

# Temperance-Kutner Elementary School



## 2024-2025 PARENT-STUDENT HANDBOOK

**"We Believe We Can, and We Will!"**



**CLOVIS UNIFIED SCHOOL DISTRICT**

## DIRECTORY

### Temperance-Kutner Elementary School

1448 N. Armstrong Avenue  
Fresno, CA 93727

Visit our website at [tk.cusd.com](http://tk.cusd.com)

Office Hours: 7:15 am – 4:15 pm

<b>559-327-8100</b>	<b>559-327-8190</b>
<i>Office</i>	<i>Fax</i>

### Clovis Unified District Administration Office 559-327-9000

*Corrine Folmer, Ed.D., Superintendent*

*Stephanie Hanks, Clovis South Area Superintendent*  
559-327-9000

**Campus Catering 327-9130**

**Child Development 327-9160**

**Special Education 327-9400**

**Transportation 327-9700**

*After hours choose option #9*

### Clovis Unified School District Governing Board

Hugh Awtrey, President  
Yolanda Moore, Vice President  
Clinton Olivier, Board Clerk  
Steven G. Fogg, M.D., Board Member  
David DeFrank, Board Member  
Tiffany Stoker Madsen, Board Member  
Deena Combs-Flores, Board Member

## FACULTY AND STAFF

Andrew Manouelian	Principal	<a href="mailto:AndrewManouelian@cusd.com">AndrewManouelian@cusd.com</a>
Sarah Gottfried	GIS, Senior	<a href="mailto:SarahGottfried@cusd.com">SarahGottfried@cusd.com</a>
Alison Noonkester	Resource Teacher, Senior	<a href="mailto:AlisonNoonkester@cusd.com">AlisonNoonkester@cusd.com</a>
Kristen Moore	Transitional Kindergarten, AM	<a href="mailto:KristenMoore@cusd.com">KristenMoore@cusd.com</a>
Samantha Morales	Transitional Kindergarten, PM	<a href="mailto:SamanthaMorales@cusd.com">SamanthaMorales@cusd.com</a>
Joyce Wagner	Kindergarten, AM	<a href="mailto:JoyceWagner@cusd.com">JoyceWagner@cusd.com</a>
Patricia Hernandez	Kindergarten, PM	<a href="mailto:PatriciaHernandez@cusd.com">PatriciaHernandez@cusd.com</a>
Ashlyn Riordan	Kindergarten, AM	<a href="mailto:AshlynRiordan@cusd.com">AshlynRiordan@cusd.com</a>
Melissa Stafford	1 <sup>st</sup> Grade	<a href="mailto:MelissaStafford@cusd.com">MelissaStafford@cusd.com</a>
Kari Smith	1 <sup>st</sup> Grade	<a href="mailto:KariSmith@cusd.com">KariSmith@cusd.com</a>
Emily Lulejian	1 <sup>st</sup> Grade	<a href="mailto:EmilyLulejian@cusd.com">EmilyLulejian@cusd.com</a>
Katherine Stowell	2 <sup>nd</sup> Grade	<a href="mailto:KatherineStowell@cusd.com">KatherineStowell@cusd.com</a>
Pamela Engelman	2 <sup>nd</sup> Grade	<a href="mailto:PamelaEngelman@cusd.com">PamelaEngelman@cusd.com</a>
Megan Miller	2 <sup>nd</sup> Grade	<a href="mailto:MeganMiller2@cusd.com">MeganMiller2@cusd.com</a>
Shaley Cuslidge	2 <sup>nd</sup> /3 <sup>rd</sup> Grade	<a href="mailto:ShaleyCuslidge@cusd.com">ShaleyCuslidge@cusd.com</a>
Shawna Henson	3 <sup>rd</sup> Grade	<a href="mailto:ShawnaHenson@cusd.com">ShawnaHenson@cusd.com</a>
Madison Shaffer	3 <sup>rd</sup> Grade	<a href="mailto:MadisonShaffer@cusd.com">MadisonShaffer@cusd.com</a>
Anna Vaughn Martinez	3 <sup>rd</sup> Grade	<a href="mailto:AnnaVaughnMartinez@cusd.com">AnnaVaughnMartinez@cusd.com</a>
Nathan Berryhill	4 <sup>th</sup> Grade	<a href="mailto:NathanBerryhill@cusd.com">NathanBerryhill@cusd.com</a>
Sara Nalley	4 <sup>th</sup> Grade	<a href="mailto:SaraNalley@cusd.com">SaraNalley@cusd.com</a>
Brandon Lowe	4 <sup>th</sup> Grade	<a href="mailto:BrandonLowe@cusd.com">BrandonLowe@cusd.com</a>
Ginger Hazel	5 <sup>th</sup> Grade	<a href="mailto:GingerHazel@cusd.com">GingerHazel@cusd.com</a>
Patti Clark	5 <sup>th</sup> Grade	<a href="mailto:PatriciaClark@cusd.com">PatriciaClark@cusd.com</a>
Mikayla Norby	5 <sup>th</sup> /6 <sup>th</sup> Grade	<a href="mailto:MikaylaJundt@cusd.com">MikaylaJundt@cusd.com</a>
Erin Prieto	6 <sup>th</sup> Grade	<a href="mailto:ErinPrieto@cusd.com">ErinPrieto@cusd.com</a>
Samantha Oxley	6 <sup>th</sup> Grade	<a href="mailto:SamanthaOxley@cusd.com">SamanthaOxley@cusd.com</a>
Sarah Coleman	RSP	<a href="mailto:SarahColeman@cusd.com">SarahColeman@cusd.com</a>
Brenden Tockey	SDC K-3	<a href="mailto:BrendenTockey@cusd.com">BrendenTockey@cusd.com</a>
Gina Tregoning	SDC K-3	<a href="mailto:GinaTregoning@cusd.com">GinaTregoning@cusd.com</a>
Kristen Houston	SDC 4-6	<a href="mailto:KristenHouston@cusd.com">KristenHouston@cusd.com</a>
Steve Madden	Orchestra	<a href="mailto:StevenMadden@cusd.com">StevenMadden@cusd.com</a>
Rebecca Monson	Band	<a href="mailto:RebeccaMonson@cusd.com">RebeccaMonson@cusd.com</a>
Ginger Byrd	Choir	<a href="mailto:GingerByrd@cusd.com">GingerByrd@cusd.com</a>
Kyle Humphreys	Classroom Music	<a href="mailto:KyleHumphreys@cusd.com">KyleHumphreys@cusd.com</a>
Nori Meadows	Speech	<a href="mailto:NoriMeadows@cusd.com">NoriMeadows@cusd.com</a>
Gabby Castillo		<a href="mailto:GabrielaCastillo@cusd.com">GabrielaCastillo@cusd.com</a>
Jessica Sabbatini		<a href="mailto:JessicaSabbatini@cusd.com">JessicaSabbatini@cusd.com</a>
Amie Mulligan		<a href="mailto:AmieMulligan@cusd.com">AmieMulligan@cusd.com</a>
Harkamal Singh	Psychologist	<a href="mailto:HarkamalSingh@cusd.com">HarkamalSingh@cusd.com</a>
Alex Melgoza	Transition Counselor	<a href="mailto:alexmeloza@cusd.com">alexmeloza@cusd.com</a>
Shane Semien	Transition Mentor	<a href="mailto:ShaneSamien@cusd.com">ShaneSamien@cusd.com</a>
Candace Helgren	Library Technician	<a href="mailto:CandaceHelgren@cusd.com">CandaceHelgren@cusd.com</a>
Patricia Carpenter	School Office Supervisor	<a href="mailto:PattiCarpenter@cusd.com">PattiCarpenter@cusd.com</a>
Cathy O'Neill	Registrar/Attendance	<a href="mailto:CathyOneill@cusd.com">CathyOneill@cusd.com</a>
Tami Atkins	Student Relations Liaison	<a href="mailto:TamaraAtkins@cusd.com">TamaraAtkins@cusd.com</a>
Jennifer Wright	IA Home Liaison	<a href="mailto:JenniferWright2@cusd.com">JenniferWright2@cusd.com</a>
Emily Evans, RN	Nurse	<a href="mailto:EmilyEvans@cusd.com">EmilyEvans@cusd.com</a>
Kay Ounmano, LVN	LVN	<a href="mailto:KayOunmano@cusd.com">KayOunmano@cusd.com</a>
Alicia Hernandez	Cafeteria Supervisor	<a href="mailto:AliciaHernandez@cusd.com">AliciaHernandez@cusd.com</a>
Jonathan Woodley	Plant Supervisor	<a href="mailto:JonathanWoodley@cusd.com">JonathanWoodley@cusd.com</a>

