

CHERRY DRIVE ELEMENTARY SCHOOL

PARENT HANDBOOK



2016-2017 SCHOOL YEAR

11500 Cherry Drive
Thornton, Colorado 80233
<http://cherrydrive.adams12.org>
(720) 972-5300

Adams 12 Five Star Schools
"TOGETHER—EDUCATING THE WHOLE CHILD"

Adams 12 
Five Star Schools

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IMPORTANT PHONE NUMBERS

SCHOOL OFFICE	(720) 972-5300
ATTENDANCE LINE	(720) 972-5318
FAX	(720) 972-5319
CHERRY DRIVE BASE PROGRAM	(720) 972-5317
DISTRICT EDUCATIONAL SUPPORT CENTER	(720) 972-4000

IMPORTANT ADDRESSES

ADAMS 12 FIVE STAR SCHOOLS

Educational Support Center
1500 E. 128th Avenue
Thornton, Colorado 80241

Cherry Drive Mission Statement

We open our doors at **C**herry Drive to **h**onor and **e**nsure **e**veryone **t**hrives both **a**cademically and behaviorally by **h**olding high standards for everyone everyday.

Cherry Drive Vision Statement

Cherry Drive Family will provide a consistent, positive, caring, and highly engaging optimal learning environment. To accomplish this, we will foster collaboration and hold everyone accountable to consistent high expectations. As a community of diverse learners, we will value and take pride in one another by celebrating growth and success. Together, through this hard work and dedication, we will be productive 21st Century citizens and lifelong learners.

SCHOOL HOURS

MONDAY, TUESDAY, THURSDAY, FRIDAY:

Grades 1 - 5 and EDK	7:35 AM - 2:30 PM
Morning Kindergarten	7:35 AM - 10:40 AM
Afternoon Kindergarten	11:25 AM - 2:30 PM

WEDNESDAY EARLY RELEASE—EVERY WEDNESDAY:

Grades 1 - 5 and EDK	7:35 AM - 1:15 PM
Morning Kindergarten	7:35AM - 10:00 AM
Afternoon Kindergarten	11:25 AM - 1:15 PM

Office hours	7:00 AM - 3:30 PM
BASE program	6:30 AM until 7:40 AM and dismissal until 6:00 PM

On the first day of school August 16, 2016 all students need to be on campus at 7:30. At that time all students will be let into the building and the tardy bell will ring at 7:35. Students should not be on campus before 7:30 because supervision doesn't begin until that time. Students that are participating in our breakfast program will be allowed to be on campus at 7:15. Students that are eating breakfast will be let in to the cafeteria at 7:15 and they will then be dismissed to their classrooms at 7:30AM. Students arriving after 7:35AM should come to the office for a tardy pass. **After 7:55AM students entering school will be considered partially absent. This is a new policy (Section 51138.2).**

ATTENDANCE LINE

If your child will be late to school or absent, please call the Cherry Drive attendance line at (720-972-5318) before 8:15 AM on the day of the absence. Please record the following information:

- Student name and teacher name
- Who is calling
- Reason for absence/tardy
- Request for homework, if needed

ATTENDANCE INFORMATION

Consistent school attendance is critical to the educational success of your child. Our school's attendance goal, which follows state guidelines, is nine or fewer affected days for the school year. Please note the following attendance policies pertaining to Cherry Drive:

- Teachers inform administration when absences become a factor that may be contributing to a lack of academic progress.

- If a student is absent from school less than one hour, a tardy will be marked. Between one and three hours will be considered a half-day absence. More than three hours will be considered a full-day absence.
- **Excused absences** are those resulting from illness, injury, non-emergency medical/dental appointments, religious observances, family emergencies, or other reasons as specified by the law. Excused absences are still reflected in total absences.
- **Excessive Excused Absences** are defined as more than 10 absences in a year:
 - Absences excused but occurring in such quantity as to affect academic performance
 - Absences that may affect student grades
 - May be referred to a District Attendance Hearing Officer if affecting success and building interventions have been ineffective
- **Unexcused Absences:**
 - No communication has been received from parents regarding absence. An attempt will be made to contact parents if a student is absent and not excused. Four unexcused absences in a month and/or ten unexcused absences in a year is considered truancy.
- **Notification of upcoming absences:**
 - Parents are encouraged to notify the school office whenever absences are known in advance using the "Notification of Upcoming Absence" form, which is available in the office. It is important to note that these absences do count towards a student's overall attendance total, including determination of excessive excused absences and if these absences affect student academic progress and grades.

A parent or his/her designee must sign out students leaving during the day; authorization to leave school during the day must come from the parent or guardian. Children will not be allowed to walk home alone during the school day.

Children arriving at school after 7:45 AM are tardy and need to come to the office for a tardy pass before going to the classroom. The tardy will be recorded as UNEXCUSED unless a parent accompanies the child into the building or leaves a message on the attendance line.

➤ **Perfect Attendance**

Perfect attendance requires no full day absences, partial absences or tardies. Students who have perfect attendance for each individual month will receive a dog tag that is themed for that month. At the end of the year, if students have perfect attendance for the entire year they will receive an engraved plaque acknowledging their accomplishment!

DISCIPLINE POLICY

The Cherry Drive staff is committed to helping all students develop appropriate social behaviors and good citizenship skills. Consistent rules and policies help provide a safe learning environment in which all children can learn, although each incident is given individual consideration. Adams 12 Five Star Schools has a commitment to meeting the needs of students by addressing eight traits determined to influence educational accomplishments of students. These traits include:

- Competence
- Ethical responsibility
- Health
- Success
- Creativeness
- Good citizenship
- Productivity
- Thoughtful

School Discipline Policy

Cherry Drive Staff will adhere to Superintendent's Policy 5145.11 (student discipline) that recognizes the need to "provide an educational environment for students which is safe, conducive to the learning process, and free from unnecessary disruption." Staff will "establish and enforce rules for students conduct as set forth in Policy Code 5145.1 and communicate such rules to students and their parents/custodians and legal guardians, as well as the fact that violations of such rules shall result in disciplinary actions." Principles of fundamental fairness and procedural due process will govern the regulation of student conduct. (Student due process: 5145.4, 1.0)

Primary Discipline Responsibilities

Primary responsibility for discipline will rest with the instructional staff:

- Classroom teachers will handle incidents within the classroom and transition times.
- Outside the classroom, any staff member may discipline a child who is acting inappropriately and may not be under the direct supervision of his/her classroom teacher.
- Major or on-going infractions will be referred to the school administrators.

