

Red Bank Elementary School



Parent-Student Handbook 2024-2025

1454 Locan Ave
Clovis CA 93619
Phone: (559)327-7800 Fax: (559)327-7890

PRINCIPAL'S MESSAGE

Welcome to another exciting year at Red Bank Elementary. Your efforts last year helped us reach incredible heights in academics, athletics, and in the many co-curricular activities on the Red Bank campus. We are all united in our efforts to help each one of our students reach their maximum potential! The entire staff at Red Bank works diligently to provide an outstanding education to our students. In addition, our amazing community is supportive of the staff and helps us meet the needs of all students. Together we ensure every student is strong in mind, body, and spirit!

ABSENCES/TARDIES

Regular school attendance is important to your child's progress. All absences must be cleared within 5 days of the absence. Parents should call the attendance hotline at 327-7852. Absences not cleared are considered truanies. If absences become a chronic issue, the matter will be referred to the site Student Attendance Review Board (SARB). If your child is absent from school and you wish to obtain his/her homework, please email your child's teacher before 10:00 a.m. This will give the teacher time to gather materials and send the homework to the office for pick-up after 2:35 p.m.

If your child arrives to school after 7:55 a.m., he/she must first report to the office to obtain a tardy slip to be given to the teacher. This is necessary to prevent your child from being marked absent when they are present. Being tardy not only prevents your child from receiving critical instruction, but it also interrupts the learning process of other children. Only a Doctor's Note will excuse a tardy. For this reason, repeated tardiness (truancy) will necessitate a letter being sent home to the parents. If this becomes a chronic issue, the matter will be referred to the Clovis Student Attendance Review Board (SARB). Students that are tardy more than three times during the school year will be assigned time in the lunch lab or during correction lab after school to make-up time/work missed during their absence.

INDEPENDENT STUDY

Students who will be absent from school for three or more days need to be placed on an Independent Study Contract. This contract must be signed by parents prior to the student leaving school. All assignments must be completed and returned on the day the student returns. Please give your child's teacher at least two weeks advance notice to prepare the work and contract. A packet that is not returned the first day back to school will be deemed incomplete and the student will receive an unexcused absence on their attendance record. Independent studies will not be given the first week or the last two weeks of the school year.

ARRIVAL/DISSMISSAL

Students may be on campus starting at 7:35 a.m. There is no supervision until 7:35 a.m. Students must go home directly at the end of the school day unless they are involved in an after-school activity. Younger siblings are not permitted to stay after school with older siblings involved in after school activities. All students must be picked up within 10 minutes of dismissal time, there is no supervision for students after school unless they are involved in an after-school activity. Failure to adhere to the arrival/dismissal times may result in consequences.

STUDENTS STAYING AFTER SCHOOL

Only those students in the Expanded Learning Opportunities Program (ELOP) or students who are involved in after school activities supervised by members of our staff may remain after school. Students must have permission slips on file to participate. **Siblings are not allowed to wait for their older siblings involved in extra-curricular activities.** A teacher may request that a student remain after school, but only with parent permission. On game days, all students who regularly go home after school will do so unless they remain under adult supervision by a parent or guardian.

RELEASE OF CHILDREN DURING SCHOOL HOURS

When picking up students from school during school hours, all parents must sign their children out in the office. Children will not be released to anyone not listed as an emergency contact and/or release contact in their profile. Parents with court ordered custody papers must provide a copy of current court orders to the office to avoid confusion or conflict. No child may leave the school grounds unless the school office has granted approval. Please do not ask to have your child leave for lunch earlier than the designated lunch hour to avoid class disruption. We ask parents to have their child back to school at the end of their normal lunch period. Parents may only take their own children to lunch.

VISITORS/VOLUNTEERS

Red Bank Elementary believes in partnering up with our community. Parents and guardians are encouraged to visit the school, talk with the teachers before or after class hours, and communicate openly with the administrative team. In order to maintain a safe and orderly school environment, **all visitors must check in at the main office, provide their driver license or a valid California ID card and pick up a visitor's badge.** All visitors without a badge will be redirected to the office. This procedure will assist the staff in offering a safe and secure environment for our students. **All volunteers must complete a volunteer application, submit proof of a negative Tuberculosis skin test or TB Risk Assessment within the last four years and submit a copy of their driver's license each year to the office to volunteer in CUSD. Volunteer applications must be submitted a minimum of two weeks in advance of volunteering in a classroom or for chaperoning a trip. Teachers will choose chaperones and only those chaperones chosen may attend the field trip.** Volunteer visits must be scheduled in advance with the teacher. Volunteers should plan to arrive 5 minutes prior to their volunteer time to check in at the office and obtain a volunteer badge. Volunteers chaperoning field trips should plan to arrive at least 20 minutes in advance. Only parents or legal guardians may chaperone a field trip. **Volunteers will be required to present a valid Driver License or a valid, state issued ID Card to check in.** Teachers are not able to talk with parents during class time.

