

Clovis Community Day School Parent/ Student Handbook 2023-2024

Care, Quality, Commitment



1715 David E. Cook Way Clovis, CA 93611

Parent and Student Rights and Responsibilities Handbooks can be found on the CUSD website www.cusd.com.

An Affirmative Action/Equal Opportunity Employer Notice of Nondiscrimination

The Clovis Unified School District does not discriminate on the basis of race, color, sex, disability, or National origin in admission or access to and treatment of employment in its programs and activities as required by Title VI, Title IX, and Section 504. Complaints contact:

Human Resources Office 559.327.9300

Table of Contents

INTRODUCTION

- Clovis Community Day School Mission Statement
- Beliefs
- School Wide Learning Expectations
- Objectives
- District Calendar
- CCDS Administration Team
- CCDS Staff
- Bell Schedules (Elementary, Intermediate, High School)
- Foggy Day Schedule

GENERAL OVERVIEW OF ALTERNATIVE EDUCATION

- Clovis Community Day School

GENERAL INFORMATION

- Application for Transfer
- Canine Detection Services
- Academic Counseling (Grades, Credits, Work Experience, Credit Recovery-Edgenuity)
- Guest Passes for Comprehensive Site Events
- Guests-Students
- Homework
- Library Services
- Lost and Found
- PE Medical Policy
- PE Non-Credit Policy
- Student Intake
- Scholarships
- Student/Parent Involvement
- Telephone Use

ATTENDANCE (Absences, Truancies, and Tardy Policy)

STUDENT CONDUCT

SUPPORT SERVICES- social/emotional supports, attendance support, and community resources)

CATEGORICAL REQUIREMENTS

District Administration

Corrine Folmer, Ed.D.

Clovis Unified School District Superintendent

Norm Anderson

Deputy Superintendent

Corrine Folmer

Associate Superintendent, School Leadership

Barry Jager

Associate Superintendent, Human Resources

Michael Johnston

Associate Superintendent, Administrative Services

Robyn Castillo Ed.D.

Associate Superintendent, Instructional Services

Sue Rutledge

Assistant Superintendent, Business Services

Denver Stairs

Assistant Superintendent, Facilities

Debbie Parra, Ed.D.

Assistant Superintendent, Curriculum & Instruction

Steve France

Assistant Superintendent, Educational Services Area

Jennifer Thomas

Assistant Superintendent, Clovis East Area

Darin Tockey

Assistant Superintendent, Clovis North Area

Kevin Kerney

Assistant Superintendent, Buchanan Area

Mark Hammack, Ed.D.

Assistant Superintendent, Clovis West Area

Scott Dille Ed.D.

Assistant Superintendent, Clovis High Area

Governing Board

Dr. Steve Fogg, Board President

Hugh Awtrey, Member

Yolanda Moore, Member

TBA Member

David DeFrank, Member

Elizabeth Sandoval, Member

Tiffany Stoker Madsen, Member

Our Mission Statement

The mission of Clovis Community Day School is to provide a supportive and structured learning environment where all students can be behaviorally and academically successful. The Staff is dedicated to ensuring that all students have the opportunity to achieve to their full potential and become productive members of our society in a safe and nurturing environment.

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 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

Clovis Community Day School will provide an alternative educational setting for all students by teaching academic, technological, and social skills to become productive citizens who actively participate in society.

Schoolwide Learner Outcomes

ACT

Act Responsibly

Communicate Effectively

Think Critically

Objectives

- ❖ 100% of our students will participate in academic and vocational advisement
- ❖ We will maintain an attendance of 96%
- ❖ Incidents of vandalism and student violence will be below national, state, and district averages
- ❖ Alternative Education will achieve 90% "A" "B" and "C" responses on the SART survey school climate assessment
- ❖ 80% of Alternative Education high school students will increase credits earned per time enrolled as compared to their previous placement
- ❖ 90% of Alternative Education seniors will complete graduation requirements
- ❖ 100% of Alternative Education students will participate in character education
- ❖ All Alternative Education students will be exposed to schoolwide curriculum that supports positive ethnic relations and multi-cultural awareness
- ❖ 80% of Alternative Education students who petition for return to comprehensive high schools will successfully complete the transition
- ❖ 100% of students attending Alternative Education will participate in career/college advisement.