POSITIVE BEHAVIOR SUPPORT (PBIS)

Cherry Drive EXPECTATIONS:

A school is like a big family. If its members are going to be safe, happy and get things done, rules are needed. Rules tell us what we can do, to make it possible for us to learn and work together.

PBIS is a proactive systems approach to school- wide discipline. A clear set of behavior expectations for each area of the school is taught through PBIS lessons, so the students know and understand what is expected of them at Cherry Drive Elementary School.

Cherry Drive practices Positive Behavior Intervention and Support in our learning community. As Cheetahs we strive to be **Safe, Responsible and Respect one another.**

Cherry Drive staff members will reward students for positive behavior: PAWS: Positive Attitude with Respect and Safety

Students are rewarded for following those school wide expectations in two ways:

1) **Whole classes** that are following the class expectations can be rewarded by receiving a Class Paws. A class will earn a class Paw parties once they have collected the specified amount required.

Students that are following the behavior expectations can receive an individual paw. They may earn reinforcements/prizes with their proud paws.

ADAMS 12 FIVE STAR SCHOOLS DISCIPLINE MATRIX

Policy references may include only summaries. Please refer to Superintendent Policy Handbook for exact policy terminology. Violations include offenses that occur on school grounds, in a school vehicle, or in connection with or at a school activity. Off campus violations may also result in school disciplinary action as described in Class IV below. Appropriate consequences for violations other than Class I violations shall be discretionary based upon the severity of the event and the circumstances.

CLASSES OF VIOLATIONS	POLICY 5145.4 REFERENCE	INTERVENTIONS OR CONSEQUENCES
<p>Class One Violations Policy 5145.4 - 3.1 (some also described in 2.0)</p> <p>Violations at school, on school/district grounds, at a school activity, or in a school vehicle, which, if supported by a preponderance of evidence, shall result in a mandatory expulsion referral for the first offense.</p>	<p>As defined by law: (3.1.1-3.1.2) Carrying, bringing, using or possessing a dangerous weapon (3.1.5) Sale of a drug or controlled substance, including alcohol (3.1.6) Robbery (3.1.7) 1st or 2nd Degree Assault (3.1.8 & 4.0) Habitually Disruptive - 3rd step</p>	<p>Required Actions for Class I Violations:</p> <ul style="list-style-type: none"> • Referral to Law Enforcement • Suspension Pending Expulsion Proceedings • Expulsion Proceedings
<p>Class Two Violations Policy 5145.4 - 3.2 (some also described in 2.0)</p> <p>Violations and/or disruptive actions which, if supported by a preponderance of evidence, may result in corrective action up to suspension or expulsion for the first offense and are likely to be designated as a "disruptive act" toward declaration as a "habitually disruptive student".</p>	<p>(3.2.1) Fighting (3.2.2) Encouraging fighting or assault including verbal insults, taunts or challenges. (3.2.3) Vandalism or willful destruction of school or personal (employee or student) property (3.2.4) Bringing, possessing, consuming, use, being under the influence, transfer or distribution (noted in section 2.14) of a drug or controlled substance or possessing drug or alcohol paraphernalia. (3.2.5) Intentional harassment, bullying, intimidation or physical or verbal abuse. Also includes repeated touching or following of a person, threatening, hazing or initiations. (3.2.6) Sexual harassment (See also Policy 8400) (3.2.7) Physical or verbal abuse, including use of lewd or obscene language or involvement in lewd or obscene conduct. Also includes ethnic or racial slurs, or derogatory statements. Also includes any intimidation based on race, disability, religion, national origin or gender. (3.2.8 & 2.2) Repeated or substantial disrespect to or defiance of authority (3.2.9) Possession or use of any dangerous item. (2.1) Repeated interference with a school's ability to provide educational opportunities to other students. (2.13) Gang-related activity (further defined in Policy 5140 - Safe Schools) (2.16) Rioting or illegal demonstrations</p>	<p>Discretionary Actions for Class II, III, IV Violations (Including Intervention and Disciplinary Measures) - As appropriate based on factors including but not limited to: Nature/Severity of Offense, History of Offenses, Campus/District Policies and Available Resources.</p> <ul style="list-style-type: none"> • Warn, counsel, teach appropriate behaviors • Verbal or written apology • "Time out" or "refocus" process • Student calling parent • School call to parent • Conference - parent, student and/or teacher • Counselor referral • Conference - administrator • Conference - School Resource Officer • Contract: behavior, academic and/or attendance • Behavior intervention/support plan • Detention: lunch, before or after School • After hours of Saturday School • Loss of privileges or extra-curricular activities • Referral to intervention team • Referral to mentoring program • Referral to peer mediation • Referral to education/counseling program • Restitution (replacement, monetary, time, service) • Referral to law enforcement • Referral to truancy court • Referral to Alternative to Suspension program • Parent "shadow" child at school • Development of a Remedial Discipline Plan • In-school suspension
<p>Class Three Violations and Discretionary Violations Policy 5145.4 - 3.3 (some also described in 2.0)</p> <p>Violations for which disciplinary action is discretionary, up to or including suspension or expulsion for the first offense, and may be designated as a "disruptive act" toward designation as a "habitually disruptive student".</p>	<p>(3.3.1) Stealing or borrowing without authorization. (See also theft in section 2.3) (3.3.2) Profanity. (3.3.3) Academic dishonesty (3.3.4) Failure to attend detention (3.3.5) Indecent or improper dress (3.3.6) Violation of Safe Schools Policy 5140 (includes improper use of electronic communication devices) (3.3.7) Violation of Internet / Technology Policy 6300 (including threats not otherwise defined in 3.2.5) (3.3.8) Forgery or counterfeiting of documents or currency (3.3.9) Unsafe operation of a motor vehicle on school property (3.3.10) Violations of other district or campus policies not noted (3.3.11) Any other behavior which interferes with or disrupts the educational process (2.9) False accusations (2.10) Slanderous or libelous materials (2.15) Tobacco violations</p>	

<p>Class Four Offenses Policy 5145.4 - 3.4 (some also described in 2.0)</p> <p>Violations that occur off campus, but are likely to be detrimental to the welfare or safety of pupils or school personnel. Based upon circumstances, discipline is discretionary, up to an including suspension or expulsion, or denial of admission for the first offense.</p>	<p>(2.6) Behavior on or off school property which is detrimental to the welfare or safety of other students or of school personnel, including behavior which creates a threat of physical harm to the student or others</p> <p>(2.17) Having been expelled in any school district during the preceding 12 months</p> <p>(2.18) Behavior in another school district in the preceding 12 months that is detrimental to welfare or safety of other pupils or school personnel</p>	<ul style="list-style-type: none"> • Out-of-school suspension • Referral to district expulsion hearing • Referral to Alternative to Expulsion Program • Expulsion from school
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STUDENT SAFETY

You can assist Cherry Drive staff in providing for the safety of all students by:

Providing up-to-date information:

- Call the school attendance line when your child will be late to school or absent.
- Notify the school office when you have a change in home, work, or emergency phone numbers.

