting will also be posted in the Administration Building window, on the < > marquee, in the "< > Week at a Glance", and in weekly Teacher/Classroom newsletters. This meeting will take place in November. Parents are encouraged to come because the meeting will take place the same night as < >'s semi-annual book fair. At the meeting, the Title I resource teacher will review the curriculum, assessment tools, ideas to help the children at home, and the Individual Learning Program forms.

Maple Creek Elementary School will hold a flexible number of meetings at varying times. We will provide transportation, childcare, 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.
- The meetings will be planned in conjunction with other events at school.

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. This form has three parts to it. The first is the diagnostic data score identified through the CAASPP test 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 the instructional assistant, bilingual instructional assistant, extended day teacher, 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.

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 at beginning of the year SART meetings held by the school site principal or designee.

In addition to regularly scheduled parent meetings, parents will also be invited to their child's Parent Conferences, which are held in the fall. During the Parent Conference, the teacher, student, and parent discuss the child's progress. The Promotion/Retention forms are reviewed, and parents will receive an overview of how the child is doing in academics, behavior, and socialization.

Parents who feel that the school-wide plan is not being implemented to their satisfaction should contact the Superintendent or Area Superintendent of Clovis Unified with their concerns.

PART III:

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Maple Creek Elementary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

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

Maple Creek Elementary School will, with the assistance of its district, provide assistance to parents of children served by the school.

- The State's academic content standards,
- The State's student academic achievements standards,
- The State and local academic assessments including alternate assessments,
- The requirements of Title I,
- How to monitor their child's progress, and
- How to work with educators:
- The Adult School offers classes on campus for any second language adults to learn English.

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, through:

- School Site Council (SSC) member training on the roles and responsibilities of council members.
- English Learner Advisory Committee (ELAC) member trainings on the roles and responsibilities of committee members.
- Parents are provided with materials and training through numerous committees and parent groups.
- The district provides regular parent training throughout the year on a variety of parent-driven topics.

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.

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 Weekly school calendars and school communication flyers are sent home in English and Spanish 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 offers after-school programs and also to invite families to attend special events.

PART IV:

DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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:

- 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 childcare costs, to enable parents to participate in school-related meetings and training sessions;
- 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; and
- 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 Maple Creek Elementary School 4th quarter School Site Council Meeting and 4th quarter ELAC meeting. The School will distribute the policy to all families 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. The policy will also be available on our website at clovisusd.com


Principal, Gina Kismet


SSO, Holly Cline

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 2nd -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 our 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

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. 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.

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.).

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.

EXPANDED LEARNING OPPORTUNITY (ELOP FORMERLY KNOWN AS CAMPUS CLUB) and STAY AND PLAY

Expanded Learning Opportunity Program 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

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 be announced on our Morning Announcements and they will receive a **certificate of recognition**.

PERFECT ATTENDANCE AWARD

Students in grades 1-6 are eligible for this award. Perfect attendance will be recognized annually for students who have no absences (physically present every day for at least 90 instructional minutes) and no unexcused tardies. **This award is on hold until further notice.**

HUSKY ATHLETIC AWARDS

Students receive a ribbon for successful completion of 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 recognized quarterly -- at the end of each report card period. The qualification requirements for the Honor Roll are:

- ◆ **No "D's" "Fs" or "U's" on the report card.**
- ◆ The following grade point averages:
PRINCIPAL'S HONOR: 4.00 (All "As")
HIGH HONORS: 3.50-3.99
HONORS: 3.00-3.49
- ◆ 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.

The Block "H" Award is the highest award that is offered to 4th-6th grade students and presents a worthy challenge for students. The recipients of this award truly exemplify the concept of the Clovis Sparthenian..."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 as outlined in the Block H handbook and scoring sheet. Students earning this prestigious award will receive a Block H plaque presented at a special ceremony at the end of the year. (See the Block H forms and supporting documents for specific information and criteria).

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 programs offered to students at Maple Creek Elementary in grades 4-6 includes: athletics, student government, pep and cheer, concert choir, instrumental music, Science Fair, drama, History day, Robotics, school service, poster contests, essay contests, Group Oral Interpretation, Individual Oral Interpretation, and Building Bridges club.

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
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Fall-Spring	Cheerleaders	Varies in teams (typically 2)	4 th -6 th graders
Fall	Football (tackle)	Two teams (A and B)	5 th -6 th graders (weight limit of 144 lbs.)
	Cross Country	Boys and Girls teams	4 th -6 th graders
	Girls Volleyball	Multiple teams	5 th -6 th graders
Winter	Wrestling	Varsity & JV	4 th -6 th graders (weight divisions)
	Boys Basketball	Multiple teams	5 th -6 th graders
	Girls Basketball	Multiple teams	5 th -6 th graders
Spring	Baseball	Multiple teams	5 th -6 th graders
	Softball	Multiple teams	5 th -6 th graders
	Boys Volleyball	Multiple teams	5 th -6 th graders
	Track	Boys and Girls teams	4 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 (3:00-4:00 p.m.) three afternoons per week (Monday, Tuesday, and Thursday) with the games usually scheduled in the afternoon Friday. 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.