Clovis Community Day School Administration & Staff Directory

ADMINISTRATION STAFF:

Monica Castillo, Principal monicacastillo@cusd.com

COUNSELING STAFF:

Casey Olson, GLS caseyolson@cusd.com

Soua Herr, GLD souaherr@cusd.com

TRANSITION TEAM:

Greg Connor, Transition Coordinator gregconnor@cusd.com

Josh Aguilar, Transition SRL joshaguilar@cusd.com

Rebecca Garcia, Transition SRL rebeccagarcia@cusd.com

FRONT OFFICE:

Kathleen Cervantes, Office Manager kathleencervantes@cusd.com

Lilia Grealy, Registrar liliagrealy@cusd.com

ADDITIONAL SUPPORT STAFF:

Jason Anaforian, Teacher

Phillip Barsotti, Intervention Aide

Matt Bumatay, IA

Denise Collins, IA

Francine Contreras, Teacher

Anna Dorsey, Teacher

Okechukwu Egbuziem, Teacher

Chris Gee, Teacher

Katie Gee, IA

Temple Ginther, School Psychologist

Gary Gleason, Teacher

Debbie Graeber, Campus Catering

Katie Hammond, Teacher

Irina Hernandez, IA

Richelle James, School Psychologist

Brian Kisling, SRC

Santiago Lujan, CenCal Mentor

Jill Mele, Teacher

Meredith Pulliam, Teacher

Scott Schiller, Teacher

Carter Schmalzel, IA

Cooper Steele, Teacher

Dhameer Warren, IA

Todd Williamson, Teacher

Andrea Wisemer, SRO

Foggy Day School Bus Schedule

The following procedures will be used in the Clovis Unified School District on extremely foggy days:

1. A decision will be made no later 6:00am as to whether or not the departure time of buses must be delayed
2. If departure times of school must be delayed, an announcement will be made on KVPT TV-18 and KMJ 580 AM radio starting no later 6:15am. 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 that buses will be delayed two (2) hours. "Schedule B" means that buses will be delayed four (4) hours.
5. All classes in the District will operate as per their regular schedule. Foggy day instructions apply only to bus transportation schedules and riders.
6. Students who walk or have their own transportation to school should arrive at the normal time. However, parents are advised to exercise discretion relative to particular condition in and around their respective school attendance areas. Unless an additional announcement is made, afternoon, bus runs will operate on a regular schedule.

Please realize that foggy days are called on a District wide 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 interests of the students District wide.

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

ALTERNATIVE EDUCATION

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 51,000 students in grades K-12 as well as an Adult School program. The District is composed of 32 elementary schools, five (5) intermediate schools, five (5) high schools, one (1) continuation school, one (1) alternative (independent study) school, two (2) community day schools, and one (1) adult school.

Alternative Education is made up of four schools: Enterprise Alternative (Independent Study), Gateway High School (continuation), Clovis Community Day School Elementary (Grades 4-6) and Clovis Community Day School Secondary (Grades 7-12). 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; the Community Day Elementary and Secondary campuses are located at 1715 David E. Cook Way, Clovis. Alternative Education serves all of the schools within the Clovis Unified School District.

The Alternative Education administrators, teachers, and support staff represent all four schools. For administrative staff, there is one (1) Principal and one (1) Guidance Learning Specialist for Community Day Elementary and Community Day Secondary. There are four (4) counselors with one functioning as a part time Healthy Start/Student Assistance Counselor (SAP). Support personnel include a full-time nurse and part-time psychologist (3 days per week). Two (2) resource specialists and three (3) instructional assistants serve the needs of students with learning disabilities. SBCP/Title III funds provide for two part-time instructional assistants for bilingual students. Community Day Elementary has two (2) part-time instructional assistants and Community Day Secondary has eight (8) part-time instructional assistants. There are twenty-eight (28) teachers at Gateway/Enterprise, six (6) teachers at Community Day Secondary, two (2) teachers at Community Day Elementary. In addition, there are two (2) School Relations Liaisons (SRL) at Gateway High School, two (2) School Resource Officers (SRO) who serves the Alternative Education program and one (1) SRL/Campus Monitor at Clovis Community Day School.

Gateway High School has been recognized as a Model Continuation High School by the Department of Education in December 2015. During the 2013-2014 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 a school.

Alternative Education is a valid alternative to the 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 all three 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 comprehensive high schools, thereby allowing the student the opportunity to return to graduate.

CLOVIS COMMUNITY DAY ELEMENTARY AND SECONDARY SCHOOLS

The Clovis Community Day School (CCDS) serves special at-risk students in Grades 4-12 who have not been successful in a comprehensive school setting nor benefited from on-site intervention programs. The academic curriculum will be similar to the one experienced at the home school. The teacher's responsibility is to provide emotional support, academic instruction, and behavioral skill building for every student. A 4-Level Step system is utilized with Character Traits integrated into the curriculum.

Even though students have varying levels of academic ability, teaching strategies will include individualized assignments, collaborative projects, one-on-one, small group, and whole class instruction. Each student in Grades 4-12 will be a part of the TGLE process to help develop an instructional plan. Embedded in this plan is a contract listing the expectations for the student's classroom behavior and consequences for infractions.