## **DISTRICT MISSION**

To be a quality education system providing the opportunity for all students to reach their full potential in mind, body, and spirit.

## **SCHOOL MISSION**

Temperance-Kutner's mission is to provide an exemplary educational environment for all students, every day in every way. Our mission is to promote high personal and rigorous academic standards, so all students excel and become responsible, competent, confident, and contributing members of society.

## **SCHOOL GOALS**

- Provide a safe, positive, and disciplined learning environment where all students have the opportunity to grow to their full potential.
- Maximize student achievement in a strong academic core curriculum including language arts, math, social science, physical fitness education, science, health education, and visual performing arts.
- Promote, by example and expectation, positive and appropriate character development in every student at every opportunity.
- Utilizing the Quality Improvement Concepts T-K staff and students will strive to operate all aspects of the campus/curriculum with ever improving efficiency and effectiveness.

### **Our School Pledge**

I pledge today to do my best in reading,  
math and all the rest.

I promise to obey the rules in my class  
and in the school.

I'll respect myself and others, too.

I'll expect the best in all I do.

I am here to learn all I can, to try my  
best and be all I am.

We Believe We Can, and We Will!

**TEMPERANCE-KUTNER PARENT-TEACHER CLUB**  
**2024-2025 Officers**

President.....Misty Parra  
Vice Presidents..... Desiree Castro and Vanessa Serrato  
Treasurer.....Sergio Salas  
Secretary..... Cheryl Carrillo

**T-K PTC Meetings**

Parent Club meetings are held at 6:00 pm in the MPR. All parents are welcome to attend and encouraged to become involved in the T-K Parent Club.

- Tuesday, September 3, 2024
- Tuesday, October 1, 2024
- Tuesday, November 5, 2024
- Tuesday, December 3, 2024
- Tuesday, January 7, 2025
- Tuesday, February 4, 2025
- Tuesday, March 4, 2025
- Tuesday, April 1, 2025 - Nominations
- Tuesday, May 6, 2025 – New Board

**T-K PTC Events**

- Back-to-School Night
- Carnival
- Holiday Shop
- Daughter Dance
- Open House
- Son Dance
- Family Events
- Movie Nights

*\*Meeting and event dates subject to change. Check the calendar on the T-K website or app for updated dates and times at [tk.cusd.com](http://tk.cusd.com)*

## SCHOOL CALENDAR

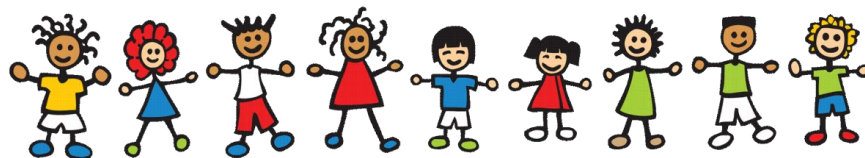
Back-to-School Night.....	August 15, 2024
<b>First Day of School.....</b>	<b>August 19, 2024</b>
End of 1 <sup>st</sup> Quarter.....	October 25, 2024
End of 2 <sup>nd</sup> Quarter.....	January 17, 2025
End of 3 <sup>rd</sup> Quarter.....	March 21, 2025
Last Day of School (School dismissed at 1:15 pm).....	June 6, 2025

## SCHOOL HOLIDAYS / STAFF DEVELOPMENT DAYS

Labor Day.....	September 2, 2024
Elementary Parent-Teacher Conference Day.....	November 1, 2024
Veterans Day.....	November 11, 2024
Thanksgiving Break.....	November 25 – November 29, 2024
Winter Break.....	December 23, 2024– January 3, 2025
No School.....	January 6, 2025
Martin Luther King Day.....	January 20, 2025
Lincoln’s Birthday.....	February 10, 2025
Washington’s Birthday.....	February 17, 2025
Spring Break.....	April 14 – April 21, 2025
Memorial Day.....	May 26, 2025

## BELL SCHEDULE

Regular Day Schedule	
Class Entry Bell ( <i>All Grades</i> )	7:40
Instruction Begins/Tardy Bell ( <i>All Grades</i> )	7:45
Kindergarten & Transitional Kindergarten - AM ( <i>Monday through Friday</i> )	7:45 – 11:15 <i>Wednesday's 7:45-10:30</i>
Kindergarten & Transitional Kindergarten - PM ( <i>Monday through Friday</i> )	11:10 – 2:40 <i>Wednesday's 10:25-1:10</i>
Grades 1-6	7:45 – 2:40
Early Release Schedule – Every Wednesday	
Grades 1-6	7:45 – 1:10



Morning Recess Schedule	
Grades 1-3	9:30-9:50
Grades 4-6	10:00-10:20

## GENERAL INFORMATION

### Working Together Makes a Difference

I know we all understand that we have a joint responsibility to keep the students at TK as safe as possible. We are very serious about all safety issues at our school. All school policies are intended to serve this purpose. It is my duty to inform you of our school and district's safe school policies. I then must ask for everyone's help and assistance by abiding by all the posted safe school policies. My sincere thanks is extended to everyone in this regard and for your continued support and positive involvement in all school safety issues. -Mr. Manouelian, Principal

### ARRIVAL AND DISMISSAL

Supervision is provided only during the school day, starting at 7:20 a.m. **Students are not permitted on campus prior to 7:20 a.m.**

Parents that pick their students up from school are not permitted on campus until 10 minutes prior to the end of school day bell.