CHAPERONE POLICY

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

Parents are not allowed to drive their own vehicle and meet at off campus locations (field trips). Only **pre-approved and selected chaperones (parents or legal guardians only)** will be allowed to attend all field trips. All preapproved and selected chaperones are required to ride the school bus with the participating class.

Chaperones must have submitted all required volunteer documentation, a volunteer application, proof of a negative Tuberculosis skin test or TB Risk Assessment within the last four years and submit a copy of their driver's license each year to the front office **at least two weeks prior to the scheduled event.** Students must ride the school bus or travel with the school to off campus events, including sports. Parents may **NOT** drop off at off campus locations, field trips or sporting events. Students attending field trips must return to school via the school bus. Students **CANNOT** be signed out on location of a field trip.

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

SAFETY/EMERGENCY CONCERNS

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

A plan of action has been established at Red Bank that outlines specific action if student safety is threatened. If a crisis exists, this document informs and mandates procedures that immediately provide consistent responses from school employees. Throughout the year, drills are conducted to ensure appropriate safe procedures for students and school employees. Emergency procedures are reviewed with staff each year in accordance with California law and the CUSD emergency procedure plans.

CHILD PROTECTIVE SERVICES

It is important for parents to know that all school personnel are “Mandated Reporters” of child abuse. This means that should a staff member have even the slightest suspicion that a child has been abused, they must report it to the Child Protective Services (CPS). Failure to report a suspected case of child abuse leaves a staff member liable and could potentially result in the loss of their job.

TRAFFIC/PARKING REGULATIONS BEFORE/AFTER SCHOOL PICK-UP AND DROP-OFF

For the safety of our students, it is important that drivers/vehicles adhere to all traffic regulations. We appreciate our adults serving as role models for our students. Drivers should do the following:

- Slow down and yield for pedestrians.
- Be courteous of others, be patient, be careful when pulling out of a parking spot.
- Do not create double lanes in the parking lot.
- Keep vehicles moving; drivers are not permitted to park and wait for students in the driveway of any parking lot. All vehicles must continue to move through the parking lot.

- Parking lots and parking lot driveways are not loading zones.
- Follow Enter/Exit signs into all parking lots.
- Do not park in zones painted red, staff parking or reserved spaces.
- Stay in the car when parking in a loading zone painted white.
- Only park in handicapped spaces if you have a placard or sticker displayed.

Students are not permitted to jaywalk. For the safety of our students, we ask that parents/guardians direct their child to use the crosswalks on Locan/San Jose or Locan/Barstow. Students may only cross the parking lot or street if accompanied by an adult.

CHARACTER COUNTS!

CHARACTER COUNTS is a widely implemented approach to character education, which has been adopted by the Clovis Unified School District. CHARACTER COUNTS! is a framework based on basic values called the Six Pillars of Character which include: **trustworthiness, respect, responsibility, fairness, caring and citizenship**. Red Bank Elementary uses the pillars to advance curricular and behavioral goals.

STUDENT BEHAVIOR EXPECTATIONS

Maintaining student conduct is necessary to achieving our goals of providing a safe school environment and student success. Red Bank follows a philosophy that we all are responsible for our decisions and behavior. We promote a positive school environment based upon the Pillars of Good Character. We believe in the development of students to be good and productive citizens. Students are held accountable for their actions and decisions. Clovis Unified School District has a Zero Tolerance Policy, which is supported by the school. Students are expected to treat each other with respect, in a kind, courteous, and considerate manner. Verbal abuse and physical abuse are not acceptable.

DISCIPLINE

Maintaining student conduct is necessary to reach our goals of providing a safe school and attaining the highest student achievement level. Each teacher will establish a set of classroom rules and steps that lead to improving behavior. These classroom expectations will be shared at Back-to-School Night. Misbehavior results in specific steps which the teacher, GIS, or Principal takes to help the student find acceptable ways to improve his/her behavior. The steps may include: verbal warning, counseling, parent contact, or parent conference. Certain infractions may result in loss of privileges, recess, detention, or campus beautification. Serious misbehaviors will result in an office referral that may result in a parent conference and/or suspension or expulsion.

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS

Red Bank has embraced a school-wide system to support positive student behaviors known as PBIS. This system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Part of the system requires explicit teaching of student behaviors. The expected behaviors are noted on “BOBCATS RISE UP” matrix.