Students may be assigned to Clovis Community Day School in the following priority order:

- mandatory expulsion (Any Big 5: possessing, selling, furnishing a firearm; brandishing a knife at another person; selling a controlled substance; committing or attempting to commit a sexual assault; and possession of an explosive)
- suspended expulsion for any other reason
- probation referred pursuant to Section 300 or 602 of the Welfare and Institution Code

Clovis Community Day Elementary and Secondary School is located on David E. Cook Way and set up by the following:

- Grades 4-6 students are taught by credentialed teachers in a self-contained classroom. The class enrollment is limited to a maximum of 15 students with a student review every 6 weeks unless students are assigned longer from SSSA. Students are required to attend class for 6 hours every day. Once a student reaches level 4 status, SSSA & CCDS will determine if the student is ready to return to the home school or remain at CCDS longer in accordance with the SSSA disposition.
- Grades 7-8 students are taught by credentialed teachers in an academic core-block schedule and required to attend class for 6 hours every day. The class enrollment is limited to a maximum of 15 students in each classroom. Once a student reaches level 4 status, SSSA & CCDS will determine if the student is ready to return to the home school or remain at CCDS longer in accordance with the SSSA disposition.
- Grade 9-12 students are taught by credentialed teachers in an academic block classroom and students are required to attend class for 6 hours every day. Each student will be reviewed in 6 weeks or per semester for a possible placement at Gateway or return to a comprehensive school unless student is assigned a longer period of time.

Clovis Community Day School - Unless specifically restricted by the office of Student Services and Student, Attendance, all students 4th-8th grade are eligible for the possibility of a promotion change within six weeks. To be considered for promotion, the student must be Level 4 before he/she can return to their home school. High school students will be reviewed at the end of each semester and must be at Gold level status and have all stipulations completed.

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).

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.

DISCIPLINE OBLIGATIONS: Students must complete all assigned detentions, work details, etc. This must be done prior to receiving final approval.

CREDITS: Alternative Education students must be on track for graduation and/or within 10 credits of graduation.

ATTENDANCE: Alternative Education students will 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, beverage alcohol, abused medications 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 Clovis Community Day School.

Randomly and unannounced, the canines come to Clovis Community Day 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 Clovis Community Day School staff and possibly the Clovis Unified Police Services and Clovis Police Department.

CAREER /WORK EXPERIENCE

During Career Day and throughout the year, military representatives, business people, and colleges will be available to assist students with information on establishing a career.

CREDITS - HIGH SCHOOL

- Students must achieve 230 total credits to graduate. Along with this, students reach freshman, sophomore, junior, and senior status by achieving a certain number of credits.

Credits per Grade Level:

Freshman (9 th)	0 - 55
Sophomore (10 th)	55 – 110
Junior (11 th)	110 - 165
Senior (12 th)	165 - 230

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

It is extremely important for each student to earn 5 credits in each course.

- A traditional grading system is used. Students earn letter grades for the quality of the assignments completed
- There will be no credits earned for just showing up for the appointment or lab time (seat time)
- Twelve (12) credits earned during each six-week period will be considered making normal progress
- For Students transferring to Alternative Education from another high school program, grades and credits earned by the last day of attendance shall be transferred to the new classes
- An incoming grade of "D" or better is required for credits to be transferred for a class.
- No more than 55 credits may be earned during a semester without prior approval of the Administration

Clovis Community Day School students will be enrolled in a 8-period day for completion of 40 credits. Students are expected to complete homework when assigned by teacher. If a student does not complete any work outside of the classroom, he may not earn maximum credits. Additional classes and credits may be earned during a Directed Study period. Homework is required in every course and must be completed in order to complete 5 credits in every subject.

High School Credit for a College Class

With prior approval of the school Principal or designee, a student may earn credit for both a high school class and a college class by enrolling in a college class if the college class is not offered at the high school and is not a core high school class. The high school Principal and the Associate Superintendent of Secondary Education must approve exceptions to this regulation.

COUNSELING

The counselor maintains an "open door policy" for those students in need of personal counseling. Students should seek counseling and guidance any time there is a need. The general objective of the counselors is to provide services to enable students to make independent, intelligent life decisions. Counselor Request Forms are available through the classroom teacher and in the office.

Alternative Education has a "Transition" team, which consists of a Coordinator, Counselor, and three (3) Student Relations Liaisons. 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 Transition Team is located in the Counseling Center.

The counselor will be available for:

Selection of high school courses
Scholarships and grants
Referrals to the Transitions Team
Vocational and career guidance
Personal counseling

Test interpretation and scholarship
Registration policies grades & credit
Transcripts

Individual learning Plans (ILP)

GRADES

Grade cards are issued to students every six (6) weeks and are mailed at the end of each semester. Students having financial obligations for books or materials will not receive report cards until obligations are cleared.

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%

Guest Passes for Comprehensive Site Events

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.

Grades and 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 their work in class. Those that don't will need to take it home for homework

ONLINE 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.

INDIVIDUAL LEARNING PLAN

(ILP) A written plan designed to put students back on track to graduate.

