

Mark Twain School

Parent-Student Handbook

2020-2021

Mark Twain School
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(559) 992-8882



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For more information and to view our
activities calendar, find us on the web at
marktwain.corcoranunified.com

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Mark Twain School 2020-2021 Daily Schedules

Regular Days	
7:30-7:55	Breakfast Service
8:01	Bell Rings
8:03	School Begins
9:50-10:05	4 th -Grade Recess
10:20-10:35	5 th -Grade Recess
11:35-12:15	4 th -Grade Lunch
12:35-1:15	5 th -Grade Lunch
2:50	Dismissal from Classrooms
2:55	School Ends

Rainy Day	
7:30-7:55	Breakfast Service
8:01	Bell Rings
8:03	School Begins
9:50-10:05	4 th -Grade Recess
10:20-10:35	5 th -Grade Recess
11:35-12:05	4 th -Grade Lunch
12:45-1:15	5 th -Grade Lunch
2:50	Dismissal from Classrooms
2:55	School Ends

Wednesdays/Early-Out Day	
7:30-7:55	Breakfast Service
8:01	Bell Rings
8:03	School Begins
9:50-10:05	4 th -Grade Recess
10:20-10:35	5 th -Grade Recess
11:15-11:55	4 th -Grade Lunch
11:55-12:35	5 th -Grade Lunch
1:25	Dismissal from Classrooms
1:30	School Ends

Early-Out Rainy Day	
7:30-7:55	Breakfast Service
8:01	Bell Rings
8:03	School Begins
9:50-10:05	4 th -Grade Recess
10:20-10:35	5 th -Grade Recess
11:15-11:45	4 th -Grade Lunch
12:05-12:35	5 th -Grade Lunch
1:25	Dismissal from Classrooms
1:30	School Ends

Wacky Wednesdays/Early-Out Day	
7:30-7:55	Breakfast Service
8:01	Bell Rings
8:03	School Begins
9:50-10:05	4 th -Grade Recess
10:20-10:35	5 th -Grade Recess
11:05-11:35	4 th -Grade Lunch
12:05-12:35	5 th -Grade Lunch
1:25	Dismissal from Classrooms
1:30	School Ends

Wacky Wednesdays/Early-Out Rainy Day	
7:30-7:55	Breakfast Service
8:01	Bell Rings
8:03	School Begins
9:50-10:05	4 th -Grade Recess
10:20-10:35	5 th -Grade Recess
11:05-11:35	4 th -Grade Lunch
12:05-12:35	5 th -Grade Lunch
1:25	Dismissal from Classrooms
1:30	School Ends

Minimum Days	
7:30-7:55	Breakfast Service
8:01	Bell Rings
8:03	School Begins
9:50-10:05	4 th -Grade Recess
10:20-10:35	5 th -Grade Recess
11:05-11:35	4 th -Grade Lunch
11:50-12:20	5 th -Grade Lunch
12:25	Dismissal from Classrooms

Mark Twain School Staff

Office Staff:

Mr. Albert	Principal
Mrs. Aguilar	Secretary
Mrs. Gonzalez	Community Contact

Social Emotional Staff: Located in D4

Eileen Wright	School Psychologist
Melinda Leonardo	Mental Health Clinician
Melissa Juarez	School Counselor

Teaching Staff:

Mrs. Coleman	5th Grade Math/Science and Technology Coach	C1/K2 STEM Lab
Mrs. Daza	5th Grade ELA/ Academic Coach	C1
Ms. Ketner	5th Grade	C2
Mrs. Valdez	5th Grade	C3
Mr. Hearn	5th Grade	C4
Mrs. Duenas	5th Grade	C5
Mrs. Cox	5th Grade	D1
Ms. Martin	5th Grade	D2
Ms. Ayers	5th Grade	D3
Mrs. Edginton	4th/5th Grade RSP	E1
Ms. Reynoso	4th/5th Grade SDC	E2
Mr. Cooper	Math Intervention/Math Academic Coach	F1
Mrs. Hutton	Title 1 Resource Teacher	F1
Mrs. Godinho	4th Grade	F2
Mrs. Gamble	4th Grade ELA	F3
Mr. Trinidad	4th Grade Math/Science	F4
Mrs. Conley	Reading Intervention	F5
Ms. Isch	4th Grade	G1
Mrs. Christie	4th Grade ELA	G2
Mrs. Wooden	4th Grade Math/Science	G3
Mrs. Highfill	4th Grade	G4
Mrs. Calderon	4th Grade	G5
Mrs. Garcia	4th Grade	H1
Mrs. Boyett	4th Grade	H2
Ms. Chavez	4th Grade	H3
Mr. Ghena	Band	Cafeteria
Ms. Bishop	4th Grade Band/Choir	I4
Mrs. Rodrigues	5th Grade ELA	K3
Mrs. Larkin	5th Grade Math/Science	K4
Mr. Mancillas	P.E.	

