



C.E. Dingle Elementary

WJUSD Excellence for All



Parent & Student Handbook 2019-20

Principal's Message

August 2019

Dear Dingle Students,

Welcome to C.E. Dingle Elementary School! We are looking forward to a year of learning, building friendships and growing as a school community. Our dedicated and talented teachers are excited and ready to start the school year with all of you.

Remember as Dingle Panthers we always do our "Personal Best" by:

- Responsible
- Respectful
- Safe

I look forward to a year full of learning and fun for each of you.
Go Panthers!

Warmly,

Ursula Ruffalo
Principal

Vision

The vision for C.E. Dingle Elementary School staff is to educate students to become productive and contributing members of our democratic society.

Mission

The C.E. Dingle Elementary School staff believes that all students can learn and are entitled to a positive educational experience that celebrates student achievement. The staff, in conjunction with the school community, is committed to providing quality programs that meet the educational needs of our diverse student population and prepares them to successfully meet future challenges.

Guiding Tenets

Our school community is dedicated to continual improvement. As a result:

- There are high academic and social expectations for each student and adult;
- Attitudes are positive and the cultural backgrounds of individuals are valued and accepted;
- Each student and adult will be given the opportunity and encouragement to develop his/her potential;
- Families are essential partners in the educational process and work together with staff to promote student's achievement and success;
- Staff members will collaborate, practice, model, and teach the LIFE SKILLS and Lifelong Guidelines;
- Procedures, routines, and structures are in place that make parents, staff, and students feel safe, secure, and welcome

School Information

**SARC Report Offers More Detail- A Hard Copy Available Upon Request
Available: www.dingle.wjUSD.org**

C.E. Dingle Elementary was built in 1914. It is one of the oldest schools in Woodland Joint Unified School District and is a registered historical site. Both staff and students are very proud of the school's history. The recently modernized building has bright, inviting classrooms that support student learning. Our staff is always improving instruction and academic support for students. Parents and staff work together to make changes that improve instruction and the learning environment.

School Colors: Red / White

Student Population: 335 (approx.)

School Mascot: Panther - Panthera Pardus

The panther is a member of the cat family. It is graceful, alert and clever. It was believed by Native Americans that these animals were sacred and gave wisdom and power.

C.E. Dingle Panther Pledge

As a Dingle Panther, I will be responsible for my actions.

This means being truthful and trustworthy.

I will also do my "Personal Best" in my school work, show caring towards others, use appropriate language, and be flexible when things don't go my way.

I will use all of the Life Skills today and show pride!

Dingle Staff

Name	Position	Location/Room
<i>Ursula Ruffalo</i>	<i>Principal</i>	<i>Office</i>
Susana Camacho	Office Coordinator	Office
Vacant	Attendance Clerk	Office
Carlo Gomez	RTI Specialist	P9
Sarah Nguyen	Nurse	Office
Kristen Badum	Psychologist	Office
Zenia Medina	Counselor	Office
Carrie Nakamura	Preschool Speech Pathologist	Office
Kayla Jacobs	TK	2
Brenda Rojas	Kindergarten-Dual Immersion	P3
Cary Henoch	Kindergarten	P2
Daniela Lozano	1st Grade -Dual Immersion	P8
Mandy Dye	1st Grade	P11
Marisa Lefevre	2nd Grade - Dual Immersion	P13
Joshua Croft	2nd Grade	P12
Mayra Cortes	3rd Grade - Dual Immersion	P7
Donna DeLong	3rd Grade	P8
Karyn Schnaible	4th/5th Grade	R4
Vicki Fu	4th Grade	R3
Faustino Ruiz	5th Grade	R6
Christina Leong	6th Grade	R7
Yolanda Hudson	6th Grade	R5
Mr. Barber/Ms. Davis	Band/Strings	P4
Daniel Flores	Resource Specialist	P7
Rosalind Cox	Speech Pathologist	P7
Estefania Lagarda	RSP Instructional Aide	P7
Jennifer Hernandez	EL Specialist	P5
Bob Garcia & Annette Caldwell	Intervention Specialists	P9
Kassi Sais/Cassie Lagrua	Physical Education	Campus
Ericka Reyes	ASES Coordinator	Room 1
Joyce Belletti	Library Technician (3hrs)	Library
Marlene Hernandez	Preschool	Preschool
Moises Mercado	Lead Custodian	Campus
Marina Noriega	Custodian I	Campus
Gabriel Reyes	Crossing Guard/Noon Duty	Campus
Alicia Aguiniga	Noon Duty/Parent Liaison	Campus
Marta Jima	Noon Duty	Campus

School Arrival

Please do not drop-off your students before 8:00 am.