LOST AND FOUND

Found articles should be turned in to the office

MEAL PROGRAM

District's School Meal Program for 2020-2021 School year is free for all Community Day School students,

COMMUNITY DAY SECONDARY GRADES (4-12)

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

- review rules and regulations relating to CCDS
- complete all required paperwork for enrolling

- meet individually with a counselor
- review graduation check-off information
- sign up for student classes
- answer all questions related to the student's progress

P.E. MEDICAL POLICY

Excuses for three 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 days:

- Take 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 letter sent home and phone contact is made
- Fourth non-credit ----- Referred to the counselor/phone contact to parent
- Fifth non-credit -----Referred to counselor/parent conference
- Sixth non-credit----- Referred for alternative placement to earn PE credits

STUDENT/PARENT INVOLVEMENT

We believe students enrolled in Alternative Education are entitled to participate in a variety of student activities. We encourage students to become involved with their school by participating in one or more of the following activities:

- | | |
|---|--------------------------------|
| Athletics/intramurals | Careers/Speakers Bureau |
| Chess Tournaments | Community Health Fair |
| Community Service Projects | Clovis Drug Prevention Council |
| Field and Study Trips | Project Clean |
| Healthy Start Collaborative | |
| Fellowship of Christian Athletes | |
| Parent/Family Education Program | |
| Principal's Advisory for Student Affairs (PASA) | |
| Project SMART Mentoring | |
| School Assessment Review Team – SART | |
| School Site Council – SSC | |
| Title I Meetings | |

STUDENT PARKING - CCDS

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. By entering this area, the person in charge of any vehicle consents to a search of the entire vehicle and its contents without cause by school officials or police officers. 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 -COMMUNITY DAY SCHOOL

Students are not to be sent to the office to use the telephone during class time.

Community Day School students are NOT allowed to have cell phones on campus unless approved by teacher or staff.

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 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 must be given the opportunity to perform voluntary work in lieu of monetary payment.

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.

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 - IO 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" (SCCR 14103). It also states "a school bus or SPED 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 = IO 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.

DRINKS, FOOD, ETC.

Only unopened bottled water is accepted. Already open bottles, cans, containers, squeeze bottles or outside food are not allowed and will be confiscated. Outside lunches are not allowed to be dropped off by parent/guardian or food delivery (Doordash, UBEReats, etc.)

DROPPING ITEMS OFF

Only a parent/guardian or any person on the emergency card can drop off an item that needs to be ingested by the student.

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

- * Defiance
- * Threats toward staff/students
- * Leaving the classroom without permission
- * Vandalism of school property
- * Under the influence of a controlled substance
- * Any situation the teacher judges to be potentially dangerous
- * Fighting or threatening to fight
- * Profanity directed at staff
- * Possession of a controlled substance
- * Possession of a weapon
- * Use and/or possession of tobacco
- * Dress code violation

Possible consequence for an office referral:

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

DETENTIONS

Detentions are during lunch

ELECTRONIC DEVICES

Cell phones or any other technology devices are not permitted on campus. The students can either choose to turn it in at the gate during gate check in which they will receive a number of the lock their phone will go into, and they can pick it up at the end of the day, OR they can choose not to bring it to school.

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 MPR for a designated period of time. Students caught littering will be subject to detention or campus beautification.

OFF-LIMIT AREAS

School officials are responsible for the safety and conduct of pupils while at school. In order to fulfill this supervision responsibility, 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 and off-limit area. Areas where loitering is prohibited include:

- Student and faculty parking lot
- Athletic fields (when not participating in intramural activities)
- Bicycle racks
- Surrounding CUSD facilities and offices

OTHER CUSD CAMPUSES

Students may not be on any other CUSD campus unless permitted by their SSSA consultant for specific situations

PERSONAL PROPERTY

Safeguard and protect your personal belongings. The School cannot be responsible for loss of personal belongings. When riding the school bus, 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 be tolerated. Extreme use of profanity or repeated use will result in appropriate discipline.

PROHIBITED ITEMS

Backpacks, bags, purses, cell phones, aerosol cans, marking pens, felt tipped pens, permanent markers, sunflower seeds, gum, snacks any drink besides a water bottle, etc., 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"

The teacher in each class checks out all books and workbooks to the student. 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 return material shows more than average wear period last books must be paid for or arrangements made to pay for them before another book will be issued. Transcripts and records 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 parentheses (California Educational Code, section 48900).

SMOKING

Students may not be in the position of any tobacco products, including smokeless tobacco, Epens, an any electronic smoking devices or smoke on or around campus or any other campus in the Clovis Unified School District area during school hours or during activities of a school. Consequences for use or possession of tobacco will be at the discretion of the school.

STUDENT RELATIONSHIPS

During the time the students are in school they should use good in relationships period the following behavior will not be permitted number

- 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 administration. Parents/ guardians will then be notified of the situation and discipline could be issued.

