

WELDON ELEMENTARY SCHOOL



A Tradition of Excellence

PARENT-STUDENT HANDBOOK 2024-2025

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www.clovisusd.k12.ca.us/weldon

This handbook is designed to give you a quick and brief answer to frequently asked questions regarding school operations. Information regarding the rights and responsibilities of all Clovis Unified School District parents and students is available on the District's Web site at www.clovisusd.k12.ca.us. A hard copy of the "District Handbook of Parent and Student Rights and Responsibilities," has been provided to all parents and guardians.

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.

MESSAGE FROM THE PRINCIPAL

I would like to welcome you to Weldon Elementary! We look forward to working in partnership with you to provide the best education possible for your children. The Weldon program reflects our belief in high standards and high expectations. We use modern and innovative approaches as well as mastery learning to achieve our goals. We are dedicated to maintaining a tradition of excellence that is a characteristic of Weldon Elementary School and the Clovis Unified School District. We are here to serve your child, you, and the community, and we look forward to another great year together in Warrior Country!

Sincerely,
Ann Castro, Weldon Principal

BELL SCHEDULE

Monday, Tuesday, Thursday	Friday	Wednesday Early Release	Schedule
1st – 6 th	8:00-2:45	1st – 6 th	8:00-1:15
K AM, TK	8:00-11:30	K AM, TK	8:00-10:45
K PM, TK	11:15-2:45	K PM, TK	10:30-1:15

ARRIVAL AT SCHOOL/ACCESS TO CLASSROOMS AFTER SCHOOL

Students may not be on campus prior to 7:35 AM, because that is when our supervision of children begins. Students in violation of this policy are subject to loss of school privileges and recognition programs. **NOTE: Once the school day has ended, students ARE NOT allowed access into classrooms 30 minutes after the final bell sounds.**

BIKES, RAZOR SCOOTERS, SKATEBOARDS, IN LINE SKATES

For the safety of all, students may not ride the bikes, razor scooters, skateboards, or in line skates on campus before, during, or after school. We encourage all students to wear helmets as required by local law enforcement. Additionally, razor scooters must be folded in half, and students are required to carry them on campus. Skateboards and in line skates also must be carried on campus. Failure to adhere to school policy may result in a loss of the privilege.

EARLY DISMISSAL

Every Wednesday is early dismissal. School is dismissed at 1:15 PM every Wednesday, and at 10:45(am) or 1:15(pm) for TK & K students.

AFTER SCHOOL PICK UP POLICY – STUDENT SAFETY

Students not participating in organized after-school activities must walk home, or be picked up after the final bell by a parent/guardian. **All students not picked up by a parent/guardian after school will be referred to CUSD Police Truant officer or Police.**

- **NOTE: Students will not be allowed to use the school phone** before/after school, unless the situation is deemed to be an emergency by site administration. Please make needed before/after-school arrangements with children prior to sending them to Weldon each day.
- Please remember that students are NOT to be campus prior to 7:35am.
- Classrooms will NOT be reopened for any reason (homework, instruments, etc.) thirty (30) minutes past the final bell.

ATTENDANCE

If your child is absent from school for any reason, please call the school office or send a note stating the reason when your child returns to school. **Students who are physically present and on time every day** of the school year are eligible for “Perfect Attendance” (which is represented by an award given at the end of the year).

TARDINESS

If your child arrives to class after 8:00 AM, he/she is considered late. If your child arrives after 8:00am, he/she must report to the office to obtain a tardy slip to be given to the teacher. Three or more absences or tardies is considered excessive and will result in a letter from Student Services and Attendance (SSSA). Being tardy not only prevents your child from receiving critical instruction, it also interrupts the learning process of other children. For this reason, repeated tardiness (truancy)/absences will necessitate a letter being sent home to the parents. If this becomes a chronic issue, the matter will be referred to the Weldon Student Attendance Review Board (SARB), and then to the District SARB for review.

ABSENCES

When your child is absent from school or comes to school late, he/she must have a note from the parent or guardian explaining the reason. In addition, please visit our website online or telephone the school office the morning your child will be absent to clear your child’s absence within five days of the absence. Un-cleared absences are considered unexcused and truant. Students must be free of fever for 24 hours before they may return to school.

HOMEWORK POLICY

Homework may refer to 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 up to 20 minutes (grades K-1), 30 minutes (grades 2-3), and 45-60 minutes (grades 4-6) to after-school study time 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 9:00 a.m. This will give the teacher time to gather materials and send the homework to the office for pick-up after 3:30 p.m.

