

Alternative Education Parent/Student Handbook

2023-2024

Gateway and Enterprise High Schools
“Believe, Achieve, Succeed”

Accredited by the Western Association of Schools & Colleges



Gateway High School
1550 Herndon Avenue
Clovis, CA 93611

Enterprise High School
1655 David E. Cook Way
Clovis, CA 93611

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District Administration

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Susan Rutledge, Assistant Superintendent, Business Services
Denver Stairs, Assistant Superintendent, Facility Services
Monica Castillo, Assistant Superintendent, Instructional Services
Erin Waer, Assistant Superintendent, Curriculum, Instruction and Accountability

DIRECTORY

Gateway High School.....	327-1800
Enterprise High School/Independent Study.....	327-4400
Clovis Unified School District.....	327-9000
Student Services and School Attendance	327-9200
Transportation Facility.....	327-9700

PARENT/STUDENT HANDBOOK

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ALTERNATIVE EDUCATION MISSION STATEMENT

The mission of Gateway High School and Enterprise Independent Study is to provide a variety of alternative, educational opportunities for students to acquire knowledge and skills in a safe, disciplined, and supportive environment and to develop the values of responsibility and respect for self and others, which lead to productive citizenship and lifelong learning.

BELIEFS

We believe...

- Education is the means whereby students become responsible and productive citizens.
- Quality education challenges every student and provides options and support necessary to meet individual academic needs.
- Students and staff should accept responsibility for their actions.
- Staff and students have a right to a disciplined and safe learning environment.
- Students and staff have the right to be treated with dignity and respect.
- All individuals should be lifelong learners in a global society.
- Diversity is strength.
- Education is a partnership between the school, family, and community.

VISION STATEMENT

Gateway High School and Enterprise Independent Study will provide an alternative educational setting for all students by teaching academic, technological, and social skills to become productive citizens who actively participate in a democratic society.

SCHOOLWIDE MOTTO

Believe...Achieve...Succeed

SCHOOLWIDE LEARNER OUTCOMES

ACT

Act Responsibly
Communicate Effectively
Think Critically

PBIS

Positive Behavioral Interventions and Supports

The main focus of Positive Behavioral Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Gateway High School. Through PBIS, we are working to build a school-wide system of procedures where: **1) Behavioral Expectations are defined; 2) Behavioral Expectations are taught; 3) Appropriate Behaviors are rewarded; 4) Behavioral Errors are corrected proactively.**

Through PBIS, we will work to create and maintain a productive, safe environment in which **ALL** school community members have clear expectations and understandings of their role in the educational process.

Behavioral Expectations	Classroom	Office	Campus	Library	Cafeteria
ACT RESPONSIBLY	<ul style="list-style-type: none"> *Be ready to learn at all times *Bring/Use materials properly *Be in class by the 2nd bell *Remain in class during the first 20 minutes *Consistently use hall pass and sign-out sheet *Remove hoods/hats *Follow dress code guidelines *Use technology for school use only 	<ul style="list-style-type: none"> *Wait patiently to be addressed *Remove hoods/hats *Follow and respond appropriately to adult direction *Follow dress code guidelines 	<ul style="list-style-type: none"> *Follow dress code guidelines *Keep campus clean, throw away trash *Drive carefully and slowly in the parking lot *Report dangerous and inappropriate behavior 	<ul style="list-style-type: none"> *Follow dress code guidelines *Remove hoods/hats *Present pass upon entering *Use technology for school use only 	<ul style="list-style-type: none"> *Follow dress code guidelines *Remove hoods/hats *Wait your turn *Present your ID card *Throw away trash/keep your area clean
COMMUNICATE EFFECTIVELY	<ul style="list-style-type: none"> *Use active listening skills and track speaker *Use academic vocabulary *Ask for assistance when needed *Participate in academic conversations 	<ul style="list-style-type: none"> *Use “Mr., Mrs., please, and thank you *Use appropriate conversation 	<ul style="list-style-type: none"> *Use appropriate conversation *Speak politely to staff and students 	<ul style="list-style-type: none"> *Use academic language *Language clean, volume low 	<ul style="list-style-type: none"> *Language clean, appropriate volume *Speak politely to staff and students
THINK CRITICALLY	<ul style="list-style-type: none"> *Participate in academic conversation *Be an active learner (generate questions and ideas, rather than accepting them at face value) 	<ul style="list-style-type: none"> *Come with a purpose *Think about your actions and be accountable 	<ul style="list-style-type: none"> *Value what belongs to you and others *Maintain personal space 	<ul style="list-style-type: none"> *Maintain personal space *Come with a purpose and apply knowledge of subject area 	<ul style="list-style-type: none"> *Use your time wisely

OBJECTIVES

- One hundred percent (100%) of our students will participate in academic and vocational advisement.
- Students will maintain an attendance of 96% or better.
- Incidents of vandalism and student violence will be below national, state, and district averages.
- Alternative Education will achieve 90 % “A” and “B” responses on the SART Survey school climate assessment.
- Alternative Education ninety-day high school students will increase average credits of ten (10) or more recovered.
- Seventy-five percent (75%) of Alternative Education seniors will complete graduation requirements.
- One hundred percent (100%) of Alternative Education students will participate in character education.
- One hundred percent (100%) of Alternative Education students will be exposed to school wide curriculum that supports positive ethnic relations, United for Success, and multi-cultural awareness.
- One hundred percent (100%) of Alternative Education students who return to their comprehensive sites will be successful without returning to Alternative Education.
- One hundred percent (100%) of students attending Alternative Education will participate in career/college advisement.



CLOVIS UNIFIED STUDENT STAFF CALENDAR 2023-2024

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29*	30
October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20#	21
22	23	24	25	26	27	28
29	30	31				
November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10*	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21*	22	23
24	25	26	27	28	29	30
31						

IMPORTANT DATES
School Starts
Aug 21
School Ends
Jun 7
Elem Conference Day
<i>(No school for elementary students)</i>
Oct 27
Grading Period *
Sept 29
Nov 10
Dec 21
Feb 23
April 19
June 7
End of Quarter #
(Elementary Only)
Oct 20
Jan 19
April 5
June 7
HOLIDAYS
Jul 4 - Independence Day
Sept 4 - Labor Day
Nov 10 - Veterans Day
Nov 20 - 24 – Thanksgiving Break
Dec 25 – Jan 5 - Winter Break
Jan 1 – New Year Holiday
Jan 15 - Martin Luther King Day
Feb 12 - Lincoln’s Birthday
Feb 19 - Washington’s Birthday
Mar 25 - Apr 1 - Spring Break
May 27 - Memorial Day
No School
December 22
January 8
Every Wednesday
90-minute early dismissal for
Elementary students only

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19#	20
21	22	23	24	25	26	27
28	29	30	31			
February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23*	24
25	26	27	28	29		
March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5#	6
7	8	9	10	11	12	13
14	15	16	17	18	19*	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7*#	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**ALTERNATIVE EDUCATION
Staff
2023-2024**

CERTIFICATED STAFF

Mark Anderson
Amy Bonsell
Colton Byrd
Lanette Delk
Laura Edwards
Chris Fisher
Trista Fox-Brown
Temple Ginther
Hortencia Gonzales
Lilia Gutierrez

Rich Hammond
Ray Hansen
Gary Harper
John Hartsburg
Gary Johnson
Ruth Jones
Dan Loewen
Jenny Mammen
Lisa Martucci
Jill Mele

Corey Miller
Michele Niehoff
Ryan Reynolds
Peggy Rigby
Chao Vang
Lyonel Verduzco
Josh White
Keith Williams
Kellie Yang
Lisa Yang

CLASSIFIED STAFF

Trisha Allen
Lori Barnes
Veronica Batista
Chris Bradbrook
Brent "Storm" Chandler
Veronica Cruz
Kayleigh Damerall
Stephanie Dwelle
Alisa Falcon
Margie Forbis

Roxanna Garlick
Manuel Heredia
Rufina Hernandez
Daina Jackson
Armando Jimenez
Mary Lo
Phillip Lucero
Claudia Martinez
Diane Melton

Erin Reagan
Mike Reyes
Brandon Rice
Arlene Sanchez
Leon Santos
Teri Smart
Mikael Vierge
Destanie Yarbrough

ALTERNATIVE EDUCATION
Administration
2023-2024

Administrative Staff

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Note:

You may reach any Clovis Unified School District employee by typing the following:
firstname.lastname@cusd.com

GATEWAY HIGH SCHOOL

GATEWAY BELL SCHEDULE 2023 - 2024

Regular Schedule

**Monday, Tuesday, Wednesday
& Friday**

**8:52 Warning Bell
8:55 - 9:52 Period 1
9:55 - 10:42 Period 2
10:42 - 10:51 Break
10:54 - 11:41 Period 3
11:44 - 12:31 Period 4
12:31 - 1:07 Lunch
1:10 - 1:57 Period 5
2:00 - 2:47 Period 6**

GATEWAY BELL SCHEDULE 2023 - 2024

Early Dismissal

**Thursday
(2:11 p.m. Early Dismissal)**

**8:52 Warning Bell
8:55 - 9:46 Period 1
9:49 - 10:30 Period 2
10:30 - 10:39 Break
10:42 - 11:23 Period 3
11:26 - 12:07 Period 4
12:07 - 12:43 Lunch
12:46 - 1:27 Period 5
1:30 - 2:11 Period 6**

“FOGGY DAY” INFORMATION

The Fresno County Schools Office and most school districts in Fresno County are again cooperating in reporting “Foggy Day” school bus schedules. During the 2023-2024 school year, the following procedures will be used on extremely foggy days:

1. A decision will be made no later than 6:00 a.m. as to whether or not the departure time of buses must be delayed.
2. If departure times of school buses must be delayed, an announcement will be made on KVPT (TV) Channel 18 and KMJ 580 AM radio starting no later than 6:15 a.m. There will be continuous broadcasting on these channels.
3. If buses within the district are delayed, the word “Schedule A” or “Schedule B” will appear after the name of the district.
4. “Schedule A” means buses will be delayed two (2) hours and “Schedule B” means buses will be delayed four (4) hours. If fog conditions require that “Schedule B” is necessary, all transportation for morning kindergarten classes will be cancelled.
5. All classes in the district will operate as per their regular schedule. Foggy day instructions apply only to bus transportation schedules and riders.

Students who walk or have their own transportation to school should arrive at their normal time; however, parents are advised to exercise discretion relative to particular conditions in and around their respective school attendance areas. Unless an additional announcement is made, afternoon bus and athletic runs will operate on a regular schedule.

Please realize that foggy days are called on a Districtwide basis and, due to the size of the district (199 square miles), not all areas in the district have the same fog density. Therefore, while it may or may not be foggy in your particular area, the decision to delay school is made in the best interest of the students Districtwide.

We request that you do not call the schools, the district office, or the transportation department on foggy days. It is important that these telephone lines be kept open for bus driver reports and other emergency calls.

Hopefully, the above procedures will not have to be implemented during the upcoming foggy season. If a foggy day schedule must be called, your cooperation is sincerely appreciated.

GENERAL OVERVIEW OF PROGRAMS

CLOVIS UNIFIED SCHOOL DISTRICT

The Clovis Unified School District is located in the San Joaquin Valley and includes city, suburban, and rural portions of the city of Clovis, the city of Fresno, Fresno County unincorporated areas, as well as Friant. The Clovis Unified School District has a population of approximately 43,000 students in grades K-12 as well as an Adult School program. The District is composed of 34 elementary schools, five (5) intermediate schools, five (5) high schools, one (1) adult school and six (6) alternative education campuses.

GATEWAY HIGH SCHOOL AND ENTERPRISE INDEPENDENT STUDY

The Gateway High School campus is located at 1550 Herndon Avenue, Clovis.

The Enterprise High School campus is located at 1655 David E. Cook Way, Clovis.

