



Dear Families,

Welcome to the 2024-25 school year at Mickey Cox Elementary! On behalf of our entire faculty and staff, I'm excited to extend a warm welcome as we begin this new school year together.

We've put together this handbook to give you a handy reference for essential information about our school's philosophy and operations. I encourage you to read through it thoroughly—it's designed to help you understand what makes Mickey Cox special and to be a useful resource throughout the year. As always, if you have any questions, concerns, or would like to get involved, please feel free to reach out to us.

We're incredibly proud of the recognition we've received: Mickey Cox has been honored as a California Distinguished School five times, recognized nationally as a Blue Ribbon School, celebrated as a Gold Ribbon Distinguished School, presented with the Bonner Character Award, and listed on the California Business for Educational Excellence honor roll. These accolades are a testament to the hard work and dedication of our teachers, staff, students, and parents. Our goal now is to build on these achievements and continue to strengthen our school community.

To support our students, we've enhanced our assessment methods, including common formative assessments and programs like Illuminate and iReady, all aligned with the Common Core State Standards. We believe that active parental involvement is crucial to our students' success, and we are committed to partnering with you to help your child reach their full potential.

At Mickey Cox, we value collaboration and teamwork as we work towards our shared goal: nurturing students to become well-rounded individuals in mind, body, and spirit.

Let's keep the Mickey Cox Spirit alive this year with our motto: "Work Hard, Play Fair, and Take Care of Each Other." Here's to a fantastic school year ahead!

Sincerely,

Mrs. Majchen

Principal

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DIRECTORY

DISTRICT ADMINISTRATION

Corrine Folmer, Ed.D., Superintendent,
Norm Anderson, Deputy Superintendent
Marc Hammack, Associate Superintendent, School Leadership
Maiya Yang and Shawn Vanwagenen, General Counsel
Michael Johnston, Associate Superintendent, Administrative Services
Barry Jager, Ed.D., Associate Superintendent, Human Resources
Steve France, Assistant Superintendent, Educational Services
Erin Waer, Assistant Superintendent, Curriculum and Instruction
Monica Flores, Assistant Superintendent, Instructional Services
Scott Dille, Assistant Superintendent, Clovis Area
Jennifer Thomas, Assistant Superintendent, Clovis East Area
Darin Tockey, Assistant Superintendent, Clovis North Area
Kristen Belknap, Ed.D, Asst. Superintendent, Clovis West Area
Kevin Kerney, Assistant Superintendent, Buchanan Area
Stephanie Hanks, Ed. D, Assistant Superintendent, Clovis South Area
Susan Rutledge, Assistant Superintendent, Business Services
Denver Stairs, Assistant Superintendent, Facility Services

GOVERNING BOARD

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

Mickey Cox Elementary School	559-327-6400
Mickey Cox Elementary School FAX	559-327-6490
District Administration Office	559-327-9000



FACULTY AND STAFF

Karen Majchen	Principal	Office
Jenny Boris	Sr. GIS	Office
Jeremy Dirks	Sr. Resource Teacher	Office
Kristin Ervine	Kindergarten	K1
Leanne Chacon	TK	K1
Angelica Banuelos	Kindergarten	K2
Angela Klein	Kindergarten	K2
Leesa Lee	TK	Room P25
Holly Frankfort	Grade 1	Room 5
Katie Dodd	Grade 1	Room 1
Sarah Rawlins	Grade 1	Room 10
Stephanie Ernster	Grade 1/2	Room 9
Allison Glaser	Grade 2	Room 8
Michelle Talley	Grade 2	Room 3
Rebecca Vines	Grade 2	Room 4
Jamie Brew	Grade 3	Room P24
Christian Carlson	Grade 3	Room 15
Mandy Ormonde	Grade 3	Room 19
Cassie Reynolds	Grade 3	Room 13
Claire Schwegel	Grade 4/5	Room 6
Susanna Musaelyan	Grade 4	Room 12
John Walker	Grade 4	Room 11
Kirsten Primrose	Grade 5	Room 14
Michelle Houston	Grade 5	Room 20
Matt Filippi	Grade 5/6	Room 17
Chris Simon	Grade 6	Room 16
Stephanie Tannen-Macias	Grade 6	Room 18
Don Hansen	Resource Specialist	Room 21
Shoua Normen	Resource Specialist	Tech Lab
Tiffany Villard	Special Day Class	Room 7
Casey Linnenkohl	Special Day Class	Room 2
Aaron Burdick	Chorus Director	Room P29
Audrey Joseph	Band	Room P26
Emily Humphreys	Orchestra	Stage
Soleil Burnett	Speech	Room 21A
Emily Minton	Library Technician	Library
Anna Lenz	Psychologist	Room 22
Jennifer Hunt	School Office Manager	Office
Katie Titus	Attendance	Office
Selena Ruiz	Nurse	Office
Catherine Cloyd	L.V.N.	Office
Lee Lor	Plant Manager	Campus
Bouaxor Xiong	Night Custodian	Campus
Pao Vang	Night Custodian	Campus

DISTRICT MISSION

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

SCHOOL MISSION

The Mickey Cox staff will collaborate as an educational team to establish high expectations, implement a rigorous curriculum, provide an engaging environment, and impart values in order to support all students in becoming independent, life-long learners

SCHOOL BELIEFS

- We believe that school decisions should be based on what is best for children and not necessarily adults.
- We believe that all students are capable of learning and being productive and self-sufficient citizens.
- We believe that a successful partnership between the home and school will directly improve student achievement.
- We believe that curriculum content must reflect high expectations and relevancy for students and families.
- We believe that essential learning occurs in both curricular and co-curricular programs.
- We believe that the school should maintain a safe and orderly environment.

SCHOOL GOALS

The following school-wide goals have been established for the 2024-25 school year:

1. Every student at Mickey Cox will become competent within the scope of the CUSD grade level benchmarks in mathematics and language arts as evident on the iReady Math and Reading Diagnostic Assessment, as well as other district assessments.
2. Writing skills will become an instructional priority at all grade levels.
3. Implement a comprehensive program for English Learners that provide designated English language development.
4. Mickey Cox will receive a superior rating in all categories outlined in the 2024-2025 CUSD CLASSI Model.
5. As of June, 2025, all of the students in grades 3-6 will score at or above the proficient level on the CAASPP Common Core Assessments in Language Arts.
6. As of June, 2025, all of the students in grades 3-6 will score at or above the proficient level on the CAASPP Common Core Assessments in Mathematics.

7. As of June 2025, all of the students in 1st grade will score a 2, 3, or 4 on the iReady Math and Reading Diagnostic Assessments and achieve a minimum level 12 (a level 16 is optimal) on the DRA assessment. All Kindergarteners will score at or above level 4 on the DRA assessment.



