In preparation for the community’s Nov. 8 vote on the $225 million Measure X, the district sought community input at high school regional meetings on new facilities and has approved a list of special projects that would be funded by Measure X if it passes.

Plans include:
- $90 million for classrooms, technology and support facilities — includes new school for southeast
- $25 million for career technical education facilities
- $50 million for arts, activities and athletics facilities
- $25 million for safety and security improvements
- $35 million for infrastructure repairs/upgrades, such as air conditioning

The projects reflect community input gathered at seven regional outreach meetings throughout the district in late August and September and from responses to an online survey asking for feedback on prioritizing future facility projects. The projects list also reflects input from the Fresno Unified Board of Education.

The board also updated high school master plans Sept. 28 to reflect community and board member input. The updated high school master plans identify potential Measure X projects and future investments when resources are available.

They also reflect investments from Measure Q, the $280 million bond measure passed by a 76% vote of the community in 2010, and

See MEASURE X
Continued on pages 2 and 3
retain priority projects while recognizing projected funding availability. Additional input will be sought from high school communities prior to project implementation.

The bond measure would be used to fund a portion of the district’s $1 billion in facility needs, as outlined in the Facilities Master Plan, while maintaining the current authorized tax rate and building upon previous investments.

Fresno Unified uses its Facilities Master Plan as one tool for facilities planning. The plan, developed with extensive community input and approved by the Board of Education in April 2009, provides guidance and vision for improving district facilities while anticipating future needs. At the time the master plan was approved, it was anticipated that several bond measures would be needed over a period of many years to fund the needed improvements. Measure Q in 2010 provided funding for the first approximately one-third of that need.

Incorporated in the Facilities Master Plan are long-range high school master plans, which were approved in March 2011 after extensive community feedback. Like the Facilities Master Plan, the long-range high school master plans are monitored and amended as necessary and are used to provide guidance for future facility investments.

The community’s feedback showed that the district should focus on:

- New and updated classrooms and technology
- New facilities for career technical education programs in high-demand jobs and growth industries
- Safety and security improvements
- Facilities for arts, activities and athletics
- Repairs and upgrades to the district’s infrastructure, such as heating and air conditioning

Project implementation will be based on needs and priorities and funding availability. Estimated bond amounts are preliminary projections, with actual bond expenditures depending on the scope of the projects and specifications, fluctuation in the cost of construction and state funding. Other projects not specifically listed may be recommended for bond funding if they are eligible projects per the ballot and meet district needs.

$50 Million: Arts, Activities and Athletics Facilities

- Theaters
- Gyms and locker rooms
- Music rooms
- Visual arts classrooms
- Athletic fields

$35 Million: Infrastructure Repairs/Upgrades

- Multi-purpose room air conditioning
- Heating, electrical, gas, irrigation, water, drainage systems
- Infrastructure for instructional technology
- Energy/resource conservation projects

Bullard High School's renovated theater opened in 2013.

Upgrades were made to Thomas Elementary School's cafeteria in 2011.
$90 Million: Classrooms, Technology, Support Facilities
- Build new classrooms to replace portables
- Renovate/expand cafeterias, libraries and administration facilities
- Renovate/upgrade classrooms
- Convert/upgrade science and technology labs
- New southeast school

$25 Million: Career Technical Education Facilities (CTE)
- Build new/renovate classrooms and labs at Duncan Polytechnical High School
- Convert/renovate CTE classrooms districtwide

State-of-the-art welding machines were installed in September for students to learn on at Duncan Polytechnical High School.

$25 Million: Safety and Security
- Drop-off/pick-up and bus zones
- Fencing, gates, facility modifications
- Lighting and security cameras
- Public address and alarm systems

Measure X funds would improve safety at bus zones.

Winchell Elementary School’s new classroom wing opened in 2014.
Deadline December 1 for Specialty and Magnet Schools for 2017-18

Fresno Unified School District offers a wide variety of school choice options, including popular magnet schools and specialized programs. For the 2017-18 school year, applications received before Dec. 1 will have priority in the selection process.

Families may apply for the transfer to any district school by completing an application. Learn more and print an application at www.fresnounified.org, call (559) 248-7538, or drop in at the Transfers Office, 4120 N. First St., for more information.

The district offers more than 20 school choice options and career technical education (CTE) pathways.

For magnet and specialty schools, students are selected by random lottery when space is available at the requested grade level. Some of the district’s specialty schools have admissions requirements, with students selected based on academic criteria.

Fecha límite 1º de diciembre para Escuelas

Especializadas
El Distrito Escolar Unificado de Fresno ofrece una amplia variedad de opciones de elección escolar, incluyendo las escuelas populares magnet y programas especializados. Para el ciclo escolar 2017-18, las solicitudes recibidas antes del 1ro de diciembre tendrán prioridad en el proceso de selección.