- Classes for grades TK through Sixth will begin at 8:30
- Breakfast will be served at 8:00 a.m. until 8:20 a.m.
- Breakfast will **not** be served after 8:20 a.m.

Tardiness & Absences

Tardy students report directly to class before 9:00 AM. All students arriving after 9:00AM report to the office

We encourage you to try and schedule your child's doctor or dental appointments around school hours. If this is not possible, you must come to the main office first to sign your child out. The office will call the class and ask the child to meet you at the office. For your child's safety, the teacher will not dismiss your child to anyone who goes directly to the classroom.

Excused Absences

By state law absences are excused for reasons of illness, medical or dental appointments, attendance at a funeral of one's immediate family or quarantine. It is important that students miss school only when they are ill or for a doctor or dental appointment.

Consistent attendance at school helps student learning. To support your child's success in school please be sure he/she arrives on time and attend every day unless ill. If your child must be away from school for travel or other non-excused reasons, he/she may be eligible for an Independent Study Contract. Make sure you request an Independent Study Contract with a two weeks' notice, this will allow the teacher time to prepare homework for the student for the time being out. For any questions please contact the office.

At a time when funding for public education has become increasingly scarce, there is a need to be concerned about unnecessary losses of revenue. Dingle families can help reduce this loss by scheduling vacation to coincide with the many school holidays. Anytime a student is absent from school (even when excused), the school district loses state money for the child for that day.

2019-20 Bell Schedule

8:30-2:30 p.m. *TK-3rd Mon., Tues., Thurs. & Fri*

8:30-3:00 p.m. *4th-6th Mon., Tues., Thurs. & Fri*

8:30-1:10 p.m. All Grades Wednesday

8:30- 12:10 p.m. All Grades Minimum Day



Recess Schedule		Lunch Schedule	
9:45-10:00 a.m.	TK, Kindergarten & 1st Small Playground & Big Playground	11:00-11:40 a.m.	TK, Kindergarten 11:00-11:20 eat 11:20-11:40 recess
10:05-10:20 a.m.	Primary: 1 st -3 rd	11:25-12:05 p.m.	1 st -3 rd 11:25-11:45 eat 11:45-12:05 recess
10:45-11:00 a.m.	Intermediate: 4 th -6 th	12:05-12:45 p.m.	4 th - 6 th 12:05-12:25 eat 12:25-12:45 recess

Dismissal

Monday, Tuesday, Thursday, and Friday, all students in grades TK - 3 are dismissed at 2:30 p.m. and grades 4-6 are released at 3:00 p.m.

On **Wednesday** all students in grades K - 6 will be dismissed at 1:10 p.m.

Your child's teacher will walk ALL students out to the front of the school and WILL ONLY release them to parents in front of the school beyond the blacktop/playground area. You MUST greet the teacher before taking your child. If someone else is picking up your child, you MUST call to arrange this with the office prior to pick up. We will only allow children marked as "walk home" to leave the teacher to begin their walk. If you do not pick up your child within 15 minutes, they will be walked to the office by their teacher or supervised staff. If your student is not picked up by the time staff closes the school, we will have to contact the authorities for the safety of your child. We will attempt to call everyone on the student's emergency card prior to calling the authorities.

Transportation

If you pick your child (ren) up at dismissal please follow these rules:

- **Only Teachers and Staff are allowed to park in the school parking lot.**
- Do not pull into the parking lot unless you have a handicapped placard.
- **Park your car and walk to the lawn or playground area to meet your child.** Students are not permitted to leave the playground to wait on the sidewalk.
- KEEP driveways clear at ALL TIMES.
- Do not park in the bus loading zone and please remember to stop behind the bus WHEN THE RED LIGHTS ARE FLASHING!
- On rainy days, students may be waiting in their classrooms or under the awnings. Again, parents need to walk to the playground or classroom to meet their children.
- DO NOT ALLOW YOUR CHILDREN TO CROSS THE PARKING LOT. THEY MUST USE THE SIDEWALK.