**MICKEY COX
PARENT CLUB
2024-2025**

<u>President:</u>	Nori Simpson
<u>Vice President:</u>	Kaitlyn Welton
<u>Treasurer:</u>	Jamie Brew
<u>Recording Secretary:</u>	Ingrid Torrecilla
<u>Corresponding Secretary:</u>	Ingrid Torrecilla
<u>Membership:</u>	Nicole Owens
<u>Red Ribbon Week:</u>	Vacant
<u>Movie Night:</u>	Danielle Van Ness
<u>Special Projects:</u>	Monica Kloss
<u>Silent Auction Coordinator:</u>	Nori Simpson
<u>Spirit Wear:</u>	Nori Simpson
<u>Crossing Guard:</u>	Vacant
<u>Room Parent Coordinator:</u>	Monica Kloss
<u>Kris Kringle's Closet:</u>	Nori Simpson/Kaitlin Welton
<u>Special Fundraising:</u>	Monica Kloss
<u>Helping Hand:</u>	Vacant
<u>Library:</u>	Cassie Rettig
<u>Snack Bar:</u>	Ingrid Torrecilla
<u>Carnival:</u>	Nori Simpson/Kaitlin Welton
<u>Soda Drive:</u>	Ingrid Torrecilla
<u>Teacher Appreciation:</u>	Danielle Van Ness
<u>Health and Wellness:</u>	Cassie Rettig

Parent Club meetings are held the **second Tuesday** of each month at **6:00 PM** in the library. All parents are encouraged to become involved in the Parent Club and are invited to attend these meetings.

SCHOOL CALENDAR

First Day of School

Back to School Night (6:00-7:30)

End of First Quarter

End of Second Quarter

End of Third Quarter

Last Day of School (School Dismissed at 1:30 P.M.)

August 19

August 27

October 25

January 17

March 21

June 6

SCHOOL HOLIDAYS

Labor Day

Elementary Parent Teacher Conference Day

Veteran's Day

Thanksgiving

Winter Vacation

No School for Students

Martin Luther King Day.

Lincoln's Birthday

Washington's Birthday.

Spring Vacation.

Memorial Day

Juneteenth

September 2

November 1

November 11

November 25-29

December 23- January 6

January 6

January 20

February 10

February 17

April 14- 21

May 26

June 19

SCHOOL MEETINGS

Parent Club MeetingsSecond Tuesday of the month

S.A.R.T..... Four meetings per year

I.D.A.C..... Four meetings per year

SSC/ELAC..... Once per quarter

DISTRICT MEETINGS

District Governing Board

Second and Fourth Wednesday of the month



BELL SCHEDULE 2024-25 SCHOOL YEAR MICKEY COX ELEMENTARY SCHOOL

Kindergarten and Transitional Kindergarten

A.M. Session:

M/T/Th/F

Wednesday, Early Release

8:00 A.M. – 11:30 A.M.

8:00 A.M. – 10:45 A.M.

Class

P.M. Session:

M/T/Th/F

Wednesday, Early Release

11:30 A.M. – 3:00 P.M.

10:45 A.M. – 1:30 P.M.

Class

Regular Session

Primary Grades 1-3

7:35 A.M. - 7:50 A.M.

7:40 A.M. – 7:55 A.M.

8:00 A.M. – 10:00 A.M.

10:00 A.M. – 10:13 A.M.

10:13 A.M. – 11:40 A.M.

11:40 A.M. – 12:32 P.M. (Grades 1-2)

12:00 P.M. – 12:52 P.M. (Grade 3)

12:32 P.M. – 2:45 P.M.

340 Minutes

Breakfast
Students Arrive
Class
Recess
Class
Lunch
Lunch
Class

Upper Grades 4-6

7:35 A.M. - 7:50 A.M.

7:40 A.M. – 7:55 A.M.

8:00 A.M. – 10:27 A.M.

10:27 A.M. – 10:40 A.M.

10:40 A.M. – 12:00 PM

12:00 P.M. – 12:52 P.M. (Grade 4)

12:20 P.M. – 1:12 P.M. (Grade 5-6)

12:52 P.M. – 2:45 P.M.

340 Minutes

Breakfast
Students Arrive
Class
Recess
Class
Lunch
Lunch
Class

1st – 6th GRADES EVERY WEDNESDAY SCHOOL DISMISSED AT 1:15 P.M.

GENERAL INFORMATION

ARRIVAL AND DISMISSAL

Supervision is provided only during the school day, starting at **7:40 a.m.** Students **may NOT arrive at school before 7:40 a.m.** All students have go home immediately at the end of the school day or be **picked up within 10 minutes of school dismissal** unless they are involved in an after school activity or as approved by the teacher and parent. **Students who are not involved in a co-curricular after school may NOT wait for a sibling that is involved in a co-curricular after school unless a parent is present.**

Parents who wish to have their student excused early must come to the office and then the child will be called from class. Upon arriving back to school, the parent is to check their child back into school through the front office. A sign-in and sign-out sheet is provided for parent/guardian signature. Please adhere to this policy to ensure the safety of your child.

CHANGE OF ADDRESS

Parents must come to the office to process address changes as soon as they occur. Failure to do so may result in the student being denied a transfer.

ATTENDANCE

Regular school attendance is important to your child's progress. When it is necessary for your child to be absent from school or come to school late, he/she should have a note from home explaining the reason(s) or a doctor's verification of his/her visit. In addition, we encourage you to telephone the school office in the morning when your child will be absent. Absences may also be cleared by utilizing our school website at: cox.cusd.com/parents/attendance. All absences must be cleared within 5 days of occurrence.

It is a well-established fact that faithful and regular school attendance is directly related to student achievement and success. The California Education Code 48200 requires all children ages 6 to 18 to attend school and be on time. Clovis Unified requests that students absent for three or more consecutive days receive a note from the doctor or be seen at one of the three CUSD Health Clinics.

In the event of an absence, the California Education Code specifies the following reasons for excused absences:

1. Funeral (1 day allowed in state and 2 days allowed out of state)
2. Wedding (1 day)
3. Doctor's verified illness or office visit (school must be provided with note from doctor's office)

If your student will be absent three days or more from school, an independent study contract may be set up which will help maintain continuity in your child's studies. Please notify the school office **at least** three days prior to the scheduled absences so that the request for approval can be made and necessary paperwork can be filled out. The maximum number of days allowed for independent study is 14 days cumulative.

For appointment purposes, a child can be counted as present if he/she is in school for any portion of a day. Therefore, if your student is absent for any part of a school day (family emergency for example), it is still better to bring them to school for a part of the day rather than have their absence be unexcused for the entire day. Parents are urged to schedule medical and /or counseling appointments in the afternoon, on staff development days, or designated early

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release days. Students will be called to the office upon arrival of parents or person requesting the checkout of the student(s).