Support Staff:

Mr. Sweatt	Day Custodian	Mrs. Angelina	Yard Supervisor
Mr. Ayala	Night Custodian	Mrs. Janet	Yard Supervisor
Mrs. Sharp	Librarian	Mrs. Maria	Yard Supervisor
	Nurse	Ms. Garcia	P.E. Aide
Ms. Molina	Paraprofessional		
Ms. Corona	Paraprofessional		
Ms. Martinez	Paraprofessional		
Ms. Flores	Paraprofessional		
Ms. Ebrom	Paraprofessional		

Mark Twain School Policies

Arrival

All students arriving to school before the 8:01 bell will enter through the gate by the cafeteria and line up until school begins. Students will not be allowed to enter the campus any other way. All students arriving at school before 7:55 may eat breakfast in the cafeteria. Students arriving after 8:03 will report to the office and receive a tardy pass.

Student Drop-Off and Pick-Up

Students are to be dropped-off using the parking area located near Cesar Chavez Park. All students dropped-off across the street must use the crosswalk. The front service drive is only for buses and staff parking.

When picking up students please use the parking area located near Cesar Chavez Park or Letts Ave.

Tardy Policy and Procedures

8:01 a.m. First bell rings. All students line up on blacktop. Escorted to class by their teacher.

8:03 a.m. Second bell rings. All students should be in their classrooms. Students arriving after this time are TARDY. Students arriving after this time must report to the office for a tardy pass. If bringing your child to school, please park your car and come in to sign your child in for the day. Teachers will not accept students into their class without a tardy pass from the office after the second bell has rung.

Consequences for Tardiness

- 1st and 2nd tardy--verbal warning
- 3rd tardy--letter sent to parent/guardian reviewing the tardy policy
- 4th tardy--Student/Parent conference with principal to resolve issue

Phone Messages for Students

- Mark Twain's office will not deliver phone messages to your child.

End of Day Transportation Changes

- If you will be changing your child's dismissal routine, please make sure your child is aware of these changes before they begin their school day.
- If you would like the teacher to know of these dismissal changes please send a note in the morning with your child to turn in to their teacher. Please include the date, your child's full name, your child's teacher, and clear instructions for changing the routine.
- Phone calls to Mark Twain School requesting messages to be given to your child on how to go home will not be allowed over the phone.

Grading Policy

The goal is for students to meet educational standards. Report card grades will reflect a student's progress towards meeting individual standards.

Awards and Rewards

Attendance

Trimester Attendance Awards for Perfect Attendance – These students will receive a certificate for **0** absences, tardies, or early departures for the trimester. If a student has perfect attendance all year he/she will receive a plaque third trimester.

Excellent Attendance-These students will receive a certificate for any combination of **3-** absences, tardies, or early-out.

Academic Achievement

Trimester Attendance Awards - Students demonstrating exceptional academic achievement (scores of 3's and/or 4's) will be recognized at each trimester awards assembly in the following categories: Reading, Writing, Math, and Science.

Accelerated Reader

Students may earn special reading awards at the end of each trimester for meeting criteria for reading independently (Accelerated Reader). For more details about the reading awards, contact the librarian.

Dismissal from Awards Assemblies

Students that are checked-out after awards assemblies will receive an unexcused early out.

Miscellaneous Information

Freeze Bell

When the bell rings at the end of each recess, students are to stop playing, hold the playground balls, step outside of the tetherball circles, climb down from the playground equipment, or stop swinging and get off the swings. They will not be dismissed until the supervisor on blacktop duty verbally dismisses their area (grass and sand, tetherball, four-square, basketball, handball). After being dismissed, students will walk to their classroom lines.