INDEPENDENT STUDY

Students who will be missing school for 5 or more days need to be put on Independent Study. Please give your child’s teacher at least 1 week advance notice when your child will need to get an Independent Study packet. Teachers need time to get the Independent Study packet ready. The completed packet must be turned in on the first day that the student returns. A packet that is not turned the first day back to school will be deemed incomplete and the student will receive an unexcused absence on their attendance record.

RELEASE OF CHILDREN DURING SCHOOL HOURS

When picking up students from school during school hours, all parents must sign their children out in the office. Children will only be released to parents noted during the registration process. Parents with court ordered custody should provide a copy of their court orders to the office to avoid confusion or conflict. Parents may only take their own children to lunch. **Due to student confidentiality, when visiting their children during lunch, parents may only eat lunch/visit with their own children.**

CELL PHONES, ELECTRONIC SIGNALING DEVICES

The use of electronic signaling devices (i.e., cell/smart phones) are considered to be disruptive to the educational process. Therefore, the use of electronic devices will be prohibited on school premises, at all school-sponsored activities, and at any time when students are under the supervision and control of district employees. Cell phones may be used on campus before the first bell sounds, and after the dismissal bell at the day’s end.

PROHIBITED ITEMS/PRACTICES

The following items and/or practices are prohibited at Weldon:

- headphones, electronic games, laser pens
- gum, seeds, live animals, toys/games
- wallet, pocket, or belt chains of any sort or length
- cameras, audio-visual recording devices unless authorized by school personnel

DRESS CODE

The CUSD Governing Board approved modifications to the dress code that removed language that differentiated standards between boys and girls. The dress code is fully explained in the CUSD Governing Board Policy 2105, and is available for viewing at the CUSD and Weldon Websites, as well as the Weldon office.

Students may only wear sprit-wear caps that are sold by Weldon, Clark, or Clovis High School. Solid color knit caps are acceptable during cold weather.

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

According to Governing Board Policy 2105, the dress code serves an important role to provide a safe school environment, establish mutual respect, and create a learning environment free from distraction for students. The Clovis Unified School District enforces a dress code for all students, grades K-12. Sound judgment and reasonableness must prevail in interpreting the dress code. Its purpose is to foster students’ pride in themselves and to instill the attitudes, values, and standards reflected by the society in which the students will take their place. All clothing shall be neat, clean and acceptable in appearance and shall be worn within the bounds of decency and good taste as appropriate for school.

FIELD TRIPS

All field trips will be curriculum based to increase student achievement. Approved permission slips must be signed by a parent before a student can go on a field trip. Telephone permission is not allowed. Additionally, parents that will be chaperoning OR volunteering on campus for more than 8 hours during the school year must complete the online volunteer application form found at the Weldon website. TB clearance is also a requirement.

GRADING

Achievement	Effort
A = 90 – 100% (outstanding work)	E = Excellent
B = 80 – 89% (above average work)	S = Satisfactory
C = 70 – 79% (average work)	N = Needs Improvement
D = 60 – 69% (below average work)	
F = below 59% (failing work)	

Both of these criteria scales are easy ways to help parents see and understand their child’s academic progress.

LOST AND FOUND

Many articles become lost or are left unclaimed during the course of the year. It helps if personal belongings are clearly marked on the inside label with your child's name so that your child can identify his/her articles easily. Children may claim lost items by checking with their teacher and then checking the lost and found bin in the cafeteria. At the end of each quarter, unclaimed items are given to a charitable organization.

MEDICATION AT SCHOOL

**Please see the attached document from our nurse.*

The School Board has adopted a policy to provide as much safety as possible for students to receive medication at school. In order for school employees to give any medication at school, including over the counter medications, a parent must:

1. Bring the medication to the school in the prescription bottle labeled with the exact dosage.
2. Have the appropriate authorization form signed indicating the time and dosage given to the child. Forms are available in the school nurse's office.
3. No over-the-counter medication may be given at school without the proper medication forms signed by the physician.

MOVING

A student's school assignment is based upon the residence of the parent or court-appointed guardian, or their place of employment. If you move, you must notify the school within five days. If you are found to be out of the Clovis Unified School District or the Weldon attendance area and have not notified the office, your child can be immediately withdrawn and your request for an intra or inter district request for your child to remain at Weldon can be denied. All financial obligations must be cleared before leaving.