Students will only be released to adults listed on the student release contacts in Parent Connect. Please be prepared to show I.D.

Parents will be notified of a student's excessive absences and/or tardies and referred to the school's SARB coordinator for a scheduled meeting. Failure to resolve the truancy concerns will result in a referral to the CUSD Master SARB. All absences and tardies verified by your student's doctor will be excused and not tallied in SARB determinations but may result in an Attendance Review Meeting if excessive.

TARDIES

First through sixth grade students not in their seats by 8:00 AM are considered tardy (A.M. kindergarten starts at 8:00am and P.M. kindergarten starts at 11:30am.) First through sixth grade students are allowed three (3) tardies per quarter. On the fourth (4th) tardy, and every tardy thereafter, the parent will be contacted and the student will be assigned study hall for each tardy. After-school detentions may also be assigned for excessive tardies (more than 7 per quarter). Habitual problems with tardiness will be dealt with by the GIS, principal, and/or the District Student Services and School Attendance (SSSA) office.

FOGGY DAY SCHEDULE

On extremely foggy days, the Clovis Unified Transportation Department may call a "Foggy Day." Foggy Days will be broadcast over most local radio and television stations starting by 6:30 AM. On such days, Mickey Cox students who walk or have their own transportation to school should arrive at their normal time as school will begin at 8:00 AM; however, parents are advised to exercise discretion relative to particular conditions in and around their respective areas.

GRADING POLICY

Mickey Cox students in grades 2 - 6 are graded on the following scale:

Effort

O = Outstanding

S = Satisfactory

N = Needs to Improve

Achievement

A = 90-100% (outstanding work)

B = 80-89% (above average work)

C = 70-79% (average work)

D = 60-69% (below average work)

F = Below 60% (failing work)

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

Kindergarten and First grade students receive standards-based trimester reports indicating their progress towards mastery.

PROGRESS REPORTING

In addition, it is the Clovis Unified School District's policy that parents be notified whenever students are in danger of failing classes or subjects. The following policy will be in effect at Mickey Cox Elementary:

- 1) A progress report will be completed for all students in first through sixth grades.

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- 2) Parents will be informed of the Progress Report Date and the Progress Report can then be accessed utilizing the CUSD Parent Connect Portal.
- 3) This notice must be available at the midway point of each quarter, as determined by the school site. Failure to notify the parents during this period will result in a passing grade being issued or the grade of the previous quarter being placed on the report card.

HOMEWORK GUIDELINES

At Mickey Cox Elementary, **we believe that homework is an integral part of the educational process.** It is an extension of the classroom, giving students reinforcement in using what has been taught in the classroom. It allows students to develop self-discipline and self-confidence. Homework encourages students to work independently, use time wisely, and develop a sense of responsibility. Homework fosters good study habits that will be useful throughout the individual student's school career.

Homework provides communication between home and school. It gives parents an opportunity to see what the student is doing in school and an idea of the student's progress. Parents become involved in their student's education as they encourage them, assist them, and provide positive reinforcement. Each student will work better when they sense their parents are interested in their schoolwork.

The homework assigned by our teachers is designed to provide extra practice in and reinforcement of the skills taught in the classroom. Normally, a teacher may expect and/or require a student to devote up to twenty minutes (grade 1), thirty minutes (grades 2-3), and forty-five minutes (grades 4-6) to after school study time.

If your child is not regularly bringing home schoolwork, it is suggested that you contact your child's teacher for clarification. An excessive amount of time required for homework is a signal that something is wrong. Generally, when students must devote an excessive amount of time to homework, it is due to one or both of the following reasons:

- 1) The student may not be applying him/herself. For example, anyone can easily take an hour to complete a thirty-minute task due to frequent interruptions, distractions or lack of attentiveness.
- 2) Some of the work may be that which was intended and expected by the teacher to be completed during class time. When students fail to complete class work in the allotted class time, the work must be completed at home.

If either of these conditions exists and the child seems to be devoting an extraordinary amount of time to school work at home, the parent should contact the teacher immediately to determine and resolve the problem. If allowed to continue, this situation is stressful to the student, parent, and teacher.

Parents can be helpful in making homework meaningful and productive for the student. We encourage the following:

- 1) Establish a regular time and place in the home for the child to do his/her homework. The place, of course, should be relatively free of distractions. The time must be

determined by the family's schedule; however, a consistent time each day is most conducive to the development of good study habits.

- 2) Remember that the responsibility for completing homework assignments is the student's, not the parent's. No student is required to do at home anything he/she does not know how to do or is incapable of doing. The parent, therefore, should be expected only to encourage the child and/or provide some guidance. In some cases, specific arrangements concerning guidance and monitoring may be developed with the teacher.
- 3) Inform the teacher immediately if difficulties occur with respect to the student's homework routine.
- 4) Do not allow the student to fall into the habit of making excuses for not completing homework assignments. If there is a legitimate reason for not completing the assignment, the parent should communicate it to the teacher. The teacher may, then, allow the student to turn in the assignment late.

LIBRARY

The library offers books and a wide range of multi-media materials. Students are responsible for all overdue, lost, or damaged materials. Please return damaged books to the library for repair. Do not attempt to repair them at home. The library also houses a computer lab for students to utilize under the supervision of a teacher.

LOST AND FOUND

The lost and found box is located in the cafeteria. All items should have the student's name clearly marked on them. This will make it easy to identify clothing, lunch boxes, etc. that ends up in the lost and found box. All unclaimed items are given to charity on a quarterly basis. Again, it is recommended that the student's name be written on all clothing items that are frequently taken off, e.g.: coat, sweater, etc and lunch boxes.

BREAKFAST/LUNCH PROGRAM

Breakfast is served between 7:35am and 7:50 am each day. Hot lunches, which include milk, are available to students in grades 1-6.



DELIVERIES

Any deliveries for students must be taken to the main office. Also, please make sure the student's name is on their lunch.

PHYSICAL EDUCATION

According to Education Code section 51210(a)(7), the District is required to provide, in the elementary setting, no less than 200 minutes each 10 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 is included in this handbook.

DISTRICT AND STATE TESTING PROGRAMS

The Clovis Unified School District is very much interested in the progress of all its students. We have several tests listed below that measure the ability and progress of our students at Mickey Cox. Please arrange for any appointments during testing timeframes to occur in the later afternoon to avoid interrupting the testing environment.

Test Name	Subject(s)	Grades	Timeframe
CAASPP	ELA and Math	3 rd – 6 th	April/May
CAST	Science	5 th	April/May
Physical Fitness Test (PFT)	Physical Education	1 st – 6 th	January through April
K-1 Assessments	ELA and Math	Kindergarten & First Grades	March through May

SONORA TRIP

The sixth grade students will make their annual trip to Sonora from March 5-7. Parent chaperones are needed for this trip. If we have more parent chaperones sign up than we can use, parents will be chosen by a lottery system. Sixth grade students will be given the opportunity to fundraise to help offset the cost of the field trip.

