

Creekside Middle School Panther Handbook

2026-2027



**535 Peregrine Drive
Patterson, CA 95363**

<https://creekside.patterson.k12.ca.us/>

Dear Panther Students and Families,

Welcome to a new school year at Creekside Middle School! We are excited to partner with you as we begin another year of learning, growth, and achievement. Middle school is an important and exciting time in a student's educational journey, filled with opportunities to discover new interests, build meaningful friendships, develop independence, and prepare for future success.

This handbook has been carefully designed to provide students and families with important information about school policies, procedures, programs, expectations, and resources. Our goal is to help every student successfully navigate middle school both academically and socially while fostering a safe, respectful, and supportive learning environment. We encourage all students and parents/guardians to review this handbook together and refer to it throughout the school year.

At Creekside, our teachers, counselors, administrators, and support staff are committed to providing a high-quality educational experience that challenges and inspires all students to reach their full potential. We believe every student can succeed when supported by strong relationships, high expectations, and a positive school culture. Our staff works collaboratively to ensure students are engaged, supported, and prepared to become confident learners, responsible citizens, and future leaders.

A major focus at Creekside is preparing students to become college and career ready. This means helping students build the academic knowledge, critical thinking skills, communication abilities, responsibility, and perseverance necessary to succeed in high school and beyond. Whether students choose to attend college, pursue technical training, join the workforce, or serve in the military after graduation, the habits and skills developed during middle school create the foundation for future opportunities.

Students are encouraged to attend school regularly, complete assignments on time, participate actively in class, ask questions, and become involved in school activities, athletics, leadership opportunities, and clubs. Families play a vital role in student success, and we value the partnership between home and school. Open communication, encouragement, and support from parents and guardians greatly contribute to student achievement and well-being.

At Creekside Middle School, we are proud of our school community and look forward to celebrating the accomplishments and growth of our students throughout the year. Together, we can ensure this school year is positive, productive, and rewarding for every student.

We look forward to a fantastic school year ahead!

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Creekside's Administrative Team:

Principal: Leslie Suffecool

Vice Principal: Aaron Howard

Vice Principal: Eduardo Avila-Chavez

Persons of Contact:

Creekside Phone Number 209-892-4710

If you or your student need support at any time, please do not hesitate to reach out. We are committed to working collaboratively with families to provide guidance, resources, and solutions that support student success and well-being.

Office Staff:

- Brittany Lozano, Secretary to the Principal blozano@patterson.k12.ca.us
-
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Academics

STUDENT CREED

Written by and for students at Creekside Middle School.

WE ARE CREEKSIDE

**My future is controlled by the
choices I make today.**

**Education is the key to my
success.**

**I will not let anything stand in the
way of my dreams.**

**As a proud Creekside Panther I
will take pride in myself, my
school, and others.**

Creekside Bell Schedule

2026-2027

Regular Day Student Hours: 8:15 am - 3:02 pm

Early Release Student Hours: 8:15 am - 1:21 pm

Minimum Day Student Hours: 8:15 am - 12:16 pm

Regular Day

Period 0	7:25 - 8:10
Period 1 Advisory	8:15 - 8:45
Period 2	8:50 - 9:42
Period 3	9:47 - 10:39
Period 4	10:44 - 11:36
Period 5 lunch	11:36 - 12:11
Period 5	11:41 - 12:33
Period 6	12:16 - 1:08
Period 6 lunch	12:33 - 1:08
Period 7	1:13 - 2:05
Period 8	2:10 - 3:02

Early Release

Period 0	7:35 - 8:10
Period 1	No Advisory
Period 8	8:15 - 8:56
Period 2	9:01 - 9:42
Period 3	9:47 - 10:28
Period 4	10:33 - 11:14
Period 5 Lunch	11:14 - 11:49
Period 5	11:19 - 12:00
Period 6	11:54 - 12:35
Period 6 Lunch	12:00 - 12:35
Period 7	12:40 - 1:21

Minimum Day

Period 0	7:35 - 8:10
Period 1	No Advisory
Period 2	8:15 - 8:51
Period 3	8:56 - 9:32
Period 4	9:37 - 10:13
Period 5/6	10:18 - 10:54
Period 7	10:59 - 11:35
Period 8	11:40 - 12:16



AERIES



AERIES Parent and Student Portal

Aeries Student Information System is the District's online student information and grade reporting system. The Aeries Parent and Student Portal provides families with convenient 24-hour access to important student information, including:

- Current grades and assignment scores
- Attendance records
- Class schedules
- Progress reports and report cards
- Missing assignments
- Teacher communication tools
- Student demographic and emergency contact information

Parents and guardians are strongly encouraged to regularly monitor their child's academic progress through Aeries. Frequent review of grades and attendance helps families identify concerns early and support student success.

To sign up, parents need the following items: an email account, your student's name, home phone number, and permanent ID number.

Understanding Grades and Assignments

If you have concerns regarding your student's grades or assignments, please follow the steps below before contacting the teacher:

1. **Talk with your child first.**
Ask your child about the assignment requirements, due dates, classroom expectations, and whether the assignment was submitted on time.
2. **Review Aeries carefully.**
Teachers may post grades, assignment descriptions, due dates, rubrics, and grading categories within Aeries.
3. **Check assignment details.**
Assignment descriptions may provide clarification regarding the purpose of the assignment, grading expectations, or required materials.
4. **Review assignment dates and missing work.**
Late or missing assignments may significantly impact a student's overall grade. Some

teachers may apply grade deductions for late submissions in accordance with classroom policies.

5. Understand grade fluctuations.

Grades may change significantly during the first few weeks of a grading period because:

- Only a few assignments may have been entered
- A single high or low score may heavily affect the average
- Missing assignments may temporarily lower grades until completed or submitted

6. Contact the teacher if clarification is still needed.

Teachers are available to answer questions and provide additional information regarding grades, assignments, or classroom expectations. Email is often the most efficient method of communication. Families are encouraged to allow reasonable response time during school days.

Parent Partnership and Student Success

Student success is strongest when schools and families work together. Parents and guardians can support their student by:

- Monitoring grades and attendance regularly
- Encouraging assignment completion and organization
- Helping students establish homework routines
- Communicating proactively with teachers
- Encouraging students to advocate for themselves and ask questions when they need help

If you need assistance accessing your Aeries account, resetting passwords, or updating student information, please contact the school office for support.

Academic Honesty

All work submitted by students must accurately reflect their own effort, knowledge, and abilities. Any submission that does not meet this standard constitutes academic dishonesty and is considered unacceptable behavior.