Las familias pueden solicitar la transferencia para cualquier escuela del distrito completando la solicitud. Aprenda más e imprima la solicitud en www.fresnounified.org, para más información llame al (559) 248-7538, o visite la Oficina de Transferencias en; 4120 N. First St.

El distrito ofrece más de 20 opciones de elección escolar y cursos de carrera de educación técnica (CTE).

Para las escuelas magnet y de especialidades, los estudiantes son seleccionados al azar por medio de un sorteo cuando hay espacio disponible en el nivel del grado solicitado. Algunas de las escuelas especializadas del distrito tienen requisitos de admisión, con estudiantes seleccionados basado en el criterio académico.

Hnub Kaw Kaum Ob Hlis tim 1 rau Cov Tsev Kawm Ntawv Tshwj Xeeb
Fresno Hauv Paus Tsev Kawm Ntawv qhib muaj ib txoj kev dav dav ntawwn kev xaiw tsev kawm ntaww, xam nrog rau tej tsev kawm ntuww tshaj lij nto npe thiab tej kev kawm tshwj xeeb. Rau lub xyoo kawm ntuww 2017-18, cov ntuww thov yuav tsum tau txais ua ntej lub Kaumi Ob Hlis tim 1 thiaj muaj kev saib xyuas ua ntej rau kev nrho hmoov.

Tej yim tsev neeg kuj thov tau rau kev tsuais mas rau hauv pauv tsev kawm ntaww ib lub tsev kawm ntuww twg los ntuww ua tiaib ib daim ntuww thov. Kawn kom paub ntxiv thiab luam daim ntuww thov ntuww www.

LOTTERY APPLICATIONS
Elementary Schools
- Bullard TALENT K-8 (visual and performing arts)
- Hamilton TK-8 (global studies)
- Yokomi TK-6 (science and technology)

Middle Schools
- Baird 5-8 (global interdisciplinary program)
- Ahwahnee 7-8 (environmental science)

High Schools
- Design Science (early college)
- Duncan Medical Academy
- Duncan Polytechnical Academy
- Fresno High International Baccalaureate
- McLane Medical Research
- Roosevelt School of the Arts

Duel Immersion (students learn to speak, read and write in English and Spanish)
- Ewing Elementary
- Leavenworth Elementary
- Sunset Elementary

ADMISSION CRITERIA SCHOOLS
Elementary Schools
- Manchester GATE 2-6 (gifted and talented)
- Yokomi GATE 3-5 (gifted and talented)

Middle Schools
- Cooper International Baccalaureate 6-8
- Computech 7-8
- Yosemite Dual Immersion 7-8 (learn to speak, read and write in Spanish and English)

High Schools
- Edison
- Patiño School of Entrepreneurship 10-12

Teacher Nicole Caruso works on a lesson with sixth grade students, from left, Jesse Huerta, Ruth Anne White and Jaskirat Saini at Baird Middle School, one of the district’s magnet schools. Dec. 1 is the deadline to apply for the district’s magnet and specialty schools for the 2017-18 school year.
SUPERINTENDENT’S Message

District Plans to Invest in New and Upgraded Classrooms

On Nov. 8, members of our community will make their voices heard at political polling places throughout our city. Nationally, we will elect our next president, ending what has been one of the most fiercely combative campaigns in our lifetime. Locally, Fresno will choose a new mayor. One I hope will continue to be a cheerleader and advocate for the heavy lifting that goes on in our city, especially around the efforts supporting our youth. Mayor Swearengin has served as a true steward for the city of Fresno and I couldn’t be more grateful for the support she has shown to our district these last eight years -- doing all she could to change conditions in the present for our youth.

Voters will also weigh in on the district’s $225 million bond -- Measure X -- on Nov. 8, a continued effort to support school facility improvements. The bond measure, if passed, will not increase tax rates, but will address bond investment priorities we heard during seven community outreach meetings and from our Board of Education. I am extremely grateful to those who attended and provided feedback at our community meetings as well as those who shared their thoughts through the online survey. That input has helped us identify this next phase of facility priorities.

Message from Jorge Aguilar

I Am Ready College Information Packets Mailed to 4,000+ Seniors

When we launched our Equity and Access work in 2009 in partnership with the University of California, Merced, we set out to “give all students an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.” This language became the guiding principle of Equity and Access.

Having increased the percentage of college eligible students by nearly 100% over the past seven years, during October we launched an exciting effort that seeks to bring the Equity and Access guiding principle to life. Over 4,000 seniors received individualized I Am Ready College Information Packets identifying colleges and universities that align with each student’s academic profile. The I Am Ready College Packet also includes information about fee waivers, financial aid, scholarships, majors, and other relevant topics.

Since 2009, the percentage of college-eligible and college-applying 12th graders has substantially increased. Still, only 50% of those students are applying to institutions of higher education that match their academic profile. What this means is that many of our students, despite strong academic performance, are not taking advantage of all their college choices after high school.