Staff supervision is provided after the dismissal bell until the students' board buses. At the parent pick-up zone, staff supervision is provided for **15 minutes after the dismissal bell**. Students not picked up and not participating in approved after school programs will be brought to the office and their need for supervision will be documented. Continued pick up concerns will need to be addressed by the parent and a site administrator.

Student Pick-Up Schedule	School Dismissal Time
<b>Monday - Friday</b> <i>Grades AM Kindergarten &amp; AM Transitional Kindergarten</i>	11:15 am
<b>Wednesday</b> <i>Grades AM Kindergarten &amp; AM Transitional Kindergarten</i>	10:30 am
<b>Monday - Friday</b> <i>Grades PM Kindergarten &amp; PM Transitional Kindergarten</i>	2:40 pm
<b>Wednesday</b> <i>Grades PM Kindergarten &amp; PM Transitional Kindergarten</i>	2:40 pm
<b>Monday, Tuesday, Thursday, Friday</b> <i>Grades 1-6</i>	2:40 pm
<b>Wednesday</b> <i>Grades 1-6</i>	1:10 pm

### ATTENDANCE AND ILLNESSES

- ALL absences must be cleared within 5 days of the absence. Parents should clear absences online on Parent Connect or by calling the school office at (559) 327-8100.
- If your child will be absent for more than three school days, please contact the school office to inquire about an Independent Study at least 5 days prior to the absence. Details to be provided at the time of request.
- Students are allowed one excused absence per year for religious observance purposes.



## **DRESS CODE**

Refer to Clovis Unified Governing Board Policy and Administrative Regulation #5132 on the Clovis Unified School District website <https://www.cusd.com/DressCode.aspx> \*A copy is included in this handbook.

## **PHYSICAL EDUCATION**

According to Education Code section 51210(a)(7), the District is required to provide, in the elementary setting, no less than 200 minutes each 10 school days, exclusive of recesses and the lunch period, physical education. Any complaints related to the failure of the District to adhere to this requirement may be filed under the District Uniform Complaint Procedures, BP/AR 1312, which is included in this handbook. Physical Education times vary by grade level and time of year.

## **VISITORS TO CLASSROOMS/CLASSROOM INTERRUPTIONS**

Parents are welcome to visit our school but must do so according to CUSD policies and procedures. Visits should **be scheduled with the teacher in advance**, so the appropriate times are selected to help make the visit as productive as possible. In the interest of safety, **all visitors** must check in at the office upon arriving at school and prior to visiting anywhere on campus. **All visitors must be issued a TK identification badge.** People not wearing a badge will be asked to report to the office.

**Phone calls from home to school** are not to be made directly to the classroom. Classroom instructional minutes are protected to benefit your student and their academic success.

- All visitors to all CUSD schools must check in at the main office and sign in before entering the campus.
- Visitors will be asked to present photo identification, preferably a current, valid California Driver's License.
- Upon signing in you will be given a visitor's badge to wear while on campus.
- Visitors are not allowed to enter and/or subsequently disrupt a teacher or students learning in any classroom at any time during the school day.
- Unannounced classroom visitors will be asked to leave the room immediately.
- Classroom/lesson observations may be arranged by first meeting with the principal.
- TK Events/Celebrations/Student Birthdays: Items being dropped off in the office must be arranged prior with the classroom teacher. No balloons allowed for any occasions.
- Outside food deliveries, such as DoorDash, GrubHub, etc., are not allowed.

## **PARENT/TEACHER CONFERENCES**

- All conferences are to be pre-arranged with the teacher before or after school.
- Quick morning or before any class period conferences, that detain the teacher from beginning his/her class on time, are not permitted.
- Email is a great way to communicate with your child's teacher and to schedule a conference if necessary. All email addresses are listed above in the faculty and staff list. You can also obtain email addresses on the TK website on the Staff page.

## **AFTER SCHOOL RULES**

- There is **no “stay and watch brother or sister at practice”** program. Staff supervision for these children is not possible due to other school and staff duties.
- All students on campus after school must be supervised by their parents unless they are participating in after school programs.
- If after school childcare is needed, please contact the CUSD Child Development Department at 327-9160 to inquire about the Expanded Learning Club (ELC).
- Older students arriving from Reyburn Intermediate or Clovis East may not enter the school campus without receiving permission from the principal.
- Visitors and/or students not enrolled at TK may not loiter on the TK campus or use the office phone except in a true emergency. The CUSD police unit will respond immediately to any emergency call from TK to take care of any loitering concern.

## **BUS/PICK-UP PROCEDURE FOLLOWING SPORTS, CLUBS, OR INTERVENTION**

There is a rec bus to transport students to bus stops after sports, intervention, or club meetings. However, you will need to review the bus schedule as the rec bus does not stop at all of the same stops as the afterschool run.

Students who do not ride the rec bus and who go to the parent pick up area should not have to wait past 4:15 p.m. for a ride home. The **school office closes at 4:15 p.m.** and we must have all students safely on their way home or off campus by this time (not including ELC students).

## **CELL PHONES/ELECTRONIC GADGETS**

Students may bring cell phones to school. Students are not allowed to freely carry their cell phones while on campus (CUSD District Policy). Cell phones are to be turned off and in the owner’s backpack from the time they arrive on campus to their departure from campus. Students may not use cell phones during the day. If a student needs to call their parent/guardian afterschool, they must let a staff member know and make the call with a staff member present.

Additionally, students are restricted from bringing electronic games or other items of great value. The school will not be held responsible if the restricted item is brought to school and lost, stolen, or damaged.

## **STUDENT USE OF SCHOOL PHONES**

- During the school day student requests to phone home are to be made in the classroom.
- Calls may be made to local phones – no long-distance calls can be made in any of the classrooms.
- When a teacher determines the phone call is appropriate the student will be allowed to call from the classroom.
- After school, students who are not picked up on time will report to the office to call.

## **EXPANDED LEARNING CLUB**

The Expanded Learning Club is a program providing before and after school care for all CUSD students from TK to sixth grade. The goal is to provide a safe and supportive expanded learning environment that fosters educational and enrichment opportunities for students and staff at all elementary schools.

For more information, contact the Child Development Department at 559-327-9160 or [visit the Expanded Learning Club website](#).