Visitors and Volunteers

All visitors must check in and receive a pass at the office. Any parent/guardian wishing to become a volunteer or to be a field trip chaperone must submit evidence that he is clear from active tuberculosis and fingerprinted for the purpose of a criminal records check. Fingerprinting costs \$61. The District will cover \$47 of this cost if a parent is fingerprinted between the first day of school and October 31. All fingerprints are completed at the Corcoran Police Department or in Hanford at Kings County Office of Education. An appointment will be scheduled through the District Office only after the school site approves the volunteer form. Please see the school secretary for a volunteer form and for information on how to become a volunteer for your student. After receiving authorization from the District, a volunteer should check in at the office and receive a pass before continuing to any other part of the campus.



iPad/Kindle Use Policy--*As a student at Mark Twain School I will...*

- Use my iPad/Kindle to learn and to share my learning with others.
- Keep my iPad/Kindle clean and safe from harm.
- Operate my iPad/Kindle safely and respectfully.
- Keep my personal information and that of others safe.

Students that do not adhere to this policy will be placed on iPad/Kindle restriction and disciplinary action may be taken.

Other Things

- Deliveries to students (flowers, balloons, etc.) will not be accepted by the school.
- Students or parents are not allowed to bring homemade food (cupcakes, cookies, etc.) for other students to consume. (Packaged, store-bought food is okay.) Please make arrangements with the teacher before bringing any food items to school.
- Students in elementary school may not display or use communication devices such as cell phones from the time they arrive at school, until the instructional day is over for all students. Their devices must be turned off during this period.
- Mark Twain School is a drug-free, alcohol-free, and tobacco-free institution.

Mark Twain Student Debt Policy and Procedures Library and Technology Devices

Consequences for Unpaid Debt

Students who incur debt are subject to loss of privileges. This may include not being able to participate in monthly Special Events, PBIS Celebration Activities, and Talent Shows.

Rationale

Students receive fines for damaged or lost print books, school supplies or technology devices (i.e. iPads, Kindle). Parents and students alike must agree to pay fines or replacement costs for books, school supplies, or technology devices that are returned damaged. Students and parents agree to this when the student borrows books, checks out school supplies, or are issued technology devices.

What is the library's authority to charge for damaged or lost books, school supplies, or technology devices?

CUSD AR 5125.2 holds all families accountable for all debts. While nobody wants to pay for lost or damaged books, school supplies, or technology devices, the cost of filling a library such as ours is quite expensive considering that most technology devices cost \$265.00 and beyond. As with a public library, it is only fair to compensate our library when an item is lost or damaged. Making mistakes (and learning from them) is an expected part of youth. Parental support of this process is essential to support both the child's education and the school library.

Returning the original school property that was issued to the student is expected and highly preferable. If the student is unable to locate the book, or returns it damaged a fine is assessed. In rare instances, and with the principal's approval a replacement book can be given to the library to clear the debt. However the replacement book must be in excellent condition and be the same book as the one lost/damaged.

If there is damage the actual cost will be determined by the librarian on a case-by-case basis. The cost depends on the total value of the book. Students need to pay the replacement cost of any book that the librarian determines to be seriously damaged. Books or technology devices fit this status when there is enough moisture, writing, food or physical damage so that an item can no longer circulate. The average cost of a book is from \$5.00 to \$30.00. The average cost for a technology device is from \$25.00 to \$265.00. Since these are average costs, the amount due for a replacement may be greater or less, depending on the actual value. This is also true for lost books or technology devices.

How does the library determine who damaged a book?

At Mark Twain Elementary School each book is checked in, inspected, cleaned and if needed repaired before going back on the shelf. Staff member initials are put on any spots/repairs for future reference. At the start of school students are taught to examine their newly checked books or technology devices for damage before they leave the library.

Students are instructed and continually reminded to show any damage (ripped pages, markings, liquid damage, etc.) in their newly checked out books or technology devices to the library staff. This community policing model is done so that:

1. The student who currently has the book or technology device is protected from any damage costs.
2. The library staff can repair the book or technology device (if possible).
3. The previous person who checked the book or technology device out will receive a fine, if necessary.

Students who do not inspect their newly borrowed books or technology devices for harm before leaving the library are gambling on the assumption that their items are free of damage. Students who do not follow this procedure undermine the library system and may end up paying for another patron's damages.

"But my child didn't do it."

It is unethical and impractical for the library to charge students for items after other patrons have borrowed them. Imagine your child returning a library book. The next student to borrow the book damages it and blames it on the previous student so that your child is falsely held responsible for another's book abuse. The library's system of accountability makes sure this scenario will never happen. Along these lines, students who borrow damaged books or technology devices and do not show damage to the library staff before leaving the library will be held responsible for all costs.

There are no exceptions.

While students are always reminded to inspect their books or technology devices in class, this procedure is communicated to parents in documentation included in the parent student handbook and school website.