The following actions are considered cheating:

- Claiming credit for work that is not the result of one's own honest effort, including work generated by artificial intelligence (AI).
- Providing unauthorized access to materials, information, or assistance that enables another person to dishonestly claim credit for work.
- Submitting work completed entirely or partially by another person, including content generated by AI.
- Giving test answers to another student or obtaining test answers from another student.
- Presenting another person's words, ideas, or intellectual work as one's own by failing to properly cite sources and acknowledge authorship, including AI-generated content.
- Copying material from the internet without proper attribution, including content generated by AI tools.
- Knowingly assisting, encouraging, tolerating, or failing to report any of the above acts of academic dishonesty.

Assessments

California Statewide Assessments

California students participate in several statewide assessments designed to measure academic progress and readiness for college, careers, and future success. These assessments provide valuable information to parents, teachers, and schools about student learning and help guide educational planning and support. Assessment results may also be used for local, state, and federal accountability purposes.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) system includes several assessments that measure student achievement in key subject areas.

Smarter Balanced Assessments

The Smarter Balanced Assessments are computer-based tests aligned with the California Common Core State Standards in English Language Arts (ELA) and Mathematics. Students in grades 3–8 and grade 11 take these assessments each year.

These assessments help measure student progress toward grade-level standards and college and career readiness. Grade 11 results may also be used as an indicator of college readiness.

California Science Test (CAST)

The California Science Test (CAST) measures students' understanding of the California Next Generation Science Standards (CA NGSS). The assessment focuses on students' ability to apply scientific knowledge, reasoning, and problem-solving skills.

Students take the CAST in:

- Grade 5
- Grade 8
- Once during high school (typically grade 10, 11, or 12)

California Alternate Assessments (CAAs)

The California Alternate Assessments (CAAs) are designed for students with significant cognitive disabilities whose Individualized Education Program (IEP) specifies participation in alternate assessments.

Eligible students take alternate assessments in:

- English Language Arts and Mathematics (grades 3–8 and grade 11)
- Science (grades 5 and 8, and once in high school)

These assessments are administered individually and are designed to provide meaningful opportunities for students to demonstrate what they know and can do.

California Spanish Assessment (CSA)

The California Spanish Assessment (CSA) is an optional assessment that allows students to demonstrate their skills in Spanish. The assessment measures listening, reading, and writing abilities and is aligned with California's Spanish language arts standards.

Parent/Guardian Rights

California Education Code Section 60615 allows parents or guardians to submit a written request each year to excuse their child from participating in any or all CAASPP assessments. Families who have questions about this option are encouraged to contact the school office for additional information.

English Language Proficiency Assessments for California (ELPAC)

The ELPAC is used to assess the English language proficiency of students whose primary language is not English.

The ELPAC serves two purposes:

- To identify students who may qualify for English learner services.
- To measure the annual progress of English learners as they develop their English language skills.

Physical Fitness Test (PFT)

California students in grades 5, 7, and 9 participate in the FitnessGram®, the state's physical fitness assessment.

The primary goal of the FitnessGram is to encourage students to develop healthy, lifelong habits of regular physical activity. The assessment provides information about students' fitness levels and supports physical education programs that promote overall health and wellness.

Learn More About California Assessments

Parents and guardians who would like additional information about California's statewide assessments can visit the following California Department of Education resources:

- **California Assessment of Student Performance and Progress (CAASPP):**
<https://www.cde.ca.gov/ta/tg/ca/>
- **English Language Proficiency Assessments for California (ELPAC):**
<https://www.cde.ca.gov/ta/tg/ep/>
- **Physical Fitness Test (PFT):**
<https://www.cde.ca.gov/ta/tg/pft/>

The California Department of Education also provides access to school and district assessment data through its **DataQuest** website. Parents can use this resource to review academic performance information, test results, enrollment data, and other educational statistics for schools and districts throughout California:

DataQuest:
<https://dq.cde.ca.gov/dataquest/>

If you have questions about your child's assessment results or testing requirements, please contact the school office for assistance.

Promotion Requirements

Carefully review the information below with your 8th grade student. Students not meeting these requirements risk not being part of the ceremony celebrating their promotion to the 9th grade **AND** not receiving a promotion certificate.

CMS students must meet the following requirements in order to take part in the end of the year activities, including the 8th grade trip and the Promotion Ceremony held at 7:00 pm on Wednesday, May 27th at the Patterson High School Community Stadium:

- **GPA:** Students must earn a cumulative GPA (7th & 8th 1st and 2nd semester grades combined) of 1.50 or higher for two years at Creekside Middle School (7-8). Please note that the GPA requirement will be going up to 2.0 in the 2027-28 school year.
- **Grades:** Students who fail an 8th grade first semester required class (ELA, Math, History, Science, PE & Elective) must earn a C- or higher in 2nd semester. Students who pass an 8th grade first semester class must earn a D- or higher 2nd semester.
- **Discipline:** Must not have any out of school suspensions on or after March 12th, 2027. Students may be ineligible from participating in all promotion activities once they have accumulated more than 8 home suspension days during their eighth-grade year. Poor conduct or attendance may result in a student being declared ineligible to participate in any promotion activity. Behavior and/or attendance will be evaluated by the administration to determine the level of promotion activity participation.
- **Fees:** Be in good standing in terms of any financial obligations including library books, school-issued electronic devices, and fines.
- **Attendance:** Must have no more than 120 period absences (20 days) that are not cleared by a doctor or Saturday School.

8th grade students must clear all fines for textbooks, chromebooks, uniforms, clubs and any other monies owed on student accounts. If fines are not cleared by the given deadline, students will not be allowed to participate in promotion or any other school functions, including but not limited to: promotion dance, promotion ceremony, and 8th grade field trips.

Attendance

Attendance



When Panthers miss school, Panthers miss out!

At Creekside Middle School, we believe that regular school attendance is essential to student success. Students who attend school consistently are more likely to achieve academic success, build positive relationships, stay engaged in learning, and develop strong habits that support future college and career readiness.

Every school day provides valuable instruction, classroom discussions, collaboration opportunities, and social connections that are difficult to replace through make-up work alone. Even a few missed days can impact academic progress, classroom participation, and overall student confidence.

We understand that absences may occasionally occur due to illness, family emergencies, medical appointments, or other unavoidable circumstances. When absences become frequent, however, they can significantly affect a student's learning and achievement. Our goal is to partner with families early to provide support and help remove barriers to regular attendance whenever possible.

Parents and guardians play a vital role in establishing positive attendance habits. Families can support student success by:

- Scheduling appointments outside of school hours whenever possible
- Encouraging consistent bedtime and morning routines
- Monitoring attendance regularly
- Communicating promptly with the school regarding absences
- Reinforcing the importance of arriving at school on time each day

If your child is absent, please notify the school office as soon as possible and provide the reason for the absence. Timely communication helps ensure accurate attendance records and allows the school to provide support when needed.

To support students and families, the school follows attendance procedures and interventions when attendance concerns arise. These may include parent notifications, attendance meetings, academic support plans, counseling referrals, or additional interventions designed to improve attendance and student success. Please review the attendance chart and procedures outlined below for additional information.