## **HOMEWORK POLICY**

- Homework may consist of assignments not completed in class as well as additional projects or assignments to be prepared by the student outside of the school day.
- Teachers may expect and/or require a student to devote time after school to study not more than four days per week.

\*If your child is absent from school and you wish to obtain his/her homework, please notify the school before 9:30 am. This will give the teacher time to gather materials and send the homework to the office for pick-up.

## **MAKING UP MISSED ASSIGNMENTS**

If your child is ill and at home and you wish to pick up homework you may email or call the child's teacher to determine what homework can or should be prepared for you to pick up. If you choose to pick homework up, please call the school before 9:30 am to allow the teacher time to prepare the materials. Your child is not required to get homework when they are ill and away from school. When your child returns to school—the child and teacher should meet to discuss what missing assignments the child needs to complete and turn in. When students are absent from school, they are given a grace period in which to make-up assignments. This grace period is three days.

## **COMPLAINTS**

Questions, concerns, and/or comments can be addressed with Mr. Andrew Manouelian, Principal. Complaints can also be addressed using the Uniform Complaint Procedures per the Clovis Unified Governing Board Policy and Administrative Regulation #1312. This policy can be reviewed on the Clovis Unified School District website <https://boardpolicies.cusd.com/Series1000.aspx>

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

*\*Board Policies are subject to revision at any time. Please refer to the CUSD website at [www.cusd.com](http://www.cusd.com) for the most up-to-date policies.*

## **NURSING SERVICES**

A Credentialed School Nurse (CSN)/Registered Nurse (RN)/Licensed Vocational Nurse (LVN) or health services assistant (HSA - an unlicensed personnel) will be in the health office 5 days a week. The CSN/RN/LVN/HSA will contact parent(s)/guardian(s) regarding illnesses and injuries that occur during the school day. All RNs/LVNs/HSAs provide student health care under the supervision and direction of the Credentialed School Nurse. RNs/LVNs/HSAs follow the Emergency First Aid Guidelines for Schools when providing first-aid care to students and are CPR/First Aid certified.

### **EMERGENCY INFORMATION:**

Ed Code 49408

The health office or school administrator will contact parent(s)/guardian(s) in an emergency situation due to illness or injury. It is very important that the health office has current parent/guardian contact information. If there is a change in your child's emergency contact information, please log into Parent Connect and update your information as soon as possible.

### **FIRST GRADE PHYSICAL EXAMINATION REQUIREMENT:**

California State Law (California Code of Regulations, Title 5, Section 432 (2) (B) requires that each student have a complete Child Health and Disability (CHDP) physical examination within 18 months before entering first grade or 90 days after entering first grade (Health & Safety Code 124040, 124085).

The purpose of this examination is for the health and safety of your child and can help identify any health problems that may keep your child from doing well in school. Early detection is the best prevention.

A waiver signed by the child's parent/guardian indicating that they do not want or are unable to obtain the health screening and evaluation services for their children shall be accepted by the school in lieu of the CHDP form. If the waiver indicates that the parent/guardian was unable to obtain the services for the child, then the reasons why should be included in the waiver.

The CHDP form is available on the CUSD website under the "Parents" tab. Click "Health Forms" or a hard copy can be requested from your child's health office.

### **IMMUNIZATIONS**

Board Policy 5141.31; A.R. 5141.31; Health and Safety Code 120325-120375; CCR Title 17, Division 1, Chapter 4

To be admitted to school, California law requires that all children be fully immunized. There are required immunizations to attend public elementary and secondary schools, childcare centers and developmental centers. Schools, and pre-kindergarten facilities are required to enforce immunization requirements, maintain accurate/complete immunization records of all enrolled children and submit reports. Children shall be excluded from school or exempted from immunization requirements only as allowed by California law.

At the time of registration, the school site is required to have proof that your child has received all currently due immunizations to complete the enrollment process. If required immunizations are not provided by the first day of school, your child will not be able to attend.

As of January 1, 2016, California law SB277 no longer allows for a personal beliefs exemption including religious belief exemptions as of July 2016. Any student entering school for the first time in California after July 1, 2016 will need to be fully immunized or have a medical exemption from a California physician.

### **Medical Exemptions:**

Starting January 1, 2021, the only immunization accepted is a medical exemption written by a California physician for students through CAIR-ME. Any medical exemptions issued in CAIR-ME shall expire when the student enrolls in the next grade span or the medical exemption issued was temporary with an expiration date.

Refer to [cair-me.cdph.ca.gov/home](http://cair-me.cdph.ca.gov/home) on how to obtain a medical exemption or contact your school site health office with questions or needing additional information.

### **Immunization Exclusion:**

Ed Code 48216 (a), (b), & (c); A.R. 5141.31

Students who are not in compliance with their immunizations, parent/guardian will be contacted by the health office informing them of their child's missing immunizations. An immunization letter will be sent home indicating the immunizations needed to be in compliance. Parent/guardian have two (2) weeks or ten (10) school days to supply evidence either their child has been properly immunized, or their child will be exempted from school due to not meeting immunization requirements. Your child will remain excluded from school until a current immunization record is provided to the health office.

## **HEALTH ASSESSMENTS**

### **Vision, Hearing and Dental Health Screening**

CA Ed Code 49454; Ed Code 49455; Ed Code 49452; Board Policy 5141.3; A.R. 5141.6

California Education Code allows qualified district employees (sections 49452, 49454) to conduct routine vision, color vision and hearing screenings to each student enrolled in the District. The State of California vision and hearing screening is to be completed in Kindergarten, 2nd grade, 5th grade, 8th grade and 10th grade, as well as upon a written referral from parent/guardian or teacher at any grade level (California Code of Regulations, Title 17, Section 2952 (1)). A written statement must be filed with the Credentialed School Nurse by a parent/guardian requesting exemption of their child from the routine health screenings for vision and hearing.

### **Oral Health Assessment Requirement**

CA Ed Code 49452.8

A pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, no later than May 31 of the school year, shall present proof of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional operating within his or her scope of practice, that was performed no earlier than 12 months before the date of the initial enrollment of the pupil.

The parent/guardian of a pupil may be excused from complying by indicating on a waiver form that the oral health assessment could not be completed.

## **TUBERCULOSIS (TB) RISK ASSESSMENT**

Board Policy 5141.26; A.R. 5141.26

### **New or Returning Students**

Each student seeking admission into a District school, whether for the first time, or if returning to the District school after being enrolled in another school in California, another state, or, spent 30 or more days in a high risk TB country,

shall comply with submitting to a TB Risk Assessment by a school nurse/RN/LVN or provide documentation of a negative TB blood test (IGRA-QuantiferON or T-SPOT) or TB skin test (TST).