CUSD K-8 Dress Code 2020-2021

The dress code is designed to create and maintain a safe and positive educational environment that does not distract Corcoran Unified School District students from learning. Students are to follow the dress code while on campus and during any school-sponsored activity. **Students may wear school-sponsored clothing from other CUSD schools at the Principal's discretion. Anything that may be considered inappropriate, immodest or gang related can and will be disallowed by the administration. Students that do not follow the dress code will need to acquire the proper item/s or they may face disciplinary action including: missing recess, detention or sent home. Attempts will be made to contact the home to bring replacement clothing.**

- 1. Colors and Logos:** Red or royal blue are not allowed as the main or predominant color on any dress code item unless it is school-sponsored clothing. Red and Royal blue may be mixed into other colors if it is considerably less than the other colors. **No red or blue belts, shoelaces, beanies or gloves are allowed at any time.** A student placed on a gang contract may be restricted from wearing a particular color for safety reasons at the discretion of administration.
- 2. Shirts and Undershirts:** Students **must wear a collared shirt with sleeves** unless it is a school-sponsored shirt approved by the principal. Outer shirts that are sheer (see through) must have a non-sheer shirt with a sleeve underneath. No midriff or revealing tops. Logos must be minimal.
- 3. Pants/shorts/dresses/skirts:** Students may not wear any clothing that is torn, worn, ripped, has holes or is rough-cut. Bike shorts, sweatpants, warm-ups, pajamas, hip-huggers, military style, tight, form-fitting apparel are not allowed. Pants must not sag below the waist when fastened. Shorts/skirts must extend below the fingertips when arms are held relaxed at the sides. Sweat pants and Warm ups are only allowed if they are school/district sponsored clothing and approved by the principal.
- 4. Outerwear/Jacket/Hoody:** When wearing a jacket/sweater of any kind the student must still wear a collared shirt or approved school sponsored t-shirt. Hoods must be down while inside (i.e. classroom, office, cafeteria, etc.). Students, who repeatedly have to be told to take off their hood, will not be allowed to wear hooded clothing on campus, as the item has become a distraction for them.
- 5. Socks, Tights or Hose:** No fishnet, torn, etc.
- 6. Shoes/Sandals:** Heels must be no taller than 1 inch. Steel-toed boots, flip-flops, slippers and clogs are not allowed. (Grades K-5): Students must wear closed-toe shoes at all times. Sandals are not allowed. (Grades 6-8): If wearing sandals to school you must also have athletic shoes for P.E. Sandals must have a back-strap.
- 7. Belts/Buckles:** Belts must be appropriate sizes and end straps must be worn through the belt loops, not hanging down. Buckles must be plain only. Patterns, pictures, letters, numbers etc. are not allowed.
- 8. Images and Words:** Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, religious prejudice, gang activities, or the use of drugs/alcohol or depiction of weapons.
- 9. Beanies, Hats, or Head coverings:** Hats are not allowed except for the approved sun protective headwear (2"- 4" rim all around) and may only be worn during outside activities. Beanies are allowed outside for cold weather and may only have a small logo. Head coverings for religious purposes are allowed. No head coverings, except for religious reasons, may be worn inside school buildings.
- 10. Sunglasses:** Sunglasses may only be worn outside.
- 11. Hair:** Hair color, highlights, or streaking must be natural human colors. Colors such as (but not limited to) pink, purple and green **would not** be acceptable. There is no forming, shaving, cutting, etc. of letters, numbers, or shapes into hair or eyebrows. Mohawks (shaved sides) are not allowed. Spiked hair is limited to 2 inches tall or less. Anything distracting about the student's hair is not allowed.
- 12. Piercings:** Stud earrings are allowed. Hoop, extended length, or dangling earrings are not allowed due to safety concerns. Facial, tongue, eyebrow, etc., piercings must have a small, clear plastic plug with administrative approval.
- 13. Tattoos:** No visible (temporary or permanent) tattoos will be allowed at any time
- 14. Acrylic (Fake) Nails:** Are not allowed (K-5).
- 15. Misc.:** Clothing apparel that could be used as a weapon including: chains, wallet chains, spikes or studs on jewelry are prohibited. No clothing deemed immodest by admin.

Mark Twain School's Discipline Policies and Procedures

Positive Behavior Interventions and Supports

At Mark Twain School we implement PBIS as our key to behavior support and discipline. There are four basic steps (warning, uh-oh, think sheet, referral) to the discipline procedure. Parent contact is made by the teacher when a student attains "think sheet" (third step). Parent contact is made by the office when a student attains a "referral" (fourth step).