- 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 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 **MUST** have courteous and proper behavior while in the cafeteria.
- 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.
- When moving about the cafeteria, students must walk.
- 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 BEHAVIOR EXPECTATIONS

Each time a student has a rule infraction/violation they may be assigned a Behavior Referral Point. Parents will be notified in writing or by phone of the incident. If the referral is sent home, a parent signature is required to communicate acknowledgement of the consequences. Ideally students will achieve zero points. As points are accumulated they will result in consequences and loss of privileges.

Behavior Accountability Steps

Accountability checks will be sent home for parent signatures. This is for minor issues only. Minor issues may include: calling out in class, teasing, refusing to work, running in the halls, or other incidences. Major rule violations will result in a Conduct Referral and a possible referral to administration.

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

Accountability Check #1 and 2 – Teacher/Student Conference (loss of privilege per teacher's discretion)

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

Accountability Check #4 – If the same behavior as prior referrals has occurred, the behavior may be considered a Major Referral. In this instance, a parent phone call from teacher will occur. 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 minor behaviors should result in additional Conduct referral.

CONDUCT BEHAVIOR REFERRALS

Behavior that results in a Major 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.

Major Behavior Referral #1: Parents will be notified by phone from the issuing staff member and consequences include: 2 referral points and may include a loss of privileges/recess.

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

Major Behavior 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/mandatory parent supervision on a field trip, loss of recess, suspension from school, etc. Parents will be contacted by the issuing person 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 BEHAVIOR REWARD

This reward is presented quarterly for students in grades 1-6 in recognition of those students who have demonstrated personal accountability for their behavior. 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 Referral Points or no more than one Major 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	-Complete assignments -Supplies ready at all times -Keep materials organized -Follow classroom rules -Responsible use of technology	-Straight lines (toe to heel) -Walk on the sidewalk -Be a good example -Use a pass when required	-Keep bathroom clean -Flush the toilet -Practice good hygiene	-Stay seated -Leave space clean -Trash in proper place -Hot lunch ABC order	-Freeze when the bell rings -Walk to your line -Use equipment responsibly -Return equipment to your classroom -Utilize trash cans -Keep playground clean	-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	-Supplies and equipment ready at all times -Be on time
Active Learner	-Appropriate voice level -Stay on task -Listen to speaker -Eyes on speaker -Participate in instruction	-Voice level 0-1 -Go directly to your destination	-Voice level 2 -Use restroom quickly -Use at the correct time	-Voice level 0-2 -Listen to adults	-Voice level 0-4 -Listen to adults -Agree upon game rules before play	-Voice level 0-1 -Choose appropriate leveled books -Wait your turn -Listen to speaker	-Appropriate voice level -Follow directions -Demonstrate good character -Try your best -Honor classroom responsibilities
Respect All	-Stay on task -Respect others with words and actions -Look at speaker -Ask permission when needed -Take turns -Raise hand	-Listen to adults -Respect other's property -Silent greetings	-Maintain privacy of self and others -Wait patiently for your turn -Respect property	-Use proper manners -Respect others with words and actions -Stay seated until dismissed	-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	-Take care of loaned materials -Wait quietly before entering for instruction	-Be a good sport -Respect participants with words and actions -Encourage others -Win with class, lose with dignity
Keep Safe	-Sit in chair appropriately (4 to the floor) -Stay within your space -Hands and feet to self -Use supplies appropriately	-Hands and feet to self -Carry all equipment and supplies	-Notify adults of any problems	-Eat your own food -Hands and feet to self -Ask permission for movement -Walk upon dismissal	-Use equipment properly -Eat your own snack -Stay in designated area	-Use materials appropriately -Walk -Hands and feet to self	-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 # 5132 for the complete Dress & Grooming Regulations <https://boardpolicies.cusd.com/protected/ArticleView.aspx?iid=5GYGPI&dasi=1B>

A few highlights include:

- Dresses and skirts are to be worn no shorter than five inches (5") above the top of the kneecap, but no shorter than mid-thigh. 7. Shorts are to have an inseam of at least five inches (5"). Shorts are to be stitched evenly around, and if frayed, must be stitched to avoid further fraying. Holes revealing skin or undergarments are not allowed. Spandex or Lycra shorts are not permissible. Shorts worn during physical education may not be worn during regular class time at secondary sites. 8.
- Straps on shoes and clothing must be fastened at all times
- Leggings and jeggings are permitted but cannot be see-through or have mesh or ruching above the knee. Tops worn with leggings and jeggings must not expose bare midriffs at any time during school or school-sponsored activities or events.
- Frayed clothing is permissible so long as frays are stitched to prohibit further fraying. 18. Distressing is allowable. Holes on clothing must be patched from behind so that undergarments or bare skin are not exposed.