Administrative staff includes Principal, Administrator of Enterprise High School, Learning Director, and Transitions Coordinator. There are six (6) counselors with one (1) functioning full time at the Community Resource Center. Support personnel include three (3) full-time nurses and a psychologist on site 5 days per week. One (1) resource specialist and three (2) instructional assistants serve the needs of students with learning disabilities. Title 1 funds provide for the lead instructional assistant and SBCP/Title III funds provide for additional part-time instructional assistants for bilingual students. In addition, there are four (4) Student Relations Liaisons (SRL) at Gateway High School, one (1) School Resource Officer (SRO).

Gateway High School was recognized as a Model Continuation High School by the Department of Education in April 2018. During the 2021-2022 school year, Enterprise and Gateway completed the Western Association of Schools and Colleges (WASC) Self Study using the Focus on Learning process. The Alternative Education program received a six-year term of accreditation, the highest term given to a school.

Continuation school is a valid alternative to the standard comprehensive high school. The mission is to provide a credible educational program that offers a meaningful experience designed to meet the educational and social needs of students. For those students assigned involuntarily to the program, it provides opportunities to correct academic deficiencies, demonstrate improved attendance, or provide evidence of improved attitudes and/or behavior. For those voluntary enrollments, the provision of a credible high school education is essential. It is critical, however, that both schools provide a reasonable alternative to the comprehensive high school time frame, instructional delivery method, and curriculum design. Providing support to high at-risk students is a priority of the entire staff. Credit requirements to earn a diploma are aligned with those of the standard comprehensive high schools, thereby allowing the student the opportunity to return to graduate.

INDEPENDENT STUDY - ENTERPRISE

ENTERPRISE INDEPENDENT STUDY (GRADES K-12)

Enterprise is an alternative school that uses an independent study learning strategy. The school is unique in that a teacher sees students in three (3) hour blocks once per week. Some students may be required to attend labs along with the appointments. Students are assigned weekly assignments. Placement in Enterprise is done by consultants at Student Services and School Attendance (SSSA) office and not all requests for placement are approved. Priority is given to students with medical considerations.

ATTENDANCE ACCOUNTING

Attendance is granted to independent study students based upon completed homework assignments. Students have one ADA month to complete assigned work unless prior approval is given for more time. **For full attendance, all students are recommended to complete a MINIMUM of 20 hours each week or 80+ hours in an ADA month period. Students are behind graduation schedule unless 30 or more hours are completed each week.**

The attendance credit is earned in whole day (4 hour) segments. If a student completes 20 hours of schoolwork in a week, the teacher will credit him or her with 4 hours of attendance for each school day of that week. If the student completes 18 hours in a given week, his or her attendance would be computed as present for 4 days with 1 day unexcused absence.

For attendance purposes, homework credit can only be given in the month originally assigned. No attendance can be accepted for longer than 4 weeks between assignment and completion of a student's work, except when special or extenuating circumstances justify a longer time. These exceptions must always have prior approval.

FREQUENCY OF APPOINTMENTS

Students are required to meet with their supervising teacher for a minimum of three (3) hours every week. A teacher may provide additional time if needed. A student may also be required to attend labs to complete a course of study. Generally, these appointments are the same time each week. All assigned work is due at the end of every month or as designated.

Students are obligated to be present at the regularly scheduled time. This time is mutually agreed upon at the beginning of the semester. Since meetings are usually once each week, **doctor and all other appointments should be scheduled on other days and will not be accepted as a valid reason for missing an appointment.**

MISSING AN APPOINTMENT

Missing an appointment is a violation of the written Master Agreement and may lead to the student being dropped from the program. All missed appointments at the Enterprise site must be made up. The student will be required to turn in 20 hours or more work for the week they missed at their next scheduled appointment. After three missed appointments or nonproductive weeks, the Master Agreement and placement at Enterprise may be reviewed for termination.

If an illness or emergency occurs, it is the responsibility of the student/parent/guardian to telephone the Enterprise of teacher before the appointment time. Remember that each teacher is on a set schedule and doesn't always have the flexibility to reschedule, except for illness. Students will need to bring a note from the doctor verifying this excuse.

REFERRAL POLICY

Regular attendance is mandatory to remain in the program. Each student is obligated to meet with his/her teacher at the time agreed upon on the Master Agreement even if the work is not completed. Failure to complete this meeting may lead to a termination from Enterprise High School.

The Enterprise teacher is required to record a note in QWeb for every student who fails to keep his/her weekly appointment. The process is as follows:

Missed Appointments:

- 1st Teacher makes a phone call to the Parent/Guardian. Teacher records a note in student QWeb file.
- 2nd Teacher makes a phone call to the Parent/Guardian. Teacher records a note in student QWeb file. Teacher notifies Counselor.
- 3rd Teacher makes a phone call to the Parent/Guardian. Teacher records a note in student QWeb file. Teacher sends referral to Counselor. Counselor makes a phone call to Parent/Guardian. Counselor schedules a Parent/Guardian/Student conference with the Counselor and/or Learning Director. Placement at Enterprise may be reviewed for termination.

After three missed appointments and/or failure to submit evidence of completing three missed assignments, the Master Agreement or placement at Enterprise could result in one or more of the following:

- Increase in the amount of time the student must be on campus or in an equivalent supervised situation
- Revocation of any work permit issued until the schoolwork is satisfactorily completed
- Placement on school probation or Advisory Status
- Termination of the I.S. agreement and transferred to an appropriate alternative placement
- School Attendance Review Board referral

Failure to keep any of the steps will lead to a referral to the Student Services and School Attendance office for possible review of Enterprise placement.

THE MASTER AGREEMENT CONTRACT

Independent Study guidelines require a detailed agreement between the individual student, parent/guardian, teacher, and school administrator. This agreement, or contract, will be completed during the student's orientation meeting with the counselor. Working together, they design an agreement that will meet the learning needs of the student and satisfy state and school district requirements for credit and graduation. This agreement is not activated until the student, parent/guardian, teacher, and school administrator properly sign it. **No attendance or credits can be awarded without all of these signatures.**

The Master Agreement includes:

- The manner, frequency, date, time, and place for submitting a pupil's assignments and for reporting his or her progress
- The title and statement of the major objectives of the course of study covered by the agreement
- The specific resources, including materials and personnel, which will be used during the time of the Master Agreement
- The method used to evaluate the pupil's work
- A statement that the maximum length of time allowed between the assignment of work and the time the work can be turned in shall be one ADA month (four (4) weeks) except when special or extenuating circumstances justify a longer time with prior approval
- The duration of each Independent Study Agreement is limited to the current school year
- A statement of the number of course credits grades 9-12, or credit equivalency for grades K-8
- A statement that independent study is an optional alternative in which no pupil may be required to participate, and that classroom instruction has been offered as an alternative
- The signature and date of the student, student's parent/guardian, and certificated employee of the district who has been designated as having responsibility for providing assistance to the pupils

- The failure to submit evidence of completing three (3) missed assignments could result in a review and termination from Enterprise

UNEXCUSED ABSENCES

There is no such thing as an excused absence within Independent Study guidelines; all absences are unexcused. Attendance is computed by completing work (for more information, see Attendance Accounting.) This includes family vacations. Please schedule time off from school in accordance with district holidays.

LABS

Each year Enterprise tries to improve the educational services for students. Parent/guardian surveys have expressed a need for more educational time with the teacher. As a result, Enterprise has added a three (3) hour wheel block of time for each student. Students are also required to attend math, science, art and P.E. labs.

GENERAL INFORMATION

APPLICATION FOR TRANSFER (High School)

Students who decide to return to the comprehensive school must meet or exceed the following requirements in order to be considered for transfer. Transfers occur only at change of semester (twice per year) unless the disposition states otherwise. Transfer applications for the 2023-2024 spring semester are available beginning October 30, 2023 and are due by November 13, 2023 to the office. Transfers for the 2024-2025 fall semester are available beginning April 15, 2024 and are due April 26, 2024 to the office.

Discipline Referral: Students should not have major Education Code or Zero Tolerance violations. All suspended expulsions or expulsions are reviewed by Student Services and Student Attendance staff for final disposition. Rehabilitation Plans assigned to the students must be completed at the time of their Student Services and Student Attendance Review.

Credits: Alternative Education students must be on track for graduation.

Attendance: Alternative Education students must have acceptable attendance.

CANINE DETECTION SERVICES

School safety of all students and staff continues to be a very important priority at Alternative Education. In Clovis Unified School District, there is an effective deterrence program in place to reduce the presence of drugs, alcohol, and weapons on campus through the use of detection canines. Clovis Unified utilizes the services of a detection canine company to randomly search all secondary schools which include Gateway High School and Enterprise.

Randomly and unannounced, canine searches come to Gateway High School and search classrooms and parking lots. During a search in the classroom, the dogs are always accompanied by a school administrator who informs students that this is standard procedure. If the dogs detect a contraband odor, the responsible party is escorted to the office. They are briefed on the dog's capabilities and given an opportunity to offer an explanation as to the nature of the dog's interest. The dog handler then inspects the location and turns any discovered contraband over to school administration.

Any possible disciplinary actions are then followed through with Alternative Education staff and possibly the Clovis Unified Police Services or Clovis Police Department.

CAREER /WORK EXPERIENCE

Students may also learn about seeking part-time employment and obtaining a work permit from their counselor. Up to ten (10) credits in Work Experience may be earned each semester, with a maximum total of forty (40) credits allowed. Throughout the year, representatives from the military, the business community, and colleges will be available to assist students with information on establishing a career.

CREDITS-PROGRESS TOWARD GRADUATION

Students must achieve 230 total credits to graduate.

The following number of accumulated units toward high school graduation will be the standard for minimum achievement:

Grade	Fall	Spring
Sophomore	55	80
Junior	110	140
Senior	170	200

Credits are granted upon successful completion of all course work for each class.

- It is possible to earn up to 5 credits in each class per semester of full enrollment.
- A traditional grading system is used. Students earn letter grades for the quality of the assignments completed.
- Credits are earned for passing work only (earning a “D-” or better).
- There will be no credits earned for just showing up for the classes/seat time.
- For students transferring to Alternative Education from another high school or program, passing grades and credits earned by the last day of attendance shall be transferred to the new classes.
- Incoming passing grades are required for credits to be transferred for a class.
- No more than 45 credits may be earned during a semester without prior approval of the administration.
- Credits may also be earned through approved courses offered by CTE courses, CART, and Work Experience. Counselor and parent/guardian permission must be obtained in advance. See your Counselor for details.

Gateway students will be enrolled in a six-period day for completion of 30 credits. Students are expected to complete homework when assigned by a teacher. **If a student does not complete any work outside of the classroom, he/she may not earn maximum credits.**

ACADEMIC COUNSELING

Students should seek counseling and guidance when there is a need. Counselor Request Forms are available in the main office.

The counselor will be available for:

Selection of high school courses	Transcripts
College admissions requirements	Vocational and career guidance
Test interpretation and scholarship information	Personal counseling
Scholarships and grants	Work experience
Registration policies	Program changes
Grades and/or credits	Individual Learning Plans (ILP)
Referrals to the Access Team	Student Study Team Meetings

ACCESS TEAM

Alternative Education has an Access Team, which consists of a Coordinator, Counselors, Student Relations Liaisons, Intervention Aides, and an Administrative Assistant. The team will support at-risk students and assist them and their families with the transition process to Alternative Education and back to the comprehensive sites. The Access Team is located in the Community Resource Center.

GRADES

Progress Reports are issued and mailed home to students twice per semester.
Semester grades are issued and mailed home at the end of each semester.

Grades and credits earned as of the last day of attendance at their previous school shall be transferred to the new classes of students transferring to the Alternative Education Program from comprehensive high schools. A passing grade is required for credits to be transferred for a class. Students will earn grades based on the traditional grading system (A, B, C, D, F).

Grades

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 0% - 59%

GRADUATION INFORMATION

In order to participate in the graduation ceremony, each participant must sign the graduation senior contract, agreeing to abide by the specific code of dress and behavior for the ceremony. This signed contract must be on file at the school.

Additionally, each student must complete the stipulations required in the SSSA disposition to participate in the Gateway High School graduation ceremony.