Providing a safe trip to school and home again:

See that your **child does not arrive at school before 7:35 AM**. At that time all students will be let into the building and the tardy bell will ring at 7:46. This is a change from last year as all students will be supervised in their classrooms at 7:35 (this is called a gentle start). Students should not be on campus before 7:35 because supervision doesn't begin until that time. Students that are participating in our breakfast program will be allowed to be on campus at 7:20. Students that are eating breakfast will be let in to the cafeteria at 7:20 and they will then be dismissed to their classrooms at 7:35AM. Students arriving after 7:45AM should come to the office for a tardy pass. **After 7:55AM students entering school will be considered partially absent. This is a new policy (Section 51138.2).** Please ensure that you have arrangements made for your child to leave the school grounds promptly when school is dismissed.

- Determine a "meeting place" in the event that parents are running late. Students not picked up 10 minutes after school dismisses should return to the office.
- Please have after school arrangements made prior to the start of the school day. For example, if your child needs to go home with a friend after school please make those arrangements ahead of time as students are not allowed to call home to get permission for this during the school day.
- If your child walks home, have him/her walk with a group. Teach your child never to talk to or respond to a stranger, but to keep walking—fast.
- Encourage students to tell an adult if a person they do not know talks to them or invites them to go somewhere or do something.
- Keep watch in your neighborhood and on the route to and from school.
- Organize neighbors to take turns walking children to and from school.
- Report suspicious activities to the Thornton police (during the day, after hours and on weekends).
- Follow Cherry drive's "Rules of the Road" and exercise extreme caution when driving near the school.
- Observe and use crosswalks when crossing streets and parking lots with students.
- Always yield to crossing guard.

The district's safe school policy states that the following items are prohibited throughout the district:

- ALL ATTIRE (t-shirts, sweatshirts, jackets, shoes, pants, hats/caps) representative of ALL professional athletic teams (Broncos, Rockies Nuggets etc)
- All steel-toed footwear.
- All bandanas and "du-rags."
- ALL ATTIRE indicative of gang affiliation.
- Hazardous apparel or jewelry or other items such as spiked belts, spiked wrist bands, spiked rings, spiked coats, chains, laser pen lights, or ANY other items which are likely to injure the wearer or someone else
- Graffiti and/or body marks reflecting the advocacy of drug use, violence, disruptive behavior, ethnic or racial intimidation or other criminal activity
- Gang-related activity which interferes with the safe, secure and orderly learning environment.
- Hats and caps as appropriate for the weather, except as otherwise prohibited under this procedure, may be worn on school grounds, but must be removed when the student enters the building.

In the event that a student arrives at school wearing attire prohibited under District policy, the student will be asked to turn the item or clothing inside out for the remainder of the school day or parents will be called to bring alternative attire. If the student continues to wear prohibited attire, the school's disciplinary procedure will be followed. This safe schools policy also applies to Halloween costumes.

HOW PARENTS CAN SUPPORT STUDENT SUCCESS

Support Learning for Every Child, Every Day

- The most important contribution parents can make is to send children to school ready to learn.
- Make sure your child is healthy, well rested, and has had a good breakfast.
- Make sure your child is here and on time, as good attendance is an important indicator of student success. Cherry drive students average a 98% attendance rate.
- Spend time with your child discussing what is being learned at school and in completing homework.
- Attend school functions and parent teacher conferences.
- Make time regularly for family activities and just to talk.
- If possible, volunteer in the classroom or at whole-school events. Please contact your child's teacher at back-to-school night about how you might be able to volunteer.
- It is always wonderful when parents or community members want to be a part of the Cherry Drive family and to help our school by volunteering. If you would like to volunteer your time please contact our volunteer training/contact person Becky Steensen at 720-972-5304. The volunteer training is only required once. After the initial training you will only have to sign a form at the beginning of every year to renew your volunteer status.

Support the PTP

Cherry drive's PTP is an informal group that encourages all parents to participate where they feel they can. The PTP mission statement is: *To positively support students, teachers and staff for a successful learning experience at Cherry drive Elementary.*

- ✓ PTP sponsors many activities, including community-building functions, fundraisers and student academic/behavior support.

- ✓ PTP is an accessible resource for administration and staff to get ideas and feedback on school issues and to find parent representatives for various committees.
- ✓ PTP typically meets once a month during the evening.

To get involved with PTP:

- ✓ Attend a meeting.
- ✓ When events come up, volunteer to help. Everyone's help is needed and welcome in whatever capacity.
- ✓ Leave a note in the office to have someone in the PTP contact you.
- ✓ Watch the sign out front and the school newsletter for information regarding upcoming events.
- ✓ You can contact the PTP group at Parentteacherpartners@gmail.com

Unified Improvement Plan- Leadership Team (UIP)

The Leadership Achievement Team consists of staff, parents and business partners who focus on improving instruction and developing the complete child through goals, data gathering, and frequent monitoring of student progress.

- Parents and community members are welcome at the four meetings held throughout the school year in either the late afternoon or evening.
- On a district level, each school has a District School Improvement Team representative.
- Please contact the school administration if you are interested in supporting students through the School Improvement Leadership Team.

SUPERVISION BEFORE AND AFTER SCHOOL

BEFORE SCHOOL—Parents are reminded that sending children early or dropping them off early could be encouraging a very dangerous situation, as there is no adult supervision on the school grounds before 7:30 AM. Report time for teachers is 7:15AM and the staff is in meetings or busy preparing for the school day; for this reason, staff members are not available to supervise before 7:30 AM.

It is understandable that parents sometimes have to leave for work before this safe drop-off time. Should this be the case, please have an alternative plan in place by arranging with a relative, friend or neighbor to deliver your child to school no earlier than 7:30. The tardy bell does not ring until 7:36; this schedule allows all children to enter the building and arrive in the classroom on time.