The district explored the barriers that keep students from transitioning successfully to college and found that we have not been proactive in informing students and families about opportunities available to them. As our colleague Michele Siqueiros of The Campaign for College Opportunity has asserted, “An opportunity doesn’t exist if you aren’t aware of it.”

To be clear, this packet is not all-encompassing of every college or trade school that might fit a student’s areas of interest or career goals. We encourage students to meet with their counselors to explore all of their options. It’s ‘paper plus people’ – the packet plus our academic counselors who provide personal guidance.

The I Am Ready College Packets are one of many outcomes of our Equity and Access unit. Equity and Access seeks to identify opportunity gaps facing too many of our students due to long-standing practices or traditions, and this is one example of an effort seeking to close those gaps. Best of all, we think that this effort will advance the Equity and Access guiding principle to “give all students an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.” Our students deserve these opportunities, and we are committed to making students aware of them!

Jorge Aguilar is associate vice chancellor for Educational and Community Partnerships at the University of California, Merced, and also serves as the associate superintendent for Equity and Access in Fresno Unified School District. Born in Delano, Aguilar graduated from UC Berkeley and Loyola Law School.
Fresno Unified raised $24,000 for scholarships Sept. 26 at the annual State of Education luncheon -- the district’s largest single event to support the scholarship fund -- with an additional $4,638 coming from the district’s Goal 2 team.

The district welcomed 300 guests from throughout the community to Tomino’s for the student-centered celebration, with the keynote speech by Superintendent Michael Hanson.

Along with ticket sales, the district raised thousands of dollars from additional donations at the event and through a silent auction. All proceeds go to the scholarship fund, which last year awarded 45 scholarships totaling $60,000. District employees also give generously to the Fresno Unified Scholarship Fund -- with an additional $4,638 coming from the district's largest single event to support students.

State of Education Highlights Students, Community Partners

For video, go to vimeo.com/fresnounified/stateofeducation2016


See STATE OF EDUCATION Continued on page 7

Board of Education Approves Measure X Projects

The Fresno Unified Board of Education approved a list of Measure X projects at its Oct. 12 meeting. The projects will be funded if Measure X is approved by voters on Nov. 8.

New school: Southeast Fresno

District-wide: Science and technology labs, CTE classrooms, music and arts classrooms, elementary school security upgrades, parking lot gates.

Cafeteria air conditioning: Centennial, Del Mar, Ericson, Fremont, Gibson, Holland, Jackson, Manchester, Phoenix, Powers, Pyle, Roeding, Starr, Thomas, Vinland, and Wishon elementary schools; Baird, Computech, Cooper, Fort Miller, Scandinavian, Tenaya, Tioga, Wawona, and Yosemite middle schools; and Roosevelt High School.

High School Master Plan Projects

**Bullard**: Renovated or rebuilt south gym
**Duncan**: New and renovated career technical education classrooms, expanded ROTC facility, renovated library
**Edison**: New theater, new second gym, renovated/expanded existing gym
**Fresno**: Renovated academic and IB/CTE buildings, new second gym, renovated cafeteria
**Hoover**: New theater, renovated library, renovated/expanded administrative offices
**McLane**: New theater and second gym
**Roosevelt**: Renovated cafeteria, renovated library, new second gym
**Sunnyside**: Renovated theater/music complex, renovated CTE labs, security upgrades

District Highlights from Superintendent Michael Hanson’s State of Education Speech

- Graduation rate reached a record 83.8%, a 14% increase since 2009
- 14,000 students took advantage of summer school offerings, with many classes aimed at catching students up to grade level
- The summer lunch program served 200,000 free meals at 55 campuses
- Four district pools were open for community swimming
- 68 African-American eighth-graders went to leadership camp over the summer at UC Merced and now have better grades, attendance and campus involvement
- Local Control Accountability Plan investments include adding 30 more minutes of instructional time to 40 schools, investing $7.8 million in English learners, offering free SAT and PSAT testing and Wi-Fi on school buses, improving security with student neighborhood resource officers at middle schools and sending all elementary students on learning enrichment trips
- Through bond measures K and Q, the district has invested $610 million to improve school facilities since 2001, building seven new schools
- The Fresno Unified Board of Education has voted to place a $225 million bond measure -- Measure X -- on the November ballot to continue facilities work
District Has no Tolerance for Threatening Social Media Posts

A number of the district’s middle schools and high schools received reports of potentially threatening social media posts in recent weeks, part of a national upswing in menacing postings online.

For video, go to vimeo.com/fresnounified/besmartwhenyoupost

The district worked diligently with the Fresno Police Department to zero in on the source of the posts, working with school sites and keeping parents informed.

The Fresno Police Department spent significant resources investigating each report, and while the posts were all proven to be unsubstantiated, they were extremely harmful and arrests were made.

In October, three ninth grade students were arrested for three separate incidents and as investigations continue, there will likely be more arrests. Three other students were arrested for similar incidents in other Fresno County school districts.

While social media is beneficial in many ways, it can be a dangerous tool when used improperly by students who do not understand the consequences of their postings.