If you have questions or need support related to attendance, transportation, health concerns, or other challenges affecting your child's school attendance, we encourage you to contact the

school. We are committed to working collaboratively with families to ensure every student has the opportunity to succeed.

Attendance and Absence Reporting Procedures

Regular attendance is important for student success. We appreciate families partnering with us to ensure absences are reported promptly and accurately.

Reporting an Absence

If your child will be absent, please notify the school on the day of the absence by phone or email whenever possible. If you are unable to contact the school on the day of the absence, your child should bring a note when they return to school.

It is the responsibility of both the parent/guardian and the student to verify and clear any absence within **48 hours of the student's return to school**.

Parents and guardians will receive an automated attendance notification whenever a student is absent for all or part of the school day.

Information Required to Clear an Absence

Whether reporting an absence by phone or written note, please provide:

- Student's full name
- Date(s) of absence
- Specific reason for the absence
- Daytime phone number where a parent/guardian can be reached
- Parent/guardian signature (for written notes)

Clearing an Absence

An absence may be cleared by:

- A phone call from a parent/guardian to the attendance office
- A written note from a parent/guardian
- A note from a healthcare provider, when applicable

Students must submit any written documentation to the school office within **48 hours of returning to school**.

Please note that students may not use school office telephones to clear their own absences.

Unverified Absences

If an absence is not verified within 48 hours of the student's return, it will be recorded as a **truancy** in accordance with California attendance laws.

Students who return to school without a note or parent contact should continue attending classes as usual and submit the required documentation to the office as soon as possible within the 48-hour verification period.

Thank you for your partnership in supporting consistent attendance and student success.

School Attendance Review Team (SART)

SART is a School Site Team which includes the parent and the student (if appropriate), Principal/Assistant Principal, attendance clerk, attendance liaison and/or relevant personnel who works with the student. The goal of this team is to identify possible solutions to improving the students' attendance and/or behavior.

School Attendance Review Board (SARB)

In accordance with California Education Code 48320-48325, habitual truants may be referred to a School Attendance Review Board (SARB). The district's SARB is a multi-disciplinary team of representatives from the school, county probation, welfare departments, law enforcement, community youth services, and school health/mental health personnel. This board works to support students and families in overcoming barriers to attendance. SARB procedures are established in compliance with district policy and state law.

Short-Term Independent Study (STIS)

A Short-Term Independent Study contract is a voluntary alternative instruction program for students who will be absent from school for **1 to 15 consecutive school days**. Parents must make initial contact to begin this process.

Key Guidelines & Restrictions:

- **Restricted Periods:** Independent Study agreements are not allowed during the first 10 days of the school year, the last 15 days of the school year, or during State Testing and Secondary finals.
- **Approval Requirements:** Schools are not obligated to provide an Independent Study contract. It requires mutual consent from the principal, parent/guardian, and student. Contracts are only approved if it is determined that the student can successfully manage their academics while away.
- **Request Timeline:** Requests must be submitted to the Office Assistant or Attendance Technician at least **5 school days (1 week) prior** to the first day of the absence.

- **Finalizing the Contract:** A written contract must be fully completed, signed, and approved *before* the student's first day of absence.
- **Strict Due Date:** All assigned work is due on the exact day the student is scheduled to return to the classroom.
- **No Extensions:** The due date cannot be extended for any reason, including illness.
- **Consequences for Missing Work:** If the work is not completed and submitted on the scheduled return date, the student will receive a **(Y) Incomplete work! Unexcused absence** code.
- **Evaluation:** All submitted coursework is evaluated and graded by appropriately credentialed teachers.

Important Dates when Considering STIS

First Day to Enroll in STIS: August 24th, 2026

Last Day to Request STIS Before Thanksgiving Break: November 18th, 2026

Last Day to Request STIS Before Winter Break: December 9th, 2026

Last Day to Request STIS Before Spring Break: March 18th, 2027

Last Day to Request STIS Before End of the School Year: April 22nd, 2027

Finale Deadline Date for STIS Students: May 21st, 2027

Patterson Joint Unified School District Student Attendance Review Process



Patterson Joint Unified School District Chronic Absence and Truancy Intervention Chart



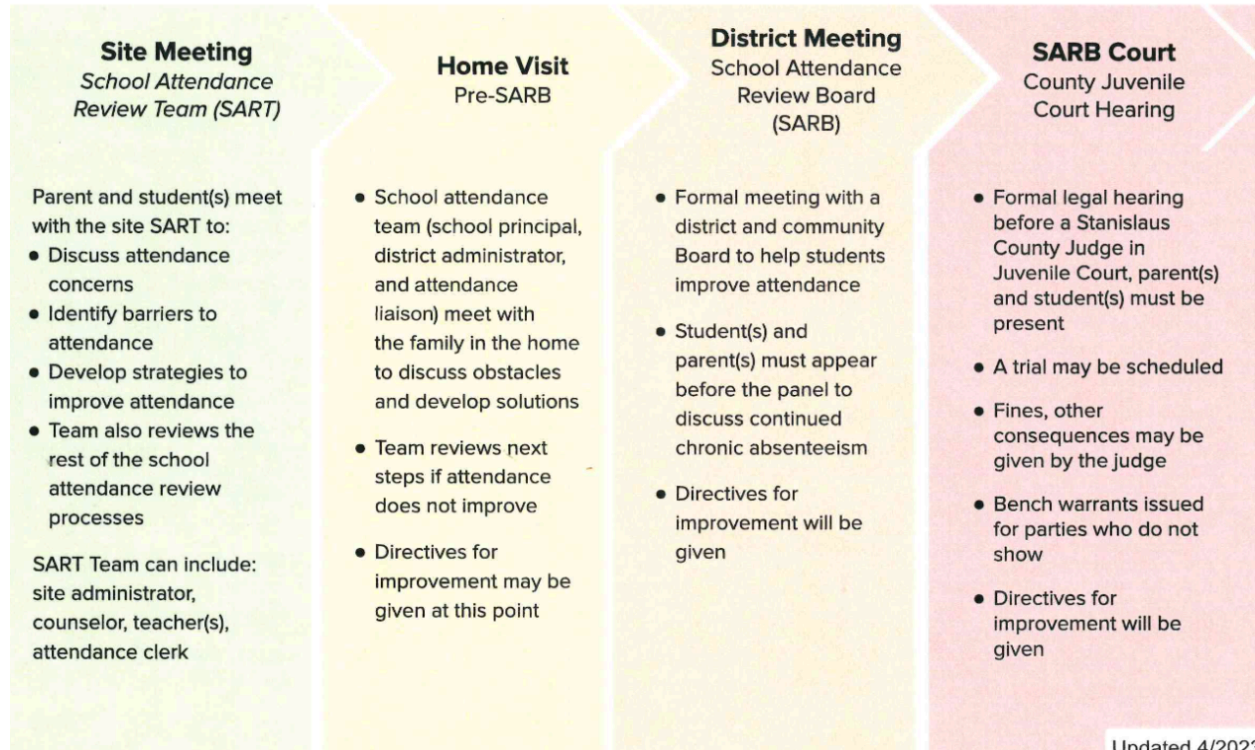
Secondary Site-Based Intervention History Chart

