

TARPEY ELEMENTARY SCHOOL PARENT HANDBOOK INFORMATION

Message from the Administration

Welcome to Tarpey Elementary School! We are excited about the 2017-18 school year and look forward to working with you.

At Tarpey, our mission is to prepare our students to become lifelong learners. We are committed to providing a safe and nurturing environment where all students can learn. Students will be provided with opportunities to be the best that they can be in mind, body, and spirit. We want our students to believe in themselves, be good citizens, maximize their full potential, and have pride!

Your involvement and support matters to us. Our students' success and achievements are a result of the partnerships we have with our parents, families, and community members. We believe in working as a team toward doing what is best for kids. We invite you to come to Tarpey and join us in making a difference with our students.

BELL SCHEDULE Mon, Tues, Thurs., and Fri *First Bell - 7:55am

*Grades 1-6	8:00 am – 2:45 pm
AM Kindergarten	8:00 am – 11:35 am
PM Kindergarten	11:35 am – 3:10 pm

Wednesdays – Early Release

*Grades 1-6	8:00 am – 1:17 pm
AM Kindergarten	8:00 am – 10:40 am
PM Kindergarten	10:40 am – 1:20 pm

ARRIVAL/DISMISSAL

For your child's safety, children should be dropped off **no earlier than 7:40 AM and picked up by 3:00 PM** unless involved in a supervised after school activity. Siblings not involved with afterschool programs should not wait after school due to no supervision outside of co-curricular activities. Students must be in class by 8:00 am or they will be tardy.

ABSENCES

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 must have a note from the parent/guardian explaining the reason. Any medical notes, doctors, school nurses, or Health Center notes are HIGHLY preferred when available. In addition, please telephone the school office the morning your child will be absent or clear the absence online at clovisusd.k12.ca.us/tarpey. To ensure student safety, the District call system will begin calling out on absences after 10:00am. All absences must be cleared within 24 hours after the occurrence. An uncleared absence is considered truant. **Please call the office at least two weeks prior for an Independent Study if your child will be absence five (5) days or more.**

TARDINESS

When your child arrives after 8:00am, he/she should report to the school office before going to class. This is necessary to prevent your child from being marked absent when they are actually present. Being tardy not only prevents your child from receiving critical instruction, it also interrupts the learning process of other children. If this becomes a chronic issue, the matter will be referred to the Tarpey Student Attendance Review Board (SARB). We ask that parent/guardian make every effort to have their children to school on time.

EARLY DISMISSAL

Every Wednesday and the last day of school is early dismissal. School is dismissed at 1:17 pm every Wednesday. Students in PM Kindergarten are dismissed at 1:20pm. Morning AM Kindergarten dismissal is 10:40 am. Students will be dismissed at 12:00pm on the last day of school. Please be sure your child is picked up promptly.

MOVING/ WITHDRAWING YOUR CHILD FROM SCHOOL

A student's school assignment is based upon the residence of the parent or court-appointed guardian. Should your family find it necessary to move out of the Clovis Unified School District *you must notify the school within five days*. Please follow the steps below to make for an easier withdrawal for both you and your child:

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

If you are found to be out of the Clovis Unified School District or the Tarpey attendance area and have not notified the office, your child can be withdrawn and your request for an intra or inter district request for your child to remain at Tarpey can be denied. All financial obligations must be cleared before leaving.

DRESS CODE

Please refer to CUSD Board Policy/Administrative Regulation 2015 for the complete Dress & Grooming Regulations.

TELEPHONE

The office will not transfer calls for a student in to the classroom. The morning is academic time and phone interruptions will interfere with class time. In an emergency situation we will be happy to take a message for the student and make sure the student receives the message. The use of the office phones for students use is for emergencies only.