STUDENTS GOING HOME FOR LUNCH

Parents must sign students out in the front office for lunch. Only individuals listed on a student's contact release information on Parent Connect will be allowed to sign a student out. Be prepared to show I.D. Students are not allowed to go home with friends to have lunch. Students are expected to return from lunch on time for class and parents must sign students back in through the front office. Due to limited seating in the cafeteria, **visitors will not be allowed to sign in and eat lunch with a student in the cafeteria.** If you wish to have lunch with your student, they will need to be signed out of school and signed back in through the front office before the end of their designated lunch period.

VOLUNTEERING AT MICKEY COX

Volunteers are needed at Mickey Cox for a variety of reasons. Many children need individual help and encouragement in particular subject areas. **When you come to school, please report to the**

office to obtain a visitor/volunteer badge. An individual flyer will be sent home at the beginning of school to solicit parent volunteers. **All volunteers must have a completed volunteer form on file ONE WEEK prior to field trip or scheduled classroom time and must supply a photo identification.** If a parent plans on volunteering for a total of more than eight (8) hours for the year, a TB risk assessment must be completed. Please see the Mickey Cox nurse for more information. Volunteer badges will not be required to attend sporting events.

SAFE SCHOOL POLICIES AND PROCEDURES FOR VISITORS/VOLUNTEERS

Before school: When the bell rings at 8:00am, parents are to leave campus unless they have checked-in at the main office and obtained a visitor's badge. **Classroom volunteers must be prearranged with the teacher.** Parents may not loiter on school grounds once school is in session.

After school: Visitors may be on campus 10 minutes before school is out for pick-up.

CUSD Chaperone Policy:

No person has any right to provide, nor is the District obligated to accept, volunteer services. A person also has no right to a particular volunteer assignment, event, location or classroom. Volunteers shall act in accordance with state and federal laws, District policies and regulations, including but not limited to Board Policy No. 9202 (School Visitors) and Board Policy No. 9210 (Civility Policy), and school rules.

Parents are not allowed to drive their own vehicle and meet at off campus locations (field trips). Only preapproved and selected chaperones will be allowed to attend all field trips.

Parent/Volunteer Procedures: Preapproval must be obtained through the classroom teacher prior to classroom visits. **All visitors must report to the main office and sign in and obtain a visitor's badge before** being allowed on campus.

Students must ride the school bus or travel with the school to off campus events, including sports. Parents may not drop students off at off campus locations, field trips or sporting events.

Civility Policy and Safe Campus Review

Civility Board Policy 9210: While on District campuses and premises, and/or attending or participating in District sponsored events, or activities, all staff, parents, and visitors will reciprocate civility, courtesy and respect. Unacceptable or disruptive behavior will not be tolerated and may result in the temporary removal of the disruptive individual(s). (This is a synopsis of the board policy. Please refer to the CUSD website for the complete policy.)

Students may not bring non-Mickey Cox students on campus during the day. This restriction is due to space availability at the school and liability circumstances.

CO-CURRICULAR ACTIVITIES

Mickey Cox Elementary provides students with the opportunity to participate in a variety of co-curricular activities. We believe that participation in a wide variety of activities helps students to achieve balance in their academic, social, and emotional development. Therefore, we have established the stated school-wide goal for upper grade students of 100% participation in some form of co-curricular activity.



CO-CURRICULAR ELIGIBILITY

Academic Qualifications

1. The student must maintain a 2.0 GPA (C- Average) to participate in any co-curricular program.
 - a. Students not meeting the 2.0 GPA requirement at each grade reporting period, will be placed on Academic Probation for one grading period only.
 - b. Students placed on Academic Probation must attend the weekly Academic Study Lab to remain eligible for any co-curricular activities. Attendance in Academic Study Lab will be considered an *excused absence* from practice.
 - i. Failure to attend weekly Academic Study Lab will result in the student's inability to practice or compete until attendance of the next study lab.
2. Two consecutive grading periods below a 2.0 GPA will result in the student being ineligible and removed from all co-curricular activities until a grading period resulting in a GPA of 2.0 or greater occurs (note: eligibility is determined at the end of a grading period and could fall at any point of a sport or co-curricular activity. Therefore, it is possible that a student may be ineligible and removed during a sport/activity).

- The end of grading period dates are:

- Friday, September 27, 2024
- Friday, October 25, 2024
- Friday, December 20, 2024
- Friday, January 17, 2025
- Friday, February 21, 2025
- Friday, April 11, 2025
- Friday, June 6, 2025

Attendance

- The student must be in attendance on the day of performance unless verified by the principal.

Citizenship

- Citizenship is to be satisfactory as judged by the principal. Students with serious discipline referrals may not participate in practice and/or subsequent games. The principal will have the discretion to suspend game practice and/or game privileges.

Uniforms and Equipment

- If a student does not have all equipment (all uniforms components, instrument, etc.), they will not be allowed to attend their designated co-curricular event that day.
- It is the player's responsibility to return all uniforms and equipment issued to him/her the week after the final game/event of the season. The student is responsible for items damaged or not returned.

Quitting Policy

- If a student quits before the second league game, he/she may pursue a spot on another team but may not play on that sport's varsity squad. If a student quits after the second game, he/she will not be allowed to join another team until the end of the season of the sport he/she has left.

Participation

- A student will abide by the Code of Ethics for the duration of each co-curricular activity or sport season in which he/she participates.
- An unexcused absence from practice will jeopardize an athlete playing in the subsequent game.
- A student *must* attend two practices a week in order to be eligible to participate in that week's game/race.

CHOICE MUSIC:

All students in grades 5 and 6 will choose to participate in one of the following on a yearly basis:

- **Vocal Music:** sing in the school choral program.
- **Band:** A limited variety of school owned instruments are available. Some parents may opt to rent or purchase instruments for their children.
- **Strings:** A limited variety of school owned instruments are available. Some parents may opt to rent or purchase instruments for their children.

CLASSROOM MUSIC

Students in grades 1st - 6th will receive classroom music instruction from the choir or band director or a minimum of one time a week.

DRAMA

All students in grades 4, 5, and 6 may try out for the school drama production. Students involved in the play must commit to attending all practices unless excused by the advisor.

ORAL INTERPRETATION

All students in grades 4, 5, and 6 may try out oral interpretation. Students involved in oral interpretation must commit to attending all practices unless excused by the advisor. Students involved in the Oral Interpretation program present programs for the school and compete at the Annual CUSD Speech Festival.