- **BEHAVIOR REFERRALS**

Any senior who commits a suspendable offense or a Code of Conduct offense during the second semester of their senior year may be removed from participating in some or ALL extra senior activities including the graduation ceremony at ANY Clovis Unified School District sites.

Students are expected to attend all classes. Truancies, excessive absences, or tardies may result in loss of participation in the graduation ceremony.

- **OBLIGATIONS**

All school materials, books, uniforms, equipment, and any other district items must be returned to the school site prior to graduation rehearsals. In order to participate in the graduation ceremony, students must clear all outstanding obligations or have made alternative arrangements to resolve them.

Please submit payments for obligations or damaged items to the front office of Gateway High School. Cash or money orders only—no personal checks will be accepted. Parents/Students may contact the Principal or Office Manager with questions regarding outstanding obligations or alternative arrangements to resolve them.

GUEST PASSES FOR COMPREHENSIVE SITE EVENTS

- To provide a safe and positive environment at school events, the site administration reserves the right to deny admission to anyone.
- Any student requesting a guest pass must request administrative approval a minimum of 2 weeks prior to the date of the event.
- Guest passes will be issued to school activities by the Gateway High School Learning Director under the following conditions:
 - The guest must be under the age of 21 and at least a ninth grade student at the time of the event.
 - If a high school student, the guest must be in good standing at their school of residence.
 - The guest must adhere to *all policies* set forth by the school site in regards to behavior and attendance.
 - Any student placed in an Alternative Education program for a non-expellable offense will be allowed to attend school activities only at the discretion of the Principal's designee. The student must be in good standing at their current school of residence and if recently placed in an Alternative program, would not have been on non-privilege status at the previous school of attendance.
 - Any student expelled or placed in Alternative Education for an expellable offense (48900) will NOT be allowed to return to any comprehensive school activity until their review date has passed and the student is in good standing.
 - Guests must have a valid photo I.D., such as a Driver's License or school identification card, and an approved Guest Pass to be admitted.

GUESTS – STUDENTS

In compliance with District Policy, students are *not* permitted to bring guests on campus during the school day. No guest passes will be issued for the Alternative Education campuses.

HOMEWORK

Students are expected to complete assigned homework. Textbooks may be checked out through the library.

INTERNET-BASED INDEPENDENT STUDY

Prerequisite: The counselor will use discretion in assigning Edgenuity courses. Edgenuity internet-based credit recovery courses are available. Internet access at home would be advisable to maximize credit recovery from the home. Computers may be utilized in the school library every day during lunch hours. Computers are also available in the Community Resource Center during lunch and after school until 4:00pm.

INDIVIDUAL LEARNING PLAN (ILP)

ILP is a written plan designed to put students back on track to graduate and to explore college and career paths.

LIBRARY (LMC) SERVICES

Students are encouraged to use the LMC as a resource for academic work assigned through the classroom. The LMC hours will be from 8:30am – 3:15pm. Students will be held responsible for the purchase of lost or damaged books, material, and media.

LOST AND FOUND

Found articles should be turned in to the office.

MEAL PROGRAM

Gateway High School currently qualifies for an all-campus waiver of meal fees. Students will receive a breakfast and a lunch at no cost to the student.

ORIENTATION (GATEWAY GRADES 10-12, ENTERPRISE GRADES K-12)

All students and parent/guardians must complete the Alternative Education orientation process. During this one-hour meeting, the student and parent/guardian will:

- meet individually with a counselor
- review information and rules relating to Alternative Education
- complete all required paperwork for enrolling
- review graduation check-off information
- register for classes
- answer all questions related to the student’s progress
- complete an ILP and review rehabilitation requirements

P.E. MEDICAL EXCUSE

Excuses for three consecutive days or less:

- Excuses should be given directly to the attendance office.
- The student is not required to participate.
- The school nurse may issue PE medical excuses.

Excuses for more than three consecutive days:

- Submit a doctor’s excuse to the office.
- Students who are medically exempt must enroll in a course in lieu of P.E. to meet the physical education graduation requirement.

P.E. NON-CREDIT POLICY

If a student enrolled in P.E. refuses to participate, the following steps will be taken:

- First and second non-credit-----Student/teacher conference
- Third non-credit-----A teacher/parent contact
- Fourth non-credit-----Referred to the counselor/phone contact to parent/guardian
- Fifth non-credit-----Referred to counselor/parent/guardian conference
- Sixth non-credit-----Referred for alternative placement to earn PE credits

Gateway High School Student/Parent Orientation

*By placing my initials beside each item below,
I acknowledge my understanding and acceptance of the information listed:*

- _____ **Leaving campus** during school hours *without an off-campus pass is prohibited*. Only a **parent or guardian** can authorize a staff member to issue a pass. *Before a student may leave campus, a parent or guardian must sign out the student in the front office*. Students should report to the **front office first**, before leaving campus with parents/guardians.
- _____ **Deliveries to students from outside establishments** (food orders, etc.) during the school day are *not allowed*.
Parents/guardians may drop off lunch or other items at the front office.
ALL Gateway High students receive FREE breakfast/lunch every day.
- _____ **Water bottles are allowed, but students may NOT bring outside drinks on campus** (Starbucks, sodas, etc.).
- _____ **Permanent pens (Sharpies), laser pointers, spray cans, and sunflower seeds** are *not allowed* on campus.
- _____ **Students who drive to school** should park in the **back-parking lot** of Gateway High.
The parking lot is off limits to students during the school day.
- _____ **CUSD buses** will provide transportation to all students **outside of the 2.5-mile radius of Gateway High**.
The **CUSD Transportation Department** phone number is **327-9700**.
- _____ **All CUSD schools are closed campuses during the school day**. **Alternative education students with disciplinary stipulations on their dispositions MAY NOT BE on any CUSD campus or attend any CUSD event without permission from the Director of Student Services.**
- _____ **Graffiti, bullying, fighting, weapons, and gang behavior** are unacceptable and will result in disciplinary action. *Language use on campus must always be appropriate.*
- _____ **Cell phones** and other media should be *silenced* and *put away* in the classroom unless a teacher authorizes their use for instruction. **A student may use his/her devices at break, lunch, and during passing periods.**
1st offense: cell phone **turned in** to SRL or LD and **returned** at the end of the school day.
2nd offense: cell phone **turned in** to SRL or LD and **picked up by parent/guardian; detention assigned.**
- _____ **Physical Education students are not required to dress out**. Students should wear comfortable shoes.
- _____ **Excessive tardies are unacceptable.**
Consequences will be given when a student is tardy to the *same* class *twice* in a semester.
- **1st tardy** – warning
 - **2nd tardy** – lunch detention and parent/guardian contact by teacher
 - **3rd tardy** – after school detention and parent/guardian contact by teacher
 - **4th tardy** – office referral
- _____ **Excessive absences** are unacceptable. The district **SARB process** will be in effect with all students who do not attend school daily.
- _____ Students must always carry a **Gateway Hall Pass while on campus**. Students must have a **Gateway Hall Pass** signed by a teacher/staff member *in order to leave during class time with permission*.

_____All students are required to leave the campus **no later than 15 minutes** after the school day ends.

_____All students are expected to follow the school rules regarding **dress and grooming** as described in the **Student Handbook**. **Refer to the Alternative Education/CUSD Dress Code Summary**.

_____All students are required to **wear visibly, above the waist, their school ID cards** whenever they are on campus. **An ID card and lanyard will be provided for all students**. *Replacements* can be obtained by either serving an after-school detention or purchasing the ID card for \$3.00 and the lanyard for \$2.00.

_____The **Community Resource Center** and the **Access Team** focus on **students who might not seek out support** but would **benefit from mentoring** and **increased connections** to school resources.

- **Welcoming place** for parents to learn about their **student's education** and **available resources**
- **Substance abuse education and referrals**
- **Clovis Support Intervention (CSI)**
- **Mental Health Counseling Services**
- **Teen Parent Education**

_____Students earn *variable credits* at Gateway High School/alternative education.

- **+0.5 credits may be earned** over *approximately 8-10 days* of school **IF a student attends classes every day AND earns passing grades on assignments and tests provided by each teacher**.
- **Teachers DO assign HOMEWORK at Gateway High School.**

_____Passing grades are required to *earn credits*, **BUT grades alone do NOT guarantee full credits** have been *earned*.

Students are responsible for *communicating regularly with teachers* about their *current credit status*.

- **Study Skills classes** available for *eligible students* with **course/credit deficiencies**
- **Progress reports** mailed home:
 - **6-week grading period** (at least **+1.5 credits** earned in every class to be on track)
 - **12-week grading period** (at least **+3.5 credits** earned in every class to be on track)
 - **Semester (+5 credits)** earned in every class to stay on track)
- **Weekly progress report forms** available for students to give teachers to complete

_____Transfers to home schools are available *once per semester* for *eligible students*. **Students who have met the requirements to return to a comprehensive high school must pick up the transfer application in the front office and submit it by the deadline to be eligible to transfer.**

Transfer applications will be reviewed and approved based on *successful completion* of the following requirements:

- Student's completion of his/her **disposition's stipulations/rehabilitation plan**
- Student's **attendance** record
- Student's **behavioral** record
- Student's **current credit status**

By signing below, I acknowledge that I have read, understand, and accept the school guidelines/policies.

Student: _____ **Date:** _____

Parent: _____ **Date:** _____

SCHOLARSHIPS

Seniors who are interested in applying for scholarships or financial aid are encouraged to see their counselor. State Center Community College and vocational schools offer grants and scholarships.

Available scholarships may include:

- Clovis Japanese American Citizens League
- Odd Fellows Achievement Award
- Old Town Clovis Kiwanis
- Alternative Education Scholarship
- Clovis Foundation Scholarship (Student of Promise)
- Clovis Rotary Club

STUDENT/PARENT INVOLVEMENT

Students are encouraged to become involved with their school by participating in one or more of the following activities:

- Athletics/Intramurals
- Back to School night
- Careers/Speakers Bureau
- Chess Tournaments
- Community Health Fair
- Community Service Projects
- Community Resource Center
- IDAC
- ELAC
- Empowerment Groups
- Fellowship of Christian Athletes
- Field Trips
- Group Home Senate
- Healthy Start Collaborative
- Men's & Women's Alliance
- Open House night
- Parent/Family Education Program
- Parent PASA
- Principal's Advisory for Student Affairs (PASA)
- Teen Parent Council
- Red Ribbon Week
- School Assessment Review Team – SART
- School Site Council – SSC
- Students Against Destructive Decisions – SADD
- Student Leadership/Community Service
- Title I Meetings

STUDENT PARKING – GATEWAY

All students must park their automobiles in the designated area. The parking area is “off limits” during the day and cars may not be moved while school is in session. Students are not to park in reserved staff parking areas or neighboring lots. Any student in violation of any vehicle code will be cited. There should be no parking on Herndon or on David E. Cook Way across from the Professional Development Building.

TELEPHONE – GATEWAY/ENTERPRISE

Gateway students are only to use the telephone in the office for **emergency** purposes before school, during break, during lunch, and after school. Students are **not** to be sent to the office to use the telephone during class time.

Enterprise students are allowed to use the telephone in the classroom before school, during breaks and lunch, and after school.

WITHHOLDING OF PUPIL GRADES, DIPLOMAS, AND/OR TRANSCRIPTS

Section 48909 (b) of the California Education Code provides that a school district may withhold a pupil's grades, transcripts, and/or diploma when the pupil has a financial obligation. The statute requires that the parent/guardian be given the opportunity to meet and discuss any financial obligation with a school official. If the official determines that the parents/guardians are unable to pay the obligation, the parent/guardian must be given the opportunity to perform voluntary work in lieu of monetary payment.

ATTENDANCE

ABSENCES

Attendance is recorded daily per class period. Those students not attending school on a regular basis for any reason will be referred to their designated counselor and SARB (Student Attendance Review Board) Coordinator. The school office will verify all absences.

OFF-CAMPUS PASSES

Off-Campus Passes are issued by the office. Those issued by the nurse will be verified by the office prior to the student's departure from school.