ZERO TOLERANCE

The Governing Board of 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 substance
- * hate motivated behavior constituting a statutory violation
- * possession of controlled substance
- * vandalism where damage exceeds \$100
- * repeated mutual combat
- * robbery or extortion
- * participating in gang-motivated intimidation
- * assault on or threatening of school staff

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 CUSD.

Dress Code

We believe that attention to appearance in a student's attitude towards self in school or related. Good taste, good grooming, and appropriateness of attire are part of the learning for both boys and girls. However, we recognize that student's mode of dress and grooming is a manifestation of their personal style and individual preference. We believe that students and parents can freely choose apparel that demonstrates individuality, as well as maintains the standards of appropriateness.

- 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.
- a. Articles of clothing which display gang symbols, profanity or products of or slogans which promote tobacco, alcohol, drugs or sex; Materially interfere with schoolwork; Create disorder or disrupt the school educational process are not allowed.
 - b. 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. Military paramilitary or camouflage (military style) clothing will not be permitted.
 - c. Extreme fashion that draws undue attention to the student will not be allowed. This includes distracting clothing, and distracting makeup, etc.
 - d. Jackets and other apparel depicting professional sports teams should not be worn. Jackets or other apparel depicting college or University teams are acceptable unless such teams' designations are associated with gangs or otherwise conflict with the standard for acceptable apparel.
 - e. Underwear type sleeveless shirts, athletic tank tops, beachwear, swimwear, halter tops, tube tops, spaghetti straps, bare midriffs or chest, 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 above the top of the kneecap, but no shorter than mid-thigh. Clothing that exposes bare midriffs or cleavage is prohibited. Shoulder straps on tops and other clothing must be a minimum of 2 inches wide.
 - f. Shorts are to be worn no shorter than five inches above 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 the regular class time at a secondary site.
 - g. Straps on shoes in clothing must be fastened at all times.
 - h. Leggings will be loved if overgarment isn't shorter than five inches above the top of the kneecap, but no shorter than mid-thigh.
 - i. Shoes must be worn by all students. No hard-toed or steel-toed shoes/boots will be allowed. No high-top, laced up, and 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 "flipflops", "beach shoes," "soccer sandals," "zories" and/or thongs are inappropriate and will not be allowed. See Exhibit No. 2105 (2).
 - j. 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 2105 (2).
 - k. No slippers will be allowed
 - l. Excessively baggy pants, including sweatpants, are not allowed. Pants cannot exceed five inches 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.

- m. Sleepwear is not permissible
- n. Oversized shirts that present a safety concern or reflect gang style or not acceptable.
- o. 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 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.
- p. No frayed or torn clothing acceptable (manufactured or otherwise)
- q. 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.
- r. Clothes shall be worn as intended and be sufficient to conceal undergarments, which shall be worn and covered at all times.
- s. Pro Logos on school materials of any kind are not acceptable (binders, folders, backpacks, pens, pencils, etc.)

B. *Grooming:*

- a. Hair shall be clean and neatly groomed
- b. Hair or mustache styles which cause undue attention is not acceptable; e.g., unusual designs, colors, symbols, message, mohawks, faux-hawks, or unusual razor cuts. Complete razor shaving of the head of the head is allowed.
- c. Beards are not allowed. Sideburns are allowed, but may not extend past the base of the earlobe or be wider than one inch.
- d. 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.
- e. Tattoos, permanent or temporary, must be covered at all times.

C. *Jewelry*

- a. 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:*

- a. 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.
- b. 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 denial of any exemption shall be submitted in writing to the Associate Superintendent, School Leadership within 30 calendar days of the denial.
 - i. 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 with the complainant, if

deemed appropriate to do so. Any decision of the Associate Superintendent, School Leadership shall be final.

- ii. 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

- a. 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.
- b. 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 meetings open to all parents for the purpose of information and input.
- c. 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.
- d. The Governing Board must be notified by February 1 of the school year prior to the implementation of a school uniform policy.
- e. The school site shall notify all parents/guardians no less than six months prior to the time the uniform policy implemented
- f. 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 out of the policy shall be in place.