AFTER SCHOOL—It is very important that children be picked up on time when school dismisses at 2:30 (1:15 every Wednesday). Teachers are assigned to designated supervision areas for ten minutes and are not available to monitor children after school has dismissed. The office staff will call a parent when a child has not been picked up; the parent is then responsible to either come to school for the child or to communicate with the daycare provider or relative and ask that they come to Cherry Drive. Always have a "Plan B and C" (pick-up by relative, friend or neighbor) in place for those times when after-school plans change.

SCHOOL CLOSURE INFORMATION

Information on emergency school closures (due to severe overnight storms or other emergency situations) is available on local television stations; please listen for announcements concerning Adams 12 Five Star Schools, Adams 12, or Northglenn/Thornton. Information on closures may also be received by calling the school's recorded message at (720) 972-5300 menu option 8. Information is also available on the district website: <http://www.adams12.org/>

LOST AND FOUND

Please remember to check the lost and found for any items your child may have misplaced lunchboxes (discarded each Friday) ; eyeglasses, keys, jewelry, etc. may be claimed in the office. Periodically, all unclaimed lost and found items are donated to charity.

RETURNED CHECK POLICY

If checks are returned to Cherry drive for any reason (account closed, non-sufficient funds, etc.) Cherry drive charges a \$20 returned check fee, in addition to the original amount of the check. Your bank may impose additional fees.

RECESS

Students may participate in either a morning or an afternoon recess in addition to the lunch recess period. Indoor recess will be held if:

- Snow, rain, sleet or hail is falling
- Lightning is occurring
- Temperature with wind chill is 24° or less
- Playground conditions are poor (mud, snow, ice, or standing water)

Students should come to school prepared to go outside for recess. During the colder months, they should bring:

- Warm coats
- Mittens or gloves
- Head covering
- Waterproof footwear

Students must have a doctor's note in order to be allowed to remain inside during recess.

PERSONAL ITEMS AT SCHOOL

Due to lack of storage within the building, skateboards and roller blades should remain at home. Bicycles must be walked on school grounds, and then locked in the bike rack. Scooters may be ridden to school only if they are then locked securely to the bike rack; there is not storage space in the school for scooters. Roller shoes are not permitted.

Students are asked not to bring toys of any type (balls, trading cards, stuffed animals, personal CD players, etc.) unless for a special classroom activity. They should remain in student backpacks until needed for class activity; the student accepts the responsibility for keeping the item safe.

FORGOTTEN LUNCH BOXES, HOMEWORK AND PERSONAL ITEMS

In order to allow classrooms to be secure during the lunch hour and after school, please note the following:

- If student forgets lunch money or a lunch box in the room, they will be asked to charge lunch that day.
- Students who forget homework or personal items in the classroom after school has dismissed for the day will not be allowed to retrieve them unless the teacher is in the room and gives permission. Students should stop by the office and a member of the office staff will attempt to contact the teacher for his/her OK.

USE OF TELEPHONE AT SCHOOL

Cherry drive has a limited number of phone lines. For this reason, we ask that students limit their phone calls to parents. Students will be allowed to use the phone:

- When requested by their teacher
- When requested by an administrator
- When requested by health aide, nurse or office staff
- When requested by cafeteria personnel

Students will not be allowed to use the phone to make after-school social arrangements.

Parents are asked to refrain from calling their child or the child's teacher during the instructional day.

Cherry drive's office staff will deliver emergency messages to students. Please assist us by making arrangements for after-school pick-up and day-care prior to your child leaving for school in the morning.

SCHOOL COLORS & MASCOT

Cherry Drive's colors are red and black the cheetah is the mascot.



TRANSLATION SERVICES

Translation services are available through the district. Any family requiring translation services may contact the school office.

STUDENTS WITH ALLERGIES

Many of our students suffer from mild to severe food allergies or diabetes. Cherry Drive's staff would like to be as diligent and dedicated to keeping students with food concerns safe as we are in maintaining a secure environment. In an effort to help teachers, students and parents monitor a potentially dangerous situation we have decided to put into place a safe food policy.

Although we all enjoy eating the delicious homemade items that many of you put much time into preparing, we are now going to require that all food brought for school treats contain their nutritional content and a food ingredient list. If a child has a severe nut or peanut allergy, the classroom teacher will also request that no items containing nuts or peanuts be allowed in the classroom as shared treats. Classroom teachers will have a list of food allergies in their classroom and dietary recommendations for classroom treats and will give them to their class parent responsible for setting up parties. We are also asking that as you plan class treats that healthy items (fruit and vegetables) be included with sweets.

PARENTS AND VISITORS AT SCHOOL

Under Colorado School Law {CRS 22-32-109.1(7)} all visitors (parents, visitors, district employees) to schools in Colorado must sign in. Any parent, visitor, or non-Cherry drive district employee entering Cherry Drive Elementary School needs to provide a photo ID at the transaction window in the school office so that it can be scanned on the RAPTOR system. At that time a visitor badge will be provided for you. Place the badge in a visible location on your clothing. For the protection of all Cherry Drive students and staff, you will be asked to return to the office if you are not signed in and wearing a visitor badge.

All adults are required to enter the building only through the front doors and sign-in at the main office.

Once the front desk is open at 7:15 AM, all visitors must sign in at the office and display a visitor sticker. When you exit the building, please dispose of the visitor sticker in the office

When the office closes at 3:30 PM the front door is locked and the door by the flag pole will be the only door open to access for parents to pick up their students from BASE.

Once again we thank you for your patience as we seek to maintain a safe and secure environment for all.

Cherry Drive Communication

In an attempt to "go green" Cherry Drive sends all of our important newsletters and other pertinent information via email. If you need to receive a hard copy of this information please contact the main office so that we can add you to our mailing list.

ASSESSMENT INFORMATION

The MAP tests will replace all existing Math and Reading common District Assessments in those content areas. Students will be assessed using the Survey with Goals tests in grades K-10 in Reading and Math in the fall, winter and spring.

CSAP (Colorado Student Assessment Program)

Informal daily teacher observation

The CSAP is given to students in grades 3 through 5 every spring. Grades 3 and 4 are assessed in reading, math and writing; grade 5 takes math, science, reading, writing and math. Literacy achievement plans (LAPs) are used in grades kindergarten through 5.