INTERSCHOLASTIC ATHLETIC PROGRAM

Mickey Cox Elementary provides an interscholastic athletic program in which our teams compete with other elementary schools in the district. The goals of our athletic program are, 1) to teach and develop proficiency in the skills associated with each sport, 2) to develop the personal qualities of discipline, commitment, and sportsmanship associated with being a member of a team. The sports and their seasons are as follows:

FALL SPORTS

Football	All Students	Grades 5-6
Volleyball	Girls	Grades 5-6
Cross Country	All Students	Grades 4-6

WINTER SPORTS

Basketball	All Students	Grades 5-6
Wrestling	All Students	Grades 4-6

SPRING SPORTS

Softball	Girls	Grades 5-6
Baseball	Boys	Grades 5-6
Volleyball	Boys	Grades 5-6

Track

All Students

Grades 4-6

Any eligible student may participate in our athletic program. All team participants are required to provide proof of insurance and complete a concussion awareness form. Insurance may be verified through a family policy or purchased through the school.

All athletes who represent Mickey Cox Elementary in a co-curricular activity will be asked to make a commitment prior to the start of the season/activity. Students and parents will sign the Mickey Cox Athletic/Co-Curricular Contract and the Code of Ethics which outline the expectations for all participants involved in co-curricular activities.

Most of the time team practices will occur after school three afternoons per week (Monday, Tuesday and Thursday) from 2:50 p.m. to 3:50 p.m. Games are scheduled on Friday afternoons. Game schedules will be available on our school website: <http://cox.cusd.com>

STUDENT COUNCIL

The students at Mickey Cox learn the fundamentals of student government through the student council. Each semester, the students elect the following officers:

President: Must be a fifth or sixth grade student in good standing.

Vice President: Must be a fifth or sixth grade student in good standing.

Secretary: Must be a fifth or sixth grade student in good standing.

Commissioner of Grounds: Must be a fifth or sixth grade student in good standing.

Commissioner of Athletics: Must be a fifth or sixth grade student in good standing.

A student "in good standing" exhibits the traits of a Sparthenian student. Student Body Officers must have a 3.0 GPA, exemplary citizenship, and demonstrate respect for others. Students cannot be on academic probation as outlined in the Mickey Cox Athletic/Co-Curricular contract.

SPECIAL PROGRAMS

The school has a team of professionals to provide specialized assistance and support for parents, teachers, and students when needed. It is comprised of the following individuals:

SENIOR RESOURCE SPECIALIST

The resource specialist is on campus five days a week. He/she is trained as a classroom teacher with special certification in special education and learning disabilities. The resource specialist provides specific prescriptive instruction in academic areas to students who have been identified



as requiring such instruction. He/she plays an active role as a resource to teachers in designing and implementing teaching strategies for students with average intelligence, but experience discrepancies between ability and academic achievement.

SCHOOL ASSESSMENT TEAM (SAT)

Students who show signs of abnormally low achievement, learning disabilities, or emotional difficulties, may be referred by the recommendation of the Student Study Team to the SAT. During the SAT conference staff members, parents, classroom teacher, and an administrator will participate in diagnosing and prescribing an appropriate educational program. All forms of evaluation require written parental consent.

SCHOOL PSYCHOLOGIST

The school psychologist is on campus five days per week. The psychologist is available to provide testing and psychological information beyond the scope of the classroom teacher. He/she provides assistance to teachers in the implementation of effective teaching strategies for individual students exhibiting learning and/or behavioral difficulties. All psychological testing requires written parental consent.

SPEECH AND LANGUAGE SPECIALIST

The speech and language specialist is on campus five days per week. He/she tests and works with students who have certified needs in specialized remedial and developmental instruction in language proficiency, primarily speaking and hearing. In addition, he/she serves in an advisory capacity to teachers in the area of language development.

STUDENT STUDY TEAM (SST)

Students who are having difficulty with academics, but have not received formal testing, may be referred to the Student Study Team for evaluation. The team is comprised of the parent, classroom teacher, administrator, and other experienced teachers. A meeting is conducted and specific information about the student is gathered. A plan of interventions and strategies are compiled by the team and implemented during the following weeks, after which the team may reconvene to evaluate the progress made. Should further evaluation be indicated, the team may recommend more in-depth formal assessment by the Student Assessment Team.

SPECIAL FUNDING

ENGLISH LEARNER PROGRAM

Bilingual tutors assist students in the transition from their native language to English. Students remain in the regular classroom and receive instruction in English Language Development through CLAD/BCLAD teachers.

CATEGORICAL PROGRAMS

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 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 Learner Advisory Committee (ELAC)**
- District Advisory Committee (DAC) and School Advisory Committee (SAC)**
- District Learner Advisory Committee (DELAC)**
- District Migrant Education Parent Advisory Committee (DMEPAC)**
- 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 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): 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 provide to students who are



disadvantage, English Learners, Foster Youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English Learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC 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 Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site 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. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy

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

Categorical Program Descriptions

1. **Expanded Learning Club (ELC):** As in Campus Club, our goal in ELC is to provide safe, quality child care and enrichment that is designed to enhance your child's educational experience right on your elementary school campus. We value working

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with parents, staff and students at each site to support the classroom curriculum and instruction before and after school.

2. **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.
3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths:** Title I, Part A funds to 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. This reservation requirement is not formula driven.
4. **Title I, Part C (Migrant Education Program)** - A federal-funded program focused on providing services for migratory students and their families.
5. **Title I, Part D: Local Delinquent Programs:**
A funded program that serve students who are neglected, delinquent, or at-risk; including programs involving collaboration with locally operated correctional facilities.
6. **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.
7. **Title III (Language Instruction for English learners(ELs) and Immigrants)** - A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and Immigrants and helping these students meet the same challenging State standards required of all other students.
8. **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 your child's school or the CUSD Department of Special Projects @ 327.9086, additional information may be found @ <http://www.cusd.com/specialprojects>.

GIFTED AND TALENTED EDUCATION (GATE)

Special funding received from the State of California is utilized for students in grades 4-6. Students are certified as "gifted" based on standardized achievement test scores, group and/or individual intelligence test scores, and academic performance in the classroom.

EXCEPTIONAL LEARNER PROGRAM (ECL)

ECL stands for Exceptional Learner Program. Children in 3rd grade are chosen by their classroom teacher to participate in this program. Teachers choose students who they feel could benefit from an academic challenge.

NURSING SERVICES

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

EMERGENCY INFORMATION:

Ed Code 49408

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

FIRST GRADE PHYSICAL EXAMINATION REQUIREMENT:

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

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

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

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

IMMUNIZATIONS

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

To be admitted to school, California law requires that all children be fully immunized. There are required immunizations to attend public elementary and secondary schools, childcare centers and developmental centers. Schools, and pre-kindergarten facilities are required to enforce immunization requirements, maintain

accurate/complete immunization records of all enrolled children and submit reports. Children shall be excluded from school or exempted from immunization requirements only as allowed by California law.