To obtain an Off-Campus Pass, a parent/guardian of the student must call the front office and provide the following information:

- The date
- Exact time of departure
- The reason for the request
- A parent/guardian must come to the front office to sign out student

Off-Campus Passes will be issued for the following reasons:

- Illness, verified by the school nurse
- Appointments with health care providers
- Illness and/or death in the family or funeral attendance verified by parent/guardian

SITE-BASED INDEPENDENT STUDY

Site-Based Independent Study is appropriate when a student is out of school for five (5) days or more.

How to start and complete Short-term Independent Study:

- STEP 1 The parent/guardian must request a site-based independent study placement by coming into the school office at least two days in advance of the absence and sign the master agreement.
- STEP 2 **PRIOR TO STUDENT LEAVING SCHOOL**, the office will complete the Master Agreement that must include the signature of the student, parent/guardian, teacher, and all other persons who have direct responsibility for providing assistance to the student. Each teacher must sign the Master Agreement for attendance to be taken.
- STEP 3 Each teacher will provide all course assignments and complete all required documentation on the assignment sheet.
- STEP 4 When a student returns, all work is to be turned in to the office by the due date. If work comes in after the due date, academic credit can be given but not apportionment credit for attendance.
- STEP 5 The teacher must grade and evaluate the student's work.
- STEP 6 Attendance is based on completed work. If the student has met the objective of the Master Agreement, the student will receive academic and attendance credit.

TARDY POLICY

It is the student's responsibility to be on time. A student is tardy if he/she enters the class after the last passing bell. Teachers are required to keep a record of student tardies.

Tardy policy consequences:

- 1st Tardy - Warning
- 2nd Tardy - Lunch Detention and parent/guardian contact by teacher
- 3rd Tardy - After School Detention and parent/guardian contact by teacher
- 4th Tardy - Office Referral

Possible consequences could also include:

- Recommendation for change of placement
- Revoke Work Permit
- Contact Probation Officer and/or Social Worker

TRUANCIES

A student will be truant when his/her whereabouts are unknown by the parent/guardian and school officials.

Truancy policy consequences:

- First truancy Refer to office; Parent/guardian contact; assign Thursday School
- Second truancy Refer to office; Parent/guardian conference; assign Thursday School
- Third truancy Refer to office; Parent/guardian conference; assign Thursday School; possible meeting at the Student Services and School Attendance office (SSSA).

STUDENT CONDUCT

BUSSING, GOALS, GUIDELINES, AND POLICIES

The following bus passenger guidelines are presented in order that each student who rides the bus will arrive safely, on time, and in the proper frame of mind to learn.

Home-to-school transportation is provided at no charge for students who attend Clovis schools and who live in excess of an established radius zone as outlined below and for those meeting the eligibility criteria for ridership:

Transportable Zones

Grades K-6 residing within a 1-mile radius or more from school site

Grades 7-12 residing within a 2½-mile radius or more from school site

The radius zone will be measured by drawing a circular radius from a central location established at the school site campus and around the school within the school's attendance boundary.

No transportation is provided for students enrolled in the Enterprise Independent Study program.

Requirements for Riding A School Bus

- Arrive at your bus stop five minutes before the scheduled leave time
- Wait for your bus in a safe place – well off the roadway
- Wait until the bus is completely stopped, enter your bus in an orderly manner and take your seat immediately
- Be courteous to your school bus driver and to fellow passengers
- All students shall board or exit the school bus only at the students' authorized bus stop. "Authorized" bus stop is defined as the bus stop closest to the student's residence. Exceptions to this regulation will be permitted only on a daily basis when the student has a written statement bearing the parent's signature and signed by a school administrator. The written statement shall be forwarded to the bus driver. *The Administrator's signature shall include the administrative title, the time and date signed. (If there are any questions, administration should contact the parents/guardians.)*

Posted Bus Rules of Conduct

- Fighting (physical contact)***, fighting (verbal altercation)**, threatening behavior and/or harassment*** of any kind is prohibited
 - Weapons, smoking, laser pens, drugs, or alcohol are forbidden on or near a school bus
 - Cross the street in front of the bus and only under the supervision of your bus driver
 - Follow the instructions of your bus driver at all times**
 - Students are to remain seated and facing the front while the bus is in motion**
 - Keep your arms and head inside the bus at all times**
 - Profanity, indecent language, or obscene gestures are prohibited**
 - Any property defaced or destroyed on the school bus will be paid for by the student and/or parent/guardian**
 - Eating, drinking, chewing gum are prohibited*
 - Spitting or throwing objects on the bus or out the window is prohibited*
 - Loud or boisterous noises, singing or whistling will not be permitted*
 - Glass objects, inflated balloons, cleats, radios, tape recorders, roller blades, and skateboards will not be permitted*
 - Animals or insects (dead or alive) are not allowed on the bus*
- Failure to comply with these rules will result in the following:*
- *** Zero Tolerance – 10 day suspension from bus (no warning)
 - ** Level One - 5 day suspension from bus (1 warning)
 - * Level Two – 2 day suspension from bus (2 warnings)

- California law governing school buses and School Pupil Activity Buses (SPAB) “Holds the driver responsible for the orderly conduct of pupils while aboard the bus” (5CCR 14103). It also states “a school bus or SPAB bus shall not be put into motion until all passengers are seated. All passengers must remain seated while the bus is in motion.” (13CCR 1217). This means that students cannot use the restroom facilities aboard a SPAB bus while the bus is in motion. Failure to abide by one or more of these rules shall result in the loss of bus riding privileges.

Each bus driver will be responsible for the bus and for all passengers at all times, except when students are under the sole jurisdiction of a faculty member at the activity or event which they are attending.

Procedure for issuing a “*Warning of Unsatisfactory Conduct on or Near a School Bus*”:

At the driver’s discretion, up to two warnings may be issued to a student before issuing a “Notice of Unsatisfactory Conduct” referral. A driver may choose to issue a “Warning of Unsatisfactory Conduct” in lieu of a “Notice of Unsatisfactory Conduct” Referral. A maximum of two warnings may be issued per student, per item as indicated on the warning report.

Bus Discipline Procedures

- Violation of the posted rules and regulations shall result in the loss of bus riding privileges. A student who rides the bus in the Clovis Unified School District is disciplined in accordance with the statutes of the State of California and will be subject to disciplinary actions for violation of any of the Posted Rules of Conduct for CUSD, as outlined in District Policy.
- Disciplinarians shall normally apply progressive discipline procedures when the driver issues a “Notice of Unsatisfactory Conduct On or Near School Bus” referral as outlined:
 - First referral and second referral the school site administrator issues appropriate discipline as outlined:
 - “Zero Tolerance” section = 10 day suspension from bus
 - “Level One” section = 5 day suspension from bus
 - “Level Two” section = 2 day suspension from bus
 - The third referral: suspension from all CUSD busses for the remainder of the school year
- In cases where the disciplinarian determines that the student behavior causes a danger to person or property, the student shall be immediately suspended from ridership.

District Policy AR8301 mandates that all field trips “be supervised by certificated teachers for the District and said teachers will accompany the students on the bus.” The Principal will determine the number of teachers for such supervision. Adult chaperones should be provided for every eight to ten students. **Only authorized chaperones and participating students are permitted transportation on field trips.**

CANS, BOTTLES, ETC.

Open bottles, cans, containers, and squeeze bottles are **NOT** to be brought on campus and will be confiscated.

CLASSROOM CONDUCT/VIOLATIONS

Classroom violations that will be referred to the office for appropriate disciplinary action include:

- | | |
|--|---|
| • Defiance | • Fighting or threatening to fight |
| • Threats toward teacher or students | • Profanity directed at the teacher |
| • Leaving the class without permission | • Possession of a controlled substance |
| • Vandalism of school property | • Possession of a weapon |
| • Under the influence of a controlled substance | • Use or possession of tobacco, vape pen or paraphernalia |
| • Any situation the teacher judges to be potentially dangerous | • Dress Code violations |

Possible consequences for an office referral:

- After school, lunch detention, or Thursday School
- Teacher-parent/guardian-student conference
- Behavior Contract
- Work permit may be revoked
- Suspension, expulsion recommendation for alternative placement
- Probation officer will be informed, if applicable

DETENTIONS/MONDAY SCHOOL

Detentions are held after school 2:15-3:15 pm and during lunchtime.

Thursday School is held 2:15-5:30 pm, once a month. Transportation must be provided by parent/guardian.

ELECTRONIC DEVICES

Unless permitted by the teacher as an academic tool, the use of electronic devices, cell phones, ear buds, and headphones are NOT permitted during the instructional part of the day. Electronic devices must be turned off and not visible when students enter the classroom. Alternative Education is not responsible for lost or stolen items.

Students using electronic devices during class without teacher permission will be subject to the following consequences:

- 1st Offense – Electronic device turned in to SRL or LD. Electronic device will be returned at the end of the day.
- 2nd Offense - Electronic device turned in to SRL or LD. Electronic device must be picked up by a parent/guardian and detention will be assigned.

****Electronic device use that results in a major discipline problem may lead to other disciplinary action.*

HALL PASSES

A student must be in his/her assigned classroom during class hours. No hall passes will be issued during the first 20 minutes or last 10 minutes of each period, unless there is an emergency. All students out of class must have a hall pass issued by a teacher or staff member.

LIGHTERS, MATCHES, ETC.

Lighters, matches, etc. are not permitted on campus and if brought on campus they will be confiscated.

LITTERING

Littering is throwing paper, food, or refuse on school grounds. Excessive litter on campus will result in the closure of the Multi-Purpose Room (MPR) or a designated area for a determined period of time. Students caught littering will be subject to detention or other disciplinary measures.

OFF-LIMIT AREAS

Students are required to remain in supervised areas during school hours. All other areas are off-limits and are clearly marked with a bright red boundary line. Students will be subject to search and disciplinary action if found loitering in an off-limit area.

OTHER CUSD CAMPUSES

Students may not be on any other CUSD campus from 7:30 AM to 5:00 PM. All schools in the Clovis Unified School District are **off-limits** during school hours unless permission has been granted.

PERSONAL PROPERTY

The school is NOT responsible for loss of personal belongings. When riding the school bus, skates or skateboards must be secured in a bag. On campus, all skateboards **MUST** be secured in a skateboard locker. Students may not carry skateboards to class or store them in teacher classrooms.

PROFANITY

The use of profanity is considered unacceptable and will not be tolerated. Extreme use of profanity or repeated use will result in appropriate discipline.

PROHIBITED ITEMS

Aerosol cans, dangerous objects, laser pointers, permanent markers, and sunflower seeds are not permitted on campus. If any of these items are brought on campus, they will be confiscated.

SCHOOL PROPERTY

California Education Code 16074 states “Any pupil who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school district is liable to suspension or expulsion, and the parent/guardian shall be liable to a school district for all property belonging to the school district, loaned to the pupil, and not returned upon demand of employee of the district authorized to make the demand.”

Textbooks are checked out in the Library. It is the student’s responsibility to care for these materials and return them to the teacher in satisfactory condition. A fine will be assessed if the condition of the returned materials shows more than average wear. Lost books must be paid for or arrangements made to pay for them before another book will be issued. Transcripts and diplomas may be withheld as long as outstanding obligations remain unpaid.

Use of school equipment without teacher permission is prohibited. Damage to equipment caused by unauthorized use will result in disciplinary action (California Education Code, Section 48900).

SMOKING

Students may not be in possession of any tobacco products, including smokeless tobacco, vape pens, and any electronic smoking devices. Smoking on or around campus or any other campus in the Clovis Unified School District during school hours is prohibited. Consequences for use or possession of tobacco will be at the discretion of the school.

STUDENT RELATIONSHIPS

The following behavior will not be permitted:

- Excessive public display of affection
- Any other act which is not in good taste

If students persist in this manner they will be reported to the administration. Parents/guardians will then be notified of the situation and discipline could be issued.