Fresno Unified and the Fresno Police Department want students and parents to know that making false social media threats is a serious matter, and is considered a criminal offense,” said Superintendent Michael Hanson. "Making such threats can result in suspensions, expulsions and arrests.”

It’s important to remind young people that if they see a potentially threatening online post, they should not join in on the conversation or repost, but instead, report it immediately to an adult.

The district is encouraging parents and members of the community to take time to speak to students and ensure they understand how to be safe while posting to social media, and that they understand the consequences as well.

Hanson was in continual contact with Fresno Police Chief Jerry Dyer over the issue and the district and police department worked together to get to the root of the posts and hold those who created the posts responsible.

The collaboration on this issue was just one example of the beneficial partnership the district has with the Fresno Police Department.

See SOCIAL MEDIA
Continued on page 11

District Starting Students Early on Road to Workplace Success

Students in third through sixth grades are participating in grade-specific activities this school year that will help them be successful after high school -- whether in the work place or at college -- and learn about a variety of careers early on.

The College and Career Readiness Department has scheduled trips and activities for specific grade levels to support the district’s mission of preparing career-ready graduates and the Fresno Unified Board of Education-adopted Goal 3: “All students will demonstrate the character and competencies for workplace success.”

The College and Career Readiness staff is working with local business partners and community colleges and cultivating new partnerships to make each Goal 3 opportunity an exciting educational experience for students.

• Third-graders are participating in Bricks 4 Kidz, which specializes in science, technology, engineering and math (STEM) education using Lego models. Students will learn how to work cooperatively in teams, think critically, and explore career themes.

• Fourth-graders are visiting industry partners to learn career skills in a variety of sectors, including Bitwise, Cal Fire, Fresno Area Electricians Union, California Department of Fish and Game at the San Joaquin Fish Hatchery, U.S. Bureau of Reclamation at Friant Dam and California Department of Parks and Recreation at the Friant Courthouse, Fresno Chaffee Zoo, Fresno Unified Nutrition and Maintenance Centers, UC Agriculture Research Center, the city of Fresno Wastewater Management Department, and Young Chefs Academy.

• Fifth- and sixth-graders are continuing to explore the world of STEM with the Kids Invent! program from the Lyles Center for Innovation and Entrepreneurship at Fresno State.

• Sixth-graders are visiting a community college campus in Fresno, Clovis or Reedley to explore educational opportunities after high school.

“These experiences offer our younger students an opportunity to experience the world of work and become a community-conscious member in our district and city,” said Iain Patterson, a teacher on special assignment in the College and Career Readiness office who organizes the elementary experiences.

“Our goal is to help students acquire the workplace skills and competencies necessary for success after high school.”

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STATE OF EDUCATION
Continued from page 6

Scholarship Fund.

Videos featuring past scholarship winners highlighted the importance of scholarship dollars to students. Many recipients have overcome seemingly insurmountable obstacles to not only graduate from high school, but gain acceptance to colleges and universities throughout the country.

Table sponsors were the Fresno Housing Authority, Gonzalez Architects, Johanson Transportation Service, ACSA Fresno Consolidated Charter, Darden Architects, Fresno Economic Opportunities Commission, Houghton Mifflin Harcourt, Kaiser Permanente Fresno and State Center Community College District.

Third-graders Mai Salazar, left, and Julia Barajas at Robinson Elementary School win a windmill-making contest as part of the Bricks 4 Kidz program. The program is part of district-wide activities to expose elementary students to career options and workplace skills.
George Morales, in transitional kindergarten at Aynesworth Elementary School, drew a picture of his mom, dad and cousin with pen and colored pencils. Edison High School student Miguel Manzo used mixed media to create a detailed drawing of two hands shaking.

Both reflected their ideas of “community.”

Their art work was part of a student exhibit from 14 classes, across all ages, featured in ArtHop on Oct. 6. Students were asked to create art work based on the theme “Community is...” Pieces covered a variety of mediums, including collage, colored pencil, photography, oils, chalk and 3D.

The venue for the exhibit was First 5 Fresno County’s Lighthouse for Children in downtown Fresno.

In addition to the “Community Is...” ArtHop exhibit, seven ArtHop events in gallery space exhibiting student work are planned for this school year as part of a year-long arts integration project involving the 14 classes. The project, “Relevant Engagement in Art and Literacy” (REAL), features Aynesworth, Easterby and King elementary schools, Bullard TALENT K-8 School, Kings Canyon Middle School, and Edison and McLane high schools for the inaugural year.

As the school year continues, teachers in the project will collaborate on strategies for teaching visual arts and developing essential questions. Students will explore common themes related to literature, and express their reflections through writing and art. The series of ArtHop exhibits is based on the successful arts integration model of the ArtVenture Academy of McLane High School.

The project reflects Fresno Unified’s commitment to incorporating arts into its curriculum for all ages. The Fresno Unified Board of Education’s adopted Goal 2 is “All students will engage in arts, activities and athletics.”