Actions Taken	Period Equivalent Unexcused Absences/ %s	Period Equivalent Excessive Excused/ %s	Period Equivalent Combined Absences/ %s	Period Equivalent Excessive Doctor's Excused	Tardies
Receive Letter #1	18	30	NA	NA	5
School will call to Notify of Letter & possible home visit	24	32	42	48	7
Counselor will meet w/student	<10%	<10%	<10%	50	9
Receive Letter #2	36	56	NA	NA	10
Attend SART Meeting at School Site	11-20%	11-20%	11-20%	90	15
Receive Letter #3	54	NA	NA	NA	NA
Administrator or Attendance Liaison will call possible SARB	11-20%	11-20%	11-20%	96	20
Pre SARB Home Visit by Site Administrator and/or Attendance Liaison	18-20%	18-20%	18-20%	108	25
Attend SARB Meeting at District Office	<20%	<20%	<20%	120	30
Pre-Court Warning Letter Noting Child is Chronically Absent	<30%	<30%	<30%	126	35
Pre-Court Home Visit by Attendance Liaison	30-35%	30-35%	30-35%	132	40
Court Referral	<35%	<35%	<35%	138	45

Patterson Joint Unified School District Attendance Promotion and Absenteeism Interventions

Absence Prevention and Early Intervention

Attendance campaigns, school attendance competitions and recognition, teachers, staff and administration phone calls and informal meetings with families in response to absenteeism.



Updated 4/2023

EC Section 48321

Attendance and Assignments

Assignment Make-Up for Absences

Excused Absences

Students are permitted to make up assignments, classwork, and tests missed due to an excused absence. It is the student's responsibility to communicate with teachers regarding missed work and to complete assignments within the timeline established by the teacher or school policy. Families are encouraged to support students in obtaining and completing make-up work promptly to minimize the impact of absences on academic progress.

Suspension Assignment Make-Up (Education Code 48913)

Students serving either home suspension or in-school suspension shall be provided the opportunity to complete comparable class assignments, coursework, and tests missed during the suspension period in accordance with California Education Code 48913.

It is the responsibility of the student to request and complete all assigned work. Teachers may require students to complete assignments, projects, quizzes, and tests missed during the suspension within a reasonable timeframe.

Assignment Make-Up Not Allowed

Truancy / Unexcused Absences

Students who are absent from school without a valid excuse or without proper school authorization shall be considered truant. Assignments, classwork, quizzes, or tests missed during an unexcused absence or truancy may not be eligible for full credit or make-up opportunities, consistent with school and district policies.

Students who leave campus, classrooms, or designated school activities without permission from school administration or staff during the school day may also be considered truant.

Regular attendance and punctuality are essential components of academic success, and families are encouraged to work closely with the school to address attendance concerns before they become ongoing issues.

8th Grade Attendance

***IMPORTANT* 8th GRADE PROMOTION ATTENDANCE**

All absences (excused or otherwise) will count as a period absence unless cleared by a doctor or Saturday School

8th GRADE STUDENTS WHO ACCUMULATE MORE THAN 120 PERIOD ABSENCES WILL NOT BE ALLOWED TO PARTICIPATE IN THE PROMOTION CEREMONY.

Behavioral Expectations

Interventions

Discipline

Creating a Positive Learning Environment

At Creekside, we believe that students learn best in an environment that is safe, respectful, and focused on learning. An important part of a student's growth is developing sound judgment, personal responsibility, and the self-discipline needed to make positive choices both in and out of the classroom.

Students and teachers deserve a learning environment where teaching and learning can thrive. As students develop these important life skills, guidance and support from school staff and families help them understand expectations and make responsible decisions.

Just as every community has rules that help it function successfully, our school has classroom and schoolwide expectations designed to promote respect, safety, and academic success. All students are expected to follow these expectations and contribute positively to our school community.

Our goal is to foster positive behavior through encouragement, recognition of good choices, and fair, consistent responses when expectations are not met. By working together—students, families, staff, and volunteers—we can create a school culture where every student feels supported, teachers can focus on teaching, and all learners have the opportunity to succeed.

We value our partnership with families and appreciate your support in helping students develop the skills, character, and responsibility needed for lifelong success.

Student Rights and Responsibilities

We believe that every student has both rights and responsibilities that contribute to a positive, safe, and productive learning environment. By working together, students, families, and school staff can help ensure that all students have the opportunity to learn, grow, and succeed.

Student Rights

Every student has the right to:

- Receive instruction in the required curriculum from qualified and caring educators.
- Learn in a positive, safe, and supportive classroom environment.
- Be treated with dignity, respect, and fairness.
- Attend school free from harassment, intimidation, and bullying.
- Discuss grades, assignments, and disciplinary concerns privately with teachers in a respectful and constructive manner.
- Be afforded fair treatment and due process when school rules or disciplinary matters are addressed.

Student Responsibilities

Along with these rights, students are expected to:

- Follow school and classroom rules and expectations.
- Treat others with respect and courtesy.
- Contribute positively to the learning environment.
- Take responsibility for their actions and choices.
- Work cooperatively with teachers and classmates to support a productive school community.

Classroom Expectations and Discipline

At the beginning of each school year, teachers will review their classroom expectations, procedures, and rules with students. These expectations are designed to promote a positive learning environment and support student success.

When classroom expectations are not followed, teachers may address the situation using professional judgment and appropriate classroom interventions. Consequences may include corrective conversations, parent communication, restorative practices, or after-school detention when appropriate.

For serious incidents or repeated violations of school or classroom expectations, students may be referred to the school office for additional support and disciplinary action in accordance with district policies and procedures.

Our goal is always to help students learn from their experiences, make positive choices, and continue to grow as responsible members of our school community.

Student Responsibilities and Expectations

To help create a safe, respectful, and productive learning environment, students are expected to demonstrate responsibility for their behavior, learning, and interactions with others. Families play an important role in supporting these expectations and helping students develop habits that contribute to success in school and beyond.