Bicycles/Scooters/Skateboards

In order to ensure student safety, we request that parents review rules with their children.

- All bikes, scooters and skateboards must be walked in the crosswalks.
- All bikes, scooters and skateboards must be locked individually at the bike racks.
- Bikes are not to be ridden on school grounds.
- The school is **not** responsible for lost, damaged or stolen bikes.
- Register all bikes with the Woodland Police Department.
- **All students must wear a helmet when riding their bikes. It's the law!**
- Skateboards must be carried at all times on school grounds.
- Skates and roller blades may be used only to get to and from school, not on the campus.

Bus

Students transported by school bus must wait in the office. It is not safe for students to wait on the sidewalk.

- If your child does not arrive to the pickup/drop off location on the bus please call transportation immediately. Also, please call the school. (530) 662 - 7084
- The telephone number for the Woodland Joint Unified School District's Office of Transportation is
(530) 406-5980

Breakfast & Lunch Program

Children will be given an application for free or reduced breakfast and lunches to take home to their parents. Applications and other important information is included in the beginning of school packet. Currently Dingle is participating in 100% free breakfast and lunch for all students regardless of income. Applications must be submitted to show eligibility for Program.

Student Information Card

During the first week of school your child's teacher will send home an information card for you to complete. Having this information returned promptly and correctly is of utmost importance. A record of this information is kept in the school office in case you need to be contacted. Please make sure all telephone numbers and addresses are accurate and clearly written. Remember to

put the name and telephone number of a person who can be contacted in case you cannot be reached and must be 18 or older. Please notify the school if your address or telephone number changes during the year. It is very important that our records be kept up to date. If there are court orders limiting access to your child, we must have a copy of the most current order or we cannot uphold it. Please send a copy of the order to the office immediately.

Medications, Illness & Accidents

Medication

Medicine including aspirin, cannot be administered by the school without prior arrangements. Students who need medication must have the appropriate form signed by the doctor and parent before the medication can be brought to school. Forms are available in the office, they must be filed annually. The medication must be left in the office.

Accidents

If your child is injured at school we will make him/her comfortable and then call you immediately if a serious injury has occurred. If you cannot be reached, we will attempt to contact the emergency number you listed on the student information card. It is critical that you keep the information on the card up to date.

Ill Students

If your child becomes ill at school, we will contact you immediately. If you cannot be reached we will call the emergency number you provided on the emergency card. Please remember, we cannot keep ill children at school.

Parent-Teacher Conferences

Communication is an essential part of the educational program. We feel it is very important for parents to keep in close contact with their child's teacher concerning his/her progress. Please remember to schedule a conference in advance so a time that is convenient can be established.

Report Cards

Report cards will be issued to students at the close of each trimester (12 weeks) grading period. Report cards will contain both academic and conduct grades. Attendance will be reported on the report card. A copy of the report card will be kept in the student's cumulative record file at the end of the year. In addition, a parent/teacher conference will be scheduled at the end of the first and second trimesters.

Textbooks and Library Books

Students are responsible for all textbooks and library books issued to them during the school year. All lost or damaged books must be paid for.

Visiting our School

Volunteers

Volunteers are always welcome. If you are interested in becoming a school volunteer please call (530) 662-7084 and ask for information about volunteering or talk to your child's teacher. All volunteers must have a recent TB (within four years) and fingerprint clearance. All volunteers need to sign in at the office at the time of arrival and get a volunteer badge. When you are finished please sign out and return the badge.

Campus Visitors

All visitors to our campus regardless of how often you come will need to sign in at the office and pick up a visitor badge so we can monitor who is on campus. This is for the safety of your children.

Withdrawal of Students

If you are withdrawing your child from school, please call or come by the school a few days prior to the withdrawal date. This will give ample time to complete the necessary paperwork, etc.

Parents' Rights

When the school sends the initial paperwork home with your child you will find a description of parents' rights. This will come home during the first week of school. Please return the signature slip signifying you have received and read your copy.

Communication

As a school, we utilize AERIES Parent Portal as our primary means of communication. Your parent portal will allow you to view student profile, emergency contacts, attendance information, and grades and assignments from any computer or mobile device. Create your account at parent.wjUSD.org. To register, you will need: a valid email address, your student's ID number (lunch number), your primary telephone number registered with the school, and a verification code (you can obtain this number from your school site or the District Office).