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

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

Medical Exemptions:

Starting January 1, 2021, the only immunization accepted is a medical exemption written by a California physician for students through CAIR-ME. Any medical exemptions issued in CAIR-ME shall expire when the student enrolls in the next grade span or the medical exemption issued was temporary with an expiration date. Refer to cair-me.cdph.ca.gov/home on how to obtain a medical exemption or contact your school site health office with questions or needing additional information.

Immunization Exclusion:

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

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

HEALTH ASSESSMENTS

Vision, Hearing and Dental Health Screening

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

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

A written statement must be filed with the Credentialed School Nurse by a parent/guardian requesting exemption of their child from the routine health screenings for vision and hearing.

Oral Health Assessment Requirement

CA Ed Code 49452.8

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

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

TUBERCULOSIS (TB) RISK ASSESSMENT

Board Policy 5141.26; A.R. 5141.26

New or Returning Students

Each student seeking admission into a District school, whether for the first time, or if returning to the District school after being enrolled in another school in California, another state, or, spent 30 or more days in a high risk TB country, shall comply with submitting to a TB Risk Assessment by a school nurse/RN/LVN or provide documentation of a negative TB blood test (IGRA-QuantiFERON or T-SPOT) or TB skin test (TST).

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

TYPE 1 DIABETES INFORMATION

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

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

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

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

Type 1 Diabetic Student

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

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

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

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

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

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

FIRST AID, ILLNESSES AND INJURIES

If a student is injured or ill at school, he/she/they will receive care and consideration by the health office staff. The health office follows the Emergency First Aid Guidelines for Schools when providing first-aid care to students. Parents/guardians will be contacted for any serious injury or if the student is too ill to remain at school. Students will be released through the health office. The credentialed school nurse is available to consult with parents/guardians regarding health problems upon request, however, any injuries which occur at home should be cared for at home. Parents/guardians should follow-up with the credentialed school nurse regarding any extended illness or injuries that require needed care or accommodations while at school.

Assistive Devices

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

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

When to keep your child home due to illness:

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

When your child may return to school due to illness:

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

PHYSICAL EDUCATION:

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

CONCUSSION PROTOCOL

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

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

COMMUNICABLE/INFECTIOUS DISEASE

Board Policy 5141.22; A.R. 5141.22

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

HEAD LICE:

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

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

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

MEDICATION AT SCHOOL:

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

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

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

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

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

EMERGENCY ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

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

AIR QUALITY PRECAUTIONS:

Please refer to CUSD School Board Policy 3514 for more information about Air Quality Precautions. CUSD

Board Policies can be found at the following website:
<https://boardpolicies.cusd.com/ClovisUnifiedBoardPolicies.aspx>

CHILD PROTECTIVE SERVICES

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

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HOME/SCHOOL COMMUNICATION

Open communication between the home and school is essential to the progress and development of our students and the effective operation of the school. The parent and the school are partners when it comes to meeting the educational needs of the student. Establishing good communications is a major objective of the school and each teacher should be diligent in keeping in contact with parents concerning the progress of the child. In addition to personal contact between parents and school personnel, the following are the more formalized means of communication used at Mickey Cox Elementary School:



WEEKLY ROUND-UP

This weekly news sheet will be sent home every Friday with each student. It will highlight any upcoming events and provide you with a detailed account of the following week's scheduled activities. The Weekly Round-Up may also be accessed via the web at cox.cusd.com.

PONY EXPRESS

The school publishes this newsletter from September to May. It contains information of importance regarding school activities, upcoming events, classroom highlights, and co-curricular programs.

ROBO CALLS

Important information will be shared through an automated messages and emails as needed.

CLASSROOM NEWSLETTER

This weekly news sheet will be sent home or posted on a classroom website every week by your child's teacher. Homework assignments, upcoming plans, and general class information is disseminated through this weekly correspondence.

PARENT CLUB (PC)

This is a voluntary organization of parents that meet monthly to work on projects and programs to benefit the school. There is an annual membership drive in September. All adults are encouraged to join and support the school through this club. Meetings take place the second Tuesday of the month in the LMC.

PARENT TEACHER CONFERENCES

Conferences will be held during the month of October. **Parents are also encouraged to request a conference at any time.**

REPORT CARDS/PROGRESS REPORTS

Progress Reports are sent home at the midway point of each quarter, as determined by the school site and stated in the Parent Handbook. Report Cards are sent home at the end of each quarter. Conferences are scheduled with all parents at the end of the first report period or as needed.

SART COMMITTEE

The School Assessment and Review Team meet on a quarterly basis to review components that comprise our total school and to offer input into methods of improving the various components.

- 1) To discuss the effectiveness and appropriateness of these programs and components relative to the goals of the school.
- 2) To aid in assessing school community attitudes about the total school program.
- 3) To act as a communication liaison between the community and school.
- 4) To provide representatives for the District SART Committee.

SART / TITLE I PARENT SURVEY

Each year the school district sends home a SART/TITLE I survey with each student. This survey is used to obtain parent feedback regarding the strengths and weaknesses of the individual school program, and the extent to which the school is meeting the needs of the community. The survey is prepared jointly by the District and the SART Committee. Results from this survey are discussed

with the school SART Committee. Improvements and/or changes are communicated back to the community through a special SART meeting at the start of the new school year.

RECOGNITION OF STUDENT ACHIEVEMENT

One of the quality indicators for exemplary schools is the existence of a school recognition program to provide positive reinforcement to students for a job well done. In an effort to promote curricular and co-curricular goals and to recognize student achievement in a wide variety of areas, the school provides many opportunities for students to receive recognition.

PHILOSOPHICAL NOTE: Children today are bombarded by a vast array of enticements, incentives and rewards for a variety of purposes, and from a variety of sources. Children generally are highly influenced and responsive to these kinds of "motivators". Therefore, it is essential that we, as parents and educators, use this vehicle in a positive and sensible way. Our use of recognition and student incentives is based on the following:

- The recognition structure in the school must include opportunities for everyone to achieve. Obviously, not everyone will be able to attain every award (Principal's Honors, for example), however, recognition for accomplishment or effort is available in many areas. This provides every student with the opportunity to receive his/her share of recognition in some area.
- There will be a quarterly awards assembly for grade levels 1st through 6th at which time students will receive recognition for curricular as well as co-curricular accomplishments. A schedule of these assemblies will be provided to all parents.

In addition to the forms of recognition used by teachers at the classroom level, the following are some of the school wide forms of special recognition available to students:

ACADEMIC EXCELLENCE

This recognition is presented to a student who has shown mastery or significant growth in one or more academic subject areas (math, reading, writing, language, science, social studies) as selected by the classroom teacher. Students will receive special recognition at the quarterly assembly and a certificate.

ATHLETICS

Students may possibly receive special awards at seasonal assemblies.