WITHDRAWING YOUR CHILD FROM SCHOOL

Should your family find it necessary to move out of Clovis Unified School District, please follow the steps below to make for an easier withdrawal for both you and your child:

1. Notify the school at least two days prior to your child's last day at school. You may call or send a note to the school office.
2. Return all library and textbooks, and pay any fines or loans.

PARENT TEACHER CLUB (PTC)

Please consider joining our Parent Teacher Club. Your support ensures participation in an organization that provides our students with activities and raises money for support of special purchases for the school. Monthly meetings are announced in the Warrior Weekly Newsletter.

SCHOOL SITE COUNCIL (SSC)

The School Site Council (SSC) serves as a liaison between school and the neighborhood community. It advises the principal regarding budget, program, and staffing decisions and receives specific issues on making recommendations to the principal.

SCHOOL ASSESSMENT REVIEW TEAM (SART)

School Assessment Review Team (SART) is a team of parents and staff who meet quarterly to provide a forum for school communication among all groups in the school community. The committee also coordinates the annual SART Parent Survey and selects a site representative for the district and area level of the SART process. The team evaluates school programs and their effectiveness and makes recommendations. We encourage all parents to join us at the SART meetings quarterly. Meeting times and dates are posted in the Week at A Glance.

PARENT VISITATIONS

Visits should be scheduled in advance with the teacher or staff member to make the visit as productive as possible. Teachers will **not conference** with parents **during class time**. In the interest of safety, all visitors must check in at the office upon arrival at school and prior to visiting a classroom. All visitors are required to wear a visitor or volunteer badge. All visitors without a badge will be directed to the office. This procedure will assist the staff in offering a safe, secure environment for our students.

SENDING GIFTS

Please do not have balloons, flowers, or other gifts delivered to individual students, as it causes a disruption to the educational environment. Any such items will be held in the office and given to the child at the end of the day.

SCHOOL PARTIES AND BIRTHDAYS

Each year there are four parties at school – Halloween, Winter Holiday, Valentine's Day and the End of the Year. School parties are planned by Room Parents.

For the safety of all, only prepackaged, non-peanut based treats may be given to children. Treats for birthdays should be coordinated in advance, respecting the preference of the classroom teacher.

EMERGENCY PLAN

Weldon has a written plan of action that outlines specific courses of action in the event that student safety is threatened. If a crisis situation exists this document informs and mandates procedures that immediately provide consistent responses from school employees. Throughout the year, various drills are conducted to insure appropriate safe procedures for students and school employees.

PARENT TEACHER CONFERENCES

Teachers are available for conferences either in person or by phone. Conferences may be scheduled by calling the teacher. Parents may not confer with teachers during class time, as that may adversely affect student learning. Parents will have the opportunity to attend at least one optional conference during the year to discuss student progress.

SAFETY CONCERNS

Please notify the office staff or an administrator if you have any on site or off site safety concerns that may impact the well-being of our students. Please remind your children to follow all safety rules, including using the cross walks as the only area to cross the street. If your child is a walker, discuss the walking route they will take. Advise them to walk with a friend and go straight home. If your child is a bike rider, review all bike safety rules including the ones mentioned for walkers. Remind your child to wear a helmet at all times.

ATHLETICS & INSURANCE VERIFICATION

California Education Code requires students to be insured to cover accidental injuries. Students at Weldon must have on file BOTH insurance verification AND Parent Permission FOR EACH SPORT the student athlete wishes to participate in. The Weldon Athletic Director will keep record of all INSURANCE VERIFICATION FORMS, and families should complete this process ONE TIME at the start of each school year. **PARTICIPATION: Students are not allowed to participate in after school practice or games if they arrive to school that day after 12:00 PM.**

PHYSICAL EDUCATION (PE)

According to Education Code section 51210(a)(7), the District is required to provide, in the elementary setting, not less than 200 minutes each 10 schooldays, 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 9208, which can be found in the District Website.

SCHOOL MEALS

Breakfast and lunch is available at Weldon Elementary School. **Meals will only be available to children during the posted meal periods.** Information regarding menus for all breakfast and lunch periods can be found in the Weldon website.

