

PINEDALE
ELEMENTARY SCHOOL



BE THE DIFFERENCE

2017-2018

PARENT/STUDENT

HANDBOOK

“WHEREVER YOU GO, WHATEVER YOU DO, DON’T FORGET, PINEDALE IS YOU!”

WELCOME TO PINEDALE ELEMENTARY

We look forward to providing a great learning experience for your child during this school year. We want to develop a strong partnership with you and provide the best education possible for your children. We believe in high standards and high expectations for all students. It is important to us that all students are successful, learn, and are motivated to reach their full potential. We are dedicated to maintaining a safe and orderly campus aimed at fostering student confidence, responsibility, and citizenship. We welcome any comments or suggestions and are eager to improve our school for the benefit of our students.

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 or a phone call from the parent or guardian explaining the reason. All absences must be cleared within 24 hours after the occurrence. Uncleared absences are considered truancy. Excessive absences and/or tardies can result in a Student Attendance Review Board meeting (SARB). **Three or more unexcused absences and/or tardies within a quarter is considered excessive.** This does include excessive absences excused by parent or guardian. Please try and get a doctor's note when your child is out of school ill.

TARDINESS

When your child is late, he/she must 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. We ask that parents make every effort to have their children to school on time.

ARRIVAL/DISMISSAL

Students not riding a bus or walking to school should be **dropped off no earlier than 7:45 AM and picked up at 3:00 PM** unless involved in a supervised before or after school activity. Every Wednesday is early release day. **School is dismissed at 1:30 PM every Wednesday for Grades 1st-6th and 12:30 PM for Kindergarten/TK students.** All other weekdays, school is in session from 8:10-3:00 PM.

BELL SCHEDULE

Monday, Tuesday, Thursday, Friday

Grade TK..... 8:10 -1:00 PM
Grade K..... 8:10 - 3:00 PM
Grades 1-6..... 8:10 - 3:00 PM

Wednesdays – Early Release

Grade TK..... 8:10 -12:30 PM
Grade K..... 8:10 -12:30 PM
Grades 1-6..... 8:10 -1:30 PM

PICKING UP STUDENTS EARLY

For the safety of your child, parents need to pick up students in the main office, and sign them out. Upon returning, parents must also sign their children back in to school. Students are not allowed to walk out to the parking lot or to their parent without first being signed out in the office.

PARENT VISITS/VOLUNTEERS

Parents are welcomed and encouraged to visit the school. Visits **MUST** be scheduled with the teacher in advance. In the interest of safety, **ALL VISITORS MUST SIGN IN AT THE OFFICE UPON ARRIVAL AT WHICH TIME A TEMPORARY I.D. BADGE WILL BE ISSUED AND WORN DURING THEIR STAY.** No drop-in classroom visits are allowed during school hours, unless scheduled with your child's teacher. Parents wishing to speak to teachers can arrange a conference by calling the office. (For further volunteer and school visit clarification refer to Board Policy 9202 and 9212). All classroom volunteers and chaperones must complete a CUSD VOLUNTEER FORM prior to volunteering in your child's classroom. This form is available in the main office.

DISCIPLINE

Maintaining student conduct is necessary to achieving our goals of providing a safe school and improving student achievement. Each class, under the direction of the teacher, will develop a set of classroom rules. These classroom rules and consequences are posted in the classroom. Pinedale also maintains a school wide accountability/incentive program. All students who earn the quarterly incentive for behavior and completing their work will be eligible to attend a special activity. Periodically throughout the year there will also be special activities and events designed to reward students who work hard and have good behavior. Any offense that leads to suspension or an office referral for a proven offense will be an automatic elimination from these special events and/or activities.

“NO LOVE” AT PINEDALE

Boyfriend/girlfriend relationships that involve holding hands, kissing, or other visible signs of overt affection should not occur at school. There is plenty of time for these types of relationships when students grow older. The emphasis at Pinedale will be on learning and developing appropriate social relationships with all students.

DO NOT BRING TO SCHOOL

Children are not allowed to bring live animals, gum, and playthings to school except by special permission from the teacher. Teachers may confiscate such items from children and hold them for the parent to pick up.