BEN SCHUTZ MEMORIAL ATHLETIC AWARD

This award is given to the top 6th grade boy and girl who best personifies athletic ability and courage in honor of Ben Schutz, a former Mickey Cox student.

MATHEFACTS

Grades 1st- 3rd grades students will receive a certificate of completion for mastery of grade level math facts. Additionally, these students will be treated to lunch by administration.



All students that pass math facts at their grade level by the first week of May will be treated to lunch with the Principal or GIS.

BLOCK MC

The Block MC Award is the highest quarterly award a student may earn at Mickey Cox. This award is available to 4th, 5th, and 6th grade students who earn points that reflect a broad base of participation, achievement, and service each semester. Students will be acknowledged at a special quarterly assembly and will be treated to lunch by the principal.

ALL STAR AWARD

All Star Award is given to students who receive points towards Block MC, but do not qualify for the Block MC award, and will be honored at the quarterly assembly.

HONOR ROLL

Academic awards are based on the academic achievement of students in grades 4-6. This accomplishment reflects the student's effort in their studies. Academic Award certificates are presented in the classroom at the end of each quarter. The requirements for these awards include: 1) no D's or F's on the report card and 2) no N's in effort or citizenship on the report card.

The following grade point averages are qualifications for Academic Awards:

Principal's Honors (4.0 GPA): A special certificate for those students who have achieved "straight A's" in certain pre-determined curricular areas. These areas include reading, math, language, spelling, science, and social studies.

High Honors (3.50-3.99 GPA): A special certificate for those students who have achieved a large majority of "A's" in qualifying academic areas, as stated in the Principal's Honors.

Honor Roll (3.00-3.49 GPA): A special certificate for those students who have achieved "all A's or B's" in the areas listed under Principal's Honors.

The following grade points are used to calculate the grade point average (GPA) for Honor Roll purposes: A = 4 B = 3 C = 2 D = 1 F = 0

PERSONAL RESPONSIBILITY AWARD

This award is presented to two students from each class at end-of-the-year assemblies to recognize those individuals who have exhibited perseverance, responsibility, and cooperation.

PRINCIPAL'S MEDALLION

This medallion is presented to the top six 6th grade students in each room that exhibit outstanding academic achievement, participation in a wide array of activities, and strong inter-personal relationships as recognized by their teacher.

OUTSTANDING ATHLETES Boy and Girl of the Year

This award is presented to one boy and one girl in grades 4 - 6 for outstanding athletic ability throughout the school year.



SPARTHENIAN OF THE QUARTER

This recognition is presented to the student who has demonstrated outstanding achievement in mind, body, and spirit as selected by the classroom teacher. Student will receive special recognition at a quarterly assembly and a certificate.

SPIRIT TICKETS

Rewards are presented to selected students through a weekly random drawing of tickets. Teachers reward students periodically as they are "caught doing something good" with these tickets.

STUDENT OF POSITIVITY

This recognition is presented to a student who exemplifies one of the 24 positivity traits of character, as selected by the classroom teacher. Selected students will receive special recognition at the quarterly assembly and a certificate.

POSITIVITY WEDNESDAY

Students are encouraged to wear a shirt with a positive message every Wednesday.

SPIRIT DAYS

Each Friday and/ or game days, students are encouraged to wear Mickey Cox spirit wear.

STUDENT CONDUCT AND BEHAVIOR

As you know, there is a great deal of concern across the nation regarding discipline in the schools. Both educators and parents share this concern, because we know that without good, consistent, discipline it is impossible for students to do their best in school and realize their greatest educational potential. Mickey Cox Elementary maintains high, but not unreasonable standards of conduct and behavior for all of our students. A clearly defined discipline policy has been established and all students will be introduced to it through their classroom teacher during the first few days of school and reinforced with a rules assembly each semester. This will enable all students to be equally aware of expectations for their behavior and to make a conscious effort at the beginning of the year to meet these expectations. This includes violations such as fighting (physical contact and verbal altercation) threatening behavior and/or harassment (sexual, racial, gender, etc.) as well as district policies set forth in the appendix of the Parent-Student Handbook.

GENERAL RULES OF STUDENT CONDUCT AND BEHAVIOR

- Students will be expected to always follow the direction of the teacher when he/she gives instruction.
- Encourage students to settle arguments peacefully without name calling, pushing, hitting, etc. Intervention by teachers is encouraged.
- Students are not to go to the office without written permission or a pass from their teacher.
- Students may only play on the grass area or blacktop. Corridors and all other areas of the school are off limits.
- **Cell phones** must remain off and in student backpacks during the school day.
- **There is to be no wandering in the halls.**
- No loitering in the bathroom will be allowed.
- No chasing games around the bathroom allowe



- Students may not stay in a room without the teacher present.
- Running is not permitted in the corridors or in the room.
- Students should take pride in moving from one place to another as a class.
- No toys may be brought to school (i.e., playground balls, card games, stuffed animals...) without the permission of the teacher or administrator.
- **No musical instruments left outside classrooms at any time.**

**RULES FOR HOME TO SCHOOL AND CO-CURRICULAR ACTIVITIES FOR
SCHOOL AND CHARTER BUS USE**

The goal of the Clovis Unified Transportation Department through its support to the education programs is to provide safe, efficient, quality transportation to all students and employees while offering and promoting an environment that will enhance the learning abilities of each pupil.

***POSTED BUS RULES OF CONDUCT DEPARTMENT OF TRANSPORTATION – ALL SCHOOL AND CUSD
REGULATIONS APPLY WHILE ON OR NEAR A SCHOOL BUS***

- Fighting (physical contact)***, fighting (verbal altercation)**, threatening behavior and/or harassment, (sexual, racial, gender, etc.) of any kind is prohibited.
- Weapons, smoking, laser pens, drugs, or alcohol is 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 is prohibited.**
- Any property defaced or destroyed on the school bus will be paid for by the student and/or parent.**
- Eating, drinking and chewing gum are prohibited.
- Spitting or throwing objects on the bus or out the window is prohibited.*
- Loud or boisterous noised, singing or whistling will not be permitted.*
- Glass objects, inflated balloons, cleats, radios, tape recorders, roller blades and skateboards will not be permitted.* Animals or insects (dead or alive) are not allowed on the bus.*

Failure to comply with these rules will result in the following:

*****Zero Tolerance-10 day suspension from bus**

****Level One-5 day suspension from bus**

***Level Two-2day suspension from bus**



CAFETERIA CONDUCT

- Students eating in the cafeteria are to exhibit good manners and proper behavior.
- Students may talk quietly to persons next to them.
- The table and floor area of each student must be clean before students are excused.
- The cafeteria is to be exited quietly and not hurriedly.
- Wait in the lunch line in an orderly manner.
- Students should arrive for breakfast no earlier than 7:35 AM and no later than 7:50 AM.
- Students arriving after the bell rings will not be served breakfast.
- Students are not allowed to share or trade food at any time.