1. All students moving from out of the country and/or residing in a high TB risk country will be required to be cleared through the Children's Health Center prior to enrollment at their school site.
2. If any blood or skin test is positive, proof of a negative chest x-ray indicating the student is free from communicable TB must be submitted to the health office.
3. A student who is assessed of being at risk of having TB shall: get a TB blood test (IGRA-QuantiferON or T-SPOT) or a TB skin test unless proof of documentation is provided to the health office showing treatment for current or prior positive IGRA or TST performed in the United States, have a negative chest x-ray or no new risk factors since last documented negative TB test or TST.

### **TYPE 1 DIABETES INFORMATION**

Reference: <https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp>

In accordance with Education Code 49452.6, information regarding Type 1 diabetes, including risk factors is required to be provided to every incoming family. For questions or concerns related to Type 1 diabetes, please contact your health care provider or school nurse.

According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively. The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

Contact your child's health care provider or school nurse if you have questions regarding Type 1 diabetes.

### **Type 1 Diabetic Student**

1. Diabetic orders and Health Related Action Plan (HRAP) must be reviewed by the school nurse and parent/guardian prior to starting/returning to school.
2. Diabetic orders MUST be renewed every school year (A.R. 5141.21). Your child may not be on campus without current diabetic orders and supplies, including emergency medication. This is for the health and safety of your child.
3. All supplies, including snacks and/or emergency medication must be on-site daily. This can be stored in the health office or on-person.

### **TYPE 2 DIABETES INFORMATION-REQUIRED FOR INCOMING 7TH GRADE STUDENTS**

Reference: <https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>

Pursuant to California Ed Code Section 49452.7, local education agencies are required to provide parents/guardians information on Type 2 diabetes to all incoming 7th grade students.

This information is provided to parents/guardians during the annual enrollment process. The California Department of Education developed this Type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

Parents/guardians may contact the school nurse at their child's school site for any questions they may have regarding the information provided about Type 2 diabetes.

### **FIRST AID, ILLNESSES AND INJURIES**

If a student is injured or ill at school, he/she/they will receive care and consideration by the health office staff. The health office follows the Emergency First Aid Guidelines for Schools when providing first-aid care to students.

Parents/guardians will be contacted for any serious injury or if the student is too ill to remain at school. Students will be released through the health office. The credentialed school nurse is available to consult with parents/guardians regarding health problems upon request, however, any injuries which occur at home should be cared for at home. Parents/guardians should follow-up with the credentialed school nurse regarding any extended illness or injuries that require needed care or accommodations while at school.

### **Assistive Devices**

Crutches, wheelchairs, walking boots/shoes, walkers, scooters and casts require a medical note or CUSD School Participation Following Injury/Illness form and physical/academic restrictions in order for students to attend school. Refer to Ed Code 48213.

Brace, elastic bandage, sling and splint require a medical note or CUSD School Participation Following Injury/Illness form if the parent is requesting a PE excuse beyond three (3) days.

### **When to keep your child home due to illness:**

1. Temperature 100.0 F or greater within 24 hours
2. Illness affecting child's ability to learn
3. Vomiting/Diarrhea
4. Sore throat-difficulty breathing or swallowing, or continuous drooling
5. Cold symptoms-continuous cough, difficulty breathing, uncontrolled wheezing, excessive nasal drainage (excludes seasonal allergies)
6. Ear/Eye irritation-redness with drainage, difficulty seeing or hearing, injury, intolerable pain
  - Suspected pink eye-notify healthcare provider for evaluation and provide medical documentation to health office.
7. Rash-worsening, painful, drainage, not healing
8. Starting antibiotics within 24 hours for an illness

### **When your child may return to school due to illness:**

1. Fever free for 24 hours without the use of a fever reducing medication(s) (Ex. Tylenol or Motrin).
2. Vomiting/Diarrhea-student is able to tolerate liquids and food and/or stools have improved.
3. Pink eye-medical note clearing student of disease or two doses of antibiotics to be given before returning to school.
4. Rashes, such as but not limited to impetigo, ringworm, scabies and pinworms-medical note required clearing your student of possible communicable disease or a medical note stating the diagnosis and that appropriate treatment was initiated. Notify the health office.

### **PHYSICAL EDUCATION:**

- Parent Note: Students will be limited to 3 days per quarter for handwritten parental note excusals from PE. **A medical note from a healthcare provider will be required after 3 days.**
- Medical Note: This note should include a diagnosis and specific date for returning to PE, as well as any limitations that might apply. If your child has an injury that requires them to remain out of PE, they will also be held out of recess and sports.

### **CONCUSSION PROTOCOL**

If your child is suspected of having a concussion or has been diagnosed with a concussion, the CUSD Return to Learn-Concussion School Care Plan form needs to be completed by a physician indicating no evidence of a concussion or provide specific academic accommodations, if diagnosed.

If your child's concussion has resolved, a new medical note or the CUSD Return to Learn-Concussion School Care Plan form needs to indicate your student is cleared for full academic participation.

### **COMMUNICABLE/INFECTIOUS DISEASE**

Board Policy 5141.22; A.R. 5141.22

The health office refers to the California School Nurses Organization, Guidelines for Communicable Diseases and Common Conditions in the Educational Setting, along with guidance and direction from the Fresno County Department of Public Health (FCDPH). When necessary, communicable disease cases are reported to the FCDPH. When two or more cases of a communicable disease are reported in a classroom within 14 days of each other, a notification letter may be sent home from the health office.

#### **HEAD LICE:**

Clovis Unified School District operates on NO LIVE LICE guidelines. Students will be sent home if evidence of live lice is found. Students must be treated within 48 hours and hair/scalp are free from live lice. Students must be seen in the health office and be cleared to return to class. After 48 hours, absences will be unexcused. Classroom checks are no longer a part of our guidelines.

Head Lice Guidelines can be found on the CUSD Nursing Services website.

<https://www.cusd.com/NursingServices.aspx>.

#### **MEDICATION AT SCHOOL:**

Ed Code 49423, 49480; Board Policy 5141.21; A.R. 5141.21

All medications, even over-the-counter medication(s) (including Tylenol, Advil, cough drops, eye drops, essential oils, etc.) require a physician order and are reviewed by the credentialed school nurse. Medication orders must be updated at the **beginning of each school year**. The Medication at School form is available in the school health office or on the CUSD website. <https://cusd.com/HealthForms.aspx>

CA Education Code Section 49423 requires that any medications to be taken at school must be presented with:

- A written statement from the physician detailing the name of the medication, amount, method, and time medication is to be taken.
- A written statement from the parent/guardian indicating their consent for the school to assist the student in the matters set forth in the physician's statement
- Medication must be clearly labeled and sent to school in the original container from the pharmacy

**Please note:** Medication(s) brought to the health office without following the above guidelines will NOT be accepted or given at school. The Health Office does not keep medication for general use.