DRESS CODE

Clovis Unified maintains a student dress code to provide a safe school environment targeted at learning. The following is a partial list of clothing and styles that are not allowed at school:

Excessively baggy/oversized clothing	Clothing that reflects gang affiliation
Halter-tops	Bare midriffs (bellies should not be visible)
Hair styles with designs/colors	Mohawks, tails, partial shavings
Spaghetti straps	Backless shoes
Camouflage clothing	Shorts must be a minimum of 6 inches above the knee and no higher.

FIELD TRIPS

All field trips will be curriculum-based to enhance student learning. An approved permission slip must be signed by a parent before a student can go on a field trip. Telephone permission is not encouraged. Teachers at each grade level work together to select and plan field trips for their students.

WRITTEN PERMISSION

It is necessary for students to bring requests written and signed by the parent for permission to leave early, go home with another pupil, or deviate from the regular mode of transportation. This note needs to be submitted to the teacher or the office before departing from school.

GRADES

Students in grades 2-6 are graded utilizing the A, B, C, D, F criteria. Effort grades only are given in science, social science, and the first semester in grade 2. Teachers 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)
- F = below 59% (failing work)

In grades K-1 effort grades and skill level will be indicated. No letter achievement grades will be given. State Education Code states clearly that the only person that may assign a grade for a student is that student’s teacher. Grades may not be altered or changed by anyone other than the student’s teacher.

AWARDS AND HONORS

Awards ceremonies will occur at the end of each semester to recognize students for their effort and achievement.

The following awards are given at these semester assemblies:

Language Arts Award	Math Award
Eagle of the Month	Honor Roll, High Honor Roll and Principal's Honor Roll

Sports Awards

Students who compete in a sport will have the chance to earn awards from their coaches after completing the season.

Coaches will choose only a few athletes from each sport.

Block "P" (Grades 4-6)

This very prestigious award is available only to grades 4-6 and can be achieved by a combination of academics, athletics, responsibility, character, and co-curricular participation. Teachers will hand out the criteria at the start of each school year.

Perfect Attendance

Perfect attendance award can be achieved by a student who does not have any excused or unexcused absences for the entire school year. **Students are allowed up to 5 tardies (must be less than 30 minutes after start of school), but will become ineligible for the award on the 6th tardy (If a student is tardy more than 30 minutes after the start of school that will count as 2 tardies).** Students who miss school but are on an independent study contract that has been fully completed by the student and approved by the principal will be eligible to have those absences count as days attended when being considered for the award.

PARTICIPATION IN CO-CURRICULAR OFFERINGS

Pinedale offers a full range of co-curricular offerings in sports and the arts. Our co-curricular program is aimed at developing well-rounded students. "Winning" is secondary to this goal. It is important that parents and students understand that participation is allowed only for those students who meet the following criteria:

- "C" average on the last report card or progress report with no "F's"
- No more than 3 unexcused absences or tardies over 30 minutes in a quarter
- Proper classroom/playground behavior and citizenship with no suspensions from school during the quarter.

LOST AND FOUND

Children often lose their coats, jackets, and lunch boxes. It helps if personal belongings are clearly marked on the inside label with your child's name so that your child can identify his/her articles easily. Children may claim lost items by checking with their teacher and then checking the lost and found box in the cafeteria. Periodically unclaimed items are given to a charitable organization.

MEDICATION AT SCHOOL

The School Board has adopted a policy to provide as much safety as possible when underlying health problems make it absolutely necessary for students to receive medication at school. If students **must** receive medication at school and in order for employees to give the medication, a parent must:

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

MOVING

A student's school assignment is based upon the residence of the parent or legal guardian. If you move, you must notify the school within five days. If you are found to be out of the Pinedale attendance area and have not notified the office, your child can be immediately withdrawn and your request for an intra or inter district transfer for your child to remain at Pinedale may be denied.

NEWSLETTERS

The Eagle's Nest News is sent home every week. We will communicate school news and important dates with parents through the use of this newsletter. Please ask your student for this important newsletter each week.

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 Eagle's Nest and are usually held on the first Tuesday of each month at 5:00 p.m. in the library. We encourage you to become involved. Should you need more information please contact the school.

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.