Red Bank Elementary School PBIS Matrix

Behavioral Expectations	Educational Areas					
	Hallway	Playground	Cafeteria	Bathroom	Classroom	Library/ Computer Lab
R espect	Voice level 1	Hands and feet to self Use kind words	Voice level 2 Use kind words	Voice level 2 Respect others' privacy	Use voice level 2 Follow teacher's rules and directions Use kind words	Voice level 1 in library Voice level 2 in lab Handle and use materials with care Leave the area neat and clean
I ntegrity	Turn in any items you find Stay out of planters	Solve conflict peacefully Pick up all of your equipment	Pick up your trash Be honest about what happens	Notify adults of any problems	Do your own work Be honest about incomplete or late work and parent signatures	Use Computers appropriately
S afety	Walk on the sidewalk Keep hands and feet to yourself	Play in approved areas Use equipment properly	Walk to and from Cafeteria Stay in your seat until dismissed Eat your own food Keep hands and feet to yourself	Use the bathroom for intended purposes Use soap and water for washing hands Keep water in the sink	Walk at all times Keep hands and feet to self Use materials and equipment appropriately	Walk at all times Keep hands and feet to self
E xcellence	Carry equipment and supplies Go directly to your destination	Freeze on the bell Listen to adults Be inclusive Be a good sport	Listen to adults Stay seated until dismissed	Use the restroom at the appropriate time	Engaged and intentional toward learning goals	Follow the rules

ITEMS THAT ARE NOT PERMITTED AT SCHOOL

Students are not allowed to bring live animals, gum, candy, toys, sports equipment, permanent markers (i.e., Sharpies) electronic games, or music players to school. A teacher or administrator may take away such items from students and hold them for the parent to pick up. The school is not responsible for any lost or damaged item a student brings to school. Any student apprehended with any type of gun, knife/blade or other item deemed a weapon on school grounds or at school sponsored functions will be recommended for expulsion.

STUDENT SMART WATCHES AND CELL PHONES

Cell phones and Smart Watches must be turned off and in student’s backpacks until the end of the day. Students may not use their phones or watches during school hours. If a student is caught using their device, the parents may need to come down to the school to pick it up.

BICYCLES/SKATES/SCOOTERS

Students are to obey all traffic laws when riding bicycles to and from school. Helmets must be worn. Students are to remove their skates, walk their bikes, scooters, and skateboards while on school grounds. Riding any type of vehicle on campus is strictly prohibited. Racks are provided for parking bicycles. The school is not responsible for loss or damage to bicycles, skates, or scooters.

FOGGY DAY SCHEDULE

During the winter months dense morning fog may interfere with normal bus schedules. On foggy mornings, the announcement of an initial Schedule A or B delay will be broadcast over most local radio and television stations. Therefore, if your student rides the bus their normal pick-up time will be delayed based on Schedule A or B. Even though buses are delayed, classes will start at the usual time. Note: Schedule A is a two-hour delay, Schedule B is longer. A foggy day schedule does not interfere with our regular school starting time.

BUS CONDUCT

It is a privilege to ride the school bus and appropriate behavior is expected at all times. When a student violates a CUSD bus regulation, the bus driver will report the incident to the Principal. The student and parent will be notified as a warning. If a student receives multiple citations, he/she may be suspended from riding the bus for a specified period of time. Violations Include:

- Leaving the seat while the bus is in motion.
- Putting any part of the body out of the bus windows.
- Using profanity/vulgar language or gestures.
- Eating/drinking on the bus.
- Having dangerous objects on the bus.
- Not following proper bus procedures.
- Being defiant or needing constant correction.
- Fighting
- Damaging or defacing the bus.
- Making unnecessary noise or commotion.
- Glass of any type, balloons, or pets are not allowed on the bus.

DRESS CODE

Please refer to CUSD Board Policy/Administrative Regulation 2105 for the complete Dress & Grooming Regulations.

GRADING

Red Bank students in grades 1-6 are graded on the following scale:

<u>Standards Based</u>	<u>Achievement</u>
4-Thorough Understanding	A = 90-100%
3-Adequate Understanding	B = 80-89%
2-Partial Understanding	C = 70%-79%
1-Minimal Understanding	D = 60%-69%
0-At Risk	F = Below 60%

Both of these criteria scales are easy ways to help parents see and understand their child's academic progress. Quarterly report cards are distributed the week after the end of each quarter. Progress reports will be sent home during mid-quarter.

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.

CO-CURRICULAR PROGRAMS

Involvement is the key word in the Red Bank Elementary co-curricular program. Please encourage your child to become involved. It is a school goal that 100 percent of the 5th-6th grade students participate in at least one co-curricular activity. See our website for a complete list of co-curricular activities. All students involved in co-curricular activities sign and agree to a Code of Conduct outlining the expectations for involvement in co-curricular activities. **Students must have all reenrollment paperwork and a sports packet completed for the school year prior to participating in any co-curricular activities.**

CO-CURRICULAR ELIGIBILITY POLICY

Academic Qualifications

1. The student must maintain a 2.0 GPA (C- Average) to participate in any co-curricular program.
 - a. Students not meeting the 2.0 GPA requirement at each grade reporting period, will be placed on Academic Probation until the next grading reporting period.
 - b. Students placed on Academic Probation must attend the weekly Lunch Lab every Tuesday and Thursday to remain eligible for any co-curricular activities.
 - i. Failure to attend one of the two Lunch Labs will result in the student's inability to practice due to attending after school detention.
 - ii. Failure to attend both Tuesday and Thursday Lunch Labs will result in the student's inability to practice and compete on game day due to attending after school detention on Tuesday and Thursday. Absences from school whether excused or not due not negate the lunch lab requirement to be eligible for sports.
2. Two consecutive grading periods below a 2.0 GPA will result in the student being ineligible and removed from all co-curricular activities until a grading period resulting in a GPA of 2.0 or greater occurs (note: eligibility is determined at the end of a grading period and could fall at any point during the season of a sport or co-curricular activity. Therefore, it is possible that a student may be ineligible for an entire sport/activity).