“Recent studies have shown that employers and colleges look for creative individuals who are able to effectively communicate and demonstrate academic success,” said Catherine Aujero, manager for Visual and Performing Arts in Fresno Unified.

“Projects such as this develop student creativity through thoughtful written and artistic expression as part of their academic success. We are committed to ensuring that students are college and career ready through a well-rounded and relevant education.”

Each year, more schools will be added to this collaborative work around integrating arts into the classroom, and additional community partnerships will be expanded. The REAL project will provide students with an opportunity to explore visual arts through literature with culturally and socially relevant themes, and the experience of curating and displaying artwork in a professional exhibit environment.
For video, go to vimeo.com/fresnounified/outdoorschool

Sixth-graders from Bullard TALENT K-8 School have fun on a rope swing during science camp in the mountains in August (far left), while kindergarten students, from top, Luis Garcia, Ramaj Thompson and Zacharian Taylor from Vinland Elementary School visit Storyland Sept. 9. Both trips are part of the district’s emphasis on providing outside-the-classroom experiences in support of the board of education-adopted Goal 2: “All students will engage in arts, activities and athletics.”

Students build a shelter at sixth-grade science camp in the mountains in August (far left), while kindergarten students, from top, Luis Garcia, Ramaj Thompson and Zacharian Taylor from Vinland Elementary School visit Storyland Sept. 9. Both trips are part of the district’s emphasis on providing outside-the-classroom experiences in support of the board of education-adopted Goal 2: “All students will engage in arts, activities and athletics.”

Students and parents ride a Storyland classic, the train, during a trip Sept. 9 to the story-book themed destination at Roeding Park. All kindergarten students either take a trip to the Fresno State University farm, Chaffee Zoo or Storyland as part of Goal 2 activities.
As the public health officer, if I were asked to pick the one thing I believe threatens the health and well-being of Fresno County more than any other, it would be the raging diabetes epidemic. Almost 10% of the U.S. population today (29 million people) has diabetes (this compared to just over 1% in 1958). Each year more than 200,000 deaths occur among people with diabetes in this country, and the illness costs the U.S. $245 billion annually.

More frightening is that almost half of Fresno County residents (49%) have pre-diabetes. Of these individuals nine out of 10 are unaware that they have pre-diabetes, 15-30% will develop diabetes within five years, and they are at higher risk for heart disease and stroke.

Diabetes is another name for “high blood sugar.” Every day, our bodies break down carbohydrates we eat into sugar (glucose). Some common foods high in carbohydrates are bread, pasta, tortillas, cereal, crackers, chips, potatoes, candy, and sugary drinks. A hormone produced in the pancreas, called insulin, helps the sugar in the blood move into the body’s cells so it can be used for energy.

Diabetes occurs when the pancreas doesn’t make enough insulin or when cells are unable to use insulin efficiently and the sugar stays in the blood. Diabetes can lead to serious complications such as heart disease, stroke, kidney disease, blindness, and amputations.

The most common form is type 2 diabetes (90-95%), previously known as “adult onset” diabetes. Alarming, we can no longer call it that because an increasing number of younger people are developing type 2 diabetes. Risk of type 2 diabetes increases with excess weight, physical inactivity, family history of diabetes, having high blood glucose during pregnancy, and certain ethnicities.

You can help protect yourself and your family from diabetes by discussing risk for the illness with your healthcare provider and being tested for diabetes and pre-diabetes. Check your risk at www.fresnodiabetes.org. Take steps to prevent this insidious disease by maintaining a healthy weight, eating healthfully, and being physically active. Visit http://bit.ly/2eFXL2C.

Learn about the impacts of STOREFRONT ADVERTISING on our children...

Did you know?

- Covering store windows with signs creates an unsafe environment for law enforcement, firefighters, customers and clerks during emergency situations.
- Ads influence our children to try unhealthy products such as tobacco, sugary drinks, and alcohol.
- Fewer signs can create a safe and healthier community.
- The City of Fresno and other cities in Fresno County have adopted policies that limit storefront signs.

Find out more about these policies and how you can be involved.
Visit: www.fcdph.org/storefront

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Directly mailed to more than 155,000 residences and businesses in Fresno Unified
For more information about placing an ad, call (559) 457-3733

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Healthy Stores for a Healthy Community Campaign

Made possible with funding from the Centers for Disease Control and Prevention National Implementation and Dissemination for Chronic Disease Prevention Initiative.
Measure Q Refinance Saves $56 Million

The Fresno Unified Board of Education voted at its meeting Aug. 24 to issue up to $127 million in Measure Q refinancing bonds, a move that takes advantage of historically low bond interest rates. The bonds were sold to investors in the amount of $120.1 million on Sept. 14 and resulted in savings to the taxpayers of $56.7 million in debt payments, a present value of $32.6 million.