PARENT VISITATIONS

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

VOLUNTEER & VISITOR POLICIES

All Chaperones and Volunteers must fill out a CUSD Volunteer form in the office and be cleared at least two weeks prior of volunteering/chaperoning, including field trips. All Chaperones, Volunteers AND Visitors must sign in at the office prior to coming on campus. Volunteers need to sign in and obtain a volunteer badge from the office and should adhere to the Clovis Unified School District dress code when volunteering in the classroom and field trips.

COMMUNICATION

Communication is a top priority for the staff at Tarpey Elementary School. Tarpey Elementary School has several different types of media to inform parents and the community of upcoming events at the school site. The **weekly news calendar (pink)** is delivered to the classrooms every Friday to be sent home with students. The weekly calendar is translated in Spanish for your convenience and can be picked up in the main office. This gives detailed information for the upcoming week. Tarpey also has an outstanding web site that has weekly calendar information as well as other important school information and resources for students and families. The web site address is: **www.clovisusd.k12.ca.us/Tarpey**. The web site includes e-mail addresses for all teachers and administration at Tarpey Elementary School.

PARENT-TEACHER CLUB (PTC)

Please consider joining our Parent Teacher Club. Your support ensures participation in an organization that provides our students with activities and raises money for support of special purchases for the school. Meetings are announced in the Pink Weekly Calendar. Contact the school should you need more information.

SCHOOL ASSESSMENT REVIEW TEAM (SART)

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

PARENT TEACHER CONFERENCES

Teachers are available for conferences either in person or by phone. Conferences may be scheduled by calling or emailing the teacher. Parents may **not confer with teachers during class time**. If canceling a conference appointment, please call at least 24 hours in advance so another parent conference can be scheduled. Parents will be asked to attend at least one individual conference during the year to discuss student progress.

HONOR ROLL

The Honor Roll is a means of giving recognition to students based on scholastic achievement. The requirements reflect not only the student's academic achievement, but also his/her effort and citizenship. Most students at Tarpey in grades 2-6 are graded utilizing the A, B, C, D, F criteria. Within this policy, latitude has been given to teachers to calculate grades on the following percentile basis:

A = 90 – 100% (excellent work), B = 80 – 89% (above average work), C = 70 – 79% (average work), D = 60 – 69% (below average work) and F = below 59% (failing work)

FIELD TRIPS

All field trips will be curriculum based to increase student achievement. Approved permission slips must be signed by a parent before a student can go on a field trip. All field trips must have a permission slip signed by a parent. Telephone permission is not encouraged. In some instances, the school will raise voluntary donations to pay for field trip travel expenses. Therefore it is very important parents pay attention to the deadline for the permission slip. Students must be clear of all financial and library obligations to participate in field trip activities. Chaperones for all field trips must fill out the Clovis Unified School District form. Chaperones also must be in CUSD dress code with regard to clothing and gang related symbols.

SAFETY CONCERNS

Please notify the office staff or an administrator if you have any on-site or off-site safety concerns that may impact the wellbeing of our students. Please remind your children to follow all safety rules: **including using the cross walks as the only area to cross the street.** If your child is a walker, discuss the walking route they will take. Advise them to walk with a friend and go straight home. Speak with them about using the crossing guards and following traffic signals. If your child is a bike rider, review all bike safety rules including the ones mentioned for walkers. Remind your child to wear a helmet at all times. **NO bikes, scooters, or skateboards are to be ridden in hallways or on campus.**

ITEMS NOT TO BRING TO SCHOOL

Children are not allowed to bring live animals, gum, seeds and playthings to school except by special permission from the teacher. These included but are not limited to: electronics, trading cards and balls. A toy or other items brought from home can be distracting and cause neglect of classroom work. They can also pose a safety hazard for children and staff. Teachers may take such items and hold them for the parent to pick up. Cell phones are allowed before and after school but may not be used in the classroom. School staff will not investigate for loss of prohibited items.