For additional instructions & information visit www.wjUSD.org/parentportal

Calling the School

(530-662-7084) – Report all absences before 8:45 a.m. in the morning.

The office is open from: 7:30 a.m. – 4:00 p.m.

Calling to Leave Messages

Instructional time may not be interrupted to deliver messages. Please make arrangements for carpools, appointments and after school care **before** your child comes to school.

Calling for Homework Assignments

If a student will be absent for two or more days you may contact your child's teacher via Aeries parent portal to make arrangements for any missed assignments.

Calling Home by Students

This is a service that we cannot provide except in an emergency or if requested by the teacher. Children will not be allowed to call home to arrange for playdates or ask for homework to be delivered.

Please give all staff 24 hours to return your call or message.

Fire Drills

Fire, earthquake and other disaster drills are necessary for the safety of the student, staff and faculty. Everyone should know the specific directions for reaching a point of safety. Specific information for disaster preparedness is posted in each classroom.

Dress Code

WJUSD Dress Code Policy

Our goals are to promote school safety and enhance the learning environment, while at the same time discourage distractions that inhibit learning. If a student's dress is not in accordance with this policy, any staff member may ask the student to make an appropriate correction.

1. Student dress shall be safe and appropriate, and not disturb the educational environment. (For example: collars or bracelets with spikes and clothing with revealing holes and cutouts are inappropriate for school wear.)
2. Clothing may not glorify, advertise, or reference drugs, alcohol, tobacco, tobacco products, violence, vulgarity, sexual behavior, or obscenities in any way, shape or form.
3. Footwear must be worn at all times. Footwear must be safe, practical, and not limit student participation in school activities.
4. Clothing, backpacks, tattoos, and other adornment may not demonstrate or suggest gang-related symbols, or colors. No bandanas are allowed at school.
5. Undergarments/underwear must be covered at all times.
6. Shirts and blouses must cover the stomach and chest. Shirts and pants/skirts must be touching in both front and back, and shirts must not be see-through or strapless.
7. Clothing must cover buttocks completely whether standing, sitting, walking, or bending.

Generally, students who do not follow the dress code will be referred to the office to correct the issue. Corrective action may include wearing a t-shirt provided by the school or in certain circumstances calling home for parents to bring new clothes. All corrective actions will be reported to parents/guardians.

For additional information, see Board Policy and AR 5132 Dress and Grooming available on District website under Board of Education and at <http://www.gamutonline.net/district/woodland>

Student Supports

Title 1

Title I funds are allocated to schools by the Federal government in order to provide remedial instruction to students who are working below grade level in the areas of reading and writing. The present Title I program provides funds to support one part-time reading specialist. The Title I reading specialists, in addition to giving direct instruction to identified students, provide consultation to teachers and plan parent/staff workshops in the areas of reading and language. Parents of Title I students are encouraged to become part of the School Site Council to give input into the program.

Student Study Team

A Student Study Team (SST) meeting may be called at any time by the teacher, parent, principal or staff person who works with the child to discuss the child's academic progress or behavior. The goal of SST meetings is to develop a plan that ensures the child's success in school and finds the necessary resources to support him/her.

Resource Specialist

Students needing additional instructional support are reviewed by the classroom teacher, principal, psychologist, resource specialist, parents and other pertinent specialists. If certain criteria are met, students become eligible for special education assistance which may include placement in the resource program. An Individual Educational Plan (IEP) is developed to meet the individual needs of each student qualified for the program. The school psychologist is at Dingle one day per week and participates in the Student Study Team and IEP meetings. She/He does psychological testing (with parents consent) and explains the results to the parents and teacher. Student's progress in the RSP program is reviewed annually. The Resource Program is funded by State Special Education and is supplemented by district funds.

EL Specialist: The EL Specialist works with the site administrator and classroom teachers to provide appropriate educational programs for English Learner students, as outlined in the District's Master Plan for English Learners.

Parent Organizations

ELAC (English Learner Advisory Council)

The ELAC is made up of parents of children whose primary language is one other than English. English Learners Advisory Committee member serves as a representative of the Site Council and one as a member of the District English Learner Advisory Committee (DELAC). The committee meets monthly to discuss student programs, the budget and advise the staff on purchases and programs. All meetings are open to all.