Students will have opportunities to receive Eagle Bucks for meeting Eagle Expectations. Eagle Bucks are used to make purchases from the PBIS Student Store.



Mark Twain School Eagle Expectations Matrix

	Office/Nurse	Classroom	Stem Lab	Hallway	Restroom	Cafeteria	Library	Playground
Be Safe.	<ul style="list-style-type: none"> ● Sit in waiting chairs. ● Keep hands to yourself. 	<ul style="list-style-type: none"> ● Keep body and objects to yourself. ● Keep desk and floor clear of trash. ● Walk. 	<ul style="list-style-type: none"> ● Use all equipment/furniture in a safe manner. ● Create with adult supervision. ● Stay back from the 3D printer while it's operating. 	<ul style="list-style-type: none"> ● Keep your eyes forward. ● Walk. 	<ul style="list-style-type: none"> ● Use facilities appropriately. ● Wash your hands. 	<ul style="list-style-type: none"> ● Hold your tray with both hands. ● Walk. ● Stay seated while eating. 	<ul style="list-style-type: none"> ● Walk. ● Behave appropriately. 	<ul style="list-style-type: none"> ● Use equipment appropriately. ● Walk on the blacktop.
Be Respectful.	<ul style="list-style-type: none"> ● Wait for your turn ● Use a quiet voice. 	<ul style="list-style-type: none"> ● Stand and deliver when speaking. ● Active Listening. ● Use accountable talk. 	<ul style="list-style-type: none"> ● Look, but don't touch others projects. ● Remember this is a space to create. ● Include others and ask to be included. 	<ul style="list-style-type: none"> ● Keep hands at your side. ● Use the appropriate voice. 	<ul style="list-style-type: none"> ● Clean up after yourself. ● Keep your hands to yourself. ● Respect other people's privacy. 	<ul style="list-style-type: none"> ● Use the appropriate voice. ● Share only with permission. 	<ul style="list-style-type: none"> ● Use a quiet voice. ● Take care of books and other library materials. 	<ul style="list-style-type: none"> ● Keep hands, feet, and objects to yourself. ● Use a polite and respectful tone of voice.
Be Responsible.	<ul style="list-style-type: none"> ● Have a pass with you ● Know the reason you are in the office. 	<ul style="list-style-type: none"> ● Try your best. ● Do assigned tasks. ● Own your mistakes and accomplishments 	<ul style="list-style-type: none"> ● Clean up and sign out when indicated. ● Return materials and devices to the appropriate locations. ● Choose activities wisely. 	<ul style="list-style-type: none"> ● Follow specific routes. ● Walk with a purpose. 	<ul style="list-style-type: none"> ● Use the restroom on your own time. ● Ge it in, do your job, and get out. 	<ul style="list-style-type: none"> ● Stay in a single-file line. ● Leave your area clean. 	<ul style="list-style-type: none"> ● Return books on time. ● Use a shelf-marker. ● Walk directly to and from the library and your classroom. 	<ul style="list-style-type: none"> ● Return equipment to its proper place. ● Freeze and give five when the bell rings.
Be Ready.	<ul style="list-style-type: none"> ● Know the person that you want to call. ● Know your phone number. 	<ul style="list-style-type: none"> ● Get materials ready quickly. ● Have iPad charged. ● Manage headphones/earbuds. 	<ul style="list-style-type: none"> ● Pay attention to clocks/bells. ● Come to STEM with your iPad charged. 	<ul style="list-style-type: none"> ● Line up quickly. ● Line up quietly. 	<ul style="list-style-type: none"> ● Scan out when leaving to use the restroom. ● Wait your turn. ● Scan in when returning from the restroom. 	<ul style="list-style-type: none"> ● Know your six-digit number. 	<ul style="list-style-type: none"> ● Have your returned book on top and barcode up. 	<ul style="list-style-type: none"> ● Be alert. ● Walk to your line only when dismissed.

Discipline Steps for Minor Infractions

1. **Warning-verbal** (daily reset)
 - Teacher speaks to student 1:1
2. **Uh-Oh**-name on board (daily reset)
 - Teacher speaks to student 1:1
3. **Think Sheet**-Student fills out a Think Sheet (during Kagan team building activity) (weekly reset)
 - Teacher speaks to student 1:1
 - Teacher makes contact with parent via phone call home
 - Document in Aeries (Teacher if in class / Office if outside of classroom or RED SLIP)
4. **Conduct Referral** (trimester reset)
 - Teacher speaks to student 1:1/ Student speaks to Mr. Albert 1:1
 - Office makes contact with parent via phone call home
 - Document in Aeries (Teacher if in class / Office if outside of classroom or RED SLIP)
 - Documentation is reviewed for CICO and/or E.A.R.R. (Eagle Accountability & Redirection Room)
 - Student will not attend the PBIS activity scheduled for that month**