PERSONAL RESPONSIBILITY

Maintaining student conduct is necessary to achieving our goals of providing a safe school and achieving highest student achievement. Each class under the direction of the teacher will develop a set of rules. The rules and consequences are posted in the classroom. There is a school-wide accountability program. The "Tarpey Personal Responsibility (PR) Reward" is presented at the end of each quarter in recognition of those students who have demonstrated personal responsibility and outstanding character. The criteria for PR are sent home with each student and it is also explained in the classroom by the teacher at Back-To-School Night. All students who earn this award will be eligible to attend a special activity.

Any offense that leads to suspension, an office referral or poor attendance, will be an automatic elimination from special character accountability events

and may affect participation in co-curricular activities. Alternatives to fighting are walking away, asking an adult for help or alerting teachers or administrators to on-going situations.

HEALTH INFORMATION

FIRST GRADE PHYSICALS

California State law requires that all students entering first grade have a Child Health and Disability (CHDP) physical examination within 18 months before the start of first grade. It is necessary to provide the health office with proof of this physical.

COMMUNICABLE DISEASES

If your child complains of stomach ache, ear ache, sore throat, or cold symptoms and has not been free of fever for at least 24 hours, he/she should be kept home for observation. If your child is absent because of one of the following diseases, please notify the school office: CHICKEN POX, MUMPS, RED MEASLES (RUBEOLA), GERMAN MEASLES (RUBELLA), IMPETIGO, PINK EYE, RINGWORM, SCABIES, AND LICE. Precautions will need to be taken to ensure other students are monitored for infection.

FIRST AID AND ILLNESS DURING THE SCHOOL YEAR

In case of minor injuries, first aid is administered. If there is a serious accident or a child becomes ill, an attempt is made to call the home or reach a parent at work. In the event a parent cannot be reached, the school will send the child to the hospital when necessary.

HEAD LICE POLICY

Clovis Unified School District operates on NO LIVE LICE guidelines. Students will be sent home if evidence of live lice is found. Students may not return until treatment has been completed and hair/scalp are free from live lice. Students must check with health office and be cleared to return. Class checks are no longer part of district policy.

MEDICATIONS

ALL medications (even over the counter medications including Tylenol, Advil, cough drops and eye drops) must be checked in through the Health Office.

- CA Education Code Section 49423 requires that any medications to be taken at school must be presented with:
 - A written statement from the physician detailing the name of medication, amount, method and time medication is to be taken.
 - A written statement from the parent/guardian indicating their desire for the school to assist the pupil in the matters set forth in the physician's statement.
 - Medication must be clearly labeled and sent to school in the original container from the pharmacy.
- The **Medication at school form** is available from the school or on the district web site under Departments-Nursing-Medication at School form.
- The Health Office does not keep medication for general student use.

PHYSICAL EDUCATION EXCUSE

If a child is to be excused from P.E. for more than a 3 day period, a doctor's excuse will be required.

PHYSICAL EDUCATION (PE)

According to Education Code section 51210(a)(7), the District is required to provide, in the elementary setting, not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period, physical education. Any complaints related to the failure of the District to adhere to this requirement may be filed under the District Uniform Complaint Procedures, BP/AR 9208, which is included in this handbook.

CUSD CATEGORICAL PROGRAM INFO 2016-2017

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)
Local Control Accountability Plan 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 of each and every student. Parental involvement is a necessary and vital part of developing the SPSA reflecting the 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/supplementalservices>. 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.

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 SAC and DAC is an advisory committee for the purpose of advising schools and district regarding compensatory education programs. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

English 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.

Local Control Accountability Plan (LCAP): The LCAP is an important component of the Local Control Funding Formula (LCFF). Under the LCFF all districts are required to prepare a LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC Section 52060(d). Each school district must engage parents, educators, employees and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the development of the district LCAP. CUSD continues to work with all stakeholder groups in holding various district and school committee meetings and forums designed to gather information on various specific areas of importance.

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 funded and administered program provides three year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.
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 Neglected and 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.

If you have any questions, please call your child's school or the CUSD Department of Supplemental Services @ (559) 327-9086, additional information may be found @ <http://www.cusd.com/supplementalservices>.