School Site Council

The School Site Council consists of five staff and five parents and/or community members. Council members are elected by the group they represent for two years. The S.S.C. is responsible for developing, monitoring and evaluating the school improvement plan. The council meets monthly and the meetings are open to all.

PTA

Dingle School has an active Parent Teacher Association and invites you to join and become an active member.

School Discipline Philosophy

C.E. Dingle Elementary School strives to provide a safe and positive school environment which is conducive to learning by setting clear expectations that will be consistently enforced.

Our goals are to:

- Provide a quality education
- Celebrate learning
- Promote positive self-esteem
- Promote respect for self, property and others
- Foster school pride
- Maintain open communications between home and school

C.E. Dingle Elementary School takes a positive approach to discipline. Teachers have the primary responsibility for promoting and monitoring appropriate student behavior in the classroom. However, all staff members are responsible for monitoring the behavior of students on our campus.

Before referring a student to the Principal, we believe in conferring with students and contacting parents so that concerted action can be taken to mutually correct the inappropriate behavior pattern of the student.

A referral to the Principal is made when the corrective actions employed by the teachers and support staff fail to affect change in student behavior.

School-Wide Behavior Expectations

Dingle Elementary Behavioral Expectations Matrix			
Area	Be Safe	Be Respectful	Be Responsible
School-Wide	<ul style="list-style-type: none"> • Keep your hands, feet and objects to yourself • Treat school property respectfully • Keep bullying out of the school • Be positive 	<ul style="list-style-type: none"> • Use kind words • Treat others with care • Be helpful • Pay attention • Be nice • Be respectful of others personal items 	<ul style="list-style-type: none"> • Do your best. Work hard. • Know the expectations • Come to school on time • Be responsible for your own behavior • Ask for help • Keep the school clean • Make your school a great place
Cafeteria	<ul style="list-style-type: none"> • Keep your feet on the floor • Keep your bottom on the bench • Stand in line without bumping and pushing • Face forward in line 	<ul style="list-style-type: none"> • Sit at your classroom's table • Keep your same seat • Keep a calm and quiet voice • Wait your turn • Follow the directions of the staff • Say "please" and "thank you" 	<ul style="list-style-type: none"> • Throw your trash away when dismissed • Raise your hand if you need help • Wait patiently until you are dismissed
Playground/Recess	<ul style="list-style-type: none"> • Walk to and from the playground • Be aware of others around you • Keep your hands, feet and objects to yourself • Run on the grass only • Walk on the blacktop • Safely get off the swing rather than jumping 	<ul style="list-style-type: none"> • Play fairly • Encourage others • Use appropriate language • Listen to the adults and talk respectfully to the adults 	<ul style="list-style-type: none"> • Ask permission to leave the play area • Keep the school clean by picking up trash and using the trash cans • Return all play equipment • Freeze when the bell rings • Get a note to enter the office • One person in the office at a time

	<ul style="list-style-type: none"> ● Use the equipment appropriately ● Stay in supervised areas 		
Hallways/Stairs	<ul style="list-style-type: none"> ● Stay to the right on the stairways and in the halls ● Always walk ● Hands and feet to self 	<ul style="list-style-type: none"> ● Hold the door for the person behind you ● Use quiet voices ● Encourage others to make good choices 	<ul style="list-style-type: none"> ● Walk with your teacher
Arrival and Dismissal	<ul style="list-style-type: none"> ● Use the crosswalk ● Use the bike lane ● Line up in your correct spot ● Stay on the sidewalk 	<ul style="list-style-type: none"> ● Listen to the adults 	<ul style="list-style-type: none"> ● Arrive on time ● Leave on time (within 10 minutes after dismissal)
Library	<ul style="list-style-type: none"> ● Walk at all times ● Push in your chair ● Work only on your current task/assignment 	<ul style="list-style-type: none"> ● Use quiet voices ● Treat the books and computers with respect ● Listen to the adults the first time 	<ul style="list-style-type: none"> ● Leave the area better than you found it
Assemblies	<ul style="list-style-type: none"> ● Walk ● Be patient ● Sit in assigned area 	<ul style="list-style-type: none"> ● Obey and follow all signals ● Sit on your bottom 	<ul style="list-style-type: none"> ● Be a good listener ● Eyes on the speaker ● Face forward

Classroom Rules

Classroom rules will be co-created in each classroom using:

- Be Safe
- Be Respectful
- Be Responsible

Teachers will send home the agreed upon classroom rules for each classroom by the first week of September.