BLOCK "RB" AWARD

The Red Bank Block RB Award is the highest award a student may earn. Students in grades 4th-6th are eligible for this award. The criterion for earning this award reflects a broad base of participation, achievement and service which exemplifies the Clovis Unified Spartenian model of achievement in Mind, Body and Spirit. In order to earn the BLOCK RB, a student must accrue points in each category as outlined in the Block RB scoring sheet. Students earning this prestigious award will receive a Block RB plaque presented at a special ceremony at the end of each school year.

FIELD TRIPS

All field trips will be curriculum based to increase student achievement. Approved permission slips must be signed by a parent before a student can go on a field trip. Telephone permission is not allowed. Students may be charged reasonable fees for transportation or asked for a donation to cover expenses, but no student shall be denied participation for financial inability. Collection of money must be paid in advance; therefore it is very important parents pay attention to the deadline for the permission slip and money requested for the trip. **Students must be clear of all financial and library obligations to participate in field trip activities at the end of the year.** Chaperones for all field trips must adhere to CUSD guidelines for dress code and meet all CUSD volunteer requirements. Please do not bring small children with you on field trips. All students are required to ride in the bus with his/her classmates. See also medication at school.

SONORA

Red Bank believes that the 6th grade trip to Sonora is an educational experience that will help our students grow. We also believe in the importance of responsibility by each student at Sonora. Students who have multiple behavioral referrals, or have been suspended are subject to losing this privilege.

WILD WATERS PICNIC

The 6th grade Wild Waters picnic is a privilege for students showing responsibility and good character over the course of the year. Students who have multiple behavioral referrals, or have been suspended is subject to losing this privilege.

TELEPHONE USE

Students are allowed to use the telephone in their classrooms, only in the event the teacher directs them to do so. Students are not allowed to text or call their parents from their personal phone during school hours. Students may use the office phone if deemed necessary or an emergency. Phone calls from parents will not be put through to students in the classroom. Parents needing to leave a message can do so by sending an email to the teacher. Cell phones are not permitted to be in use on campus until 2:35.

SCHOOL MEALS

Hot lunches, which include milk, are available to students in grades 1-6 for \$2.25. Breakfast is offered daily starting at 7:45 a.m. for \$1.00. All milk is available for 40 cents. Students are issued an "account" which is used when buying a meal. Checks or cash to add to the student's account may be taken to the cafeteria before school or during break. Applications for free/reduced meals are available in the school office. Students who forget their lunch money are given an alternative meal (cheese sandwich and milk) after the second charge and until their lunch accounts are brought up to date.

DROPPING OFF OF LUNCHES/STUDENT ITEMS

Protecting classroom instruction time at Red Bank is a priority, we encourage parents and guardians to send their child to school with everything they need for their day including lunch or a plan to purchase hot lunch prior to dropping them off at school. Parents, guardians, or family members who must drop off a lunch or other item after bringing their child to school must deliver it to the table in front of the main office. In order to minimize interruptions to valuable class time, the parent or family member dropping off the item will send an email to the child's teacher if the parent indicates the student isn't aware the lunch or other item is being dropped off. All items must be labeled by parents, guardians, or family members prior to dropping them off. Students will NOT be called out of class as this can be a disruption to their class.

AIR QUALITY INDICATORS

The school follows the CUSD Air Quality Standards (Board Policy 2403) in determining students eligible to participate in outdoor activities on "Bad Air Days". The AQI is a forecast provided by the San Joaquin Valley Air Control District. In the summer months the ozone levels are measured and in the winter months the particulate matter is measured. These numbers are placed on a scale and assigned a color rating. The ratings are then used to provide direction for our schools and community members to determine activities that are reduced or eliminated for students on the nurse's health list. Clovis Unified's protocols were developed in close collaboration with physicians and representatives from the Air District in order that we act carefully to protect the health of our students.

When air quality moves into the **RED** level, students with asthma, heart conditions, or other respiratory ailments are not allowed to participate in outdoor activities. This includes afterschool sports and physical education, but does not eliminate recess activity.

INSUFFICIENT FUNDS

All checks returned to Red Bank Elementary due to insufficient funds or due to closed account may be assessed a \$25.00 returned check fee. After the last Friday in April, all payments for field trips, yearbooks, etc. must be paid by CASH ONLY.

DONATIONS

All donations made to Clovis Unified School District/Red Bank Elementary are non refundable. Once donations have been accepted they belong to the school and may only be used for ASB approved activities. Donations include those given for fundraising as well as for field trips. All donations given to Clovis Unified School District/Red Bank Elementary belong to the school and its students as a whole. Donations do not belong to a specific student. ASB Fundraising donations are non-refundable regardless of whether a student attends any incentive trips that may be offered. If the fundraising activity does not raise sufficient funds for the activity to occur, the funds may be used for other alternative ASB Approved Activities at the Principal's discretion.

