

Indianola Elementary School

Selma Unified School District

2026-2027



Strive to be a Warrior and a Scholar

2026-2027

Parent & Student Handbook

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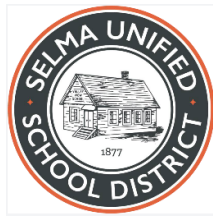
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Table of Contents

District Mission, Vision, & Core Values	4
School Mission, Vision, & Guiding Principles	5
Indianola School Staff	6
School Bell Schedules	7-8
Academics At Indianola	
• Recognition of Student Achievement	8-9
• Grading Policy	10
• Homework Philosophy	10
• Student Achievement Goals	10-11
• School-wide Instructional priorities	11
• Instructional Programs	11-12
• Physical Education	12
• Support Services for Instructional Program	12-13
Attendance Policies	
• Absences	13
• Tardies	13
• School Attendance Review Board	13
State & Federal Programs	14-15
Conduct & Behavior Policies	15
Dress Code	17-20
Indianola Policies & Procedures A to Z	
• Assignments of Students to Classrooms	20
• Campus Visitor Policy	20
• Chromebooks, iPads, and Other Devices	21
• Classroom Deliveries	21
• Change of Address	21
• Cell Phones	21-22
• Communicable Diseases	24
• Field Trips	24
• Foggy Day Schedule	24
• Home/School Communication	24-25
• Honesty Policy	25
• Immunizations	25
• Leadership	25
• Lunch Program	25
• Medication Policy	25-26

● Parent Club	26
● Parent & Family Engagement/School-Parent Compact	26-29
● Personal Possessions	29
● Phone Calls to the School	29
● School Site Council	29
● Technology Agreement Selma Unified	29-31
● Telephone Use	31
● Volunteering	31
● Library Usage	31-32
● Conclusion	32



Selma Unified School District Vision

The Selma Unified School District will be the premier district in California, providing excellence in academics through challenging, rigorous and relevant instruction. Equity in access and excellence will be achieved in 21st Century learning environments that support multiple pathways to college and career success for every student.

Selma Unified School District Mission

The mission of the Selma Unified School District is to provide a student centered instructional program which allows students to reach their highest potential as contributing members of society.

District Core Values

- ▶ We are a district that values academic, co-curricular, and extra-curricular excellence. All employees have a responsibility to work together to ensure high quality programs and services that lead to individual student success.
- ▶ We are a district that values fiscal responsibility that focuses on the needs of students first. We believe this is achieved through mutual accountability from everyone: students, parents, community and staff. This must be accomplished in a safe environment based on mutual respect, caring and compassion.
- ▶ We are a district that values relationships built on fair, moral and ethical behavior toward and from all students, parents and employees.
- ▶ We are a district that values diversity. Our educational programs reflect and value the diversity of our community. Programs and activities will be implemented to ensure that all students may maximize their academic and personal achievements.
- ▶ We are a district that values professionalism that is characterized by commitment to student success and cooperation among all employees: classified, certificated and management.
- ▶ We are a district that values self-improvement. We recognize that our educational environment is changing rapidly and that student and employee success requires constant self-evaluation, improvement and dedication.

Board Approved: 03/14/2006



Indianola School Vision

Students at Indianola Elementary will be provided an emotionally, academically, and engaging environment by a growth mindset, a proactive outlook, and an inquisitive culture.

Indianola School Mission

The mission of Indianola Elementary is to provide a student-centered environment which allows students to reach their highest academic and social-emotional potential that goes beyond the curriculum.

Indianola School's Guiding Principles

- We commit to **collaborating** and **problem solving** to achieve common goals and focus on academics and social-emotional health.
- Through our commitment, we will foster a **growth mindset** by implementing productive struggle.
- We commit to **generating** student products that reflect and confirm **student learning** of selected standards.
- We commit to **monitoring** student progress using team and district measurements of achievement.