PARENT TEACHER CONFERENCES

Teachers are available for conferences either in person or by phone. Conferences may be scheduled by calling the teacher. If canceling a conference appointment, please call at least 24 hours in advance. Parents will be invited to attend a parent conference the last week of October to discuss student progress.

TEACHER QUALIFICATION

Your child is attending a school receiving Title I federal funds through the No Child Left Behind Act (in English, referred to as NCLB). This Federal law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

1. The type of state credential or credentials that the teacher holds. Some teachers will have a credential in a particular subject area, such as English or mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects, such as in elementary schools.
2. The education level and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have graduate degrees beyond the bachelor's, such as a masters or doctoral degree.

At Pinedale Elementary all teachers have met the requirements of NCLB and its professional qualifications by holding the appropriate credentials. In addition to the qualifications of the teacher, if a paraprofessional (teacher's aide) provides your child services, you may also request information about his or her qualifications. At Pinedale Elementary all of our paraprofessionals have two years of college, and/or have passed a test that verifies their qualifications.

If you would like any information regarding teacher or paraprofessional qualification, please contact the main office at 327-7700.

PARTIES

Pinedale students will have four classroom sponsored parties during the year; the Harvest party, the Winter Holiday party, the Valentine's Day party, and the End of the Year party. We do not encourage birthday parties at school. However a treat at the end of the day may be arranged with a student's teacher. Please do not send gifts to school as it is a disruption to the educational process.

SAFETY CONCERNS

Please notify the office staff or an administrator if you have any safety concerns that may impact the well-being of our students. Please remind your children to follow all safety rules. If your child is a walker, discuss the walking route they will take including using the cross walks as the only area to cross the street. Advise your child to walk with a friend and go straight home after school. Speak with them about using crosswalks and following traffic signals. If your child is a bike rider, review all bike safety rules including the ones mentioned for walkers. Students riding bikes, skateboards, and scooters to school must wear a helmet as is required by law.

SCHOOL BUS

Rules for riding the bus are discussed with the students by the bus drivers. Please talk with your child about the rules, since misbehavior may result in a suspension of bus riding privileges. Rules include: staying seated while the bus is

moving, talking quietly, respecting each other, following all bus driver directions, exiting the bus and going straight home. We encourage parents to provide **supervision for the children at the bus stops**.

SCHOOL MEALS

Breakfast and lunch are available at Pinedale. To eliminate the possibility of lost money, **students are to pay for their meals in the cafeteria during the first recess break or parents may do so before school**. Applications for free/reduced meals are available in the school office. There will be **no charging** for breakfasts or lunches.

SCHOOL PARTIES/BIRTHDAYS

Birthdays at school may be acknowledged with a treat at the end of the day. Please check with the teachers involved prior to the special event. **Party invitations are not allowed to be passed out during the school day**.

SENDING GIFTS TO STUDENTS AT SCHOOL

Please DO NOT have balloons and/or flowers delivered to individual students while at school. Although we appreciate the parent's intent to acknowledge a special day in their child's life or to wish their child well in some endeavor, we must also recognize that this practice has an adverse impact in the school setting. If these items are delivered to school, they will be brought to the office and can be picked up at the end of the school day.

SUPPLIES

Most basic student supplies are provided at school. Students are responsible for the care of the textbooks and other non-consumable items issued to them. Students are responsible to replace all lost and damaged books.

TELEPHONE

THE OFFICE WILL NOT TRANSFER CALLS IN TO CLASSROOMS DURING THE SCHOOL DAY. The morning is academic time and phone interruptions interfere with learning. We will take a message for the student or teacher and make sure that they receive the message. Your cooperation with this procedure is appreciated.

STAY CONNECTED!

SOCIAL MEDIA

Why not like Pinedale Elementary on Facebook and Instagram? Our social media pages are updated a few times a week and will highlight all the positive events and activities going on at Pinedale. We will also post important information when needed. The easiest way to find us on Facebook is to search for Pinedale Elementary and on Instagram at **pinedale_eagle-cusd**.