LOST AND FOUND

Be sure to mark every item of clothing your child may take off while at school with his/her full name. Also, label any other items sent to school such as binders and lunch pails. The Lost and Found box is located by the cafeteria. Items not claimed at the end of each quarter will be given to local charities.

MOVING/WITHDRAWING YOUR CHILD FROM SCHOOL

If you move, you must notify the school within five days. If you are found to be out of zone and have not notified the office, you will be required to immediately complete a transfer request in order for your child to remain at the school. Notify the school at least two days prior to your child's last day of school. Return all library and textbooks, any school uniforms, and pay any fines. Check with the Food Service staff regarding your child's lunch account.

SCHOOL PARTIES

Parties are scheduled and organized by the classroom teacher and parent volunteers. There are generally four per year: Fall, Winter Holiday, Valentine's Day and Spring Holiday. Parents may arrange to drop off a special treat with their child's teacher in advance for a student birthday. We do not allow birthday parties, balloons or large celebrations in the classroom.

NURSING SERVICES

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

EMERGENCY INFORMATION:

Ed Code 49408

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

FIRST GRADE PHYSICAL EXAMINATION REQUIREMENT:

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

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

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

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

IMMUNIZATIONS

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

To be admitted to school, California law requires that all children be fully immunized. There are required immunizations to attend public elementary and secondary schools, childcare centers and developmental centers. Schools, and pre-kindergarten facilities are required to enforce immunization requirements, maintain accurate/complete immunization records of all enrolled children and submit reports. Children shall be excluded from school or exempted from immunization requirements only as allowed by California law.

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

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

Medical Exemptions:

Starting January 1, 2021, the only immunization accepted is a medical exemption written by a California physician for students through CAIR-ME. Any medical exemptions issued in CAIR-ME shall expire when the student enrolls in the next grade span or the medical exemption issued was temporary with an expiration date.

Refer to cair-me.cdph.ca.gov/home on how to obtain a medical exemption or contact your school site health office with questions or needing additional information.

Immunization Exclusion:

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

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

HEALTH ASSESSMENTS

Vision, Hearing and Dental Health Screening

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

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

Oral Health Assessment Requirement

CA Ed Code 49452.8

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

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

TUBERCULOSIS (TB) RISK ASSESSMENT

Board Policy 5141.26; A.R. 5141.26

New or Returning Students

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

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

TYPE 1 DIABETES INFORMATION

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

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

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

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

Type 1 Diabetic Student

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

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

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

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

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

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

FIRST AID, ILLNESSES AND INJURIES

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

Assistive Devices

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

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

When to keep your child home due to illness:

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

When your child may return to school due to illness:

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

PHYSICAL EDUCATION:

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

CONCUSSION PROTOCOL

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

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

COMMUNICABLE/INFECTIOUS DISEASE

Board Policy 5141.22; A.R. 5141.22

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

HEAD LICE:

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

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

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

MEDICATION AT SCHOOL:

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

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

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

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

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

EMERGENCY ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

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

AIR QUALITY PRECAUTIONS:

Please refer to CUSD School Board Policy 3514 for more information about Air Quality Precautions. CUSD Board Policies can be found at the following website: <https://boardpolicies.cusd.com/ClovisUnifiedBoardPolicies.aspx>

CHILD PROTECTIVE SERVICES

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

All school personnel are mandated reporters.

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.

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 weekly calendar. Contact the school should you need more information.

COMMUNICATION

Communication is a top priority for the staff at Red Bank Elementary School. Red Bank uses several types of media to inform parents and the community of upcoming events at the school site. Periodically parents may receive flyers from Red Bank through Peachjar, social media or Instant Connect. The PAWS for THOUGHT is updated weekly and available online and is also emailed to parents weekly. This gives detailed information for the upcoming week. In addition, classroom newsletters are sent home by some of the teachers. Red Bank has a website that can be accessed at: www.redbank.cusd.com. The web site includes e-mail addresses for all teachers and administration at Red Bank Elementary School and the weekly PAWS for THOUGHT. Parents may also sign up to receive text messages through Parent Connect. For more information contact the office or visit our website.



CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2024-2025 SCHOOL YEAR

On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information and Part II, which contains budget information and program data. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement; Title II, Part A - Supporting Effective Instruction; Title III - English Learner (EL), and Immigrant Programs; and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards.