ZERO TOLERANCE

The Governing Board of the Clovis Unified School District hereby declares the schools operated by the Clovis Unified School District to have a ***Zero Tolerance Policy*** on:

- sexual battery
- battery
- possession of a firearm
- possession of a knife
- possession of a dangerous object
- possession of explosive devices
- sale of controlled substances
- possession of controlled substances
- vandalism where damage exceeds \$100
- repeated mutual combat
- robbery or extortion
- participating in gang-motivated intimidation
- assault on or threatening of school staff
- hate motivated behavior constituting a statutory violation

Any student who is found in violation of the above shall be taken into custody and shall immediately be suspended and recommended for expulsion from the Clovis Unified School District.

CUSD DRESS CODE

We believe that attention to appearance and a student's attitude toward self and school are related. Good taste, good grooming, and appropriateness of attire are a part of learning for all students. However, we recognize that students' mode of dress and grooming is a manifestation of their personal style and individual preference. We believe that students and parent/guardians can freely choose apparel that demonstrates individuality, as well as maintain the standards of appropriateness.

CUSD Governing Board Policy 5132 states the following:

Consistent dress and grooming policy is necessary to maintain order, provide a safe school environment, and promote discipline. Dress or grooming that draw undue attention detract from the educational process and is therefore unacceptable.

The Board authorizes the Superintendent to adopt an administrative regulation which is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics and which prohibits student dress or grooming practices which:

1. Present a hazard to the health or safety of the student or to others in the school;
2. Materially interfere with school work, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property; or
4. Prevent the student from achieving educational objectives because of blocked vision or restricted movement.

The administrative regulation regarding the dress code will be reviewed each May by students, faculty, parents, and administration with a revised version submitted to the Board for approval for use during the next school year.

Student violations of the administrative regulation are termed defiance of the direction and valid authority of the school principal, teachers, and others in authority and the Board directs that the principal or designee may administer any appropriate disciplinary action.

School Uniforms

The Board authorizes any school site to implement a uniform dress policy provided there is demonstrated parental support. Students and parents shall have a free choice of participating in the school's uniform policy or choosing not to participate. Parents who choose to not have their student(s) participate will need to sign a form opting out of the uniform dress policy. All uniform items must be consistent with the District's current dress code policy.

Administrative Regulation 5132 states the following:

These regulations specify standards of dress and grooming promoting a safe school setting conducive to a positive learning environment consistent with the Board's policy governing acceptable and appropriate apparel and appearance for students.

A. Apparel

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school.

1. Articles of clothing which display gang symbols, profanity or products or slogans which promote tobacco, alcohol, drugs or sex; materially interfere with school work; create disorder or disrupt the educational process are not allowed.
2. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed.
3. Military, paramilitary, or camouflage (military style) clothing will not be permitted.

4. Extreme fashion that draws undue attention to the student will not be allowed. This includes distracting clothing, and distracting make-up, etc.
5. Jackets and other apparel depicting professional sports teams shall not be worn. Jackets or other apparel depicting college or university teams are acceptable unless such team designations are associated with gangs or otherwise conflict with the standards for acceptable apparel.
6. Underwear-type sleeveless shirts, athletic tank tops, beach wear, swim wear, halter-tops, tube tops, spaghetti straps, bare midriffs or chests, see-through or fishnet outfits, or off the shoulder and low-cut tops are not appropriate or acceptable. Dresses and skirts are to be worn no shorter than five inches (5") above the top of the kneecap, but no shorter than mid-thigh. Clothing that exposes bare midriffs or cleavages is prohibited. Shoulder straps on tops and other clothing must be a minimum of two inches (2") wide.
7. Shorts are to be worn no shorter than five inches (5") above the top of the kneecap, but no shorter than mid-thigh. Shorts are to be hemmed and not form fitting. Bike shorts (spandex) gym shorts, frayed shorts, or shorts with holes are unacceptable. Athletic shorts with pockets are permissible. Shorts worn during Physical Education may not be worn during regular class time at secondary sites.
8. Straps on shoes and clothing must be fastened at all times.
9. Leggings will be allowed if over-garment is no shorter than five inches (5") above the top of the kneecap, but no shorter than mid-thigh.
10. Shoes must be worn by all students. No hard-toed or steel-toed shoes/boots will be allowed. No high top, laced up, combat, or military style boots will be allowed. Shoes, or sandals without heel straps that do not present a safety concern may be worn by students in grades 7 through 12, except during physical education classes, recess, while participating in school-related athletic competitions, events or activities, or while participating in other activities where safety is a concern. Backless shoes commonly known as "flip-flops," "beach shoes," "soccer sandals," "zories" and/or thongs are inappropriate and will not be allowed. See Exhibit No. 2105 (2).
11. For safety reasons, students in grades pre-school through 6 are not allowed to wear flipflops, shoes or sandals without a heel strap. See Exhibit No. 2105 (2).
12. No slippers will be allowed.
13. Excessively baggy pants, including sweatpants, are not allowed. Pants cannot exceed five inches (5") when measured at the kneecap of the straightened leg. Pants must fit and be worn at the natural waist. The bottom of the pant leg may not be frayed or drag on the ground. Pants must be hemmed and not stapled, pinned, or taped.
14. Sleepwear is not permissible.
15. Oversized shirts that present a safety concern or reflect gang style are not acceptable.
16. If hats (including visors) are worn, students are only permitted to wear their specific school or high school area related hats. All hats must be worn facing forward at all times. All other hats are unacceptable. Hats and/or caps and/or sunglasses must be removed in

the classrooms or offices. Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel are not acceptable. Articles of sun-protective clothing, including, but not limited to, hats and sunglasses, may be used outdoors. Subject to these provisions, sun-protective clothing, headwear, other than caps or hats, will not be allowed at school. School sites may add other restrictions on the type of hats to be worn.

17. No frayed or torn clothing is acceptable (manufactured or otherwise).

18. Clothing, jewelry and personal items shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive; shall not bear drug, alcohol or tobacco company advertising, promotions or likenesses; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, religious, or sexual orientation prejudice.

19. Clothes shall be worn as intended and be sufficient to conceal undergarments, which shall be worn and covered at all times.

20. Pro logos on school materials of any kind are not acceptable (binders, folders, backpacks, pens, pencils, etc.)

B. Grooming

1. Hair shall be clean and neatly groomed.

2. Hair or mustache styles which cause undue attention are not acceptable; e.g., unusual designs, colors, symbols, messages, mohawks, Faux-Hawks, or unusual razor cuts. Complete razor shaving of the head is allowed.

3. Beards are not allowed. Sideburns are allowed, but may not extend past the base of the earlobe or be wider than one inch (1”).

4. Bangs or other hairstyles must not obstruct nor interfere with vision.

5. For those courses where long hair may pose a safety risk, such as where mechanical equipment with moving parts are used or where there is an open flame, long hair must be in a protective head covering, such as a hair net or cap, or hair must be securely bound behind the head, consistent with rules established by the instructor.

6. Tattoos, permanent or temporary, must be covered at all times.

C. Jewelry

1. Piercing jewelry is acceptable in the ears only. Piercing jewelry that is intended to alter the natural shape of the ear is prohibited. Other body piercing jewelry (e.g., that for piercings in the eyebrows, nose, lips, tongue) is not acceptable. Distracting jewelry, including piercing jewelry that draw undue attention, is not allowed.

D. Exemptions

1. Religious beliefs, bona fide medical reasons, or other good cause based on legal requirements, when verified, may be grounds for an exemption to a specific portion of the Dress and Grooming Policy.

2. A petition for an exemption from enforcement of a specified portion of Dress Code Policy may be submitted to the Student Services and School Attendance office. An appeal of a denial of any exemption shall be submitted in writing to the Associate Superintendent, School Leadership, within 30 calendar days of the denial.

A. In the event that it does not, then, within 30 calendar days of receipt of the appeal, the Associate Superintendent or designee shall gather facts and make a written determination, which shall be provided to the complainant. Gathering of facts shall include but may not be limited to meeting with the complainant, if deemed appropriate to do so. Any decision of the Associate Superintendent, School Leadership shall be final.

B. In the event that the allegations raised in the appeal are determined to fall within the District's Uniform Complaint Procedures ("UCP") included in Board Policy No. 9208, then the District would use the District UCP process rather than the above appeal process.

E. School Uniform Policy

1. The decision to pursue a school uniform policy must be initiated by parents and approved by the school S.A.R.T. committee and the site principal.

2. A school uniform committee will develop a survey to be sent to all parents regarding their position on a school uniform policy by January 15 of the school year prior to the implementation of a school uniform policy. Prior to the distribution of the survey, the committee must sponsor at least one parent forum or meeting open to all parents for the purpose of information and input.

3. In order for a school site to further consider a school uniform, at least a majority of the surveys distributed must be returned and a majority of the surveys returned must support a uniform policy. These majorities are considered minimums and school sites have the discretion to establish more stringent standards of returns and support.

4. The Governing Board must be notified by February 1 of the school year prior to the implementation of a school uniform policy.

5. The school site shall notify all parents or guardians no less than six (6) months prior to the time the uniform policy is implemented.

6. Should a school adopt a uniform policy, resources shall be available to assist economically disadvantaged students, and a procedure for parents/guardians to opt out of the policy shall be in place.

Revised: 7/1/2019

Doc# 34516-1, 08/2019

Alternative Education/CUSD Dress Code Summary

Red/Blue Colors	<i>Students may NOT wear any clothing, belts, shoes, or shoestrings that are predominantly RED or predominantly BLUE.</i>
Hair	<ul style="list-style-type: none"> • Hair must be a <i>natural</i> color and <i>not distracting</i> in style or cut. • Hair may <i>not</i> obstruct vision. • Beards/Mustaches are permitted <i>if</i> they are neatly trimmed. • Shaved cuts on the eyebrows or on the head are <i>not</i> allowed.
Hats	<ul style="list-style-type: none"> • Only Clovis Unified School District headwear/hats are allowed for all genders. • Solid color beanies or baseball hats may be worn in <i>any color except RED or BLUE.</i> • ALL hats must be worn <i>as intended</i> and <i>always removed</i> when inside buildings. • Solid color beanies may be worn <i>in cold weather only.</i> • Headbands are <i>not</i> allowed. • Hoods may not be pulled <i>over the head</i> when inside buildings.
Dresses/Skirts	<ul style="list-style-type: none"> • Dresses/skirts may <i>not</i> be higher than <i>five inches above the knee, no shorter than mid-thigh.</i> • Straps on dresses must be a <i>minimum</i> of <i>two inches wide.</i> • Spaghetti-strap dresses and strapless-style dresses are <i>not</i> allowed.
Shirts/Sweatshirts	<ul style="list-style-type: none"> • Professional team and Bulldog clothing are <i>not</i> allowed, including lanyards, hats, belts, backpacks, etc. • Bare midriffs are <i>not</i> allowed. <i>This includes tops that continually rise from a sitting position or when hands are raised above the head.</i> • Leggings/Jeggings are allowed <i>but cannot be see through or have mesh</i> • Underwear-type sleeveless shirts are <i>not</i> allowed. • Racer-back shirts are <i>not</i> allowed. • Straps on tank tops must be a <i>minimum</i> of <i>two inches wide.</i> • If tops are layered, <i>every visible garment in the layering</i> must be in dress code.
Pants/Shorts	<ul style="list-style-type: none"> • Pants/shorts must be worn around the <i>natural waistline.</i> • If frayed, must be stitched to avoid further fraying • Holes in clothing must be patched from behind so no undergarments or bare skin is exposed • Excessively baggy pants are <i>not</i> allowed. • Sweatpants with elastic bands at the ankles are <i>not</i> allowed. • Pajama bottoms, flannel pants, and loungewear are <i>not</i> allowed. • Shorts can be no more than <i>five inches above the knee, no shorter than mid-thigh.</i>
Belts	<ul style="list-style-type: none"> • Buckles with gang insignias or lettering are <i>not</i> allowed.
Shoes	<ul style="list-style-type: none"> • Flip-flops or any type of beachwear shoes may <i>not</i> be worn on campus. • Slippers may <i>not</i> be worn on campus. • Steel-toed or military style boots may <i>not</i> be worn on campus.
Jewelry/Body Piercing	<ul style="list-style-type: none"> • Chains are <i>not</i> allowed to be hanging out of clothing. Chain necklaces are acceptable. • Lanyards out of dress code are <i>not</i> allowed (e.g., professional teams, bulldogs). • Dangerous objects are <i>not</i> allowed (e.g., spiked bracelets, necklaces). • Piercing jewelry may be visible in the <i>ears</i> only. • Piercings in the nose, lip, tongue, face, or any visible area of the body are <i>not</i> allowed. <i>Bandages may not be used to cover body piercings.</i>
Tattoos	<ul style="list-style-type: none"> • All tattoos must be covered with sleeves or bandages. <i>Bandages to cover tattoos MUST be provided by the student.</i>
Electronics	<ul style="list-style-type: none"> • Headphones and other media are <i>not</i> recommended for use on campus. <i>Gateway is not responsible for lost or stolen items.</i>

Alternative Education Additional Dress Code Information

If hats are worn, students are only permitted to wear their specific school or high school area related hats facing forward at all times. All other hats are unacceptable.