STUDENT CELL PHONES

Emergency use of cell phones by students is permitted with the following stipulations:

- For ordinary school days, students may have cell phones in their possession. Phones must be turned off and stored out of sight (in backpack, purse, jacket, etc.). Cell phones will be confiscated if students do not adhere to these procedures.
- During CSAP test times, no cell phones will be permitted in the testing room. Students are encouraged to leave phones at home during CSAP time. However, phones may be turned into the office with the owner's name securely attached. Students may pick up the phone at the end of the day.

Parents are asked to complete all cell phone calls before entering the building.

STANDARD BASED GRADING PRACTICES

Mission

A standards based grading system is essential for high quality and equitable learning experiences for all students as reflected in the Teaching/Learning Cycle. Standards-based grading and reporting practices will provide accurate, specific, timely feedback designed to improve student performance.

Vision

The Adams 12 vision for standards based grading incorporates the core beliefs of communication, assessment, reporting and expectations. Grades should be based *solely* on a student's achievement of content standards, as measured by a variety of valid assessments to create a dynamic body of evidence. Students must be given numerous and varied opportunities to demonstrate achievement of standards. For a grade to be valid, multiple assessment opportunities must be provided for each standard incorporated in a grade. The primary focus of all the assessments, both formative and summative, included in a grade should be to provide accurate, specific, and timely feedback to students and teachers to facilitate future learning.

Assessment

In order to improve student learning and to communicate the evidence of learning to all stakeholders, a consistent set of assessment and grading practices must be developed and implemented to ensure educators are clearly and effectively assessing and reporting student achievement based on the standards.

In order to use assessments formatively on a day-to-day basis in the classroom, careful planning is required. When selecting learning methods, consideration must be given to a commonly ignored question: *How will I gather evidence of students' learning?* Just because the activities chosen cover the content of the learning objective, that does not mean the students have learned what has been covered. It is imperative that students' learning be carefully monitored during the lesson to ensure the learning objective has been achieved. The data collected while monitoring is used to inform adjustments of instruction and inform students of their level of progress toward the learning objective on a daily basis. Educators must use data formatively to guide/drive/inform instruction and provide timely useful feedback to students on a regular (daily) basis.

Standards Based Assessment and Grade Reporting Tenets

1. Grades and assessment scores must be based solely on achievement of standards. Factors such as effort, growth, attendance, behavior, and attitude will be reported separately.
2. Student learning for the identified education objective(s) will be evaluated based on district rubrics, proficient/advanced student work samples, and checklists.
3. In order to make valid, reliable judgments, multiple varied assessments will be used to grade on a standard/essential outcome. Written responses, oral responses and performance-based assessments are all considered acceptable forms of assessment.

4. A student's level of achievement of a standard/essential outcome at any given time is best approximated by trends evident in his/her most recent assessments. In order to determine the student's current level of proficiency with respect to the standard, teachers use professional judgment based on evidence (Wormeli, 2009). Grades then are not the results of the mean of all assessments.
5. The use of zeroes for missing or incomplete assignments is misleading. In the context of a standards based grading system, a zero indicates the lack of any knowledge or skills. Therefore, a zero for missing or incomplete assessments/assignments does not accurately represent a student's level of knowledge in regards to the standards. A symbol such as INC or M(missing) should be used instead.
6. Multiple opportunities allow students to demonstrate their level of competence with respect to a standard. This requires additional learning on the part of the student, and possibly additional teaching by the teacher before a re-assessment. In these situations, teachers need to be aware of what needs to be re-assessed right away or if a particular concept can be reassessed later as part of a spiraling learning process. Wherever possible/practical, students should be given multiple opportunities for re-assessment to demonstrate their current level of understanding and mastery of standards.
7. Homework, as practice, is not calculated into trend data that is used to formulate a student's grade.

Standards-Based Grading Frequently Asked Questions

What is the difference between standards -based grading practices and traditional grading practices?

Probably the biggest difference between the two is that standards- based grading communicates only mastery towards a standard whereas in traditional grading other nonstandards-based factors are included such as practice, neatness, timeliness, attendance, and behavior. For example, with standards-based grading a 3 in math class means that the student is meeting the standard at grade level by demonstrating their understanding of the content and it is not because of extra credit, homework, and/or participation.

According to the research:

1. Grading based upon performance standards increases learning clarity and achievement
2. Involving students in the assessment process enhances student motivation and success
3. Class time feels more purposeful to both students and teachers
4. Grades begin to more accurately represent learning

What is the purpose of report cards/grades?

- The purpose of report cards/grades is to communicate students' proficiency level/mastery of a standard(s). The goal is to provide accurate, timely, specific, and fair feedback that communicates exactly where a student is in his/her learning.
- In order to make sure we are communicating a student's learning progress accurately:
 - Only performance towards a standard will be used to monitor performance
 - Performance will be expressed on a 1,2,3,4 scale
 - Students will have multiple opportunities to demonstrate progress towards a standard (reassessment without penalty)
 - Teachers will use the most recent data points to report out a student's proficiency level

What are proficiency levels?

- Proficiency levels are used to communicate where students are in their learning of a standard and are reported out as follows:
 - 4 - Exceeds Standard
 - 3 - Meets Standard
 - 2 - Approaching Standard
 - 1 - Below Standard

How will I know if my child is being successful or if he/she needs more support?

- At different times throughout the year and in different standards and content areas students may fall anywhere upon the continuum of learning (1-4).
- A 3 indicates meeting standards. When communicating with your child's teachers and accessing progress online if you notice your child achieving more 1's and 2's this is an indication that your child may need more support.
- A body evidence will be analyzed to determine summer school, retention

What role does homework play in determining a student's proficiency level? *How is homework used to assess students learning?*

- Homework is a means for students to practice and reinforce and gauge progress towards their learning. However, homework may not be a reliable indicator of student achievement and therefore will not be utilized when determining a student's proficiency level. Students will receive feedback on their homework and completion of it and will be monitored.

"A performance or a game is where performers are evaluated judged and scored. The same logic holds true for learning. Every student should have the opportunity to practice without penalty." (O'Connor)

How will we celebrate learning and achievement?

- Cherry Drive staff recognizes the importance of celebrating students for their learning. We are currently working together to develop criterion. Part of the criterion will be looking at a body of evidence including proficiency levels.

Can a student be advanced in the first reporting out period?

- Yes. Students are only being assessed on the material that has been covered during the reporting out period. If a student has demonstrated an advanced level of learning on the material, they are advanced.