CUSD Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community and values the input of our educational partners. Because of this, we are pleased and proud to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in CUSD include, but are not limited to:

School Site Council (SSC)
English Learner Advisory Committee (ELAC)
Parent Advisory Committee (PAC) and School Advisory Committee (SAC)
District English Learner Advisory Committee (DELAC)
District Indian Education Parent Advisory Committee (IPAC)
School and District level School Assessment Review Team (SART)
Intercultural Diversity Advisory Council (IDAC)
Local Control Accountability Plan (LCAP) Public Forums

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

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

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

Parent Advisory Committee (PAC) & School Advisory Committee (SAC): The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. Pursuant to California Education Code (EC) Section 52852 the SSC has been approved to function as the School Advisory Committee. The PAC is composed of at least one member of each school site's SSC. These individuals attend regular meetings at the district level to provide valuable input as a representative of their school, and act as a liaison between their SSC and the district.

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

District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting as they act as a liaison between the school site and the district to share important information that impacts our students.

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

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

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

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

Rationale

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

Philosophy

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

Categorical Program Descriptions

1. **Expanded Learning Opportunities Program (ELOP):** The Expanded Learning Opportunities Program fund is an ongoing funding source from the state. Funding allocation is determined by the district's enrollment of Unduplicated Pupils (UPP). Unduplicated Pupils are students classified as English Learners, Foster/Homeless Youth, or eligible for Free/Reduced meals. The purpose of ELOP is to complement existing programs by providing students with more access to expanded learning programs which occur before school, after school, or during intersessions (summer/winter/spring breaks). ELOP focuses on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences
2. **Title I, Part A (Improving Academic Achievement):** A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. **Title I, Part A, Title X, Part C, Education for Homeless Children and Youths:** Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs.
4. **Title 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. (CUSD combines our Title IV funding with Title II, Part A)
5. **Title III (Language Instruction for English Learners (EL) and Immigrants):** A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.
6. **Title IV, Part A (Student Support & Academic Enrichment):** A federal-funded program focused providing students with a well-rounded education, improve school conditions for student learning, and enhance technology.
7. **Title VI (Indian Education Formula Grant):** A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational environment possible. This cannot be accomplished without your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal or watch for communication from your site.

At the district level, we encourage you to become involved in one of our many parent committees or to join us for one of our parent nights.

Additional information about district committees and events can be found here: <https://www.cusd.com/SupplementalServices.aspx>



INFORMACIÓN DEL PROGRAMA DE FINANCIAMIENTO CATEGÓRICO DE CUSD PARA EL AÑO ESCOLAR 2024-2025

Anualmente, el Distrito Escolar Unificado de Clovis (CUSD) presenta nuestra Solicitud de Financiamiento a través del Sistema Consolidado de Solicitudes e Informes, comúnmente llamado ConApp. La solicitud se presenta en dos (2) partes: Part I, que contiene información demográfica y del programa, y la Parte II, que contiene información presupuestaria y datos del programa. Los programas categóricos incluidos en la solicitud son Título I, Parte A - Mejora del Rendimiento Académico; Título II, Parte A - Apoyo a la Instrucción Efectiva; Título III - Programas para Aprendices de Inglés (EL) e Inmigrantes; y Título IV, Parte A - Apoyo al estudiante y enriquecimiento académico. Esencialmente, estos fondos están diseñados para ayudar a los estudiantes a dominar los estándares estatales.

Las escuelas de CUSD están comprometidas a establecer una verdadera asociación con todas las facetas de la Comunidad de Aprendizaje de Clovis y valoran los aportes de nuestros socios educativos. Debido a esto, nos complace y enorgullecemos ofrecer una variedad de oportunidades de participación de los padres que mejoran nuestro programa en general. Dependiendo del tipo de financiamiento categórico que pueda recibir un plantel, se requieren consejos y comités de padres del distrito o de la escuela bajo ciertos requisitos y pautas. Dichos comités asesores en CUSD incluyen, pero no se limitan a:

Consejo Escolar (SSC) 8
Comité Asesor de Aprendices de Inglés (ELAC)
Comité Asesor de Padres (PAC) y Comité Asesor Escolar (SAC)
Comité Asesor Distrital de Aprendices de Inglés (DELAC)
Comité Asesor de Padres de Educación Indígena del Distrito (IPAC)
Equipo de Revisión de Evaluación Escolar a Nivel Escolar y Distrital (SART)
Consejo Asesor de Diversidad Intercultural (IDAC)
Plan de Rendición de Cuentas de Control Local (LCAP) Foros Públicos

Alentamos a todos los padres y tutores a involucrarse en la educación de sus hijos a nivel de aula, a nivel de toda la escuela, así como a nivel de distrito. El Plan Escolar para el Logro Estudiantil de cada sitio (SPSA) describe el programa educativo básico de la escuela y los programas/ servicios suplementarios categóricos que están diseñados para apoyar el rendimiento de los estudiantes. La participación de los padres es una parte necesaria y vital del desarrollo de la SPSA así como nuestro programa general. A nivel distrital, los comités de padres proporcionar información sobre nuestro LCAP. Si desea información adicional sobre cualquiera de los Consejos o Comités de Padres del Distrito, llame a la escuela de su hijo. El Director, el Director de Aprendizaje o el Especialista en Instrucción (GIS) estarán felices de ayudarle.

A continuación se enumeran varios comités de padres que ayudan con programas y fondos categóricos.