Red Slip-Must be completely filled out by reporting staff

- Office follows appropriate steps which may include:
 - Student speaks to Mr. Albert 1:1
 - Office makes contact with parent via phone call home
 - Office Documents in Aeries (red slip is returned to homeroom teacher once entered in Aeries)
 - Documentation is reviewed for CICO and/or E.A.R.R. (Eagle Accountability & Redirection Room)

Minor Infractions--Include but are not limited to:

- Use of cell phone during school hours
- Inappropriate language
- Dress code violation
- Disrespect to teachers/staff/students
- Not following Eagle Expectations
- Teasing/Taunting
- Lying
- Inappropriate website/technology use
- Disruption to the learning environment
- Theft
- Cheating

Discipline Steps for Major Infractions

1. **Conduct Referral** (trimester reset)

- Student speaks to Mr. Albert 1:1
- Office makes contact with parent via phone call home/ Meeting with Mr. Albert
- Document in Aeries (Teacher if in class / Office if outside of classroom)
- Documentation is reviewed for CICO and/or E.A.R.R. (Eagle Accountability & Redirection Room)
- Possible Suspension
- Student will not attend the PBIS activity scheduled for that month**

Major Infractions-- Increased Levels of Intensity--Include but are not limited to:

*Must be seen by an Administrator with parent/guardian conference

**May require referral to Corcoran Police

- Physical/Fighting aggression */**
- Bullying/harassment/intimidation (sexual or verbal) */**
- Use of cell phone during school hours *
- Inappropriate language *
- Dress code violation *
- Disrespect to teachers/staff/students *
- Repeatedly not following Eagle Expectations *
- Damage to school property/Vandalism */**
- Teasing/Taunting *
- Lying *
- Inappropriate website/technology use */**
- Continual disruption to the learning environment *
- Theft */**
- Cheating *
- Possession of weapons or illegal substances */**
- Violence-harmful to staff or students */**
- Gang related behavior */**

Tiered Behavior Interventions Information

Tier 1

- ★ Eagle Expectation Bucks-Every Mark Twain staff member will have the ability to reward positive behavior
- Students earn Eagle Bucks for meeting behavior expectations.
- Student “time-out” with assigned teacher as needed before moving to Tier 2 interventions
- Twice Weekly Kagan Team building activity required as your first 10-minutes of P.E.

Tier 2

- ★ Qualifications for CICO are:
 - Student has made his/her way through each step of the discipline procedure (warning, uh-oh, think sheet, and conduct referral) Teacher has documented ALL efforts to correct this behavior i.e., warning, uh-oh, think-sheets, call home, change of seat/partner/group
 - ★ The CICO program consists of the following components:
 - Morning “check in” with Mrs. Hutton
 - Teacher feedback
 - Afternoon “check out” with Mrs. Hutton
 - Weekly home report via Remind text messaging system.
 - ★ During the day, teachers will provide feedback to the student in the form of points. A “2” indicates meeting all Eagle Expectations, a “1” indicates meeting some Eagle Expectations, and a “0” indicates meeting no Eagle Expectations.
 - ★ If a student is on CICO s/he still follows the same discipline steps as Tier 1 students.
 - If a student loses 1 point then that would indicate that s/he should have received a warning, uh-oh, or think sheet for the continued behavior issue.
 - If a student loses 2 points then that would indicate that s/he should have received an uh-oh, think sheet, or conduct referral for the continued behavior issue.
 - ★ At the end of the day, the student will “check out” with Mrs. Hutton.
 - ★ CICO Exit System- Students are enrolled for 3 weeks. They must meet 80% of their weekly points for the entire 3 weeks to unenroll from the program.
- If...
- ★ Students earn 80% of weekly points for 3 consecutive weeks they will be returned to the normal Tier 1 Behavior Expectation System to be monitored by the classroom teacher.
 - A weekly REMIND message will go home to parents regarding behavior.
 - THEY WILL BE ABLE TO ATTEND PBIS CELEBRATIONS
 - If they do not meet their weekly 80% of points goal they will be placed in Tier 3 for the following week.
 - **Student will not attend the PBIS activity scheduled for that month**
 - ★ Students who do not earn 80% of weekly points will be enrolled in CICO for additional weeks.
 - ★ The additional assignments and/or accommodations are decided on a case by case basis. (Examples: break cards, writing assignments, etc.)
 - Students that do not meet their weekly points goal may enter TIER 3 E.A.R.R. and/or be referred for the SST process regarding behavior.