HOMEWORK POLICY

Research shows that homework increases student achievement. The teaching staff at Cherry Drive believes that homework is important because it is a valuable aide in helping students make the most of their experience in school. We assign homework because it is useful in reinforcing what has been learned in class, preparing students for up-coming lessons, extending and generalizing concepts, teaching responsibility, and helping students develop positive study habits. Homework will be evaluated as the "successful trait" on the report card. The extra practice that homework provides is also directly related to higher academic performance. We believe education is a partnership between teachers, students and parents. Therefore, we believe homework is a partnership between teachers, students and parents. In order for homework to increase student achievement, we must all take an active role.

Teachers will assign homework throughout the week. Students who work diligently should be able to complete their homework within a period of 10 minutes per grade level (i.e., 1st grade = 10 minutes, 4th grade = 40 minutes, etc). This does not include studying for tests, long-range projects or unfinished practice work.

Teachers will:

- Will assign appropriate homework aligned with curricular standards and connected to in-class instruction.
- Review all homework in a timely manner.
- Explain homework expectations and directions in advance.
- Modify homework based on individual student needs or grade level
- Gather feedback as to the appropriateness of homework assigned through parent surveys or questionnaires.
- Provide rewards or consequences

Students will:

- Complete and turn in homework on time.
- Do homework to the best of their ability—thoroughly, thoughtfully, and neatly.
- Ask for clarification if an assignment or its due date is not understood.

- Be responsible for making up homework assignments missed due to absences.

Parents will:

- Establish homework as a top priority for their child/children as part of a daily routine.
- Provide an environment that is conducive for their child's learning success; supply all materials needed to successfully complete homework.
- Not allow their child/children to get out of doing homework.
- Provide support for their child/children on homework as it pertains to the curriculum being taught, and encourage independence as ability grows.
- Provide feedback as requested by the teacher or if concerns arise; if a child is spending more than "standard" amount of time on homework, please contact the teacher.

PETS AT SCHOOL

Along with our parents, Cherry Drive staff wants to help ensure that our students have a safe, caring and healthy environment in which to learn and play. In working to achieve that, we ask members of our school community not to bring pets onto school grounds. Pets pose health and safety concerns.

We know our parents care for the welfare and safety of all Cherry drive students. That's why we ask parents to not bring pets to school when picking up children. If you walk your pet to school to pick up your child, please have your child meet you at a place off school property and away from other children. NOTE: This request does not apply to trained service dogs.

VANDALISM ON CHERRY DRIVE PROPERTY

Those residing in the Cherry Drive's neighborhood are reminded that it is always appropriate to call the police (911) if you witness any vandalism or suspicious activity around the school at any time.

There are always people in the park surrounding the building on weekends, evenings and during the summer months. If any of them are doing anything mischievous around the school, please call the Thornton police right away.

LUNCH AT SCHOOL

Cherry drive's cafeteria serves a nutritious lunch each day or students may elect to bring a sack lunch from home. If students wish to purchase lunch, they may bring money on a daily basis or pay in advance. Information regarding current lunch and milk prices is included in this handbook. If paying in advance, please send a check for the number of days desired, payable to "Cherry Drive Cafeteria." Indicate on the check your child's name and computer lunch number. Please call the kitchen (720-972-5309) if you have a question about lunch or lunch money.

You can now add money to your child's meal and snack account via the Internet using a certified, secure, third-party provider, SchoolPassport.com. The site allows parents to make payments into their child's account via the web. Our goal is to offer an efficient and convenient method for parents to make meal payments.

Prices: \$2.35 per day/\$11.75 per week

Free and reduced prices:

Reduced lunch (K-Second Grade) - No Charge

Reduced lunch (Third-Fifth) - .40 per day/\$2.00 per week

Free lunch - No Charge

If you use this service, you no longer need to send a check with your child to pay for meals. Once an online payment is made, a deposit will be made to your child's account. The payment amount and an additional transaction fee will be charged to your credit card or checking account. Getting started is easy. Go to <http://www.schoolpassport.com> and then click on LOGIN for instructions on how to set up your account. The following information will be needed to set up the account:

- * School district: Adams 12, CO
- * School: Cherry Drive
- * Student ID: student ID number
- * Numeric part of YOUR address
- * YOUR zip code

COMMUNITY USE OF SCHOOL DISTRICT FACILITIES

The Adams 12 Five Star Schools are public buildings, paid for by public funds. The District is pleased to have the buildings used by community organizations when not in use for the educational program. Because usage in the buildings is in high demand, the District has developed a new Community Use Policy and a prioritization of use.

To use a District facility, you must have a contract with the District's Community Use Department; scheduling and fee assessment for such use is done through the District's Department of Community Use, 720-972-6025.

DISTRIBUTION OF NON-DISTRICT MATERIALS

Requests are frequently made for Cherry drive to distribute information and advertising to the community through school processes such as the "Friday Take-Home Folder". The District policy "Distribution of Non-District Related Materials" has been revised. (Policy 5145.53)

Materials that will be sent home with students include school and/or district related materials:

- Materials produced by the school, district, instructional staff or Board of Education
- Materials produced and/or sponsored by the school parent group or other school-established organization

- Materials produced by a government entity (including cities)

Non-school and/or district related materials will be distributed at Cherry drive in these two ways:

- Making flyers available at the school's community resources area in the front lobby
- Designating the second Friday in September and the second Friday in January when materials of organizations will be sent home with students.

Any materials to be sent home or made available according to this policy:

- Must support the educational mission of Cherry drive
- Be approved by the building principal
- Be delivered to the school printed and counted by class.

COMMUNICATION WITH PARENTS

The Cherry Drive staff is dedicated to a home/school communication that shows strong commitment to our shared responsibility for student success. To that end, we encourage open and frequent communication.

Communication with the classroom teacher:

- Parents are invited to meet the teacher night at the beginning of the school year to receive important information and meet the teacher.
- Two parent-teacher conferences are scheduled during the school year. If a parent needs more information between conference times, teachers are willing to schedule individual conferences.
- Consider your child's teacher as the first line of communication. Your child's teacher knows your child better than anyone in the school and has information regarding what happens during the school day.
- Every teacher sets up an individual system through which they communicate with parents, including take-home folders, student planners, journals, e-mail and/or voice mail. Please make sure you understand how this works in your child's classroom.