“The Board of Education is always pleased to make fiscally sound decisions that will save our taxpayers tens of millions of dollars,” said Board President Luis Chavez. “This action will provide more capacity for capital projects in the future.”

On a 6-0-1 vote, the Board of Education approved a resolution authorizing the issuance and sale of General Obligation Refunding Bonds: Measure Q, Series A and Series B.

Measure Q is a school bond measure approved by 76% of Fresno Unified voters in November 2010. Measure Q has upgraded classrooms, labs, technology, and libraries, improved safety and security measures, increased access for students with disabilities, and built new classrooms and new schools.

High Schools Provide Accurate, Comprehensive Sex Education

Fresno Unified freshman biology classes now include sexual health education lessons and curriculum.

The text is Positive Prevention Plus (PPP), which covers 10 topics ranging from life planning and goal setting to media and peer pressure. The curriculum is taught by biology teachers and Fresno Barrios Unidos (FBU) health educators. FBU is a Fresno nonprofit that has been serving valley youth and families for over 20 years, specializing in reproductive health.

The curriculum meets the requirements of the California Healthy Youth Act, which requires that all students receive accurate and comprehensive sexual health and HIV prevention instruction.

Last spring, the PPP curriculum was delivered to more than 5,100 students in 55 classrooms at 12 district high schools.

“What a great partnership it is with FBU,” said Elisa Messing, director of Instructional Services. “FBU health educators can read a room and ask challenging questions of the students and the safety of its campuses, including having safety resource officers at all high schools and student neighborhood resource officers at middle schools.

This investment has enabled the district to address these issues quickly, initiating investigations and determining their lack of credibility.

See SEX ED Continued on page 12

2016 Important Dates

Nov. 9 and 16: Board of Education meetings
Nov. 11: Veterans Day holiday
Nov. 15: Regional meeting at McLane High School for Local Control Accountability Plan (LCAP)
Nov. 21-25: Thanksgiving break
Nov. 29: Regional meeting at Sunnyside High School for LCAP
Dec. 1: Deadline for choice schools applications

A Safe Place for Youth

All Fresno Unified schools, city buses plus select local businesses are Safe Place sites, Safe Place sites provide youth an access point for immediate help.

1-800-820-4968 (4YOU)
www.fresnoeoc.org/sanctuary

SOCIAL MEDIA
Continued from page 7

Police Department.

While the posts were frightening to students, parents and staff, the Fresno Unified Board of Education has made substantial investments in the safety of its campuses, including having safety resource officers at all high schools and student neighborhood resource officers at middle schools.

This investment has enabled the district to address these issues quickly, initiating investigations and determining their lack of credibility.
When students arrive at Cooper Academy, they’re often met by a police officer. But it’s a good thing. Officer Conrado Martin is assigned as a student neighborhood resource officer (SNRO) to Cooper Academy as part of expanded safety efforts the district launched this school year. The initiative includes assigning SNROs to all middle schools.

Martin has become a beloved addition to Cooper in the three months he has been there. He greets students every morning before school with a fist pump and plays football and other games with students at lunch. He mingles with students between classes and every Tuesday meets with a selected group of boys for the Officer’s Club for lunch. Over five weeks, Martin teaches the boys about integrity, honesty, respect, courtesy, responsibility, accountability and forgiveness. At the end the boys take an oath pledging to follow the seven principles.

“It’s me just being able to connect with them so I can teach them these principles,” Martin said. “What I have figured out from this is this is what they need, to see the police department in a different light.”

Parents may feel anxious about the instruction. “What we do in the classroom is not to replace home conversations, but to enhance home conversations that parents can reinforce with the family’s values and expectations,” Santillan said.

Fresno Unified shares a common goal with parents and guardians -- that students are healthy in all aspects. Parents can excuse students from the sexual health education using an opt-out form available in the school office or from the student’s biology teacher.

Officer Conrado Martin has become a popular figure at Cooper Academy, part of a new program to assign student neighborhood resource officers at all middle schools.

When students arrive at Cooper Academy, they’re often met by a police officer. But it’s a good thing. Officer Conrado Martin is assigned as a student neighborhood resource officer (SNRO) to Cooper Academy as part of expanded safety efforts the district launched this school year. The initiative includes assigning SNROs to all middle schools.

The district’s 15 SNROs are based at schools but also spend time in the neighborhoods surrounding the campuses they are assigned to. School resource officers continue to be assigned to the district’s high schools.

Martin has become a beloved addition to Cooper in the three months he has been there. He greets students every morning before school with a fist pump and plays football and other games with students at lunch. He mingles with students between classes and every Tuesday meets with a selected group of boys for the Officer’s Club for lunch. Over five weeks, Martin teaches the boys about integrity, honesty, respect, courtesy, responsibility, accountability and forgiveness. At the end the boys take an oath pledging to follow the seven principles.