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.
- 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.*

CUSD DISCRIMINATION POLICY

The Clovis Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Equity Compliance Officer - Norm Anderson, Deputy Superintendent, 1450 Herndon Avenue, Clovis, CA 93611, (559) 327-9000, NormAnderson@cusd.com; Title IX Coordinator - Shareen Crosby, Risk Manager, 1450 Herndon Avenue, Clovis, CA 93611, (559) 327-9000, SharenCrosby@cusd.com; Assistant Title IX Coordinator – Steve France, Assistant Superintendent of Education Services, 1450 Herndon Ave., Clovis, CA 93611, (559) 327-9380, SteveFrance@cusd.com; Section 504 Coordinator - Wendy Karsevar, 1680 Herndon Avenue, Clovis, CA 93611, (559) 327-9400, WendyKarsevar@cusd.com.



Maple Creek Elementary School

AR and STAR Reader Goals

2022-2023

AR	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Annual STAR reader Goal
1st Grade					
Grade Level Expectation	0	0	2	2	8
Star Reader Award	0	0	4	4	
2nd Grade					
Grade Level Expectation	4	5	5	4	26
Star Reader Award	6	7	7	6	
3rd Grade					
Grade Level Expectation	8	10	10	8	52
Star Reader Award	12	14	14	12	
4th Grade					
Grade Level Expectation	12	14	14	12	76
Star Reader Award	18	20	20	18	
5th Grade					
Grade Level Expectation	16	18	18	16	100
Star Reader Award	24	26	26	24	
6th Grade					
Grade Level Expectation	20	25	25	20	130
Star Reader Award	30	35	35	30	
<u>AR</u> <ul style="list-style-type: none">Each student must reach their quarterly grade level goal in points.Accelerated Reader counts as 10% of the student's reading grade and you must reach grade level points.Students must read within their AR zone of proximal development, however students in 4th grade who read at a 4.0 or higher can read 4.0+ above.			<u>STAR Reader</u> <ul style="list-style-type: none">Students must read within their AR zone of proximal developmentEach student must reach their quarterly STAR reader goal in points and achieve an 80% on AR quizzes (1st grade is 70%)STAR readers will be recognized throughout the year as they earn it as well as at our end of year awardsThe 5 Readers in each grade level with the highest cumulative points for the year and 80% accuracy will be recognized with our exclusive TOP DOG award announced at the end of the year. Points are based ONLY on books read. Article test will not count towards Top Dog Award.		

Ending dates are as follows:

QTR 1: 10/21

QTR2: 1/20

QTR3: 4/14

QTR4: 5/25 (Block H AR cutoff is 5/12)



CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2023-2024 SCHOOL YEAR

On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information and Part II, which contains budget information and program data. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement; Title II, Part A - Supporting Effective Instruction; Title III - English Learner (EL), and Immigrant Programs; and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards.

CUSD Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community and values the input of our educational partners. Because of this, we are pleased and proud 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 CUSD include, but are not limited to:

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

Parent Advisory Committee (PAC) and School Advisory Committee

(SAC) District English Learner Advisory Committee (DELAC)

District Indian Education Parent Advisory Committee

(IPAC) School and District level School Assessment Review

Team (SART) Intercultural and Diversity Advisory Council

(IDAC)

Local Control Accountability Plan Public Forums (LCAP)

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 site's School 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. 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 our LCAP. 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.

Listed below are several parent committees that assist with categorical programs and funding.

School Site Council (SSC): All schools that operate a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC). The SSC shall develop the content of the SPSA. The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the site's School Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

Parent Advisory Committee (PAC) & 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 that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. Pursuant to California Education Code (EC) Section 52852 the SSC has been approved 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 advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

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's ELAC.

District Indian Education Parent Advisory Committee (IPAC): The CUSD Native American Indian Education Parent Advisory Committee meets throughout the year to discuss program issues, services provided, and other needs related to the student achievement of our students, community agencies and outreach programs. CUSD Indian Education Program addresses the needs of American Indian and Alaskan Native students in grades K - 12. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K -12.

Local Control Accountability Plan (LCAP) Forums: CUSD develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our CUSD Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. LCAP School, District Meetings, and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District's LCAP's funding priorities over the next several years.

These forums are designed to provide an opportunity for school communities to hear about CUSD's current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation.

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

1. **Expanded Learning Opportunities Program (ELOP):** The Expanded Learning Opportunities Program fund is an ongoing funding source from the state. Funding allocation is determined by the district's enrollment of Unduplicated Pupils (UPP). Unduplicated Pupils are students classified as English Learners, Foster/Homeless Youth, or eligible for Free/Reduced meals. The purpose of ELOP is to complement existing programs by providing students with more access to expanded learning programs which occur before school, after school, or during intersessions (summer/winter/spring breaks). ELOP focuses on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences
2. **Title I, Part A (Improving Academic Achievement):** 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.
4. **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. (CUSD combines our Title IV funding with Title II, Part A)
5. **Title III (Language Instruction for English Learners (EL) 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.
6. **Title VI (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 cannot be accomplished without 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 or watch for communication from your site.

At the district level, we encourage you to become involved in one of our many parent committees or to join us for one of our parent nights.

Additional information about district committees and events can be found here: <https://www.cusd.com/SupplementalServices.aspx>

Updated 06/2023

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