Communication from the school:

- A monthly newsletter, the Cherry Drive Update, is filled with information regarding upcoming events and general information. The newsletter is sent home on the last Friday of each month.
- Often, important information will be sent home with your child in the Friday Folder. Check this folder each week for important information from the teacher and the school.
- Visit Cherry drive's web page at <http://cherrydrive/adams12.org/>
- Participate in any of the opportunities for parents, including the PTP. See HOW PARENTS CAN SUPPORT STUDENT SUCCESS on page of this handbook.
- In the spring, parents have the opportunity to share—through the CLASSROOM INPUT FORM—with staff any information necessary as class lists are developed for the following year.
- Auto-dialer calls to home
- IC Messages- Emails

Communication to problem solve:

- When conflicts or concerns arise, it can be a challenge to maintain a positive relationship throughout the problem solving process. Please contact your child's teacher or a school administrator when a situation arises. This will give us an opportunity to gather complete and accurate information about the situation and to focus the solution on what is best for the child.
- Cherry Drive staff will work with parents to resolve any conflicts that might arise. We seek an environment that is safe from harassment and intimidation. Therefore, all staff, students and parents are expected to act in a manner that is respectful and focused on solutions.
- No retaliation can occur against students or family members who voice concerns or file grievances.
- Students, families and community members can be heard by the Board of Education when internal procedures have been exhausted.

DOOR SECURITY

All doors to Cherry Drive Elementary are locked during the school day. All visitors must ring the doorbell and identify themselves in order to be buzzed into the building. All parents and visitors must check in at the office even if you are just walking your child to their classroom.

For BASE and after-school activity pick up, please use the door by the flag pole only. It is open from school dismissal time until 6:00 PM.

STUDENT DRESS

This student dress code is according to Superintendent Policy 5060, approved July 19, 2011:

The following items or clothing are specifically prohibited:

- Spaghetti straps, tank tops and halter tops (At Cherry drive, straps must be at least two fingers wide)
- Mesh clothing
- Pajamas and house slippers
- Shirts with revealing necklines or armholes
- Sunglasses or caps worn indoors
- Gloves worn indoors
- Athletic headbands and armbands
- Clothing or accessories that promote drugs, alcohol or tobacco either by brand or message
- Clothing or accessories with sexually suggestive language or messages

- Clothing or accessories that promote violence, criminal activity, intimidation or intolerance
- Clothing or accessories that could be used as a weapon or might otherwise injure the wearer, including items with spikes or loose hanging chains
- Professional sports team attire

In addition:

- Shoes must be worn at all times
- Shorts and skirts must be fingertip length when arms are resting at the sides
- Shirts must cover the shoulders
- Shirts must be long enough to naturally touch the top of the lower garment and/or be tucked in

If student appearance violates Superintendent Policy, parents will be contacted to bring a change of clothing.

This student dress policy applies to any school function, whether during the school day or after hours.

COMMUNICATION WITH STAFF

Being responsive to your needs requires our undivided attention and we value your input. Therefore, please keep in mind that right before school and right after school are very busy times for Cherry drive staff members.

You may call the office and leave a message for a staff member to call you to talk or schedule an appointment to meet. By scheduling a time, we feel that we can listen and follow through on your comments, questions or concerns.

It is a priority for all Cherry drive staff to try to preserve the integrity of classroom instructional time for all students. Therefore, during instructional time, please limit classroom visits unless you are a scheduled volunteer.

Grade	Assessment	Administration	Fall/Midyear/Spring Schedule/Due in ScholarsMart
Kdg.	Access Placement Test (W-APT)-All New ELL Students to the District	Throughout the Year	
	MAP Testing Reading & Math	Fall	8/4 - 10/3

		Fall Sept. 2 or new students give within first 30 days of school entrance	Enter scores in PALS online system(Sept.2-Dec 19)
	PALS (Form B)		
	PALS Quick Check (Students who don't meet Benchmark)	Fall Give by 10-8; new students after 30 days in school	If students don't meet benchmark create a READ Plan by Oct 8 conferences
	District Assessment Day	Fall	September 2, 2014
	District Assessment Day	Winter	Enter scores in PALS online system
	PALS (Form C)	Winter	12/8/14 (Enter scores in PALS online system Jan 5-March 20)
	ACCESS for ELLs	Winter	1/5/15 - 2/6/15
	MAP Testing Reading & Math	Winter	Window 12/1 - 2/6
	MAP Testing Reading & Math	Spring	Window 3/30 - 5/22
	District Assessment Day	Spring	May 1, 2015
	PALS (Form B)	Spring May 1	Enter scores in PALS online system by May 11
	DRA	Spring May 1	Benchmark Level 4; Enter into EWS for students who have a READ plan
	READ PLANS after 30 days of school	When identified	Enter scores in PALS online system
1st	Access Placement Test (W-APT)-All New ELL Students to the District	Throughout the Year	
	District Assessment Day	Fall	September 2, 2014
	MAP Testing Reading & Math	Fall	Window 8/4 - 10/3
	PALS (Form B)	Fall Sept. 2 or new students give within first 30 days of school entrance	Enter scores in PALS online system(Sept.2-Dec 19)
	PALS Quick Check (Students who don't meet Benchmark)	Fall Give by 10-8; new students after 30 days in school	If students don't meet Benchmark create a READ Plan
	District Assessment Day	Winter	December 8, 2014
	PALS (Form C)	Winter	12/8/14 (Enter scores in PALS online system Jan 5-March 20)
	ACCESS for ELLs	Winter	1/5/15 - 2/6/15
	MAP Testing Reading & Math	Winter	Window 12/1 - 2/6
	MAP Testing Reading & Math	Spring	Window 3/30 - 5/22
	District Assessment Day	Spring	May 1, 2015

	PALS (Form B)	Spring	Enter scores in PALS online system by May 11
	READ PLANS after 30 days of school for new students	When identified	Enter scores in PALS online system
2nd	Access Placement Test (W-APT)-All New ELL Students to the District	Throughout the Year	
	District Assessment Day	Fall	September 2, 2014
	MAP Testing Reading & Math	Fall	Window 8/4 - 10/3
	PALS (Form B)	Fall Sept. 2 or new students give within first 30 days of school entrance	Enter scores in PALS online system(Sept.2-Dec 19)
	PALS Quick Check (Students who don't meet Benchmark)	Fall Give by 10-8; new students after 30 days in school	If students don't meet Benchmark create a READ Plan
	District Assessment Day	Winter	12/8/14 (Enter scores in PALS online system Jan 5-March 20)
	PALS (Form C)	Winter	12/8/14 (Enter scores in PALS online system)
	ACCESS for ELLs	Winter	1/5/15 - 2/6/15
	MAP Testing Reading & Math	Winter	Window 12/1 - 2/6
	MAP Testing Reading & Math	Spring	Window 3/30 - 5/22
	District Assessment Day	Spring	May 1, 2015
	PALS (Form B)	Spring	Enter scores in PALS online system by May 11
	READ PLANS after 30 days of school for new students	When identified	Enter scores in PALS online system
3rd	Access Placement Test (W-APT)-All New ELL Students to the District	Throughout the Year	
	District Assessment Day	Fall	September 2, 2014
	MAP Testing Reading & Math	Fall	Window 8/4 - 10/3
	PALS (Form B)	Fall Sept. 2 or new students give within first 30 days of school entrance	Enter scores in PALS online system(Sept.2-Dec 19)
	PALS Quick Check (Students who don't meet Benchmark)	Fall Give by 10-8; new students after 30 days in school	If students don't meet Benchmark create a READ Plan
	District Assessment Day	Winter	December 8, 2014