Hats and/or caps and/or sunglasses must be removed in the classrooms or offices.

Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel are not acceptable.

Rules relative to college, university, and professional team apparel apply to hats, caps and other types of head coverings.

Articles of sun-protective clothing, including, but not limited to, hats and sunglasses, may be used outdoors. Subject to these provisions, sun-protective clothing, headwear, other than caps or hats, will not be allowed at school. School sites may add other restrictions on the type of hats to be worn.

Examples of Secondary Acceptable backless shoes:



Examples of Secondary Unacceptable backless shoes:



SUSPENSION – SUSPENSION/EXPULSION

A pupil shall not be suspended from school or suspended with a recommendation for consideration for expulsion unless the Principal determines that the pupil engaged in an act related to school activity or attendance:

- While on school grounds or the grounds, of another school district
- While going to or coming from a school sponsored activity or under the supervision of school staff, which constitutes a violation of Section 48900, Section 48900.2, Section 48900.3, or Section 48900.4 of the California Education Code.

48900

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a Certificated school employee, which is concurred in by the Principal or the designee of the Principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Governing Board Policy 2102, G5.

- G5.1 Committed verbal abuse of a supervisor, teacher, administrator, or other school personnel.
 - G5.2 Engaged in disruptive behavior on the campus, in the classroom, at a student body activity, on a school bus, at a school bus stop, at a club or other supervised school activity.
 - G5.3 Engaged in gambling.
 - G5.4 Engaged in hazing or malicious defamation of other pupils or of district personnel.
 - G5.5 Engaged in immoral behavior, or was in possession of or possessed for sale any pornographic materials.
 - G5.6 Left school during the school day without permission of school authorities or was in a restricted area on campus.
 - G5.7 Violated any governmental statute, ordinance, and/or regulation.
 - G5.8 Committed an act in violation of the Dress Code, Closed Campus, or any other Clovis Unified School District Governing Board Policy and/or school regulation.
 - G5.9 Engaged in hate motivated behavior.
 - G5.10 Engaged in a gang-related activity or emulated gang-related activity.
 - G5.11 Provoked, challenged, or engaged in unlawful fighting.
 - G5.12 Possessed or used an electronic signaling device.
- (l) Knowingly received stolen school property or private property.
 - (m) Possessed an imitation firearm.
 - (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266C, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding, for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

48900.2

Engaged in Sexual Harassment sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating or hostile educational environment.

48900.3

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 33032.5

48900.4

Engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to create an intimidating or hostile educational environment.

48900.7

In addition to the reasons specified in Sections 48900, 48900.2, 48900.3 and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the Principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

- (a) For the purpose of this section, "terroristic threat" shall include any statement, whether written or oral by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

SUPPORT SERVICES

ACCESS TEAM/ COMMUNITY RESOURCE CENTER (CRC)

Alternative Education has the “Access Team”, which consists of a Coordinator, Counselors, Student Relations Liaisons, Instructional Assistants, and an Administrative Assistant. The team will support students and assist students and their families. The Access Team is located in the Community Resource Center.

The Alternative Education campus houses a Community Resource Center. Our Access Team staff and district representatives along with a collaboration of community agencies and organizations can provide needed services to our families and students directly on site.

These collaborative partners for the CRC program include the following: Fresno County Health Services Agency, Mental Health and Community Health, Fresno County Department of Social Services, Adolescent Family Life Program (AFLP), Fresno County Probation Department, Clovis Police Department, Marjoree Mason Center, Youth Drug and Alcohol Treatment, YPP, and others.

Students and families can be referred for assistance either through self-referral, parent/guardian, school staff, or an outside agency referral. The Access Team assesses the primary problem through counseling services with school counselor or Access Team coordinator and then makes the appropriate referral. The student may be referred to an outside agency or placed in a support intervention program on campus.

All discussions are considered confidential except: in cases of abuse, to avert a clear and present danger to self or others, or to report that a crime involving injury or major property loss will or has been committed. In these cases, the situation must be reported.

If a student or parent/guardian needs any information, contact the Access Team Coordinator at 327-1845.

BILINGUAL EDUCATION

Students identified as qualifying for bilingual services are assigned to a teacher who is BCLAD/LDS/CLAD/SDAIE/ELD certified. Students receive daily English Language Development instruction. Bilingual Instructional Assistants work collaboratively with the classroom teacher.

CAREER TECHNICAL EDUCATION (CTE)

Students who wish to prepare for a specific vocation in high school may enroll in a Career Technical Education Program. These programs are open to any 11th or 12th grade student and are usually held at school sites in the Clovis/Fresno area.

CTE courses provide entry-level job training in more than 35 different areas. These vocational programs are normally about one-half day in length. Students may earn full high school credit, receive job placement help, and may earn a certificate verifying their degree of skill competency.

Several courses are coordinated with State Center Community programs and most of the courses feature a “community classroom” phase allowing related “on-the-job” training experiences at community work sites. CTE training is designed to benefit college-bound students as well as students desiring immediate full-time employment after high school.

CENTER FOR ADVANCED RESEARCH AND TECHNOLOGY (CART)

CART is a solution to our community's need for advanced training in areas of technology. The center provides students with career development and job training. It serves students from Clovis Unified School District and Fresno Unified School District.

ENGLISH LANGUAGE LEARNER COMMITTEE (ELAC)

Alternative Education maintains an English Learner Advisory Committee (ELAC) composed of parents/guardians and school personnel. The ELAC provides input and makes recommendations to the Principal, staff and School Site Council regarding services provided for English Language Learner students. The ELAC is formed annually at the beginning of the school year if 21 or more English Language Learner (ELL) students are enrolled by the end of the first school month.

HEALTH OFFICE

The Alternative Education Health Office serves Gateway High School, Clovis Community Day School, Clovis Online School and Enterprise Independent Study. The Health Office is located in the Main Administration Building on the Gateway campus and is available to students and staff Monday-Friday from 8:30am to 3:00pm. A full-time credentialed school nurse/registered nurse and health assistant are available during the school day for all health care needs.

Some of the services provided include the evaluation of illness and injuries, health assessments for vision, hearing, and the confidential management of all health-related issues, medical records and emergency records. Please call (559) 327-1877 if you have any questions or concerns.

Students who require medical attention in the health office **must** have a signed Hall Pass from authorized staff, unless it is an emergency. A parent/guardian will be contacted by the nurse if the student needs to go home due to illness or injury. The student will be medically excused from school by the nurse. **Parent/guardians must stop at the receptionist desk in the Administration Building to sign out their student if they are ill or injured.**

Important Emergency Information

It is extremely important that parents/guardians keep emergency contact information updated with current home, work, and cell phone numbers. Parent/guardians should also provide names and updated phone numbers of relatives or friends to call if the parent/guardian cannot be contacted. If you are traveling out of town, please keep your child informed about your whereabouts and make sure someone on the child's emergency contact list can be reached.

A Parent or Legal Guardian must sign the authorization every year allowing the school to seek **emergency** treatment (if parent or guardian is not available). This signature also allows the school to give information to emergency medical services and teachers. For any questions or concerns, contact the nurse at (559) 327-1877.

First Aid and Illness

If a student becomes ill or injured while at school he/she will receive every care and consideration. Parent/guardians will be contacted for injuries of a serious nature or if a student is too ill to remain at school. If the student needs to go home for an injury or illness the nurse or the assistant will contact the parent/guardian. Students will be medically excused through the Main Office. The nurse is always available to consult with parent/guardians regarding health problems. However, please note that injuries occurring at home should be cared for at home. Students may report to the health office with a signed Hall Pass from the referring staff member. Students who contact their parent/guardian to go home without assessment by the nurse may receive an unexcused absence. The parent/guardian will be informed of this policy before signing the student out. A health referral for medical follow-up may also be sent home with the student.

If your child has ONE of the following, he/she should be kept at home:

- a) Illness with a fever of 100.0 or greater
- b) Illness that affects your child's ability to participate in class
- c) Vomiting and/or diarrhea
- d) Fever of 100.0 or greater within the last 24 hours
- e) Initiation of antibiotics within the past 24 hours

Upon return to school after any extended illness or communicable disease the student should follow up with the school nurse.

Contagious Disease Policy

Clovis Unified School District follows California Education Code guidelines for students with infectious or contagious disease. CUSD Alternative Education requests the cooperation of parents/guardians by keeping students out of school activities if there is reason to believe he/she has a contagious disease (see CUSD: Student and Parents Rights and Responsibilities for policies and regulations.)

Immunizations (NO SHOTS-NO ADMITTANCE)

All students entering Elementary, Intermediate and High School must meet all current California Immunizations Requirements for schools.

Medications

ALL medications (even over the counter medications including Tylenol, Advil, Midol, etc.) must be accompanied by a physician's written statement and checked in through the health office. **Students are allowed to carry inhalers and Epi-Pens but must have written authorization from a physician.** The California Education Code Section 49423 and Clovis Unified School District require that prescription and over the counter medication to be taken during the school day must be presented with:

- (1) **Written** statement from the **physician** detailing the name of the medication, amount, method, and time schedules by which medication is to be taken.
- (2) **Written** statement from the **parent or guardian** indicating their desire for the school to assist the pupil in the matters set forth in the physician's statement.
- (3) Medication must be **clearly labeled** and sent to the school in the original container from the pharmacy.
- (4) Medication will be kept in the Health Office unless otherwise directed by the physician.

Please review the policy very carefully; it is available on the CUSD website under: Departments >Nursing>Medication at School form. Medication at School forms expire at the end of the school year unless otherwise indicated by the physician. **NO MEDICATIONS WILL BE GIVEN AT SCHOOL UNLESS ALL REQUIREMENTS ARE MET.** The Health Office does not keep medication for general student use.

Medications for off-campus activities (field trips, out of town activities) require additional authorization. Please see nurse at least two weeks before the event.

Screening Programs

10th grade students, students new to Clovis Unified and other selected students will be screened. Parents/Guardians may excuse their son/daughter from screening by submitting a written request to the nurse.

Special Health Needs

If your child has special health needs (i.e. diabetes, asthma, seizure disorder, severe food, insect or other allergies, chronic illness monitoring, or physical limitations), please contact the school nurse. To better plan for your child's needs, please contact the school nurse **BEFORE** the **first** week of school.

Asthma

With a proper treatment plan most students with asthma should be able to fully participate in P.E., team sports and other activities. Compliance to a treatment plan as prescribed by the physician is essential. Physicians who are successful helping patients manage asthma suggest that **PROPER** inhaler use **BEFORE** PE should allow most students to perform normally. Self-Pace PE may be indicated during the school year.

PE Policy for Asthma

Students with asthma are strongly encouraged to always carry their inhaler with them. Medication orders must be on file in the Health office (Ed Code 49423.) If students do not use their inhaler at the proper time (ie: **BEFORE** exercise), or forget to bring it to P.E. and therefore cannot participate, they may receive a non-participation grade, some of which can be made up. Self-pace means beginning the activity normally and then self-pacing as necessary. This is to be encouraged with periods of asthma exacerbation.