THE PINEDALE WEBSITE

The Pinedale website is full of useful information and pictures of Pinedale events. Email addresses for all staff can be found here also. Take some time and check out this useful website <http://pinedale.cusd.com/>

PINEDALE NEWSLETTER

A Weekly newsletter, the Eagles Nest, is sent home each week on Friday. It will have a calendar and other very important information about the events, activities going around the campus.



Student _____ Teacher _____ Grade Level _____

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes administrators, teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support students success in school and in life.

<p><u>School Pledge</u> It is the responsibility of Pinedale Elementary to:</p> <ul style="list-style-type: none"> • Provide high-quality curriculum and instruction. • Involve parents in the planning and review of the Title I program and other programs at this school. • Provide parents with an explanation of the curriculum, academic assessments and proficiency levels students are expected to meet. • Provide parents with opportunities for regular meetings to participate in decisions relating to the education of their children. • Provide ongoing communication between parents/guardians and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational programs at this school.
<p><u>Teacher Pledge</u> I understand that it is my responsibility to:</p> <ul style="list-style-type: none"> • Teach class through interesting and challenging lessons that promote student achievement. <ul style="list-style-type: none"> • Endeavor to motivate my students to learn. • Participate in professional development opportunities that improve my teaching and learning. <ul style="list-style-type: none"> • Have high expectations and help every child to develop a love for learning. <ul style="list-style-type: none"> • Provide a warm, safe, and caring learning environment. • Communicate regularly with families about student progress.
<p><u>Student Pledge</u> I understand that it is my responsibility to:</p> <ul style="list-style-type: none"> • Come to school daily ready to learn and work hard. • Come to class on time, organized, and prepared with the materials needed for learning. <ul style="list-style-type: none"> • Respect the school, classmates, staff and families. <ul style="list-style-type: none"> • Be responsible for my own behavior.
<p><u>Family/Parent Pledge</u> I understand it is my responsibility to support my child's learning by:</p> <ul style="list-style-type: none"> • Providing a quiet time and place for homework and checking my child's homework. <ul style="list-style-type: none"> • Communicating with my child's teacher. • Assuring that my child attends school regularly and on time. <ul style="list-style-type: none"> • Encouraging nightly reading. • Participating in school activities such as volunteering and/or attending parent-teacher conferences.

Shared Commitments for Student Success

Principal Signature _____ Date _____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Upper Grade Co-Curricular Participation Policy

(Includes: athletics, cheer, choir, band, Oral Interpretation, etc.)

Students must maintain a 2.0 GPA on their progress report and quarterly report card to remain eligible for co-curricular participation. If your child falls below a 2.0, you can request weekly progress reports from his/her teacher. Co-curricular participation will be restored once grades improve.

Missing Work - Students who miss 3 or more homework assignments between Wednesday of the prior week and Wednesday of the game week, will not be allowed to participate in the game/competition that Friday. Classroom teacher must notify administration and the student's coach of the student's ineligibility to participate in the game by Wednesday of the game week.

Attendance at Practices - Students must attend all practices during the week! If a student has one or more unexcused absences from practice during the week, they are not eligible to play in that Friday's game. Excused absences will not result in a student being ineligible. Excusal must come in the form of a written parent note. Three or more unexcused absences during the season will result in a student being dropped from the team.

Dropping Out of a Sport after 1 Week Grace Period: A student who drops out of a sport or team after the one week grace period will be ineligible to participate in a sport/team during the following season. If a student would like to appeal their eligibility to participate in the next sports season, he/she has the option to attend a panel hearing with his/her parent/guardian to prove their commitment to the next season's team.

Administration will determine if a student misses a co-curricular activity due to behavior.

I have read and understand Pinedale Elementary School's

Co-Curricular Participation Policy for the 2017 -2018 school year.

Student's Name: _____

Student's Signature: _____

Parent's Name: _____

Parent's Signature: _____

Parent/Guardian Phone Number: _____



CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2017-2018 SCHOOL YEAR

"Children Are Our Most Precious Resource"

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are 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)
- 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 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 of the 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 Councils or Committees, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you, or go to <http://www.cusd.com/supplemental> services. 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/supplemental> services.

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. 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 provide 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 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) 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 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 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 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 Supplemental Services @ 327.9086, additional information may be found @ <http://www.cusd.com/specialprojects>.