C.E. Dingle Elementary

School-Wide Acknowledgement System: The PAW Buck

The Goal

One of the goals of our school is to increase student engagement and positive school climate. Teachers and other staff members will use the PAW Buck to recognize appropriate school behavior (not just academics). Students who demonstrate appropriate school behavior will be students who are demonstrating behaviors on the school Expectations Matrix, and also students who are demonstrating the highlighted social skills being taught by the grade level teams and/or emphasized school-wide.

How

1. By grade level: Each grade level team will be presenting to their students five Social Emotional Learning (SEL) themes throughout the year that specifically relate to the content standards being taught. Each teacher will hand out 5 or more SEL related PAW Buck tickets each week for students who are demonstrating the emphasized social skill and/or character trait.
2. By classroom: Each teacher will hand out 10 or more PAW Bucks each week to students in their classroom for demonstrating appropriate behaviors on the expectations matrix.
3. By location staff: Each location staff person (custodian, cafeteria staff, noon supervisor, front office staff) shall hand out 10 PAW Bucks per week to students in their location who are demonstrating behaviors that are emphasized for that location on the expectations matrix.

What

The Dingle students will spend their PAW bucks

1. In the student store which will open regularly for the students to purchase items from
2. In the ongoing raffle drawing which will consist of fun activities (lunch with the principal, Jamba Juice, etc.).

C.E. Dingle Elementary School Compact

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, homework assignments to reinforce and extend learning (30 minutes for grades K-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.
- Teach students the skills of respect, responsibility, and safety through the life skills curriculum.
- Implement the instructional agreements of my grade level detailing expectations in homework, communication home, progress reports, and essential assignments.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school; utilize AERIES for communication.
- Limit my use of electronic media for entertainment and instead study or read every day.
- Respect the school, classmates, staff and families.
- Practice and live by the life skills taught by my teachers and be respectful, responsible, and safe.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor the use of electronic media for entertainment.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.
- Reinforce the life skills at home and support my child being respectful, responsible, and safe.

Student

Teacher

Parent/Guardian

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- Policy reviewed annually by ELAC and SSC at February/March Meetings

To involve parents in the Title I, Part A programs, the following practices have been established:

- Active ELAC meets monthly
- Active PTA meets monthly (AM and PM meeting)
- Classroom volunteers and parent helpers for class projects at home
- After school cultural art club run by parents
- School garden run and supported by community and parents

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- Annual meeting

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Combining Title 1 Parent Meeting with ELAC and PTA Meeting

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parents surveyed annually - California Healthy Kids Survey
- Parent feedback and input at ELAC, SSC, and PTA meetings February/March to make changes for following school year policy.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

- Policy posted on school website
- Agendas posted in advance for SSC and ELAC meetings
- All calls home to parents regarding Title 1 meeting

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c](4)[B]). How does the school provide the information?

- Presented at annual Title 1 meeting

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c](4)[C]). How does the school provide the opportunities?

- ELAC Meetings - monthly
- SSC Meetings - monthly
- School Surveys; EL Needs Assessment, and California Healthy Kids Survey

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e](1)).

- Principal monthly reports/presentations regarding Dingle Data @ ELAC, SSC, and PTA
- Parent/Teacher Conferences
- Aeries Parent Portal
- Classroom Dojo and Remind App
- Monthly Coffee with the Principal - Academic and Social Emotional Topics
- Back to School and Open House

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e](2)).

- Monthly Coffee with the Principal - Academic and Social Emotional Topics
- Monthly Home School Connection Newsletter
- Parent topics covered at ELAC and PTA

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Staff Meetings
- Leadership Team and DI Meetings
- Weekly Staff Newsletters

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Coordination with Preschool Parent Classes
- Coordination with PTA - Principal report
- Coordination with ELAC
- Share district parent education resources and trainings (via flyers and all calls).

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- ALL home school communication is sent home in English and Spanish

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parents provide input and recommendations via school surveys, comments at ELAC/SSC/PTA.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This policy was adopted by the C. E. Dingle Elementary on (2.19.19) and will be in effect for the period of (2.20.19).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: (2/25/2019).

Ursula Ruffalo

Signature of Authorized Official

Enter date approved. 2.19.19