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Fresno Unified shares a common goal with parents and guardians -- that students are healthy in all aspects. Parents can excuse students from the sexual health education using an opt-out form available in the school office or from the student’s biology teacher.
Randel Thomas, a custodian at Fresno High School for nine years, comes in behind students and teachers at 2:30 p.m. every day and works his magic on the campus to restore order and cleanliness. Vice Principal Laurinda Blanco says Thomas’ exuberance for his work “brightens not only the darkened, nighttime campus but those who have the privilege to work with him.” Thomas was a 2016 Excellence in Education finalist.

What is the best part about your job?
Helping our teachers.

What are your goals as you go to work every night?
To do the best that I can.

What’s something people do not know about night custodians?
We don’t work all day and night. We have shifts.

Any truth to the rumor that Royce Hall is haunted?
No! That was me singing.

What is one thing most people do not know about you?
I like spiders.

If you could choose any profession, what would you choose?
To be an avian veterinarian -- a bird doctor.

What is your dream vacation?
To see the swallows at San Juan Capistrano.

Stephen Tatum, a 2016 Excellence in Education finalist, has worked for the district for 32 years, 28 of his career at Vinland Elementary School teaching fourth through sixth grade. He teaches fifth grade this year. Vinland vice principal Lisa Benavidez said Tatum has high expectations for students, who grow not only academically in his class but in their improved behavior. “He is a team player and is a father figure to many of our students. Mr. Tatum is influential among our young men on our campus,” she said.

What made you decide to be a teacher?
I couldn’t decide if I wanted to be a counselor, psychologist, custodian, news reporter, police officer, politician, librarian, banker, travel agent, doctor, party planner, decorator, detective, clown, comedian, or preacher, so I became them all by becoming a teacher!

What do you enjoy the most about teaching?
I enjoy teaching because I’m working with people. I love the relationships and friendships I develop with students, parents, and other staff members.

What is the most challenging part of your job?
The most challenging part of teaching is reaching every student and making a positive difference in their lives.

What strategies do you teach to help students in school now, and for the years to come?
I want to teach my students the importance of becoming life-long learners, and it all begins with the love of reading.

What book are you recommending to others right now?
I’m recommending “Learning by Doing” by Richard DuFour, handbook to assist teachers with their implementation of the accountable communities concept. I find it extremely helpful in moving our work forward.

What’s your favorite book for fifth-graders?
My favorite book for fifth-graders is “Tuck Everlasting” by Natalie Babbitt. I guarantee that you and your students will enjoy reading it!

Name one thing most people do not know about you.
Most people don’t know that I’m the product of the Fresno Unified School District. I attended Easterby Elementary, Kings Canyon Middle School, and I graduated from Roosevelt High School. I hope to pay back the Fresno community by serving and inspiring my students the same way I was served and inspired by the many dedicated teachers I had as a student in Fresno Unified.

If you were not a teacher, what career would you choose?
I have a Bachelor of Science degree in business administration. If I wasn’t a teacher, I probably would have chosen a career in accounting or management.

What is your dream vacation?
My dream vacation would be a cruise to see the Alaskan wilderness.
Hoover High Sophomore’s Drive to Succeed Pays off with New Car

Isaac Blanco, a sophomore at Hoover High School, is the lucky high school student rewarded for his straight A’s with a brand new 2016 Toyota Corolla as part of the Big Fresno Fair’s 4.0 and Above program.

Isaac was announced as the winner at the fair Oct. 5. He is not 16 yet so will have to wait a bit to actually get behind the wheel. He was shocked and ecstatic when his name was announced.

Isaac wants to be an engineer, with plans to apply to Fresno State University or the University of Southern California when he graduates.

Greg Boden, Isaac’s academic counselor, said Isaac is a highly motivated student who has worked hard to achieve good grades. He also credits Isaac’s mom, Juanita Rios, for staying involved.

Rios is proud of both Isaac and his twin brother, Harvey, who also has a 4.0 GPA. She believes her family’s faith in God and her daily encouragement to “aim high” has contributed to their academic achievement.

In addition to earning good grades, Isaac wrestles and plays football.

“Students are part of a team and must work together to be successful. This is doing something bigger than yourself,” Pulliam said.

At first, Isaac did not enjoy football, but now he loves playing his defensive lineman position.

Achieving a 4.0 GPA and being a student-athlete can be challenging. Isaac has three tips for academic success:

• Do your very best. Don’t slack off. Just do your work.
• When you are struggling or falling behind, go to your teachers to ask for help. Teachers are there to help you. Just follow what they say.
• Set goals. Set your mindset. Believe that you can do it.

Formed in the 1950s, Employee Bowling League Rolls on

Fresno Unified employees have been rolling strikes and spares together on late Thursday afternoons since the 1950s, part of a bowling league that has fostered friendships across grade levels and job titles.

The group is believed to be one of the oldest continuous leagues west of the Mississippi, members said. The league is called the Fresno Teachers League but welcomes any district employee, and even includes some family members and education employees from neighboring school districts.