TELEPHONE

The office will **not** transfer calls for a student into the classroom. In an emergency situation we will take a message to the student promptly. Please make arrangements with your child prior to bringing your child to school as to when and where you will be picking them up after school. **NOTE: Students will not be allowed to use the office telephone during before, during or after school for matters that are not considered an emergency.**

COMMUNICATION

Communication is a top priority for the staff at Weldon Elementary School. Weldon uses several different types of media to inform parents and the community of upcoming events at the school site, including the Weldon Webpage, Facebook, and Instagram. Parents are encouraged to sign up for PEACHJAR notifications on our school website to receive regular school notifications, including The Weldon Warrior Weekly. This weekly flyer provides families with an overview of school activities. Weldon's website can be accessed at: www.weldon.cusd.com. The web site includes upcoming events, student information, and links to our PTC and staff at Weldon Elementary School.

ASSISTANCE

Weldon Elementary School prides itself on being a community resource. If you have specific needs that are beyond the normal scope of the school community, we may be able to help. We have many county wide resources that we can get in touch with to help you with specific situations. Contact school administration to access these resources. The following office staff members are available help you at any time:

Ann Castro, Principal, anncastro@cusd.com

Leticia Lewis, Guidance Instructional Specialist/Resource Teacher,

leticialewis@cusd.com

Mark Prandini, Guidance Instructional Specialist/Resource Teacher,

markprandini@cusd.com

Hilda Martinez, Office Supervisor, hildamartinez@cusd.com

Deanna Stowell, Student Services/Attendance, deannastowell@cusd.com

Celena Mendez, Psychologist, celenamendez@cusd.com

David Sodersten, Weldon Student Relations Liaison (SRL)

Sarah Roberts, School Nurse, sarahroberts@cusd.com

Ammie Lopez, LVN, ammielopez@cusd.com

NURSING SERVICES

School Nurse & School Health Services Assistant

Health Services Assistant will be in the health office 5 days a week. When necessary, the site H.S.A. will contact parents/guardians regarding illness and injuries that occur during the school day. All H.S.A.'s are CPR/First Aid certified. H.S.A.'s are also LVNs or RNs.

Credentialed School Nurses are on campus for the following:

- Mandated vision and hearing tests.
- Complete special education and 504 health assessments.
- Ensure immunizations are compliant with CA state law.
- Provide health education resources for school staff, students, and parents/guardians.
- Maintain student health records.
- Contact parents/guardians regarding health problems and/or excessive absences.
- Communicate with health care providers regarding health issues and impact on education (within HIPPA regulations).
- Develop health/safety plans for students with high risk medical diagnosis.

Reasons to keep students' home:

Temperature 100.0F or greater within 24 hours.

Illness affecting child's ability to learn.

Vomiting/Diarrhea.

Starting antibiotics within 24 hours.

Sore throat with headache and/or upset stomach.

Coughing that will not stop.

RETURN TO SCHOOL

If a student is sent home with fever, they may not return the next day.

Student may not return until the following criteria are met:

- Symptom free for 24 hours. This includes fever, vomiting, diarrhea, cough, and rash.
- Free from fever for 24 hours without use of fever reducing medication such as Tylenol or Motrin.
- Student should complete 24 hours of any prescribed antibiotic treatment prior to returning to school.

First Aid, Illness, Injuries

- If a student is injured or ill at school, he/she will receive every care and consideration.
- Parent/guardian will be contacted for serious injury or illness.
- School nurse is available to consult with parents/guardians regarding health problems upon request.
- After extended illness or injury parent/guardian should follow up with school nurse for any needed care or accommodation.
- Crutches, wheelchairs, and other devices require a doctor's prescription indicating directions for use and that the student has been educated to use the device.
- Injuries and illnesses occurring at home should be cared for at home.
 - Upon student's return to school parents are to provide documentation from health care providers indicating any limitations or special considerations/equipment necessary to the student's continued care at school.

LICE

Clovis Unified School District operates on NO LICE guidelines. Students will be sent home if evidence of live lice is found. Student's must be treated within 48 hours and hair/scalp are free from live lice. After 48 hours, absences will be unexcused. Students must check in with the Health Office and be cleared to return to class. Class checks are no longer part of district guidelines. Refer to **Head Lice Guidelines** on the *CUSD Nursing Services website*.

ALL Medications - even over the counter medications (including Tylenol, Advil, cough drops, eye drops, essential oils) must be checked in through the Health Office and require a physician order that must be updated at the Beginning of each School Year.

- 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 medication, amount, method, and time medication is to be taken.
 - A written statement from the parent/guardian indicating their desire for the school to assist the pupil 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*.
- The **Medication at School form** is available from the school or on the *CUSD district website – under Parent*.
- The Health office does not keep medication for general student use.