Hats:	<ul style="list-style-type: none"> No hats allowed Pro team, Bulldog, Hoya, headbands, and beanies are not allowed. (Solid black beanies are allowed to be worn in cold weather only.) Any headwear must be taken off inside classrooms. Hoods need to be off inside buildings
Hair:	<ul style="list-style-type: none"> Hair must be a natural hair color and not distracting in style or cut. Hair must be kept out of eyes at all times. Mustaches are permitted if neatly trimmed. No shaved cuts on the eyebrows or hair
Dresses/Skirts:	<ul style="list-style-type: none"> May not be higher than 5 inches above the knee. No straps less than 2 inches in width. Tank style undershirts are not allowed. spaghetti strap or sundress style dresses are not allowed.
Shirts/Sweatshirt	<ul style="list-style-type: none"> Pro, Bulldog, clothing are not allowed. Majority red or solid blue attire is not allowed. This goes for ALL articles of clothing No "flashing of colors" under regular clothes. No bare midriffs, this includes tops that continually rise up from a sitting position or when hands are raised above the head. Leggings are allowed if over garment reaches 5" above the knee, but no shorter than mid-thigh. Tank style undershirts are not allowed. (only if there are 2 inch straps)
Sweatpants:	<ul style="list-style-type: none"> Must have pockets and can't be sports team related
Pants/Shorts:	<ul style="list-style-type: none"> Pants/shorts must be worn around the natural waistline No baggy, frayed, rips or holes that show skin underneath or sagging pants/shorts allowed. Students with sagging pants will be given snug ties. Pajama bottoms, flannel pants, and loungewear are not allowed. Basketball-style, gym-style and sports shorts are allowed. Shorts can be no more than 6 inches above the knee & no shorter than mid-thigh.
Belts:	<ul style="list-style-type: none"> Belts must be appropriate length and may not hang down. No solid red or blue belts. No buckles with gang insignias or lettering.
Shoes:	<ul style="list-style-type: none"> Flip-flops or any type of beach wear shoes or slippers may NOT be worn. Solid red or blue shoestrings are not allowed. No steel-toed or military style boots. No slippers allowed.
Jewelry/Body Piercing:	<ul style="list-style-type: none"> No chains or lanyards are allowed to hang outside of pockets Dangerous objects are NOT to be worn (i.e. spiked bracelets or necklaces). Band-Aids are not allowed to cover up piercings. Nose, lip, tongue or facial area piercings are NOT allowed and must be removed Only earrings are allowed in the ear.
Tattoos:	<ul style="list-style-type: none"> All tattoos must be covered...
Electronics	<ul style="list-style-type: none"> (ELEMENTARY & INTERMEDIATE) Headphones and other similar electronic devices are <u>NOT</u> allowed on campus; leave them at home. Cell phones must be turned off and put away. HS is an exception to the rule.
Professional Team Wear	<ul style="list-style-type: none"> Any item that has professional team logos or names is not acceptable, this includes lanyards, hats, & belts.

Attendance

ABSENCES

Attendance is only counted when a student is present. Those students not attending school on a regular basis for whatever reason will be referred to their designated counselor and SARB Coordinator. The school office will verify all absences.

TRUANCIES

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

- **First truancy:** Refer to office; Parent contact; assign Thursday School
- **Second truancy:** Refer to office; Parent conference; assign Thursday School
- **Third truancy:** Refer to office; Parent conference; assign Thursday School; possible meeting at the Student Services and School Attendance office, (SARB)

SITE-BASED INDEPENDENT STUDY

(CCDS does not offer independent study as per CA State Ed Code Law 48663)

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

Tardy Policy

Habitual tardiness is an indication of poor organization and self-discipline. 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. Consequences will be issued for violations of the following tardy policy:

- (1) Tardy - Warning
- (2) Tardies - Lunch Detention
- (3) Tardies - 2 Lunch Detentions
- (4) Tardies - After School Detention
- (5) Tardies - Double After School Detention and Parent Meeting Scheduled

Possible consequences could also include

- Work Detail
- Recommendation for change in placement
- Revoke work permit
- Contact probation officer

Parent/guardian notification will be handled by the office.

Suspensions / Expulsions

A pupil shall not be suspended from school with a recommendation 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 use 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 objects unless, in this 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 furnish, or been under the influence of any controlled substance listed in chapter 2 (commencing with section 11053) of division ten of the Health and Safety Code, an alcoholic beverage, or any 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 the ether 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
- (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 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 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.

489900.2 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 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 48900.2, 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 sections, "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 (\$1,000), which 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/her immediate family.

Support Services

TRANSITION TEAM

Alternative Education has a "Transition" team, which consists of a Coordinator, Counselor, and three (3) Student Relations Liaisons. 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 Transition team will be located in the Counselling Office.

BILINGUAL EDUCATION

Students identified as qualifying for bilingual services are assigned to a teacher who is BCLAD/LDS/CLAD/SDAIE/ELD certified. At Alternative Education, the assigned teacher provides individualized instruction through a pullout program. Students receive daily English Language Development instruction. In addition, an Instructional Assistant-Bilingual may work collaboratively with the classroom teacher.

ENGLISH LANGUAGE LEARNER COMMITTEE (ELAC)

Alternative Education maintains an English Learner Advisor 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 (ELL) students are enrolled by the end of the first school month.

NURSE

The Health Office is located on the CCDS main campuses. A credentialed school nurse/RN is available Monday through Friday during school hours. A health services assistant may cover the office in the nurse's absence.