	PALS (Form C)	Winter	12/8/14 (Enter scores in PALS online system Jan 5-March 20)
	ACCESS for ELLs	Winter	1/5/15 - 2/6/15
	MAP Testing Reading & Math	Winter	Window 12/1 - 2/6
	PARCC PBA Language Arts & Mathematics	Spring	3/9 - 4/3
	MAP Testing Reading & Math	Spring	Window 3/30 - 5/22
	PARCC EOY Language Arts & Mathematics	Spring	4/27 - 5/22
	District Assessment Day	Spring	May 1, 2015
	PALS (Form B)	Spring	Enter scores in PALS online system by May 11
	READ PLANS after 30 days of school for new students	When identified	Enter scores in PALS online system
4th			
	Access Placement Test (W-APT)-All New ELL Students to the District	Throughout the Year	
	District Assessment Day	Fall	September 2, 2014
	MAP Testing Reading & Math	Fall	Window 8/4 - 10/3
	BRI Form LN	Fall (below gr level readers only)	Window Sept 3-17/ ScholarsMart by Sept 24
	District Assessment Day	Winter	December 8, 2014
	BRI Form LE	Winter (below gr level readers only)	Window Dec 2-13/ScholarsMart by Dec 18
	ACCESS for ELLs	Winter	1/5/15 - 2/6/15
	MAP Testing Reading & Math	Winter	Window 12/1 - 2/6
	NAEP	Select Schools Only	Window 1/26 - 3/6
	PARCC PBA Language Arts & Mathematics	Spring	3/9 - 4/3
	CMAS & CoALT Social Studies	Spring	4/13 - 5/1
	MAP Testing Reading & Math	Spring	Window 3/30 - 5/22
	PARCC EOY Language Arts & Mathematics	Spring	4/27 - 5/22
	District Assessment Day	Spring	May 1, 2015
	BRI Form LN	Spring (below gr level readers only)	Window May 2-14/ScholarsMart by May 21
	DRA Progress Monitoring	Throughout the Year	every 1-2 weeks for students with a Lit Plan
5th			
	Access Placement Test (W-APT)-All New ELL Students to the District	Throughout the Year	
	District Assessment Day	Fall	September 2, 2014
	MAP Testing Reading & Math	Fall	Window 8/4 - 10/3

	BRI Form LN	Fall (below gr level readers only)	Window Sept 3-17/ ScholarsMart by Sept 24
	District Assessment Day	Winter	December 8, 2014
	BRI Form LE	Winter (below gr level readers only)	Window Dec 2-13/ScholarsMart by Dec 18
	ACCESS for ELLs	Winter	1/5/15 - 2/6/15
	MAP Testing Reading & Math	Winter	Window 12/1 - 2/6
	PARCC PBA Language Arts & Mathematics	Spring	3/9 - 4/3
	CMAS & CoALT Science	Spring	4/13 - 5/1
	MAP Testing Reading & Math	Spring	Window 3/30 - 5/22
	PARCC EOY Language Arts & Mathematics	Spring	4/27 - 5/22
	District Assessment Day	Spring	May 1, 2015
	BRI Form LN	Spring (below gr level readers only)	Window May 2-14/ScholarsMart by May 21
	DRA Progress Monitoring	Throughout the Year	every 1-2 weeks for students with a Lit Plan

PARENT CALENDAR FOR 2016-2017

AUGUST

Wednesday, August 10, 2016- Teacher Day- No School Students
Thursday, August 11, 2016- Teacher Duty Day- No School Students
Friday, August 12, 2016- District In-service Day- No School Students
Monday, August 15, 2016- Teacher Duty Day- No School Students
Monday, August 15, 2016- Meet the Teacher Night for Parents and Students 4:30-6:30pm
Tuesday, August 16, 2016- First Day of School

SEPTEMBER

Monday, September 5, 2016- Labor Day- No School Staff and Students
Tuesday, September 6, 2016- Assessment Day- No School Students
Thursday, September 15, 2016- Learning Café 4:00-5:30pm

OCTOBER

Thursday, October 13, 2016- Parent Teacher Conferences 8:00am-8:00pm – No School Students
Friday, October 14, 2016- Teacher Work Day - No School Students

NOVEMBER

Friday, November 11, 2016- Veteran's Day- No School Staff and Students
Monday, November 21, 2016- Friday, November 25, 2016 Thanksgiving Break- No school Staff and Students

DECEMBER

Friday December 16, 2016- Teacher Duty Day- No School Students
Monday December 19, 2016-January 2, 2017- Winter Break- No School Staff and Students

JANUARY

Tuesday, January 3, 2017- In Common Release Day- No school students
Friday, January 13, 2017- Assessment Day- No School Students
Monday, January 16, 2017- Martin Luther King Jr. Day- No School Staff and Students

FEBRUARY

Wednesday, February 15, 2017- Parent Teacher Conferences 8:00am-8:00pm
Thursday, February 16, 2017- Teacher Work Day- No School Students
Friday, February 17, 2017- District In Service Day- No School Students
Monday February 20, 2017- Presidents Day- No School Staff and Students

MARCH

Monday March 27, 2017- Friday March 31, 2017- Spring Break- No School Staff and Students

APRIL

Monday, April 3, 2017- Comp Day- No School Staff and Students

MAY

Friday, May 5 2017 -Assessment Day- No School Students
Thursday May 11, 2017- Celebration of Learning 4:30-6:30pm

Friday, May 12 2017- Teacher Work Day- No School Students
Wednesday May 24, 2017- Last Day of School-