#### **EMERGENCY ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY**

California Education Code (EC) Section 49414.3 authorizes school districts, county offices of education, and charter schools to provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered, and to use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

#### **AIR QUALITY PRECAUTIONS:**

Please refer to CUSD School Board Policy 3514 for more information about Air Quality Precautions. CUSD Board Policies can be found at the following website: <https://boardpolicies.cusd.com/ClovisUnifiedBoardPolicies.aspx>

#### **CHILD PROTECTIVE SERVICES**

Penal Code Section 11166 requires any Mandated Reporter who reasonably suspects has been the victim of child abuse or neglect must report it to Child Protective Services (CPS).

All school personnel are mandated reporters.





## CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2024-2025 SCHOOL YEAR

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

CUSD Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community and values the input of our educational partners. Because of this, we are pleased and proud to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in CUSD include, but are not limited to:

**School Site Council (SSC)**  
**English Learner Advisory Committee (ELAC)**  
**Parent Advisory Committee (PAC) and School Advisory Committee (SAC)**  
**District English Learner Advisory Committee (DELAC)**  
**District Indian Education Parent Advisory Committee (IPAC)**  
**School and District level School Assessment Review Team (SART)**  
**Intercultural Diversity Advisory Council (IDAC)**  
**Local Control Accountability Plan (LCAP) Public Forums**

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

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

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

**Parent Advisory Committee (PAC) & School Advisory Committee (SAC):** The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. Pursuant to California Education Code (EC) Section 52852 the SSC has been approved to function as the School Advisory Committee. The PAC is composed of at least one member of each school site's SSC. These individuals attend regular meetings at the district level to provide valuable input as a representative of their school, and act as a liaison between their SSC and the district.

**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. 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 as they act as a liaison between the school site and the district to share important information that impacts our students.

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

**30 Expanded Learning Opportunities Program (ELOP):** The Expanded Learning Opportunities Program fund is an ongoing funding source from the state. Funding allocation is determined by the district's enrollment of Unduplicated Pupils (UPP). Unduplicated Pupils are students classified as English Learners, Foster/Homeless Youth, or eligible for Free/Reduced meals. The purpose of ELOP is to complement existing programs by providing students with more access to expanded learning programs which occur before school, after school, or during intersessions (summer/winter/spring breaks). ELOP focuses on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences

**40 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.

**50 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.

**60 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. \*E WUF "eqo dlpgu"qwt "Vknq"KK'hwpf lpi 'y kj "Vknq"KK'RctvC+

**70 Title III (Language Instruction for English Learners (EL) and Immigrants):** A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.

**80 Title IV, Part A (Student Support & Academic Enrichment):** A federal-funded program focused providing students with a well-rounded education, improve school conditions for student learning, and enhance technology.

**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 cannot be accomplished without your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal or watch for communication from your site.

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

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



## INFORMACIÓN DEL PROGRAMA DE FINANCIAMIENTO CATEGÓRICO DE CUSD PARA EL AÑO ESCOLAR 2024-2025

Anualmente, el Distrito Escolar Unificado de Clovis (CUSD) presenta nuestra Solicitud de Financiamiento a través del Sistema Consolidado de Solicitudes e Informes, comúnmente llamado ConApp. La solicitud se presenta en dos (2) partes: Part I, que contiene información demográfica y del programa, y la Parte II, que contiene información presupuestaria y datos del programa. Los programas categóricos incluidos en la solicitud son Título I, Parte A - Mejora del Rendimiento Académico; Título II, Parte A - Apoyo a la Instrucción Efectiva; Título III - Programas para Aprendices de Inglés (EL) e Inmigrantes; y Título IV, Parte A - Apoyo al estudiante y enriquecimiento académico. Esencialmente, estos fondos están diseñados para ayudar a los estudiantes a dominar los estándares estatales.

Las escuelas de CUSD están comprometidas a establecer una verdadera asociación con todas las facetas de la Comunidad de Aprendizaje de Clovis y valoran los aportes de nuestros socios educativos. Debido a esto, nos complace y enorgullecemos ofrecer una variedad de oportunidades de participación de los padres que mejoran nuestro programa en general. Dependiendo del tipo de financiamiento categórico que pueda recibir un plantel, se requieren consejos y comités de padres del distrito o de la escuela bajo ciertos requisitos y pautas. Dichos comités asesores en CUSD incluyen, pero no se limitan a:

**Consejo Escolar (SSC) 8**

**Comité Asesor de Aprendices de Inglés (ELAC)**

**Comité Asesor de Padres (PAC) y Comité Asesor Escolar (SAC)**

**Comité Asesor Distrital de Aprendices de Inglés (DELAC)**

**Comité Asesor de Padres de Educación Indígena del Distrito (IPAC)**

**Equipo de Revisión de Evaluación Escolar a Nivel Escolar y Distrital (SART)**

**Consejo Asesor de Diversidad Intercultural (IDAC)**

**Plan de Rendición de Cuentas de Control Local (LCAP) Foros Públicos**

Alentamos a todos los padres y tutores a involucrarse en la educación de sus hijos a nivel de aula, a nivel de toda la escuela, así como a nivel de distrito. El Plan Escolar para el Logro Estudiantil de cada sitio (SPSA) describe el programa educativo básico de la escuela y los programas/ servicios suplementarios categóricos que están diseñados para apoyar el rendimiento de los estudiantes. La participación de los padres es una parte necesaria y vital del desarrollo de la SPSA así como nuestro programa general. A nivel distrital, los comités de padres proporcionar información sobre nuestro LCAP. Si desea información adicional sobre cualquiera de los Consejos o Comités de Padres del Distrito, llame a la escuela de su hijo. El Director, el Director de Aprendizaje o el Especialista en Instrucción (GIS) estarán felices de ayudarle.

A continuación se enumeran varios comités de padres que ayudan con programas y fondos categóricos.

**Consejo Escolar (SSC):** Todas las escuelas que operan un programa categórico financiado a través de la solicitud consolidada (ConApp) establecerá un consejo escolar (SSC). El CDC desarrollará el contenido del SPSA. El SPSA se revisará anualmente y se actualizará, incluido el gasto propuesto de los fondos asignados a la escuela a través de la ConApp y el plan local de control y rendición de cuentas (LCAP), si lo hubiera, por parte del SSC. El SSC está compuesto por padres de familia, estudiantes de nivel secundario y personal de la escuela. Es responsable de desarrollar, implementar y evaluar los programas del Plan Escolar para el Logro Estudiantil del plan.