Students are expected to:

- Follow the directions of teachers and other authorized school staff promptly, respectfully, and responsibly.
- Adhere to all classroom and school rules and expectations.
- Treat all students, staff, and visitors with courtesy, kindness, and respect.
- Keep their hands, feet, and personal belongings to themselves and avoid behaviors that may disrupt or harm others.
- Use appropriate and respectful language at all times.
- Refrain from dishonesty, harassment, teasing, bullying, or making hurtful comments related to a person's race, religion, ethnicity, disability, appearance, or any other personal characteristic.
- Attend school regularly and arrive on time unless excused for illness or other approved reasons.
- Come to class prepared with required materials and ready to participate in learning.
- Remain in class and engaged in learning until dismissed by the teacher.
- Bring necessary supplies, such as pencils, pens, paper, binders, and other materials required by their teachers.
- Be in their assigned seat and ready to begin work when the class period starts. Because punctuality supports learning, students who are not seated and prepared when the bell rings will be considered tardy.
- Complete assignments to the best of their ability and submit work by established deadlines.

By meeting these expectations, students contribute to a positive school culture where everyone feels valued, respected, and supported in their learning.

At our school, students are expected to demonstrate respect, responsibility, and good citizenship in all aspects of school life. School rules are designed to create a safe, supportive, and positive learning environment where all students can learn and thrive.

This handbook outlines behavioral expectations for students and provides examples of restorative practices, interventions, and possible consequences when expectations are not met. Our primary goal is to help students learn from their choices, strengthen positive behaviors, and develop the skills needed to be successful members of our school community.

A Partnership with Families

We believe that positive student behavior is best supported through a strong partnership

between home and school. When concerns arise, school staff will make every effort to communicate with parents or guardians and work together to support student growth and success.

Parents and guardians are encouraged to respond to requests for conferences or meetings regarding their child's behavior, attendance, or academic progress. School staff may communicate with families by phone, email, written notice, or other approved methods.

We greatly appreciate the support and involvement of our families as we work together to help students make positive choices and achieve their full potential.

When School Rules Apply

Student behavior expectations apply to all school-related activities and situations, including but not limited to:

1. While on school grounds.
2. While traveling to or from school.
3. During the lunch period, whether on or off campus.
4. During school hours when a student is absent from class without permission (truant).
5. During school-sponsored activities, events, field trips, athletic competitions, and while traveling to or from those activities.

By working together, students, families, and staff can help maintain a school environment where everyone feels safe, respected, and ready to learn.

STUDENT CONDUCT

Student Behavior Matrix: Students must be familiar with the behavior matrix as they are rules and guidelines that must be followed. Ensuring these rules are followed will promote a positive learning environment where all students are safe and respectful. This also includes the designated areas and times for permitted electronic device use.

Creekside Middle School PBIS Behavior Matrix

	Office/Indoor Areas	Eating Areas	Active Areas	Restrooms	Online	Classrooms and Locker Rooms	Emergency Procedures
	Library, Counselors, Wellness Center, C11	Lunch Line, Cafeteria, Eating Tables	Passing Areas, Quads, Backtop, Fields	Bathrooms	Chromebook, Personal Device, Social Media, etc.	ALL Classrooms	Fire Drill, Earthquake Drill, Lock Down, etc.
A CREEKSIDE PANTHER....	- Uses positive language. - Keep hands and feet to yourself. - Allows space for private conversations. - Knocks before entering office space. - We respect the privacy of others by keeping electronic devices (cell phones, earbuds, smartwatches, smartglasses, ect.) safely stored in your backpack while indoors (classrooms, office, assemblies, ect.).	- Quietly waits in line for their turn. - Uses their manners: "Please", "Thank You", "Excuse Me." - Make space so others may sit at the same table.	- Ask permission before taking another person's belongings. - Uses sports equipment where it is intended to be used. - Plays games by the agreed upon rules. - If they have a disagreement, they talk it out. If they need help with a problem, they ask an adult.	- Maintain your personal space. - Wait your turn. - Honor others' privacy. - Use the appropriate amount of resources. - Use the bathroom and leave.	- Use positive language. - Treat others how you would like to be treated. - Ask permission when posting pictures/videos of others. Think twice: Is your comment or post positive or kind? If it is hurtful or mean, do not post!	- Arrive on time with required materials. - Use positive language. - Listen attentively. - Maintain an appropriate voice level. - Use the appropriate amount of resources. - Patiently wait for your turn.	- Comply with instructions immediately. - Ensure that your neighbors are safe - notify an adult if you notice someone is missing. - Hold questions for an appropriate time.
RESPECTS OTHERS							
ACTS RESPONSIBLY	- Be in the right place, at the right time, ready to learn. - Utilize the passing period to get water and use the bathroom. - Take "found" items to the office. - Have pass visible during class hours.	- Have your ID ready to show. - Throw away your trash and pick up litter to help keep our school clean. - Place waste in the appropriate receptacle/recycle bin. - Keep your personal items next to you at all times.	- Pick up your trash. - Keep electronic devices safely stored in your backpack. - Keep your personal items next to you at all times.	- Leave backpacks outside of the restroom. - Flush toilet and wash hands. - Clean up after yourself. - Use facilities during break and lunchtime. - Use the facilities for bathroom use ONLY. - Inform adults of vandalism.	- Stays on the teacher approved websites during instructional hours. THINK before you speak: True? Helpful? Inspiring? Necessary? Kind?	- Clean up any trash from the table or floor. - Take responsibility for borrowed items by returning them to the correct place in clean condition. - Follow directions during class and respectfully discuss concerns at the appropriate time. - Engage with classroom discussions. - Keeps electronic devices stored in backpacks.	- Move in silence. - Comply with expectations immediately. - Make sure an adult knows your location.
IS SAFE	- Complies with teacher and staff directions at all times (e.g. campus supervisors, paraprofessionals, and custodians). - Walk briskly on designated concrete areas free of distraction.	- Uses kind words and actions towards others. - Keep food on your tray or table. - Use food for eating, not throwing.	- Comply with teacher and staff directions at all times (includes: campus supervisors, paraprofessionals, and custodians). - Physical contact should be appropriate to the sport being played. - Report concerns immediately.	- Report hazardous situations. - Clean up spills and messes.	Protect your privacy by keeping your personal information (full name, address, and phone number) private online.	- Push the chairs in. - Keep doorways and walkways clear at all times. - Be aware of charging stations, cords and equipment. - Move safely and with purpose by going directly to where you need to be.	- Understand the safety drill procedures. - Be alert. - Be cautious. - Be calm.

Alcohol and Drug Use: Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/ or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Prohibition of Tobacco and Use: Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901) Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited. These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus (Education Code 48900).

Bullying: At Creekside Middle School, we are committed to maintaining a safe, inclusive, and supportive environment for all students. Bullying—defined as severe or pervasive physical or verbal act(s) or conduct, including communications made in writing or via electronic means (cyberbullying), that disrupts the learning environment or harms others—is strictly prohibited (Education Code 48900(r)).

Our Approach: Restorative & Progressive Practices:

When bullying is identified, our administration follows the PJUSD Consequences and Interventions Matrix. Our primary goal is to address the harm caused and prevent future occurrences through a restorative lens.