Indianola Staff

2026-2027

Principal	Monica Chapa
Learning Director	Meredith Ditto
Administrative Assistant	Claudia Villegas
Office Assistant	Celene Cervantes
Nurse	Hsini Wang Room 1
Health Care Assistant	Sara Alvarez Room 1
ELP Site Lead	Anna Allen Room 35
Lead Custodian	Maria Del Rocio Ayala
Night Custodians	Maria Rangel De Altamirano, Maria Cortez
Psychologist	Justina Baza rm 9B
Mental Health	Sonya Acevedo, Sayra Villagomez, Nathaniel Pennington rm 9A
Instrumental Music	Elizabeth Chan-cafe
Physical Education	TBD
TK	Debra Cody Rm 00
Kindergarten	Whitney Zuercher rm 20, Maria Camargo rm 21
First Grade	Dolores Bouciegues rm 5, Jenna Arnold rm 19
Second Grade	Brianda Barragan rm 15, Iman Alamri rm 18
Third Grade	Marisa Gonzalez rm 22, Candace Wynne rm 23
Fourth Grade	Beni Pantoja rm 32, Leslie Campos Alvarado rm 33
Fifth Grade	Jessica Healy rm 2, Ashleen Shergill rm 3
Sixth Grade	Raechel McConnohie rm 31, Tania Weinbrenner rm 34
SDC	Megan Hager rm 6, Madison Powell rm 7, Brittney Fairburn-Jimenez rm 8
Resource Specialist, Resource Specialist Aide	Angelica Villasenor, Marisela Springer rm 13
Reading Intervention	Jeromy Winter rm 14
Math Intervention	Estela Palafox rm 16
Library Technician	Erika Martinez rm 17
Newcomers	Jeanette Ontiveros
Speech Therapist	Jaiab Lee, Jasmine Xiong Room 9
SDC Aides	Stephanie Chavez, Ester Garcia, Josephina Cuevas, , Charlene Cruz, TBD 1, TBD 2
Bilingual Instructional Aides	Martha Gomez rm 20, Ana Vera rm 21
TK Aides	Karina Naranjo Sanchez and Lesly Ruiz Barranco rm 00
Campus Safety Assistants	Cindy Zavala, Ramona Silva, Jenna Roque, Dolores Sermenio, Erica Romero
PBIS Aides	Susan English, Heather English rm 30
Community Liaison	Irene Hernandez rm 30

*****NOTE-Pick-up in front of the school (Blue Lot) will be in two locations, TK-3 in front of school, and 4-6/SDC,(Yellow Lot) near the east parking lot. Please be patient with other drivers and the staff directing traffic. We will do all we can with the limited space available. The buses will continue to pick-up on the east side of the school in the gravel area.**

Indianola Elementary School Bell Schedule 2026-2027

REGULAR	TK/Kinder	Grades 1-2	Grade 3-4	Grades 5-6
Warning Bell	8:10	8:10	8:10	8:10
Instruction 1	8:15-10:15	8:15-10:15	8:15-10:35	8:15-10:35
Recess	10:15-10:30	10:15-10:30	10:35-10:50	10:35-10:50
Instruction 2	10:30-11:15	10:30-11:10	10:50-11:40	10:50-12:10
Lunch/Recess	11:15-11:45	11:15-11:45	11:45-12:15	12:15-12:45
Instruction 3	11:50-2:30	11:50-2:40	12:20-2:40	12:50-2:40
Dismissal	2:30	2:40	2:40	2:40
FLEX	TK/ Kinder	Grades 1-2	Grade 3-4	Grades 5-6
Warning Bell	8:10	8:10	8:10	8:10
Instruction 1	8:15-10:15	8:15-10:15	8:15-10:35	8:15-10:35
Recess	10:15-10:30	10:15-10:30	10:35-10:50	10:35-10:50
Instruction 2	10:30-11:10	10:30-11:10	10:50-11:40	10:50-12:10
Lunch/Recess	11:15-11:45	11:15-11:45	11:45-12:15	12:15-12:45
Instruction 3	11:50-1:50	11:50-2:00	12:20-2:00	12:50-2:00
Dismissal	2:00	2:00	2:00	2:00
MINIMUM	TK/ Kinder	Grades 1-2	Grade 3-4	Grades 5-6
Warning Bell	8:10	8:10	8:10	8:10
Instruction 1	8:15-10:15	8:15-10:15	8:15-10:35	8:15-10:35
Recess	10:15-10:25	10:15-10:25	10:35-10:45	10:35-10:45
Instruction 2	10:25-11:10	10:25-11:10	10:45-11:40	10:45-11:40
Lunch/Recess	11:15-11:45	11:15-11:45	11:45-12:15	11:45-12:15
Instruction 3	12:50-1:15	11:50-1:15	12:20-1:15	12:20-1:15
Dismissal	1:15	1:15	1:15	1:15

FOGGY	TK/ Kinder	Grades 1-2	Grade 3-4	Grades 5-6
Instruction 1	8:30-9:30	8:30-9:30	8:30-9:30	8:30-9:30
Instruction 2	9:30-10:15	9:30-10:15	9:30-10:35	9:30-10:35
Recess	10:15-10:25	10:15-10:25	10:35-10:45	10:35-10:45
Instruction 3	10:25-11:10	10:25-11:10	10:45-11:40	10:45-11:40
Lunch/Recess	11:15-11:45	11:15-11:45	11:45-12:15	11:45-12:15
Instruction 3	11:50-2:30	11:50-2:30	12:20-2:40	12:20-2:40
Dismissal	2:30	2:40	2:40	2:40

*Classes will remain on FLEX Day schedule if a foggy day occurs on a Tuesday

STUDENT DROP-OFF TIME IS 7:30 AM, Daily

Academics At Indianola

RECOGNITION OF STUDENT ACHIEVEMENT:

One of the quality indicators for exemplary schools is the existence of a school recognition program to provide positive reinforcement to students for a job well done. In an effort to promote curricular and non-curricular goals and to recognize student achievement in a wide variety of areas, the school provides many opportunities for students to receive recognition. Our **Caught Being Good** (blue) tickets for students reinforce positive behavior as a result of following our **Warrior Code**. In addition, we celebrate **academic achievements** as well at the end of each academic trimester for all grade levels.