**Comité Asesor de Padres (PAC) y Comité Asesor Escolar (SAC):** La totalidad del SSC actúa como SAC. El SAC sirve como un comité asesor con el propósito de asesorar a las escuelas con respecto a los programas de educación suplementaria y actuar como enlace para su comunidad escolar. Sirven para compartir información y comentarios tanto a nivel de distrito como de sitio. Estos programas educativos son oportunidades educativas complementarias que brindan servicios a estudiantes desfavorecidos, aprendices de inglés, jóvenes en crianza temporal y/o en riesgo. Pursuant to California Education Code (EC) Section 52852 the SSC has been approved to function as the School Advisory Committee. El PAC está compuesto por al menos un miembro del SSC de cada sitio escolar. Estas personas asisten a reuniones regulares a nivel de distrito para proporcionar información valiosa como representantes de su escuela y actúan como enlace entre su SSC y el distrito.

**Comité Asesor de Aprendices de Inglés (ELAC):** Todas las escuelas que inscriben a 21 o más estudiantes de inglés están obligadas a formar un ELAC. El ELAC está compuesto por padres de familia y personal de la escuela. El ELAC asesora al director, al personal y al SSC con respecto a los servicios para los aprendices de inglés y ayuda en el desarrollo de la encuesta anual. Cada ELAC tendrá la oportunidad de elegir al menos un miembro para el Comité Asesor Distrital de Aprendices de Inglés (DELAC).

**Comité Asesor Distrital de Aprendices de Inglés (DELAC):** Siempre que haya 51 o más estudiantes EL en el distrito, habrá un Comité Asesor de Aprendices de Inglés del Distrito que funcione (DELAC). Es importante que cada escuela ELAC elija a un representante de DELAC y haga arreglos para que ese representante asista a todas las reuniones de DELAC, ya que actúan como enlace entre la escuela y el distrito para compartir información importante que afecta a nuestros estudiantes.

**Comité Asesor de Padres de Educación Indígena del Distrito (IPAC):** El Comité Asesor de Padres de Educación de Nativos Americanos de CUSD se reúne durante todo el año para discutir los problemas del programa, los servicios prestados y otras necesidades relacionadas con el rendimiento estudiantil de nuestros estudiantes, las agencias comunitarias y los programas de recursos. El Programa de Educación Indígena de CUSD aborda las necesidades de los estudiantes indios americanos y nativos de Alaska en los grados TK - 12. El programa ayuda a los estudiantes elegibles a alcanzar los mismos estándares de desempeño estatales desafiantes que se esperan de todos los estudiantes en los grados TK -12.

**Plan de Rendición de Cuentas de Control Local (LCAP) Foros:** Plan de Rendición de Cuentas de Control Local (LCAP) Foros: CUSD desarrolla un LCAP anualmente que trabaja para alinear mejor el plan académico con el plan de gastos del distrito que es aprobado por nuestra Mesa Directiva Escolar de CUSD cada mes de junio. Se invita a los padres y otros grupos interesados a participar en el desarrollo del LCAP a través de la participación en las reuniones de los comités escolares y distritales y en los foros comunitarios. Las Reuniones Escolares, Distritales y Comunitarias de LCAP son oportunidades para que todas las partes interesadas y los comités escolares se involucren con el Distrito y compartan sus ideas sobre cómo CUSD puede proporcionar oportunidades de calidad y apoyo para los jóvenes y las escuelas de CUSD. La participación de la comunidad y los comentarios en los foros informarán las prioridades de financiamiento del LCAP del Distrito durante los próximos años.

Estos foros están diseñados para proporcionar una oportunidad para que las comunidades escolares escuchen sobre los esfuerzos actuales de CUSD para apoyar a los jóvenes y las familias y para proporcionar información sobre planes y oportunidades futuras. Los sitios también tienen la oportunidad de trabajar juntos en equipos para compartir nuevas ideas para apoyar a los grupos identificados y planificar la participación y implementación del sitio.

*La siguiente es una descripción general de los fondos y programas categóricos en CUSD. Estos fondos se discuten y describen más a fondo en el SPSA de cada escuela y en las reuniones del comité.*

#### **Fundamento**

Los fondos generales del Distrito brindan apoyo para el programa curricular básico del Distrito. Algunos niños tienen características especiales, que no reflejan la población escolar general, que afectan su éxito en los programas básicos. Algunos provienen de hogares económicamente desfavorecidos; algunos están en desventaja educativa o de la falta de dominio del idioma inglés porque tienen un idioma principal que no es el inglés. Los niños, como los descritos anteriormente, requieren servicios y materiales suplementarios que generalmente no se proporcionan a través del programa curricular básico. Se identifican las necesidades de nuestros niños, y se planifican y dirigen servicios y materiales suplementarios para satisfacer sus necesidades especiales. Los fondos categóricos se utilizarán para proporcionar el apoyo financiero necesario para satisfacer estas necesidades especiales.

#### **Filosofía**

Todas las escuelas de CUSD ofrecen a los estudiantes con necesidades individuales el mismo tipo de oportunidades de aprendizaje de alta calidad y acceso al currículo básico en todas las áreas curriculares. Los fondos categóricos están diseñados para apoyar la asistencia adicional para ayudar a los estudiantes a tener éxito en el programa de aula regular (plan de estudios básico) y abordar cualquier brecha de aprendizaje. La atención se centra en la utilización eficaz de los materiales complementarios, el personal y el perfeccionamiento del personal. Las actividades de desarrollo del personal se utilizan para mejorar las prácticas y estrategias de instrucción para aumentar la habilidad de los maestros y otro personal para desafiar y ayudar a todos los estudiantes a alcanzar su máximo potencial.