Tier 3

- ★ E.A.R.R. (Eagle Accountability & Redirection Room)--Possible Qualifications for E.A.R.R. are:
 - Not all E.A.R.R. students are on or will be on CICO
 - Not meeting 80% of your weekly CICO points
 - A major discipline infraction (weapons, drugs, physical violence)

- ★ Students will have a structured day and are listed on the E.A.R.R. sheet.
- Morning recess and lunch period will be spent in E.A.R.R.
 - E.A.R.R. activities may include but are not limited to:
 - Quiet Think Time
 - Conversation with a teacher
 - Reflection of behavior
 - Reading

If...

- ★ A student is on E.A.R.R. s/he will be WALKED to the E.A.R.R. with a book, by an adult, for their morning recess and at the START of their lunch period.
- ★ Students regularly attend E.A.R.R. and maintain weekly behavior goals (length of time is to be determined case by case) students will be exited back to Tier 2 CICO.
- ★ Students do not attend E.A.R.R. and/or do not maintain weekly behavior goals; students will receive a discipline write-up (Conduct Referral) and be counseled by one of our PBIS Tier Intervention Committee Members.
- ★ Other discipline actions may include (not limited to the list below)
 - In House Suspension
 - Behavior Contract
 - Modified Day

School Parent and Family Engagement Policy *2019-2020 (approved by Merged SSC/ELAC Oct. 2019)*

In support of strengthening student academic achievement, **Mark Twain School** receives Title I, Part A funds and therefore must jointly develop with, agree with, and distribute to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means of carrying out the requirements of The Every Students Succeeds Act (ESSA) Section 1116. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the parents and the school. The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parental and family engagement activities.

Mark Twain School understands that parent and family engagement means the participation of parents and families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- Parents and families play an integral role in assisting their child's learning
- Parents and families are encouraged to be actively involved in their child's education at school
- Parents and families 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

Mark Twain School agrees to implement the following requirements as outlined by ESSA Section 1116:

A. ANNUAL TITLE I MEETING

Mark Twain School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parental involvement policy, the schoolwide plan, and the school-parent compact.

The date for Mark Twain School to hold its Annual Title I meeting to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved is TBD.

B. FLEXIBLE NUMBER OF MEETINGS

Mark Twain School will offer a flexible number of engagement meetings at convenient times for families, such as meetings in the morning or evening (for which the school may use Title I funds to provide transportation, child care or home visits, as such services relate to parental involvement).

C. JOINTLY DEVELOPED

Mark Twain School will take the following actions to involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan.

At the beginning of the school year, we will meet with parents and other stakeholders. During this meeting, parents will receive information about the school's Parent and Family Engagement Plan and will be informed of their parental right to be involved in the planning and development of the plan through meetings, surveys and questionnaires. If the program plan is not satisfactory to parents, they may submit comments on the plan to the

school administrator. The plan will be sent home with students at the beginning of each school year and posted to the school's website.

D. COMMUNICATION

Mark Twain School will provide parents of participating children timely information about programs under Title I, including:

- a) a description and explanation of the curriculum in use,
- b) forms of academic assessment used to measure student progress,
- c) achievement levels of challenging State academic standards, and
- d) if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicable possible.

Information related to the school and parent programs, meetings, and other activities, will be 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

The Mark Twain School Parent and Family Engagement Policy will be sent home at the beginning of the school year and made available on the school website. It will also be discussed with parents during parent-teacher conferences at the beginning of the school year. The policy will be assessed each year based on the number of participants, the number of volunteers, and the responses to the parent questionnaires and /or surveys.

Parents will be involved in planning, reviewing and improving the policy through a yearly review. All parents will have the opportunity to participate in this review.

E. DISSENSION PROCESS

Mark Twain School will submit any comments/concerns to the Corcoran Unified School District Superintendent's office if the schoolwide plan and/or parent and family engagement policy is not satisfactory to parents.

Any comments/concerns can be emailed to the Director of Federal Programs, Elizabeth Mendoza, at emendoza@corcoranunified.com or phone at 559-992-8888.

F. SCHOOL-PARENT COMPACT

Mark Twain School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how families, school, staff, and students will share the responsibility for improved student academic achievement and develop a partnership to help children achieve the state's high standard and how the plan is used, reviewed, and updated.