Seizure Diagnosis/Swimming

It is district policy that students with a diagnosed seizure disorder must have written physician clearance to swim and a written parental/ guardian request to participate in any school swimming program. Forms are available in the nurse's office.

Physical Fitness Testing

Students who are unable to do some or all of the Physical Fitness Tests must present a written medical excuse from their physician to the nurse prior to the beginning of testing. Physician notes need to state which activities are to be waived.

Physical Education (P.E.) Excuses (Also refer to PE policies)

All P.E. excuses from parent/guardians are given directly to the Nurse. The student reports to class and participation is based on nurse's recommendation.

All P.E. excuses from a doctor are given directly to the Nurse. The counselor and the P.E. teacher will also receive a copy. The doctor's note will be kept on file in the nurse's office. The student will return to P.E. with verification of their medical excuse from the nurse. Under no circumstances are students given an extension on P.E. medicals unless written permission is granted by the nurse or the physician.

Students with a short-term medical excuse from a doctor will remain in their P.E. class so that attendance can be monitored unless their medical condition warrants other considerations as determined by the physician or the school nurse. They will not be required to participate in activities. Students who have a long-term medical excuse will be considered for another class. Students who desire to return to P.E. earlier than the original date provided by the physician will need written verification from the physician. All P.E. Medical excuses must be renewed each academic year.

RESOURCE SPECIALIST SERVICES (RSP)

The Resource Specialist provides specific instruction in academic areas to students who have been certified as requiring such instruction. The teacher also plays an active role as a resource to teachers in designing and implementing teaching strategies for students with learning difficulties. The RSP teacher and Instructional Assistants work collaboratively with the teacher in the classroom. Once parents/guardians grant permission, students with suspected learning difficulties are referred for testing. Results of the screening are presented at a meeting of the School Assessment Team (SAT), consisting of a school administrator, the school psychologist, the RSP teacher, the school nurse, parents/guardians, and the student's teacher/s. The School Assessment Team makes a decision regarding the type of educational program best suited to the student's need.

SCHOOL ASSESSMENT REVIEW TEAM (SART)/PARENT CLUB

The Alternative Education School Assessment Review Team (SART)/Parent Club is made up of parents/guardians from Enterprise High School and Gateway High School and persons in the community. The Parent Club functions as a combination SART Committee and support group. It meets four (4) times per year, starting in September. The SART/Parent club is an active support organization that assists the school in its various endeavors. At each meeting, a theme is presented as a helpful tool for parents/guardians dealing with "at risk" students. SART also involves an ongoing forum for parents/guardians to ask questions and have their voice heard. From this committee, a parent representative will be elected to attend District SART meetings and will report back to the committee.

Every year a SART Survey link is emailed home to parents/guardians to help evaluate the school and district. Upon request, a hard copy of the survey is available. This survey is important because it offers parents/guardians a chance to express opinions on how the school is performing and offer suggestions for school improvement.

Parents/guardians who are interested in becoming involved in the SART/Parent Club are invited to call Gateway at 327-1800 or the Community Resource Center (CRC) at 327-1845.

SCHOOL ATTENDANCE REVIEW BOARD (SARB) AND MINI-SARB

A School Attendance Review Board (SARB) is a group of educators, parents/guardians, and representatives of the school district who help students and parents/guardians explore ways to resolve school attendance and behavior problems. The goal of SARB is to get students who have attendance problems back in school on a regular and consistent basis. The SARB functions as a consultant service and explains options that may help, such as:

- Community resources, including abuse centers, counseling services, drug rehabilitation centers, and social security and welfare offices
- Programs within Alternative Education or Adult Education
- Referral to the Student Study Team for Academic concerns
- Parent/guardian training
- Referral to Community Resource Center services

Alternative Education conducts their own Mini-SARBs that operate under the same guidelines as the District SARB. Failure to either meet with the school's SARB or to implement the SARB's recommendations will constitute a referral to the District SARB. Additionally, social services will be notified that the student does not attend school regularly and this information **may affect the eligibility to receive cash aid.**

SCHOOL PSYCHOLOGIST

The Alternative Education school has a school psychologist on campus five (5) days each week. The psychologist is available to provide testing and psychological information beyond the scope of the classroom teacher. The psychologist may counsel parents/guardians and students while providing assistance to teachers in their implementation of effective teaching strategies for individual students exhibiting learning and/or behavioral difficulties. All psychological testing requires parent/guardian permission.

SCHOOL SITE COUNCIL (SSC)

The purpose of the School Site Council (SSC) is to develop a program that is responsive to the needs of the students in school. In order to accomplish this goal, the SSC meets on a regular basis to assess the effectiveness of the school improvement program by planning, developing, and approving the School Site Plan. The SSC also reviews and updates the school categorical budget. The SSC includes the Principal, staff members, parents/guardians, and students. If any parent/guardian or student would like to become a member of this committee, they should contact the Learning Director. The SSC meets five times a year during the student lunch hour.

SECTION 504 PLAN

If the parent/guardian suspects that the child has a disability (i.e. learning disabilities, dyslexia, chronic health problems, attention deficit/hyperactivity disorder, etc.), which may substantially limit his/her learning, the parent/guardian may request that the child be evaluated under Section 504 of the Rehabilitation Act (1973). A qualified educational team will evaluate the child to determine if he/she qualifies as a disabled individual. Qualified disabled students will have an Individualized 504 Plan developed by an educational team that will include the school site 504 coordinator, the child's teacher/s, other support personnel as needed, and the parent/guardian. This plan will be reviewed annually and will address appropriate interventions to assist the child's educational program. For transfer students with current Individualized 504 Plans, an educational team will review the plan to determine whether to continue it until the next annual review or to schedule a meeting to recommend revisions to the plan. For more information, contact the child's teacher, the school site 504 coordinator, or the district 504 coordinator.

STUDENT STUDY TEAM (SST)

The Student Study Team process may be initiated by any faculty member. Once the Student Study Team referral is reviewed by the student's Counselor, it will be their responsibility to organize and facilitate the Student Study Team. Student Study Team members should include (but are not limited to) the student's teacher(s), school counselor, nurse, school psychologist, and parent/guardian.

The SST will review your child's educational progress including his or her learning strengths and needs as well as social/emotional development, and develop an appropriate plan to address concerns. This plan may include modifications in the classroom, behavior contracts, contracts addressing homework, communication between school and home, referral to other support services at the school or community agencies, etc. The plan is reviewed at regular intervals to determine if it is addressing the learning needs of your child. The plan may be updated and or revised as needed.

TITLE 1, PART A

Title 1, Part A is a federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach proficiency on the state content standards and assessments.

The **intent** of the funding is to meet the educational needs of the low-achieving students enrolled in the highest poverty schools.

WORK EXPERIENCE

Some students will profit by enrolling in Work Experience. It is recognized that many educational and vocational benefits may be derived through job experiences.

Students may earn up to ten (10) credits per semester. To earn these credits, the student must have a work permit, regularly turn in timecards signed by the employer, and complete job-related assignments.

To be accepted into this program, a student must have the approval of a parent/guardian and the recommendation of the student's counselor. The employer will be contacted by the student's counselor to set up meetings to evaluate the student's performance.

WORK PERMITS

Any student who is under 18 years of age and who obtains a job while in Alternative Education must have a work permit from the school. Work Permit applications may be obtained from the front office. The qualifications for obtaining and keeping a Work Permit are:

- student must be between the ages of 14 and 17
- student must be in the 9th grade or above
- student must have satisfactory school attendance
- student must be earning passing grades and be current with graduation requirements

A student's work permit will be revoked or work hours reduced when a student has unsatisfactory attendance, behavior, and/or academic performance.

YOUTH PARENT PROGRAM (YPP)

Youth Parent Program is a program designed for pregnant and parenting teens to encourage high school graduation, economic independence through employment and the skills necessary to successfully parent their children now and in the future. A major goal of this program is to improve the educational experience, increase the availability of support services for enrolled students, and provide childcare and development services for their children.

A critical component of the YPP program is childcare. High quality childcare is provided on our campus for the infants and toddlers of our teen parents.



CUSD CATEGORICAL FUNDING PROGRAM INFORMATION

On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement, Title I, Part C - Migrant Education, Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards.

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

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

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

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

District English Learner Advisory Committee (DELAC)

District Indian Education Parent Advisory Committee (IPAC)

School and District level School Assessment Review Team (SART)

Intercultural and Diversity Advisory Council (IDAC)

Local Control Accountability Plan Public Forums (LCAP)

We encourage all parents and guardians to become involved with their child's education at the classroom level, the school-wide level, as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site's SPSA. If you would like additional information on any of the District Parent Councils or Committees, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you.

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

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

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

English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

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

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

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

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

The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings.

Rationale

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

Philosophy

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

Categorical Program Descriptions

1. **After School Safety and Education Funds (ASES):** This state-administered funded program is a result of the voter approved Proposition 49; provides three-year grant funding for afterschool programs that align with the core instructional day and have the following components: educational and literacy element (tutoring/ homework assistance); educational enrichment element (Additional program/activities that reinforce what is learned in the core instructional day); and provide a nutritious snack or meal that conforms to California State Education Code requirements. The purpose of the ASES Program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
2. **Title I, Part A (Improving Academic Achievement):** A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths:** Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs.
4. **Title I, Part C (Migrant Education Program):** A federal-funded program focused on providing services for migratory students and their families.
5. **Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals):** A federal-funded program focused on teacher and principal training and recruitment programs.
6. **Title III (Language Instruction for English Learners (ELs) and Immigrants):** A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
7. **Title VI (Indian Education Formula Grant):** A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

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

Additional information may be found @ <https://www.cusd.com/SupplementalServices.aspx>

CLOVIS UNIFIED REQUIREMENTS FOR GRADUATION

IN ORDER TO GRADUATE FROM CLOVIS UNIFIED, STUDENTS MUST COMPLETE A TOTAL OF 230 CREDITS IN THE REQUIRED SUBJECT AREAS LISTED BELOW.

Required Subjects	Length of Time	Credits
English/Language Arts	4 Years	40
Mathematics	Minimum of 2 Years in High School to include: <ul style="list-style-type: none"> • Math 1 • Math 2 or Foundations of Math 2 	20
Science	2 Years of Science to include: <ul style="list-style-type: none"> • 1 Year of Physical Science • 1 Year of Biological Science 	20
History/Social Science	3 Years of History/Social Science to include: <ul style="list-style-type: none"> • 1 Year of World History • 1 Year of United States History • 1 Semester of United States Government • 1 Semester of Economics 	30
Health	1 Semester of Health	5
Physical Education	4 Years of Physical Education to include: <ul style="list-style-type: none"> • 2 Years of Core PE • 2 Years of PE Elective (Grades 11/12 Only) 	40
Academic Breadth	2 Years of Any Combination Listed Below: <ul style="list-style-type: none"> • World Language • Visual/Performing Art • CTE Course/Focus on College/Career Course OR <ul style="list-style-type: none"> • 1 Year of any of the Above Plus: <ul style="list-style-type: none"> ○ An additional year of Science (3rd Year) ○ An additional year of Math (3rd Year) ○ 1 Year of English or Math Intervention 	20
Electives	Any Additional Courses to complete the 230 Credit Requirement	55
TOTAL CREDITS		230

ADDITIONAL REQUIREMENTS

Physical Education:

- After the completion of 2 years Core PE, PE may be waived if students are enrolled in CART, ROP/CTE, CCCAP, or ROTC, as long as they have passed the Physical Fitness Training (PFT) during their 9th/10th grade years.
- Students who have successfully completed 2 years of Core PE and have an “impacted” schedule in their Junior/Senior year, may qualify for Directed Study PE.

Senior Schedule:

- A Senior student must be enrolled in a minimum of FIVE courses, with at least two academic core classes during each semester.

FOUR-YEAR EDUCATIONAL PLAN

Name _____ Date _____

This worksheet is designed to help a student develop a personalized educational program that will not only meet graduation requirements but also help maximize options and opportunities after graduation.