### **Descripciones categóricas de programas**

- 30 Programa de Oportunidades de Aprendizaje Extendido (ELOP):** Los fondos del Programa de Oportunidades de Aprendizaje Extendido es una fuente de financiamiento continua del estado. La asignación de fondos está determinada por la matrícula del distrito de Alumnos No Duplicados (UPP). Los alumnos no duplicados son estudiantes clasificados como aprendices de inglés, jóvenes en crianza temporal / jóvenes sin hogar, o elegibles para comidas gratuitas / reducidas. El propósito de ELOP es complementar los programas existentes al proporcionar a los estudiantes más acceso a programas de aprendizaje extendido que ocurren antes de la escuela, después de la escuela o durante las sesiones intermedias (vacaciones de verano/invierno/primavera). ELOP se enfoca en el desarrollo de las necesidades académicas, sociales, emocionales y físicas y intereses de los estudiantes a través de experiencias prácticas de aprendizaje
- 40 Título I, Parte A (Mejorar el Rendimiento Académico):** Un programa financiado por el gobierno federal para proporcionar oportunidades de alta calidad para que los estudiantes en escuelas de alta pobreza cumplan con los estándares de contenido y desempeño del distrito y del estado.
- 50 Título I, Parte A, Título X, Parte C, Educación para Niños y Jóvenes sin Hogar:** Los fondos del Título I, Parte A proporcionan servicios comparables a los niños sin hogar que los ayudan a aprovechar eficazmente las oportunidades educativas que se brindan a los niños en las escuelas financiadas bajo el Título I, Parte A. Estos servicios comparables se proporcionarán a los niños sin hogar en escuelas públicas y privadas, refugios y otros lugares donde puedan vivir los niños, instituciones para niños abandonados y, cuando corresponda, instituciones locales como los programas escolares comunitarios locales..
- 60 Título II, Parte A (Preparación, capacitación y contratación de maestros y directores de alta calidad):** Un programa financiado por estado federal enfocado en programas de capacitación y reclutamiento de maestros y directores. (CUSD combina nuestros fondos del Título IV con el Título II, Parte A)
- 70 Título III (Instrucción de Idiomas para Estudiantes de Inglés (EL) y Inmigrantes):** Un programa financiado por el estado federal enfocado en ayudar a los distritos escolares a enseñar inglés a estudiantes con dominio limitado del inglés (aprendices de inglés) e inmigrantes y ayudar a estos estudiantes a cumplir con los mismos estándares estatales requeridos para todos los demás estudiantes.
- 80 Título IV, Parte A (Apoyo Estudiantil y Enriquecimiento Académico):** Un programa financiado por el estado federal enfocado en proporcionar a los estudiantes una educación integral, mejorar las condiciones escolares para el aprendizaje de los estudiantes y mejorar la tecnología.
- 7. Título VI (Subvención de la Fórmula de Educación para Indígenas Americanos):** Un programa financiado por el estado federal enfocado en ayudar a los estudiantes nativos americanos/nativos de Alaska a cumplir con los mismos estándares estatales desafiantes que se requieren de todos los demás estudiantes.

El objetivo del personal de CUSD es crear y mantener el mejor ambiente educativo posible. Esto no se puede lograr sin su apoyo y aporte. Si tiene alguna pregunta, inquietud o desea involucrarse más en el proceso educativo de su escuela, comuníquese con el director de su escuela o esté atento a la comunicación de su sitio.

A nivel de distrito, le animamos a que se involucre en uno de nuestros muchos comités de padres o a que asista a nuestras noches de padres.

Puede encontrar información adicional sobre los comités y eventos del distrito aquí: <https://www.cusd.com/SupplementalServices.aspx>

---

---

## CLOVIS UNIFIED SCHOOL DISTRICT

### STUDENTS

#### Rights and Responsibilities

#### **DRESS AND GROOMING**

This administrative regulation specifies standards of dress and grooming promoting a safe school setting conducive to a positive learning environment consistent with Board Policy No. 5132.

#### 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 schoolwork; or 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. Extreme fashion that draws undue attention to the student will not be allowed. This includes any clothing and extreme make-up that disrupts the learning environment.
4. 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.
5. 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. Clothing that exposes bare midriffs or cleavage is prohibited at any time during school or school-sponsored activities or events. Shoulder straps on tops and other clothing must be a minimum of two inches (2") wide.
6. Dresses and skirts are to be worn no shorter than five inches (5") above the top of the kneecap, but no shorter than mid-thigh.
7. Shorts are to have an inseam of at least five inches (5"). Shorts are to be stitched evenly around, and if frayed, must be stitched to avoid further fraying. Holes revealing skin or undergarments are not allowed. Spandex or Lycra shorts are not permissible. Shorts worn during physical education may not be worn during regular class time at secondary sites.
8. Straps on shoes and clothing must be fastened at all times.

---

---

## CLOVIS UNIFIED SCHOOL DISTRICT

9. Leggings and jeggings are permitted but cannot be see-through or have mesh or ruching above the knee. Tops worn with leggings and jeggings must not expose bare midriffs at any time during school or school-sponsored activities or events.
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. 5132(2).
11. For safety reasons, students in grades pre-school through 6 are not allowed to wear flip-flops, shoes, or sandals without a heel strap. See Exhibit No. 5132(2).
12. No slippers will be allowed.
13. Excessively baggy pants are not allowed. Pants cannot exceed five inches (5”) when measured out from the kneecap of the straightened leg. Pants must fit and be worn at the natural waist. The bottom of the pant leg may not drag on the ground. Pant hems must not be stapled or pinned.
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 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. Frayed clothing is permissible so long as frays are stitched to prohibit further fraying.
18. Distressing is allowable. Holes on clothing must be patched from behind so that undergarments or bare skin are not exposed.
19. Clothes shall be worn as intended and be sufficient to conceal undergarments, which shall be worn and covered at all times.

---

---

## CLOVIS UNIFIED SCHOOL DISTRICT

20. 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 discrimination or harassment of race, religion, or sexual orientation.
21. Pro logos on school materials of any kind are not acceptable (binders, folders, backpacks, pens, pencils).

### B. Grooming

1. Hair shall be clean and neatly groomed.
2. Hair, beard, or mustache styles which disrupt the learning environment 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. Bangs or other hairstyles must not obstruct nor interfere with vision.
4. 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.
5. Tattoos, permanent or temporary, must be covered at all times.

### C. Jewelry

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, or tongue) is not acceptable. Jewelry, including piercing jewelry that disrupts the learning environment, 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 Board Policy No. 5132.
2. A petition for an exemption from enforcement of a specified portion of Board Policy No. 5132 (see Exhibit No. 5132(1) – Petition for Waiver of Dress and Grooming Compliance) 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 of School Leadership within 30 calendar days of the denial.

---

---

## CLOVIS UNIFIED SCHOOL DISTRICT

- a. In the event that an appeal does not raise allegations within the District's uniform complaint procedures (UCP) in Board Policy No. 1312.3, then, within 30 calendar days of receipt of the appeal, the Associate Superintendent of School Leadership 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 of School Leadership shall be final.
- b. In the event that the allegations raised in the appeal are determined to fall within the District's UCP in Board Policy No. 1312.3, the District will use the District's UCP process to investigate and respond to the appeal rather than the above appeal process. Consistent with law and Board Policy and Administrative Regulation No. 1312.3, any appeal of that decision may be appealed to the California Department of Education.

### 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. 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 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 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.

Adopted: 06/04/1975

Reviewed: 05/28/2008, 05/27/2009, 05/26/2010

Amended: 05/23/1984, 05/28/1986, 06/28/1989, 01/04/1978, 05/28/1980, 05/22/1985,  
06/08/1988, 07/08/1992, 06/25/1993, 01/26/1994, 06/08/1994, 05/24/1995,



## CLOVIS UNIFIED SCHOOL DISTRICT

03/27/1996, 03/17/1997, 06/18/1997, 01/28/1998, 01/09/2002, 06/26/2002,  
08/24/2005, 06/14/2006, 05/23/2007, 03/08/2011, 06/12/2013, 01/15/2014,  
04/06/2016, 10/24/2017, 07/01/2019, 07/21/2021 (AR 2105 renumbered as AR  
5132), 01/12/2022

Doc# 46564-7 (01/2022, 05/2019)