Retirements, poor health, and changes in schedules have reduced the league from a high of 40 teams to about 18, prompting league leaders to put out a call for new members.

“Forget whatever you’ve heard about bowlers. It’s really relaxing,” said Del Mar Elementary School fourth grade teacher Mary Wingett, who joined the league at the start of the new school year with no bowling experience.

Most bowlers in the league, however, have spent a considerable amount of time in the bowling alley. Retired math teacher Duke Marshall has been bowling with the group for 41 years.

He recalls the days when the league took over all lanes.

“It was a way to connect with a lot of different teachers in the district in a different setting,” Marshall said.

He and others said it has been a great stress reliever from the pressures of work toward the end of the week.

“I so look forward to Thursdays,” said Andrea Hazas, co-president of the Fresno Teachers League.

The league began at Mid-State Bowl, then moved to Cedar Lanes and then to Sierra Lanes, its present home. The league meets every Thursday except during holidays and the summer.

Pat Caffrey, who retired from Fresno High in 2001, said it was a great way to relax when she was working.

“It’s fun. It’s competitive, but not overly so,” Caffrey said.

BOWLERS said the league has cemented friendships and allowed employees to get to know each other’s families, but education remains the common bond.

For more information on the Fresno Teachers League, call Sierra Lanes at (559) 431-3711 and employees there will pass on information.
Speaking of our neighborhoods, I find it important to address recent safety concerns that have impacted not only our neighbors, but our city -- social media threats. We all realize that social media can be a vehicle for anyone to express themselves, but I urge people to use it responsibly and thoughtfully.

This week, our community has experienced an increase in social media threats, unnerve school communities and parents alike. While all have proven to be unsubstantiated and nothing more than senseless acts of bad judgment, Fresno Unified takes them extremely seriously.

The district and the Fresno Police Department want students and parents to know that making false social media threats is a serious matter, and considered a criminal offense. It’s important that we have conversations with our youth that if they see a potentially threatening situation, they should report it to the appropriate authorities.

It’s vital we have conversations with our youth around cyber safety, appropriate use of social media platforms and the consequences associated with misusing them. Making false social media threats is a senseless act of bad judgment, Fresno Unified has seen an increase in social media threats, unnerving school communities and students and parents to know.

El distrito está trabajando arduamente para hacer que nuestros jóvenes crucen esa etapa de graduación para que puedan encontrar el éxito más allá de la preparatoria, y es lógico pensar que algunos pueden perder esa oportunidad debido a que tomaron la decisión equivocada en Facebook, Twitter o Instagram. Unanose a nosotros en la conversación.

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**Chronic Obstructive Pulmonary Disease (COPD)**

**What is COPD?**

Chronic Obstructive Pulmonary Disease, or COPD, refers to a group of diseases that cause airflow blockage and breathing-related problems. It includes emphysema, chronic bronchitis, and in some cases asthma.

**What Causes COPD?**

In the United States, tobacco smoke is a key factor in the development and progression of COPD, although exposure to air pollutants in the home and workplace, genetic factors, and respiratory infections also play a role. In the developing world, indoor air quality is thought to play a larger role in the development and progression of COPD than it does in the United States.

Content Source: CDC - www.cdc.gov/copd/index.html

**Who Has COPD?**

Chronic lower respiratory disease, primarily COPD, was the third leading cause of death in the United States in 2014. Almost 15.7 million Americans (6.4%) reported that they have been diagnosed with COPD. More than 50% of adults with low pulmonary function were not aware that they had COPD, so the actual number may be higher. The following groups were more likely to report COPD in 2013:

- People aged 65–74 years and ≥ 75 years
- American Indian/Alaska Natives & multiracial non-Hispanics
- Women
- Individuals who were unemployed, retired, or unable to work
- Individuals with less than a high school education
- Individuals who were divorced, widowed, or separated
- Current or former smokers
- People with a history of asthma

**How Can COPD Be Prevented?**

Avoid inhaling tobacco smoke, home and workplace air pollutants, and respiratory infections to prevent developing COPD. Early detection of COPD might change its course and progress. A simple test, called spirometry, can be used to measure pulmonary—or lung—function and detect COPD in anyone with breathing problems.

**How is COPD Treated?**

Treatment of COPD requires a careful and thorough evaluation by a physician. COPD treatment can alleviate symptoms, decrease the frequency and severity of exacerbations, and increase exercise tolerance. For those who smoke, the most important aspect of treatment is smoking cessation. Avoiding tobacco smoke and removing other air pollutants from the patient’s home or workplace are also important.

Symptoms such as coughing or wheezing can be treated with medication. Pulmonary rehabilitation is an individualized treatment program that teaches COPD management strategies to increase quality of life. Plans may include breathing strategies, energy-conserving techniques, exercise training, and nutritional counseling. The flu can cause serious problems in people with COPD. Vaccination during flu season is recommended and respiratory infections should be treated with antibiotics, if appropriate. Patients who have low blood oxygen levels are often given supplemental oxygen.

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