My Post-High School Educational Goals are:

My Career Interests are:

FOUR-YEAR PLANNING GUIDE				
SUBJECT	9th Grade (6 courses)	10th Grade (6 courses)	11th Grade (6 courses)	12th Grade (6 courses)
History/ Social Science	Health /Elective	World History / AP World History	U.S. History / AP US History	Gov-Econ AP Gov/AP Econ
English	English / Honors English 9	English / Honors English 10	English/ AP Language & Composition	English/ AP Literature & Composition
Mathematics	Math 1	Math 2	Math 3	
Science	Bio/Bio Honors	Chem/Chem Honors	Physics/Anatomy AP Science	
Language Other Than English (LOTE)				
Visual & Performing Arts				
P.E.	PE Core	PE Core	PE Elective	PE Elective
CTE Pathway/Electives				

SUBJECT – CUSD Requirements		
History/Social Science	3 years	A - 2 years
English	4 years	B - 4 years
Math	2 years	C - 3 years through Math 3, 4 recommended
Science	2 years	D - 2 years including Biology, Chemistry or Physics
Language Other Than English (LOTE)	1 year	E - 2 years, 3 recommended
Visual/Performing Arts	1 year	F - 1 year
Electives	55 credits	G - 1 year of G Elective approved class
Health	1 semester	
Physical Education	4 years	

Clovis Unified believes that homework serves many important purposes and is a reinforcement of classroom learning. Students should plan to spend a minimum of one-half hour per night, per class, on homework in an environment free from distraction. Students enrolled in AP classes may have more than one-half hour of homework per night and should carefully plan their schedule and selection of courses, accordingly.

UNIVERSITY OF CALIFORNIA (UC) CALIFORNIA STATE UNIVERSITY (CSU) REQUIREMENTS FOR ADMISSION

The University of California consists of 9 undergraduate campuses located throughout the state. The minimum required GPA for the UC system is 3.0. Acceptance is based on a comprehensive review. Meeting the minimum requirement does not guarantee acceptance. The California State University system has 23 campuses located throughout the state. Acceptance into the CSU system is based on eligibility index calculated using GPA and SAT or ACT scores. The minimum GPA for acceptance is 2.0 (2.4 for non-resident). Meeting the minimum requirement does not guarantee acceptance.

ALL REQUIRED CLASSES MUST BE PASSED WITH A “C” OR BETTER AND MUST BE FOUND ON YOUR HIGH SCHOOL’S UC/CSU APPROVED COURSE A-G LIST.

Find Your School’s Approved A-G Course list at: <https://hs-articulation.ucop.edu/agcourselist>

REQUIRED A–G CATEGORIES

Category A: History/Social Science **2 years**

Two years of history/social science, including one year of world history, cultures, and geography and one year of US history or one-half year of US history and one-half year of civics or American Government.

Category B: English **4 years**

Four years of college-preparatory English that include frequent and regular writing and reading of classic and modern literature. No more than one year of ELD-type courses can be used to meet this requirement.

Category C: Mathematics **3 years (4 years recommended)**

Three years of college-preparatory mathematics, that includes the topics covered in Math I, Math II and Math III. Math courses taken in the seventh and eighth grades may also be accepted if found to be equivalent to HS math courses.

Category D: Laboratory Science **2 years (3 years recommended)**

Two years of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry, and physics. Advanced laboratory science classes that have biology, chemistry, or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement.

Category E: Language Other than English (World Languages) **2 years (3 years recommended)**

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition, and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if the high school accepts them as equivalent to its own courses.

Category F: Visual and Performing Arts **1 year**

A single year-long approved arts course from a single VAPA discipline: dance, drama/theater, music, or visual art.

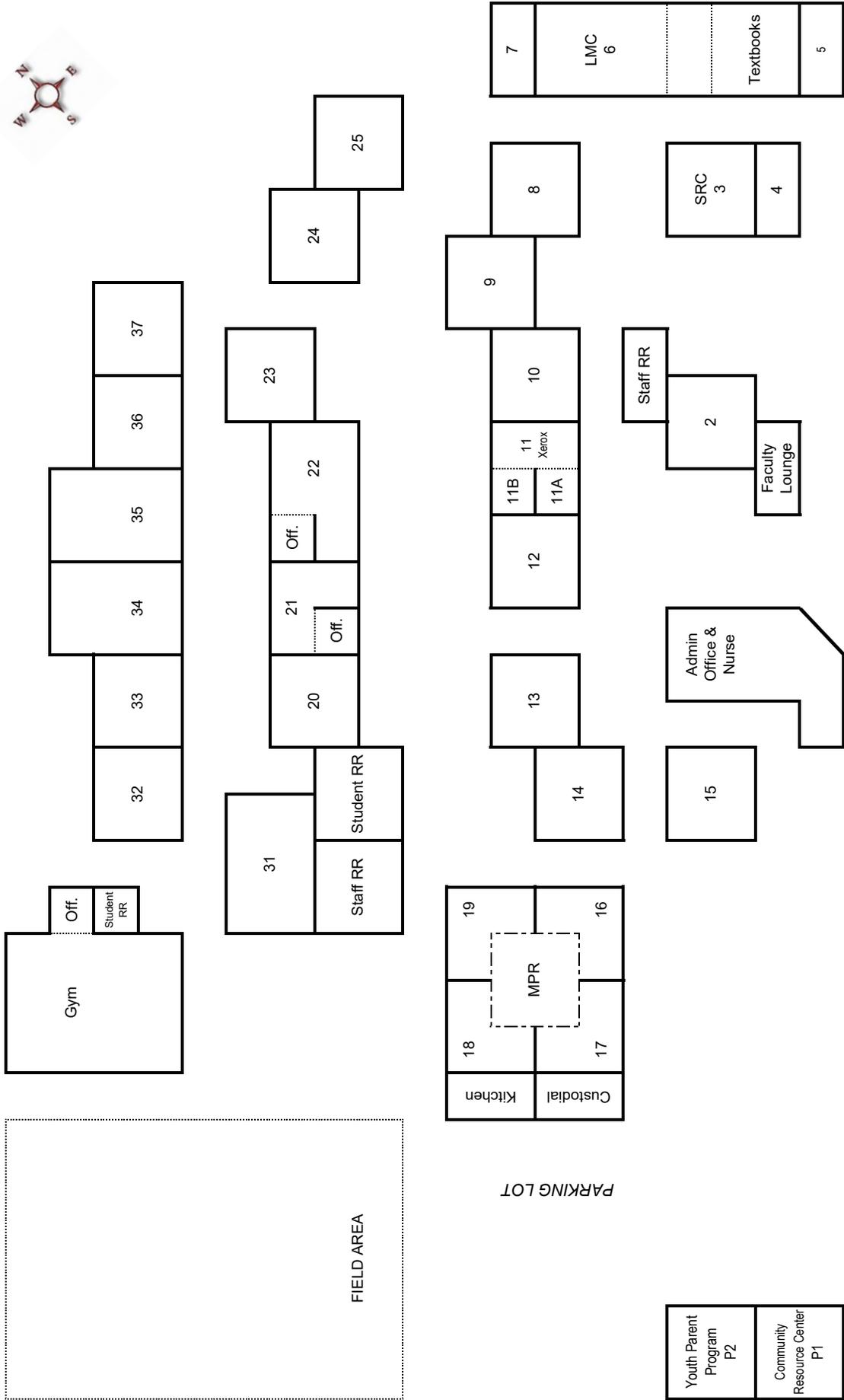
Category G: College Preparatory Electives **1 year**

One year (two semesters) in addition to those required in A-F above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the E requirement or two years of another language).

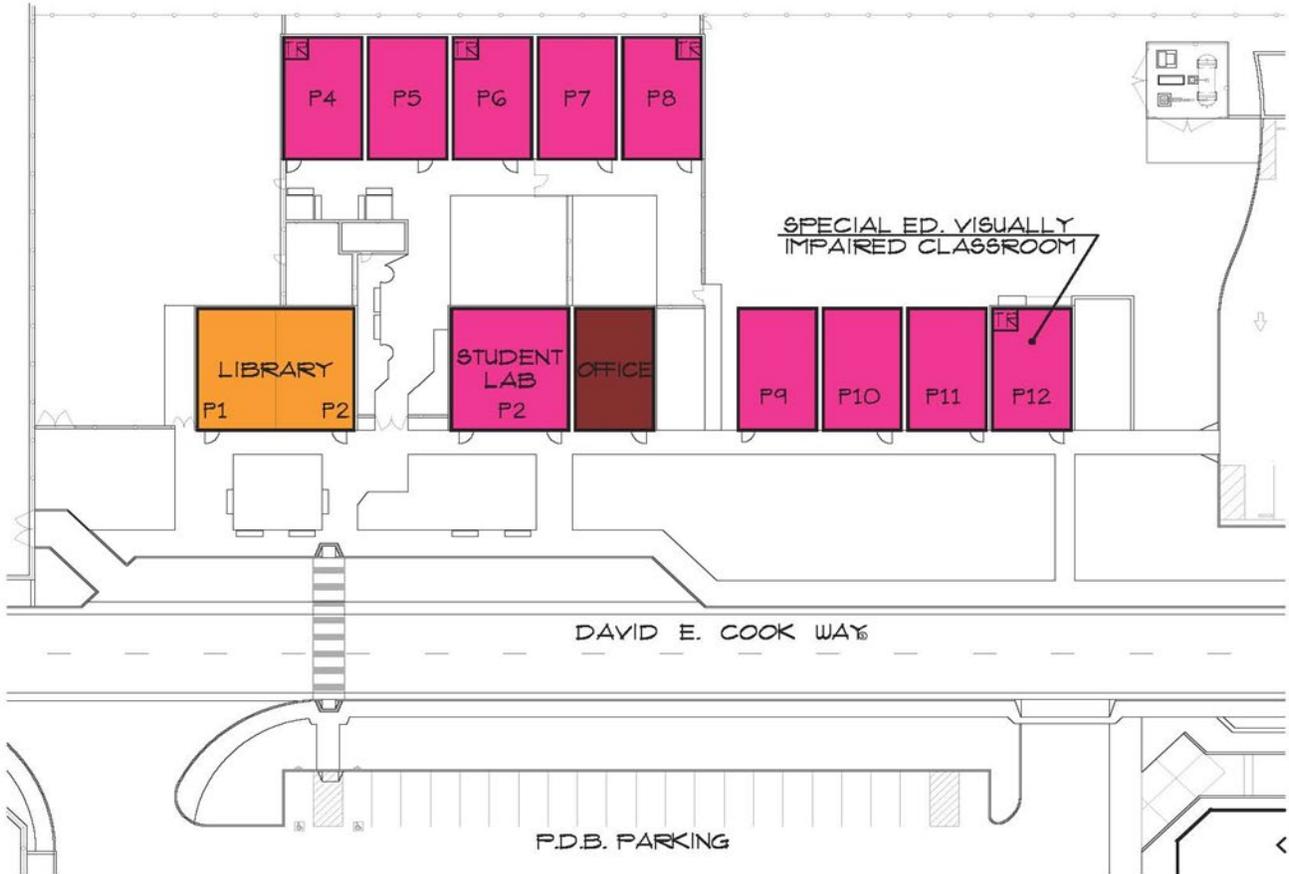
SUBJECT	CUSD Graduation	Minimum A-G Course Requirement
History/Social Science	3 years	A - 2 years
English	4 years	B - 4 years
Math	2 years	C - 3 years through Math III
Science	2 years	D - 2 years including Biology, Chemistry or Physics
Language Other than English	1 year	E - 2 years
Visual/Performing Art	1 year	F - 1 year
Electives	55 credits	G - 1 year of G Elective – approved class
Health	1 semester	
Physical Education	4 years	

ALTERNATIVE EDUCATION - GATEWAY HIGH SCHOOL

SITE MAP



Enterprise & On-Line School Map



Site Plan Legend

- Administration
- Library
- Classroom Buildings

On Line School

1655 David E. Cook Way, Clovis California



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