- **Progressive Response:** Interventions align with the severity of the incident (Levels 2–4). Responses may include parent/guardian notification, administrative conferences, detentions, loss of privileges, and, where necessary to ensure safety, short-term removal (suspension).
- **Restorative Practices:** To repair relationships and restore a sense of safety, students involved may engage in:
 - **Harm-Impact Reflection:** Guided exercises to help students understand the impact of their actions on the victim and the school community.
 - **Safety-First Restorative Conferences:** If voluntary and appropriate, a facilitated dialogue to address the harm and reach an understanding.
 - **Repair and Re-entry Plans:** Development of clear agreements for replacement behavior and no-retaliation commitments, supported by follow-up check-ins with counselors or administration.
- **Safety and Support:** We prioritize the needs of the targeted student and work to ensure they feel safe and supported. Interventions may include referrals to Tier II teams, social-emotional support groups, or counseling.

Reporting Concerns

We encourage all students to "see something, say something." Reports can be made anonymously via the StopIt app or directly to any teacher, counselor, or administrator. Every report is taken seriously, investigated, and addressed in accordance with district policy to ensure the continued safety and well-being of our campus community.

Technology [REDACTED]:

Students frequently interact with one another and access learning through both personal and school-issued devices. To support a safe, respectful, and focused learning environment, the following expectations apply to all technology use on campus.

CELL PHONE USE:

Cell phones/devices (including, but not limited to: earbuds, smartwatches, smartglasses) are not to be used during classroom instruction. It is expected that they are turned off and safely stored out of sight in the student's backpack. If students are using their devices at an inappropriate time, the teacher will confiscate the phone according to cell phone violation guidelines. For specific times and locations where cell phones/ devices may be used, please review the Student Behavior Matrix on page 29. More information is available on the Cell Phone Policy on Creekside Middle School's ParentSquare page.

1. Cell Phone Expectations

- To respect the privacy of others and maintain a focused environment, students are expected to keep electronic devices (cell phones, earbuds, smartwatches, smartglasses, etc.) safely stored in their backpack while indoors (classrooms, office, library, wellness center, assemblies, etc.).
- Devices must remain stored in backpacks during instructional time.
- When permitted, use in all areas must be respectful, responsible, and adhere to privacy guidelines regarding photography and recording.

Confiscated Items: When a student violates the cell phone and technology policies in place, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Patterson Joint Unified School District

Mobile Communication Device Policy

General Rule

Students may use smartphones or other mobile communication devices on campus during noninstructional time as long as the device is used in accordance with law, district policy, and applicable school rules.

During instructional time, mobile communication devices shall be turned off and stored in the student's backpack or other designated location, and kept out of sight, unless a permitted exception applies.

Students are expected to follow all staff directions regarding mobile communication devices. Failure to comply with staff directions may result in progressive discipline.

What counts as instructional time?

Instructional time includes class time, assessments, classroom activities, academic interventions, assemblies, and school-directed instructional activities. It also includes when a student leaves the classroom during instruction, such as restroom breaks, office visits, counseling visits, library visits, health office visits, or other passes.

When may a device be used during instructional time?

- In an emergency or perceived threat of danger.
- With specific staff permission or for school-approved instructional use.
- For a documented medical or health need documented by a licensed physician.
- When required by an IEP, Section 504 Plan, health plan, or other approved accommodation.

Responsible use expectations

Device use must be respectful, safe, and appropriate. Students may not use devices in ways that disrupt school, violate privacy, create conflict, or affect the safety or well-being of others.

Prohibited use includes:

- Recording, photographing, or videoing others without permission.
- Cyberbullying, harassment, threats, intimidation, or discrimination.
- Disrupting instruction, supervision, school activities, or campus operations.
- Coordinating fighting, unsafe behavior, disruption, or leaving campus without permission.
- Using earbuds/headphones in a way that prevents hearing staff or safety directions.
- Using devices in restrooms, locker rooms, changing areas, or other private areas.
- Accessing, creating, possessing, or sharing inappropriate or unlawful content.
- Academic dishonesty or cheating.
- Refusing staff directions about device use, storage, or confiscation.
- Any use that creates a safety concern or substantially disrupts school.

Progressive discipline

Violations may result in reminder/redirection, parent/guardian contact, device stored in the office, parent/guardian pickup, behavior contract or restricted device privilege, office referral, and other administrative action. Serious misuse may result in immediate confiscation, office referral, parent/guardian contact, and possible suspension or other consequences.

Key expectation: Students may use smartphones or other mobile communication devices during noninstructional time, as long as use follows the law, district policy, and school rules. During instructional time, devices must be turned off and stored in the student's backpack or other designated location, and kept out of sight unless a permitted exception applies.

Parent/guardian communication and device responsibility

During instructional time, parents/guardians should contact the school office for urgent messages.

School and District Responsibility

Students who bring mobile communication devices to school do so at their own risk. PJUSD is not responsible for lost, stolen, damaged, or confiscated personal devices.

The district may not investigate lost or stolen personal devices unless the situation involves a safety concern, theft allegation, harassment, bullying, or other disciplinary matter requiring administrative review.

Dress Code

In accordance with California State Law and Patterson Unified School District policy, the Creekside Middle School dress code expectations support a safe, inclusive, and academic learning environment. Attire must not disrupt the educational process, compromise health or safety, or interfere with the rights of others.

2026-2027 Expectations

Students are expected to dress appropriately for a middle school academic setting. Students will need to correct the dress code violation before returning to class. Each violation will be documented.

- **Safety & Content:** Clothing must be free of writing, pictures, or symbols that depict violent language/images, or imagery/language depicting drugs, alcohol, illegal items, or illegal activities.
- **Respect:** Clothing containing hate speech, profanity, pornography, or language/images that intimidate based on a protected class or promote gang activity is strictly prohibited.
- **Fit & Coverage:** Clothing must cover private areas and undergarments. Midriffs must be covered. Sagging or baggy pants are not permitted; pants must fit at the waist. Shorts, skirts, and dresses must be at least mid-thigh length.
- **Gang-Related Apparel:** No solid or predominantly red or blue items (shirts, belts, bandanas, sweatshirts, pants, shoelaces, shorts, skirts, hats, beanies, etc.). This includes multi-colored items with red or blue as the dominant colors or gang-related insignias.
- **Footwear:** Appropriate shoes must be worn at all times.

Progressive Discipline Plan

We utilize a progressive discipline model to encourage accountability and maintain a positive school climate.

Level	Response	Supports
Level 1	Dress Code Review - Parent Contact	Review of dress code and conversation with support staff.
Level 2	Dress Code Parent Contact	Review of dress code and conversation with support staff
Level 3	Afterschool Detention	Review of dress code and conversation with support staff.