EMERGENCY CARDS

- Keep emergency contact information updated with current home, work and cell numbers
- List ALL current health conditions that may need medical attention at school
- A parent or legal guardian must sign the authorization allowing the school to seek emergency treatment and to give needed medical information to staff and emergency medical staff

HEALTH SERVICES – ILLNESS AND INJURIES

- Injured or illness students will be assessed and treated; parents will be contacted if the student is unable to remain at school. A written health referral for medical follow-up will be sent home with the student if necessary
- Students should be cared for at home for any of the following:
 - Fever of 100.0F or greater within the past 24 hours
 - Initiation of antibiotics within the past 24 hours
 - Untreated contagious or infectious disease

IMMUNIZATIONS-NO SHOTS, NO SCHOOL

Required for school admittance: Polio (minimum 3 doses); Tetanus/Diphtheria/Pertussis (minimum 4 doses and one Tdap booster after 7 years of age); Hepatitis B (3 doses); Varicella (1 dose, 2 recommended). Tuberculosis screening required for students enrolling from out of the US and for students returning from out of the country for more than 3 months.

MEDICATIONS

ALL medications, prescription and over-the-counter, must be checked through the main office.

California Ed. Code (49423) requires a written and signed physician order authorizing the medication to be taken and written parent permission to administer medication to a student at school. A completed Medication at School form will remain in effect during the current school year.

SPECIAL HEALTH NEEDS

Please contact the nurse if a child has special health needs (ex. diabetes, seizures, asthma, severe allergies), chronic illness or physical limitation. A confidential Health Alert List will be distributed to staff with parent permission and specific safety plans will be implemented if indicated. This information will be available to substitute staff if the need arises.

- Physical Education Medicals: When the physician indicates that your child should be excused from PE, a written prescription from the physician is necessary. The prescription must include the length of time to be excused, diagnosis, limitations, and the physician's signature.

RESOURCE SPECIALIST SERVICES (RSP)

RSP teacher has certification in special education and learning disabilities. 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. These students have average ability, but have specific learning problems, which prevent them from performing at the expected academic level. 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)

The Alternative Education School Assessment Review Team (SART) is made up of parents/guardians from Enterprise High School, Gateway High School, Clovis Community Day School, and concerned persons in the community. It meets four times per year, starting in September. The SART 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 voice concerns. From this committee, a parent representative will be elected to attend monthly District SART meetings and will report back to the committee.

Once each year a SART Survey is sent home to parents/guardians to help evaluate our school and district. This survey is very important because it offers parents/guardians a chance to express opinions on how the school is doing and to offer suggestions on what areas the school should improve.

Education is most successful if it is a team effort between the home and the school. Parent involvement is crucial to a student's academic success. Parents/guardians who are interested in becoming involved in the SART or in our School Site Council (SSC) are invited to call CCDS at 327-1980.

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. This committee gets involved after the school personnel have made a maximum effort to do the job themselves. The SARB decides on 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 concern
- Parent training
- Referral to Healthy Start 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 psychologists are on campus five (5) days each week. The psychologists are available to provide testing and psychological information beyond the scope of the classroom teacher. The psychologists 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 permission.

SCHOOL SITE COUNCIL

The purpose of the School Site Council (SSC) is to develop a program that is responsive to the needs of the students at CCDS. 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. Twelve people make up the SSC. If any parent or student would like to become a member of this committee, they should contact the Principal or our Office Manager. The SSC meets once each quarter (four times) throughout the year in the morning.

SECTION 504 PLAN

If you suspect that your child has a disability (i.e. learning disabilities, dyslexia, chronic health problems, attention deficit/hyperactivity disorder, etc.), which may substantially limit his/her learning, you may request that your child be evaluated under Section 504 of the Rehabilitation Act (1973). A qualified educational team will evaluate your 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, your child's teacher/s other support personnel as needed, and you, the parent. This plan will be reviewed annually and will address appropriate interventions to assist your 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 your child's teacher, the school site 504 coordinator, the District's 504 Coordinator.

CLOVIS SUPPORT INTERVENTION (CSI)

The Gateway High School Campus houses a Community Resource Center (CRC) or Transitions. CCDS also utilizes the Community Resource Center where the main Transitions Office is located. Our staff and district representatives along with a collaboration of community agencies and organizations will be providing needed services to our families and students directly on site. CCDS has a counseling office where the Transition Team Members are located.

These collaborative partners for the CRC include the following: Fresno County Health Services Agency - Mental Health and Community Health; Fresno County Department of Social Services - Cal Learn, Child Protective Services and Eligibility; Fresno County Probation Department; Clovis Police Department, Marjoree Mason Center, Clovis Youth Employment Service, Youth Leadership Institute, etc. Our goal is to meet the many diverse needs of our school population. Students and families can be referred for assistance either through self-referral, parent, school staff, or an outside agency referral. The Healthy Start Collaborative assesses the primary problem through counseling services with school counselor or Healthy Start coordinator and then makes the appropriate referral. The student may be referred to an outside agency, placed in a SAP group on campus that deals with the primary problem, or referred to one of the collaborative partner agencies listed above. Some of the obstacles for success that students face includes: drugs, teen pregnancy, anger, depression, self-esteem, rebellion, lack of job and employability skills and family dysfunction. Services will include individual and family counseling, support groups, parent and teen pregnancy education, vocational and job training, student/family health services, smoking cessation groups, etc.