CLASSROOM CONDUCT

- Be in class on time, ready to work with proper materials.
- Behavior must not hinder or disrupt the learning situation.
- Respect the rights of others, school, and personal property.
- Be respectful, courteous and cooperative with school personnel and fellow students.
- Nuisance items, inappropriate to the learning process, are not to be brought on campus.
- Be responsible for assigned classroom tasks.

DISCIPLINE POLICY

Students will be held accountable for their behavior at all times during the school day. Parents will be contacted either by phone, note or letter when discipline matters arise. The following is the basic procedures for handling minor disciplinary offenses at Mickey Cox Elementary:

- **1st Offense:** Teacher warning. Counseling with student, restatement of rules and acceptable behavior (documented).
- **2nd Offense:** Teacher/student conference. Parent contact. Teacher disciplines within the classroom may include, but not limited to, loss of recess, recess study hall, after school detention, yard cleanup, etc.
- **3rd Offense:** Teacher/student conference. Parent contact by phone. Further discipline penalties may include after-school detention.
- **4th Offense:** Office referral to GIS or Principal. Parent contact by phone. Further disciplinary penalties.
- **5th Offense:** Office referral to GIS or Principal. Parent conference with GIS or Principal. Removal from school.
- **Three suspensions may result in a referral to Student Services and School Attendance for Alternative Placement. In case of severe misbehavior or defiance, all or part of these steps may be bypassed.**
- Detention – Detention may be assigned to students that are not completing assignments and/or have exhibited inappropriate behavior. Detention days are Tuesday and Thursday from 3:00-4:00. The detention room and supervising teacher changes on a weekly basis.

GRASS AREA AND BLACKTOP CONDUCT

- No tackle types of games are allowed.
- No wrestling is allowed.
- Tag games that lead to "rough housing" are not to be played.
- After a rain, students will stay out of puddles or muddy areas. This rule particularly applies to the playground equipment area near blacktop.
- Some acceptable games or activities for the grass area are: soccer and kick ball.
- All students are to stop playing when the first bell rings and bring equipment to your line.
- Games acceptable on the blacktop are: basketball, volleyball, and four square.

In general, games that promote physical and/or aggressive behavior, that may endanger student safety, are not allowed.

NUISANCE ITEMS

Students should not bring seeds, candy, or gum to school. These items are not allowed on school grounds or buses because they get on chairs, the grounds, desks, and tables. These items will be confiscated. **Cameras, Cell Phones, AirPods or earbuds, tablets, electronic gaming systems, cards, and other toys are considered "nuisance items" and should not be brought to school.** These items will be confiscated to be returned and returned to the student's guardian.

Cell phones are not to be taken out during the school day. Smart watches are not to be used during the school day and is to be treated like a cell phone. Smart watches are to be turned off and put away in backpacks during school hours. If a student takes their cell phone or smart watch out of their backpack during the school day, it will be confiscated to be returned at the end of the school day. If a student has their phone or smart watch taken away a second time, the phone or smart watch will be confiscated and held in the office until a parent is able to retrieve it.

SCHOOL BUILDINGS AREAS

- Stay off the grass and flower bed areas.
- Do not cut corners (we want the grass and flowers to grow).
- Students are to take pride in the neatness of our grounds and the cleanliness of our buildings.

STUDENT CODE OF DRESS

The purpose of dress regulations is to help each student set a standard for his/her appearance that is appropriate within the accepted standards. Each student is expected to demonstrate pride in his personal appearance, for it reflects individually on him/her and collectively on the school he/she attends. Daily attire need not be expensive to be attractive and entirely acceptable. It is recognized that any apparel which draws undue attention to the wearer, tends to distract from the educational process and is therefore inappropriate. Below is a highlight of some of the dress code rules. You may request a complete copy of the dress code or you may download it from the CUSD website. (<http://www.cusd.com>, Board Policy #2105) Please note that all students attending any CUSD event must be in dress code at all times.

GENERAL RULES GOVERNING DRESS AND GROOMING

- **Mickey Cox Elementary School will allow students to wear hats only if the hat is spirit wear from either Mickey Cox Elementary, Clark Intermediate, or Clovis High School.**



Hats that do not reflect one of these three schools are not permitted to be worn. Beanies must be solid colors.

- Hair shall be clean and neatly groomed.
- **Hair styles which cause undue attention are not allowed; e.g. unusual designs, colors, symbols, mohawks, and faux-hawks.** Haircuts of unusual shaving, layering, or razor cut markings cause a distraction that is not appropriate at school. Students may be sent home and asked to modify their hair to an acceptable manner.
- Bangs or other hairstyles must not obstruct nor interfere with vision.
- Underwear-type sleeveless shirts, athletic tank tops, beach wear, swim wear, halter-tops, spaghetti straps, bare midriffs or chests are not appropriate or acceptable for school wear.
- Shoulder straps on tops and other clothing must be a minimum of two inches (2”) wide.
- Shorts, skirts and dresses must have a 5 inch inseam or must be no shorter than mid-thigh.
- No undergarments showing.
- Illustrations and/or lettering on clothing that are considered vulgar and/or those that make reference to alcohol and/or drugs will not be allowed at school.
- Clothing with holes may not be worn on campus.
- Strapless shoes are inappropriate. Shoes must be worn at all times for safety reasons.
- Inappropriate markings, such as removable tattoos, are not permitted.
- Make-up of any type is not appropriate or allowed.

According to the California State Education Code, the final decision of whether the student's appearance is acceptable or not, is up to Mickey Cox Elementary and its Governing Board.

- **1st Offense:** Warning. Parent will be called to bring a change of clothes.
- **2nd Offense:** Teacher/student/parent conference. Parent will be called to bring a change of clothes. Study Hall is assigned.
- **3rd Offense:** Parent will be called to bring a change of clothes. Lunch detention is assigned.
- **4th Offense:** Parent will be called to bring a change of clothes. After School detention is assigned.
- **5th Offense:** Referral to administration. Parent will be called to bring a change of clothes. Disciplinary actions will be taken.



CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2024-25 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, submitted by June 30th each year; and Part II, which contains budget information and program data submitted by January 31 each year. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement, Title I, Part C - Migrant Education, Title II, Part A - Supporting Effective Instruction and Title III - English Learner (EL), and Immigrant Programs and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards.

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

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

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

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

District English Learner Advisory Committee (DELAC)

District Indian Education Parent Advisory Committee (IPAC)

School and District level School Assessment Review Team (SART)

Intercultural and Diversity Advisory Council (IDAC)

Local Control Accountability Plan Public Forums (LCAP)

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

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

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

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

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

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

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

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

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

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

Rationale

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

Philosophy

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

Categorical Program Descriptions

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

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

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