Level 4	Referral to Administrator for Further Consequences	Student/Parent conference with Assistant Principal; behavioral contract signed.
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Note: The dress code may be modified to accommodate religious practices, cultural expression, medical needs, or special school activities as approved by the principal or designee.

POSITIVE BEHAVIOR INTERVENTIONS and SUPPORTS (PBIS)

What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach that helps create a positive, safe, and supportive school environment where all students can succeed academically, socially, and emotionally. PBIS focuses on teaching and reinforcing positive behaviors while providing support when challenges arise.

To help ensure students are successful and safe, we focus on the following practices:

- 1. Teach School-Wide Expectations**
During the first two weeks of school and throughout the year in Advisory classes, students are explicitly taught school-wide behavior expectations and routines.
- 2. Recognize Positive Behavior and Academic Success**
We regularly acknowledge and celebrate students who demonstrate positive behavior, responsibility, kindness, and academic effort.
- 3. Provide Supportive Interventions and Fair Consequences**
We support all students through restorative practices, interventions, and fair consequences designed to prevent behaviors that may disrupt learning, impact the school environment, or compromise safety.

PBIS – Tier 1 Supports

Tier 1 supports are proactive strategies designed to promote positive behavior and create a safe, respectful, and productive learning environment for all students. These supports focus on teaching, modeling, and reinforcing appropriate behaviors that help students succeed in a school setting.

At Creekside, we believe that behavior expectations should be clearly taught and consistently reinforced. When behavior concerns arise, staff members work to redirect students in a positive and supportive manner while helping them learn appropriate replacement behaviors.

The following outlines how we address common behavior concerns:

- **Classroom Misbehavior:**

Universal redirection is the first level of support for students. Teachers use proactive classroom management strategies to redirect inappropriate behavior, provide reminders, and consistently reteach school and classroom expectations. The goal is to help students self-correct while maintaining a positive learning environment for everyone.

- **Intervention Referrals:**

When student behavior concerns continue after classroom interventions and redirection, teachers may complete an Office Discipline Referral (ODR). These referrals help staff identify patterns of behavior and determine the appropriate level of support and intervention needed to help the student succeed.

- **Types of Intervention Referrals:**

Behavior referrals may be classified as either **Minor** or **Major**, depending on the severity and frequency of the behavior.

- **Minor Referrals:**

Minor behaviors are typically addressed and redirected by the classroom teacher. Teachers use strategies such as reteaching expectations, restorative conversations, behavior reminders, and classroom-based consequences to support positive behavior.

- **Repeated or Habitual Minor Behaviors:**

When minor behaviors become ongoing or significantly disrupt learning, the concern may be referred to the office for additional support and intervention. Continued behavioral concerns may also result in further disciplinary action, including class suspension when appropriate. Parents/guardians should expect communication from the teacher when a pattern of misbehavior develops.

- **Major Referrals:**

Major infractions involve serious behaviors that require immediate administrative or security involvement. In these situations, students may be referred to the office or security team for investigation, support, and appropriate disciplinary action in accordance with school policies and district guidelines.

PBIS – Tier II Supports

Tier II supports are designed for students who demonstrate ongoing behaviors that interfere with their learning or the learning environment despite Tier I interventions and classroom supports. These targeted interventions provide students with additional structure, guidance, and

encouragement to help them develop positive behavioral habits and successfully meet school expectations.

At Creekside, we believe it is essential for students to learn and practice appropriate school behaviors so they can remain engaged in the classroom and focused on learning. Our goal is to provide support early and consistently so students can improve behavior, strengthen relationships, and experience academic success without unnecessary removal from instruction.

Tier II supports are individualized to meet student needs and may include:

- Increased check-ins and adult support
- Behavior reflection and goal-setting
- Parent/guardian communication and collaboration
- Social-emotional or behavioral skill-building interventions
- Mentoring or counseling support
- Behavior contracts or progress monitoring
- Restorative practices and problem-solving conferences
- Conflict Mediation

These interventions are intended to be supportive, proactive, and instructional, helping students build the skills needed to make positive choices and become successful members of the school community.

Positive Reinforcement

At Creekside, we believe that recognizing and celebrating positive student behavior plays an important role in student success both inside and outside the classroom.

Research shows that when students feel acknowledged and valued for making positive choices, they are more motivated, engaged, and confident in their ability to succeed. That is why we intentionally recognize behaviors such as respect, responsibility, kindness, perseverance, and strong academic effort. These qualities help students build character, strengthen relationships, and develop skills that will benefit them throughout life.

To encourage and celebrate these positive behaviors, we offer a variety of meaningful recognition programs, including Panther Points, Panther Prizes, Reward Days, and other school-wide incentives. These programs are designed not only to reward students, but also to reinforce positive habits, promote a sense of belonging, and encourage continued growth.

Whether it's showing kindness to others, demonstrating responsibility, participating positively in class, or consistently putting forth effort, we want every student to know that their actions matter and that we are proud of their accomplishments and growth

Alternatives to Suspension

Creekside Middle School recognizes that students suspended from school often lack supervision and may fall behind in their coursework. Whenever possible, we prioritize managing student behavior by keeping students on campus with supervision separate from the regular classroom.

We may utilize a Behavior Intervention Program for students who pose no imminent danger or threat, provided expulsion action has not been initiated. Alternatives to off-campus suspension may include:

- Progressive discipline during the school day.
- Conferences between staff, parents/guardians, and students.
- Detention.
- Referral to school support services staff.
- Separate Setting Opportunity Class
- RAYS

Please note that the use of these alternatives does not preclude the use of off-campus suspensions when necessary.

Reporting Concerns

Methods for Reporting

Students are encouraged to report any safety concerns, conflicts, or inappropriate behavior using the following methods:

1. StopIt App – Anonymous reporting is available through the StopIt app.
2. Email or Direct Communication – Concerns may also be reported directly to a teacher, counselor, or administrator.

Our goal is to support students in resolving concerns early and positively before situations escalate or become harmful.

Helpful Guidelines for Reporting Concerns

- **Peer-to-Peer Conflict:**
If you are experiencing conflict with a friend or another student, report it to a trusted adult right away. Early communication helps staff support a positive resolution before the situation escalates.
- **Social Media Concerns:**
If someone posts something inappropriate or harmful about you, take a screenshot or photo of the content and share it with a teacher, counselor, or administrator as soon as possible.
- **Inappropriate Emails or Messages:**
If you are included in an email or message thread that becomes inappropriate, do not respond. Instead, save the message and forward it to a staff member or report it directly to the office.
- **Rumors or Gossip:** If you are concerned about rumors being spread, please reach out to a trusted adult immediately so staff can help address the situation appropriately.

Important Reminder

All students are encouraged to report concerns as soon as possible. While the school will make every effort to maintain confidentiality, timely reporting is essential to ensure safety and provide appropriate support.