Consejo Escolar (SSC): Todas las escuelas que operan un programa categórico financiado a través de la solicitud consolidada (ConApp) establecerá un consejo escolar (SSC). El CDC desarrollará el contenido del SPSA. El SPSA se revisará anualmente y se actualizará, incluido el gasto propuesto de los fondos asignados a la escuela a través de la ConApp y el plan local de control y rendición de cuentas (LCAP), si lo hubiera, por parte del SSC. El SSC está compuesto por padres de familia, estudiantes de nivel secundario y personal de la escuela. Es responsable de desarrollar, implementar y evaluar los programas del Plan Escolar para el Logro Estudiantil del plan.

Comité Asesor de Padres (PAC) y Comité Asesor Escolar (SAC): La totalidad del SSC actúa como SAC. El SAC sirve como un comité asesor con el propósito de asesorar a las escuelas con respecto a los programas de educación suplementaria y actuar como enlace para su comunidad escolar. Sirven para compartir información y comentarios tanto a nivel de distrito como de sitio. Estos programas educativos son oportunidades educativas complementarias que brindan servicios a estudiantes desfavorecidos, aprendices de inglés, jóvenes en crisis temporal y/o en riesgo. Pursuant to California Education Code (EC) Section 52852 the SSC has been approved to function as the School Advisory Committee. El PAC está compuesto por al menos un miembro del SSC de cada sitio escolar. Estas personas asisten a reuniones regulares a nivel de distrito para proporcionar información valiosa como representantes de su escuela y actúan como enlace entre su SSC y el distrito.

Comité Asesor de Aprendices de Inglés (ELAC): Todas las escuelas que inscriben a 21 o más estudiantes de inglés están obligadas a formar un ELAC. El ELAC está compuesto por padres de familia y personal de la escuela. El ELAC asesora al director, al personal y al SSC con respecto a los servicios para los aprendices de inglés y ayuda en el desarrollo de la encuesta anual. Cada ELAC tendrá la oportunidad de elegir al menos un miembro para el Comité Asesor Distrital de Aprendices de Inglés (DELAC).

Comité Asesor Distrital de Aprendices de Inglés (DELAC): Siempre que haya 51 o más estudiantes EL en el distrito, habrá un Comité Asesor de Aprendices de Inglés del Distrito que funcione (DELAC). Es importante que cada escuela ELAC elija a un representante de DELAC y haga arreglos para que ese representante asista a todas las reuniones de DELAC, ya que actúan como enlace entre la escuela y el distrito para compartir información importante que afecta a nuestros estudiantes.

Comité Asesor de Padres de Educación Indígena del Distrito (IPAC): El Comité Asesor de Padres de Educación de Nativos Americanos de CUSD se reúne durante todo el año para discutir los problemas del programa, los servicios prestados y otras necesidades relacionadas con el rendimiento estudiantil de nuestros estudiantes, las agencias comunitarias y los programas de recursos. El Programa de Educación Indígena de CUSD aborda las necesidades de los estudiantes indios americanos y nativos de Alaska en los grados TK - 12. El programa ayuda a los estudiantes elegibles a alcanzar los mismos estándares de desempeño estatales desafiantes que se esperan de todos los estudiantes en los grados TK -12.

Plan de Rendición de Cuentas de Control Local (LCAP) Foros: Plan de Rendición de Cuentas de Control Local (LCAP) Foros: CUSD desarrolla un LCAP anualmente que trabaja para alinear mejor el plan académico con el plan de gastos del distrito que es aprobado por nuestra Mesa Directiva Escolar de CUSD cada mes de junio. Se invita a los padres y otros grupos interesados a participar en el desarrollo del LCAP a través de la participación en las reuniones de los comités escolares y distritales y en los foros comunitarios. Las Reuniones Escolares, Distritales y Comunitarias de LCAP son oportunidades para que todas las partes interesadas y los comités escolares se involucren con el Distrito y compartan sus ideas sobre cómo CUSD puede proporcionar oportunidades de calidad y apoyo para los jóvenes y las escuelas de CUSD. La participación de la comunidad y los comunitarios en los foros informará las prioridades de financiamiento del LCAP del Distrito durante los próximos años.

Estos foros están diseñados para proporcionar una oportunidad para que las comunidades escolares escuchen sobre los esfuerzos actuales de CUSD para apoyar a los jóvenes y las familias y para proporcionar información sobre planes y oportunidades futuras. Los sitios también tienen la oportunidad de trabajar juntos en equipos para compartir nuevas ideas para apoyar a los grupos identificados y planificar la participación y implementación del sitio.

La siguiente es una descripción general de los fondos y programas categóricos en CUSD. Estos fondos se discuten y describen más a fondo en el SPSA de cada escuela y en las reuniones del comité.