AU discussions with the Healthy Start Collaborative and the SAP Core Team 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.

STUDENT STUDY TEAM

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 the coordinator's 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, parent/guardian and student. Counselors will provide Student Study Team referrals upon request.

Should you be concerned that your child is not making adequate progress academically or behaviorally in school, you may ask your child's teacher to refer your child to the school's Student Study Team (SST). The SST is composed of your child's teacher(s), other teachers, other staff as needed (such as the Language Speech Specialist, Resource Specialist, School Nurse, School Psychologist, a site administrator), and you, the 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.

STUDENT SUCCESS TEAM - COMMUNITY DAY SCHOOL

The Student Success Team utilizes the Student Study Team process in developing an Individual Learning Plan (IPL) for each student. The SST is made up of team of educators from the home school, CCDS, District personnel, and community agencies that will work cooperatively to identify the student's strengths and assets upon which success is built. The goal is for the student to build academic and personal skills and successfully return to the comprehensive school program.

The parent and student will meet with the SST team (upon entry and exit), which may also be made up of the following:

Home school

- Principal, learning director, GIS, or counselor
- classroom teacher
- school psychologist

CCDS

- Principal and/or counselor
- CCDS teachers

Alternative Education Staff

- RSP teacher
- School psychologist
- School nurse

District Personnel

- SSSA designee
- SSSA SARB designee
- District 504 advisor when appropriate
- Program Specialist from the area when appropriate

Community Agencies

- Mental Health counselor

- Probation officer or Diversion Officer/Social Worker
- CPS case worker when appropriate

STVOCATIONAL EDUCATION/CAREER PREPARATION

The Clovis and Fresno Adult Schools offer a variety of vocational programs both during the daytime and evening. The ROP has training programs on Clovis Unified high school campuses. CART provides career development and job training to students. See your counselor for more information.

WORK PERMITS – MUST BE COMPLETED and APPROVED THROUGH ADMIN OFFICE

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 Work Experience Coordinator. 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 pulled or hours reduced when a student has poor attendance or is not doing satisfactory work in his regular classes.

YOUTH PARENT PROGRAM (YPP) - Gateway

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.

Categorical Program Information

"Children Are Our Most Precious Resource"

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Economic Impact Aid/Limited English Proficient (EIA/LEP), Economic Impact Aid/State Compensatory Education (EIA/SCE), Title I, Part A – (Improving the Academic Achievement of the Disadvantaged Improving, Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. 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 proud and pleased 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 Language Advisory Committee (ELAC)

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

District Learner Advisory Committee (DELAC)

District Migrant Education Parent Advisory Committee

District Indian Education Parent Advisory Committee (IPAC)

School and District level School Assessment Review Team (SART)

Intercultural and Diversity Advisory Council (IDAC)

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 of each and every student. 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 site's SPSA and to the District's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Council or Committee, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you or go to <http://www.cusd.com/specialprojects>. These two school committees meet on a quarterly basis. The committees are comprised of administration, staff and parents. Students are also involved at the intermediate and secondary level.

Listed below are several parent committees that assist with categorical programs and funding. For more information, please call your school or go to: <http://www.cusd.com/specialprojects>.

School Site Council (SSC): All schools receiving categorical funds are required to form a SSC. The SSC is composed of parents, students at the secondary level and school personnel and 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): If a district uses Economic Impact Aid (EIA) funds for State Compensatory Education programs, as Clovis does, it is required to have both a SAC and a DAC. The SAC and DAC is an advisory committee for the purpose of advising schools and district regarding compensatory education programs. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

English Language 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 provides input and makes recommendations to the principal, staff and SSC regarding services for English Learners as well as conducts an annual survey. Members serve for two years.

District English Language 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 ELAC.

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. Children's needs 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

- 21st CCLC Grant - This state- administered, federally funded program provides five-year grant funding to establish or expand before and after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the 21st CCLC 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 these programs are to: 1) improve academic achievement, 2) provide enrichment opportunities that reinforce and complement the academic program, and 3) offer Family literacy and related educational development services.
- After School Safety and Education Funds (ASES) - This state funded and administered program provides three-year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. 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.
- Economic Impact Aide (EIA) - A state-funded program to provide supplementary services to meet the needs of English Learners, students not meeting proficiency on the state tests, and socio-economically disadvantaged students.

- Title I, Part A (Improving the Academic Achievement of the Disadvantaged) - A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
- Title I, Part C (Migrant Education Program) - A federal-funded program focused on providing services for migratory students and their families.
- 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.
- Title III (Language Instruction for English learners (ELs)) - A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and helping these students meet the same challenging State standards required of all other students.
- Title VII (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 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 the CUSD Department of Special Projects @ 327.9086 or go to <http://www.cusd.com/specialprojects>.