Immunizations – Refer to School Board Policy 5141.31

First Grade Physical

California State Law requires that all children entering first grade have a Child Health and Disability (CHDP) physical examination within 18 months of beginning first grade. It is necessary to provide the health office with proof of this physical. **CHDP Form** is on the *CUSD website – Parent*.

Child Protective Services

It is important parents understand that all school personnel are “Mandated Reporters” of child abuse. Should a staff member have even the slightest suspicion that a child has been abused, they must report it to Child Protective Services (CPS).

Physical Education Excuse

Parent Notes- Students will be limited to 3 days per quarter for handwritten parental note excusals from PE Doctor's note will be required after the 3 days.

This note should include a diagnosis and specific date for returning to PE, as well as any limitations that might apply.

Doctor's note: If your child has an injury that requires student to remain out of PE they will also be held out of recess and sports.

AIR QUALITY PRECAUTIONS

Refer to School Board Policy 3514

EMERGENCY CONTACT

In case of an emergency parents/guardians will be contacted. It is very important that the Health Office have updated contact information.

If there is a change in contact information, please contact the Health Office to ensure the correct information is on your student's health information card.



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.

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>

Weldon Daily Schedules

Monday, Tuesday, Thursday, Friday

*Wednesday Early Release 1:15

(Two grade levels alternate cafeteria lunch times and outdoor recess times.)

	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Line-Up Bell	7:55	7:55	7:55	7:55	7:55	7:55
School Day Begins	8:00	8:00	8:00	8:00	8:00	8:00
Class	8:00 – 9:05 (65 min)	8:00 – 9:20 (80 min)	8:00 – 9:35 (95 min)	8:00 – 9:50 (110 min)	8:00 – 10:05 (125 min)	8:00 – 10:20 (140 min)
Recess	9:05 - 9:20 (15 min)	9:20 – 9:35 (15 min)	9:35 – 9:50 (15 min)	9:50 – 10:05 (15 min)	10:05 – 10:20 (15 min)	10:20 – 10:35 (15 min)
Class	9:20 – 10:45 (85 min)	9:35 – 10:45 (70 min)	9:50 – 11:35 (105 min)	10:05 – 11:35 (90 min)	10:20 – 12:25 (125 min)	10:35 – 12:25 (110 min)
Lunch (Cafeteria)	10:45 – 11:10 (25 min)	11:10 – 11:35 (25 min)	11:35 – 12:00 (25 min)	12:00 - 12:25 (25 min)	12:25 – 12:50 (25 min)	12:50 – 1:15 (25 min)
Lunch (Recess)	11:10 – 11:35 (25 min)	10:45 – 11:10 (25 min)	12:00 – 12:25 (25 min)	11:35 – 12:00 (25 min)	12:50 – 1:15 (25 min)	12:25 – 12:50 (25 min)
Class	11:35 – 2:45 (190 min)	11:35 – 2:45 (190 min)	12:25 – 2:45 (140 min)	12:25 – 2:45 (140 min)	1:15 – 2:45 (90 min)	1:15 – 2:45 (90 min)
School Day Ends	2:45	2:45	2:45	2:45	2:45	2:45
Before Lunch in-class Minutes	150	150	200	200	250	250
After Lunch in-class Minutes	190	190	140	140	90	90
Total Daily Instructional Minutes	340	340	340	340	340	340

K & TK AM M, T, TH, F	Instruction	Lunch
	8:00 – 11:30 (3 hrs. 30 min)	11:30 – 11:50 (20 min.)
K & TK PM M, T, TH, F	Lunch	Instruction
	10:55 – 11:15 (20 min)	11:15 – 2:45 (3 hrs. 30 min)

K & TK AM WEDNESDAY	Instruction	Lunch
	8:00 – 10:45 (2 hrs. 45 min)	10:45 – 11:05 (20 min)
K & TK PM WEDNESDAY	Lunch	Instruction
	10:10 – 10:30 (20 min)	10:30 – 1:15 (2 hrs. 45 min)

Clovis Area Athletic Schedule 2024/2025

Fall Season Cross Country, Football, & Girls Volleyball

August 19th - October 25th

September 13th	September 20th	September 27th	October 4th	October 11th	October 18th
RB @ Jefferson	Jefferson @ Cox	Cox @ CW	Weldon @ RB	CW @ RB (10/8)	CW @ Jefferson
CE @ CW	CW @ Getty	Getty @ CE (9/24)	Getty @ Cox	SV @ Jefferson	RB @ Getty
Cox @ Weldon	CE @ RB	Jefferson @ Weldon	Jefferson @ CE	Getty @ Weldon	Cox @ SV
SV @ Getty	Weldon @ SV	RB @ SV	SV @ CW	CE @ Cox	Weldon @ CE