Fundamento

Los fondos generales del Distrito brindan apoyo para el programa curricular básico del Distrito. Algunos niños tienen características especiales, que no reflejan la población escolar general, que afectan su éxito en los programas básicos. Algunos provienen de hogares económicamente desfavorecidos; algunos están en desventaja educativa o de la falta de dominio del idioma inglés porque tienen un idioma principal que no es el inglés. Los niños, como los descritos anteriormente, requieren servicios y materiales suplementarios que generalmente no se proporcionan a través del programa curricular básico. Se identifican las necesidades de nuestros niños, y se planifican y dirigen servicios y materiales suplementarios para satisfacer sus necesidades especiales. Los fondos categóricos se utilizarán para proporcionar el apoyo financiero necesario para satisfacer estas necesidades especiales.

Filosofía

Todas las escuelas de CUSD ofrecen a los estudiantes con necesidades individuales el mismo tipo de oportunidades de aprendizaje de alta calidad y acceso al currículo básico en todas las áreas curriculares. Los fondos categóricos están diseñados para apoyar la asistencia adicional para ayudar a los estudiantes a tener éxito en el programa de aula regular (plan de estudios básico) y abordar cualquier brecha de aprendizaje. La atención se centra en la utilización eficaz de los materiales complementarios, el personal y el perfeccionamiento del personal. Las actividades de desarrollo del personal se utilizan para mejorar las prácticas y estrategias de instrucción para aumentar la habilidad de los maestros y otro personal para desafiar y ayudar a todos los estudiantes a alcanzar su máximo potencial.

Descripciones categóricas de programas

- 1. Programa de Oportunidades de Aprendizaje Extendido (ELOP):** Los fondos del Programa de Oportunidades de Aprendizaje Extendido es una fuente de financiamiento continua del estado. La asignación de fondos está determinada por la matrícula del distrito de Alumnos No Duplicados (UPP). Los alumnos no duplicados son estudiantes clasificados como aprendices de inglés, jóvenes en crianza temporal / jóvenes sin hogar, o elegibles para comidas gratuitas / reducidas. El propósito de ELOP es complementar los programas existentes al proporcionar a los estudiantes más acceso a programas de aprendizaje extendido que ocurren antes de la escuela, después de la escuela o durante las sesiones intermedias (vacaciones de verano/invierno/primavera). ELOP se enfoca en el desarrollo de las necesidades académicas, sociales, emocionales y físicas y intereses de los estudiantes a través de experiencias prácticas de aprendizaje.
- 2. Título I, Parte A (Mejorar el Rendimiento Académico):** Un programa financiado por el gobierno federal para proporcionar oportunidades de alta calidad para que los estudiantes en escuelas de alta pobreza cumplan con los estándares de contenido y desempeño del distrito y del estado.
- 3. Título I, Parte A, Título X, Parte C, Educación para Niños y Jóvenes sin Hogar:** Los fondos del Título I, Parte A proporcionan servicios comparables a los niños sin hogar que los ayudan a aprovechar eficazmente las oportunidades educativas que se brindan a los niños en las escuelas financiadas bajo el Título I, Parte A. Estos servicios comparables se proporcionarán a los niños sin hogar en escuelas públicas y privadas, refugios y otros lugares donde puedan vivir los niños, instituciones para niños abandonados y, cuando corresponda, instituciones locales como los programas escolares comunitarios locales.
- 4. Título II, Parte A (Preparación, capacitación y contratación de maestros y directores de alta calidad):** Un programa financiado por estado federal enfocado en programas de capacitación y reclutamiento de maestros y directores. (CUSD combina maestros fondos del Título IV con el Título II, Parte A)
- 5. Título III (Instrucción de Idiomas para Estudiantes de Inglés (EL) y Inmigrantes):** Un programa financiado por el estado federal enfocado en ayudar a los distritos escolares a enseñar inglés a estudiantes con dominio limitado del inglés (aprendices de inglés) e inmigrantes y ayudar a estos estudiantes a cumplir con los mismos estándares estatales requeridos para todos los demás estudiantes.
- 6. Título IV, Parte A (Apoyo Estudiantil y Enriquecimiento Académico):** Un programa financiado por el estado federal enfocado en proporcionar a los estudiantes una educación integral, mejorar las condiciones escolares para el aprendizaje de los estudiantes y mejorar la tecnología.
- 7. Título VI (Subvención de la Fórmula de Educación para Indígenas Americanos):** Un programa financiado por el estado federal enfocado en ayudar a los estudiantes nativos americanos/nativos de Alaska a cumplir con los mismos estándares estatales desafiantes que se requieren de todos los demás estudiantes.

El objetivo del personal de CUSD es crear y mantener el mejor ambiente educativo posible. Esto no se puede lograr sin su apoyo y aporte. Si tiene alguna pregunta, inquietud o desea involucrarse más en el proceso educativo de su escuela, comuníquese con el director de su escuela o esté atento a la comunicación de su sitio.

A nivel de distrito, le animamos a que se involucre en uno de nuestros muchos comités de padres o a que asista a nuestras noches de padres.

Puede encontrar información adicional sobre los comités y eventos del distrito aquí: <https://www.cusd.com/SupplementalServices.aspx>