Mark Twain School will hold an annual parent meeting to review and discuss any needed changes to the jointly developed school compact. This compact will outline how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. The compact will describe not only the school's responsibility in providing high quality instruction and curriculum, but the student and parent responsibilities for meeting and supporting the learning processes. The compact will address how parents have reasonable access to staff, receive frequent reports on their progress, and have the opportunity to volunteer and observe in the classroom.

G. BUILD CAPACITY OF PARENTS

Mark Twain School will build the parents' capacity for strong parental involvement to ensure effective involvement of parents and families and to support a partnership among the school and the community to improve student academic achievement through the following:

- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- Provide assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators to improve the achievement of their children.
- Educate school personnel, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to fully participate in the education of their children.

Mark Twain School will provide information about parent workshops available throughout the district. We will also continue to encourage parents to use online resources such as Imagine Math, SeeSaw, Google Classroom, and Aeries Portal.

H. ACCESSIBILITY

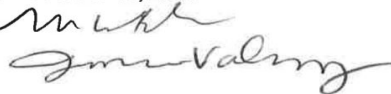
Mark Twain School in carrying out the parent and family engagement requirements of this part, to the extent practicable, shall provide full opportunities for the participation of parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format, and to the extent practicable, in a language such parents understand.

Parent Volunteers will be asked to work within the community to garner support for events such as Back to School Night, Superhero Dash, Read Across America, PBIS Activities, Open House, parent conferences, and various other parent events. Surveys will be available via our school and district website for parents, students, and other community members to gather input regarding topics of need and to identify barriers to parent participation. Parent workshops will be held as needed (interpreters will be available to assist with non-English speaking parents and/or parents with disabilities) to encourage parental involvement in academia. Family and community people will be made aware of the training sessions through resources such as newsletters, ParentLink, REMIND App, social media, local newspaper, and the school website.

Approved by the Merged SSC/ELAC October 18, 2019

Administrator: Michael Anderson

SSC Chairperson: Jennie Valdez



SARC Notification

By February of each year, the SARC will be posted on our school website. It contains information about school and district accountability, achievement, our students and teachers, and other important measures of school performance.

The profile summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

Important Events and Dates for our Mark Twain Eagles

- **August**
 - 12th-First day of school
 - 13th-Title 1 Meeting
 - 13th-Back to School Night
 - 26th-PBIS: Welcome Back Rally Dress Up: Blue, Yellow, and White
- **September**
 - 7th-NO SCHOOL-Labor Day
 - 17th-Constitution Day
 - 30th-PBIS: All over activities Dress Up: Emoji/Snapchat filter Day
- **October**
 - 1st-Picture Day
 - 3rd-Cotton Parade
 - 14th-Cardboard Challenge and Cardboard Carnival
 - RED RIBBON WEEK
 - Oct. 26th-30th
 - 28th-PBIS: Halloween/Fall Crafts Dress Up: Monster
- **November**
 - 10th-Picture Retakes
 - 11th-NO SCHOOL-Veterans Day
 - 16th-20th-Parent Teacher Conferences
 - 18th-PBIS: Coding Dress Up: Nerd Day
 - 23rd-27th-NO SCHOOL-Thanksgiving Break
- **December**
 - 16th-Winterfest and Dress-up Day (Santa's Village)
 - 18th-Minimum Day Out at 12:30 pm
 - 21st-31st-Winter Break
- **January**
 - 1st-8th-Winter Break
 - 18th-NO SCHOOL-Martin Luther King Day
 - 27th-PBIS: iPad Gaming Dress Up: Tie-Dye Day
- **February**
 - 3rd-Global Playday
 - 8th-NO SCHOOL-Lincoln's Birthday
 - 15th-NO SCHOOL-Presidents Day
 - 24th-PBIS: Makerspace Dress Up: 80's Day
 - 25th-Spring Pictures
- **March**
 - 3rd-READ ACROSS AMERICA DAY
 - 8th-12th-Parent Teacher Conferences
 - 17th-Wear GREEN
 - 25th-PBIS: Cartoon Day Dress Up: Cartoon Day



- **April**
 - 1st-5th-NO SCHOOL-Spring Break
 - 21st-Open House 5:30 pm
 - 28th-PBIS: Outdoor Activity Dress Up: Disney Day
- **May**
 - 3rd-28th-CAASPP Testing (4th and 5th Grades)
 - 31st-NO SCHOOL-Memorial Day
 - 26th-PBIS: Field Day Dress Up: Star Wars
- **June**
 - 3rd-Last Day of School-Minimum Day Out at 12:30pm