We are here to help and support every student. Reporting concerns early allows us to work together to maintain a safe, respectful, and positive school environment for all.

Student Mental Wellness

Student Mental Wellness and Accessing Services

Patterson Joint Unified School District (PJUSD) is committed to supporting student wellness and promoting the academic, social, emotional, and behavioral success of all students. Student mental health is supported through a continuum of services, including school-wide wellness initiatives, counseling and site-based supports, and more intensive services provided through special education programs when appropriate. PJUSD also partners with community agencies and service providers to help ensure students and families have access to additional mental health resources and treatment options.

All students and their parents or caregivers may request mental health support at any time, including assistance with social or emotional concerns, through their school site. The first step is to contact your child's teacher, school counselor, student assistant specialist, principal, or another site administrator. These staff members will collaborate with you and your student to identify appropriate school-based supports based on individual needs and will provide guidance on accessing additional services if needed.

If additional support is required beyond what is available at school, families may contact Stanislaus County Behavioral Health and Recovery Services through the Access and Information Line at (888) 376-6246. A trained staff member will complete an initial screening, assist with immediate needs if necessary, and connect families to appropriate services and referrals. In the event of a mental health crisis, individuals should call the 24-hour crisis line at (209) 558-4600.

In accordance with Education Code Section 49428, PJUSD provides this information to ensure families are aware of how to access mental health services within school settings and through local community providers. The contacts listed above are intended as starting points for accessing support. The process of obtaining clinical mental health services may vary depending on insurance coverage, provider availability, and other factors. Families may need to engage with multiple agencies or providers during this process. We encourage families to remain persistent and continue advocating for their child's needs while providers work to secure appropriate services as quickly as possible.

Additional information and resources are available on the PJUSD Student Services website at <http://studentservices.patterson.k12.ca.us>.

A directory of local community-based support groups and related services is also available at www.friendsaregoodmedicine.com.



Uniform Complaint Procedures

Uniform Complaint Procedures (UCP): The Uniform Complaint Procedures are designed to assist parents, students, employees, and community members in resolving concerns involving alleged violations of federal or state laws or regulations governing specific educational programs and services. A complaint must be submitted as a written and signed statement describing the alleged violation and the facts supporting the complaint. Patterson Joint Unified School District encourages families and staff to resolve concerns at the school site whenever possible through open communication with teachers, counselors, principals, or district administrators. However, when a concern cannot be resolved informally, individuals have the right to file a formal complaint through the District's Uniform Complaint Procedures process.

The District will acknowledge and investigate complaints in a prompt, fair, and impartial manner. Complaints may include, but are not limited to, issues involving discrimination, harassment, intimidation, bullying, educational program requirements, after-school programs, school safety plans, pupil fees, or other matters covered under state or federal law. Individuals filing a complaint are protected from retaliation.

Parents and guardians may request assistance in completing complaint forms or obtaining additional information regarding their rights and available procedures. Copies of the Uniform Complaint Procedures policy, complaint forms, and related information are available at each school site and through the District Office.

Health and Safety

Screenings



Vision and Hearing Screenings

To support student learning and well-being, California schools provide routine vision and hearing screenings for students. These screenings help identify any concerns early so that families can seek follow-up care if needed.

When Screenings Take Place

Students are screened for vision and hearing at required grade levels as determined by the district. Screenings typically occur upon first enrollment in elementary school and again in grades K, 2, 5, and 8. Additional checks may be conducted as needed to support student health and learning.

All students participate in vision and hearing screenings unless otherwise exempted by district policy or medical documentation.

What is Included in the Screening

- Vision and hearing screenings are conducted by trained and authorized school personnel.
- Visual acuity (how clearly a student sees) and hearing ability are assessed.
- Color vision is tested once for male students, as required.
- School nurses and teachers may also observe students for signs of vision or hearing concerns during the school day.

Health Records and Communication

Screening results are recorded in each student's confidential health record. If a concern is identified, parents or guardians will be notified and encouraged to follow up with a healthcare provider.

When follow-up is recommended, families may choose any appropriate provider, including private physicians, public clinics, or local health services. School staff may also provide information about available community resources upon request.

Our goal is to support students' health so they can fully participate in learning and succeed in school.

Immunizations



Keeping students up to date on immunizations is an important way to protect the health of all students and maintain a safe school environment. California law requires that students meet specific immunization requirements in order to attend school.

Enrollment Requirements

All students entering school for the first time (including Transitional Kindergarten/Kindergarten, elementary, secondary school, preschool, or childcare programs) must provide documentation showing they have received all required immunizations as required by California law. This record must be provided by a licensed public or private healthcare provider.

At the time of registration, parents and guardians will receive written information outlining current state immunization requirements.

Students may only be excluded from school or exempted from immunization requirements as permitted by California law.

California Immunization Requirements

State requirements apply to students entering Transitional Kindergarten/Kindergarten, 7th grade, and all new admissions or transfers from TK/K through 12th grade. Requirements include, but are not limited to:

- **Chickenpox (Varicella):** 2 doses required (including entry to TK/K and 7th grade)
- **Measles, Mumps, and Rubella (MMR):** 2 doses required for TK/K–12 admission
- **Hepatitis B:** 3 doses required for TK/K–12 admission

Additional requirements and updates may apply based on California Department of Public Health guidelines.

Medical exemptions must be written by a California-licensed Medical Doctor (MD) or Doctor of Osteopathic Medicine (DO). Temporary medical exemptions may be issued for up to 12 months.

Pertussis (Whooping Cough) – Tdap Requirement

Students entering **7th grade through 12th grade** must provide proof of a Tdap booster shot. The vaccine must be given on or after the student's 7th birthday.

Students entering 7th grade must meet this requirement before starting school. This means all current 6th grade students must provide proof of an up-to-date Tdap vaccination prior to entering 7th grade.

Students who do not meet required immunization standards may be excluded from school until proper documentation is provided, as required by law.

Safety Protocols and Emergency Procedures

General Guidelines

The safety of all students is a top priority at Creekside Middle School. We take every precaution to maintain a safe school environment during regular school hours and school activities.

Throughout the year, students and staff participate in emergency drills to help ensure everyone is prepared in the event of an emergency. These drills are designed to help students practice safe, calm, and orderly procedures.

In the event of an actual emergency, students will only be released to an adult listed as an approved emergency contact in their school records. For this reason, it is very important that families keep emergency contact information current.

The administration team will send out a communication via ParentSquare to keep families updated.

In an emergency, students will be allowed to use their devices to communicate with families, but we urge the community to share confirmed information only.

Parents and guardians may update emergency contacts through the Aeries data confirmation page at any time. Keeping this information up to date helps us ensure the safe and timely release of students when needed.

We appreciate your partnership in helping us maintain a safe and well-prepared school community.