*Football Carnival 9/7 - Championship Games 10/24- Cross Area Games 10/25**

Dead Week October 28th-November 1st- Conference Day November 1st

Winter Season Basketball & Wrestling

November 4th - January 25th

November 21st*	December 6th	December 13th	December 19th*	January 10th	January 17th
SV @ CW	CW @ Weldon	RB @ CW	CE @ CW	CW @ Cox	CW @ Getty
Jefferson @ CE	RB @ Cox	SV @ Jefferson	Cox @ Weldon	Getty @ CE	Cox @ Jefferson
Weldon @ RB (11/19)	SV @ CE	Weldon @ Getty	Getty @ SV	Jefferson @ Weldon	CE @ RB
Cox @ Getty	Getty @ Jefferson	CE @ Cox	Jefferson @ RB	RB @ SV	Weldon @ SV

*Basketball Championship Games & Area Wrestling 1/23 - Basketball Cross Area Games 1/24- District Wrestling 1/25***

Thanksgiving Break November 25th-29th -- Winter Break December 23rd- January 6th -- Dead Week January 27th- January 31st

Spring Season Baseball, Boys Volleyball, & Softball

February 3rd - April 4th

February 21st	February 28th	March 7th	March 14th	March 21st	March 28th
CW @ SV	CW @ RB	Jefferson @ CW	CW @ Getty	Weldon @ CW	Cox @ CW
RB @ Weldon	SV @ Jefferson	RB @ Getty	Cox @ Jefferson	CE @ SV	Getty @ CE (3/25)
Jefferson @ CE	Weldon @ Getty	Cox @ SV	CE @ RB	Getty @ Jefferson	Jefferson @ Weldon (2/25)
Getty @ Cox	CE @ Cox	Weldon @ CE	SV @ Weldon	RB @ Cox	SV @ RB

Cross Area Games 4/3 - Championship Games 4/4*

No Dead Week

Late Spring Season Track & Field

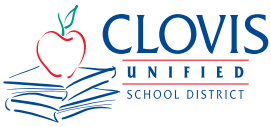
April 8th - May 19th

Practices may start on February 3rd

	May 2nd	May 9th	May 16th	May 23rd	
	Site Meet	Area Participation	Area Championships	District Championships	

Spring Break 4/14-21

** Thursday **Saturday
Updated on 5.24.2024*



CLOVIS UNIFIED STUDENT CALENDAR 2024-2025

July 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27*	28
29	30					
October 2024						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25#	26
27	28	29	30	31		
November 2024						
Su	M	Tu	W	Th	F	Sa
					1*	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2024						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20*	21
22	23	24	25	26	27	28
29	30	31				

IMPORTANT DATES	
<u>School Starts</u>	
Aug 19	
<u>School Ends</u>	
Jun 6	
<u>Elem Conference Day</u>	
<i>(No school for elementary students)</i>	
Nov 1	
<u>Intermediate/Secondary</u>	
<u>Grading Period *</u>	
Sept 27	
Nov 1	
Dec 20	
Feb 21	
April 11	
June 6	
<u>Elementary End of Quarter #</u>	
Oct 25	
Jan 17	
March 21	
June 6	
HOLIDAYS	
Jul 4 - Independence Day	
Sept 2 - Labor Day	
Nov 11 - Veterans Day	
Nov 25 - 29 - Thanksgiving Break	
Dec 23 - Jan 6 - Winter Break	
Jan 1 - New Year Holiday	
Jan 20 - Martin Luther King Day	
Feb 10 - Lincoln's Birthday	
Feb 17 - Washington's Birthday	
Apr 14 - Apr 21 - Spring Break	
May 26 - Memorial Day	
June 19 - Juneteenth	
No School	
January 6	
March 10	
Every Wednesday	
90-minute early dismissal for Elementary students only	

January 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17#	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
February 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21*	22
23	24	25	26	27	28	
March 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21#	22
23	24	25	26	27	28	29
30	31					
April 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11*	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
May 2025						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
June 2025						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6*#	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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.

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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.

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- 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,

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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)