The recognition structure at Indianola includes opportunities for everyone to achieve, so recognition for accomplishments and effort is available in many areas. This provides every student with the opportunity to receive his/her share of recognition. *There will be trimester awards for all grade levels at which time students will receive recognition.*

AWARDS

- At the conclusion of each trimester, Indianola Elementary holds an Awards Assembly to honor the students who have earned awards during the previous trimester (See calendar for schedule). **Parents and Guardians will be notified at least one week in advance if your student will be receiving an award at the assembly.**
- See the following list of Student Awards to be given.

Trimester Awards for Grades TK-2

Awards for TK

- ❖ Number ID 1-20
- ❖ Math Excellence
- ❖ Uppercase Letter ID
- ❖ Lowercase Letter ID
- ❖ Letter Sounds

- ❖ Reading Excellence
- ❖ Writing Excellence
- ❖ Goal Getter
- ❖ Responsible Conduct
- ❖ Most Improved
- ❖ Outstanding Academic Warrior
- ❖ Perfect Attendance

Awards for K

- ❖ Letter ID Club
- ❖ Letter Sound Club
- ❖ Sight Word Warrior
- ❖ Math Warrior
- ❖ Reading Warrior
- ❖ Outstanding Academic Warrior
- ❖ Citizenship Warrior
- ❖ Most Improved
- ❖ Perfect Attendance
- ❖ Kindergarten Promotion (Trimester 3 only)

Awards for Grades 1-2

- ❖ **Outstanding Academic Warrior-** This award is given to a student who demonstrates the traits of respectfulness, responsibility, readiness to learn, has good work ethic, and ensures the safety of himself and others at all times.
- ❖ **Reading Warrior:** Students who have shown improvement in reading/significant growth
- ❖ **Math Warrior:** Students who have shown improvement in math/significant growth
- ❖ **Citizenship Warrior:** Students who show great citizenship day in and day out.
- ❖ **Most Improved:** Students who are resilient in all areas and show overall academic growth.
- ❖ **Perfect Attendance:** No absences, tardies, late arrivals or early dismissals for any reason.

Trimester Awards for Grades 3-6

Awards for Grades 3-6

- ❖ **Principal Award:** Students who have attained a 4.0 GPA.
- ❖ **High Honor Roll:** Students who have attained between a 3.5-3.9 GPA.
- ❖ **Honor Roll:** Students who have attained between a 3.0-3.4 GPA.
- ❖ **Reading Warrior:** Students who have shown improvement in reading/significant growth
- ❖ **Math Warrior:** Students who have shown improvement in math/significant growth
- ❖ **Outstanding Academic Warrior:** This award is given to students who demonstrate the traits of respectfulness, responsibility, readiness to learn, has good work ethic, and ensures the safety of themselves and others at all times.
- ❖ **Citizenship Warrior:** Students who show great citizenship.
- ❖ **Most Improved Award:** This award is given to students who demonstrate and show growth in the following areas: academics, behavior, work ethic and all around good behavior.
- ❖ **Perfect Attendance:** This award will be given to students who have no absences (student must be present ALL day) during the trimester reporting period and no tardies of any type.
- ❖ **6th Grade Promotion Certificate-** Trimester 3 only

GRADING POLICY:

All report cards are standards based and incorporate grade level benchmarks. Report cards offer an extensive amount of information about your child's progress and their grade level expectations. Please see your child's teacher if you have any questions regarding report cards or grades. Report cards are issued at the end of each Trimester.

HOMEWORK PHILOSOPHY:

Homework is an integral part of the educational process. In addition to reinforcing specific subjects in the classroom curriculum, homework can and should be used to:

- A. establish responsibility, organization, and good study habits
- B. provide practice of skills already taught
- C. extend learning

These are skills that are essential to students being successful in school, as well as later in life.

Accepting the responsibilities of homework means that students need to independently take direction, manage time, and complete the work to the best of his or her ability. Homework is about learning to make choices about when to do homework, how to do homework, where to do homework, and when to turn it in.

Parent support of homework is an extremely important factor towards building positive attitudes and successful study habits. Parent interest in schoolwork reflects their belief that what their child is doing is important and that school is a family priority. It is evident that student, teacher, and parent needs and expectations vary. Therefore, flexibility must exist in the assignment of homework. Time requirements are difficult to establish because of the wide variation of reading and work speeds. There is a noticeable increase in homework and responsibilities beginning in 5th grade.

Student Responsibilities: All students in Grades 1-6 are expected to complete and return all assigned homework to class, on time.

Parent Responsibilities:

- A. Provide a place and a time for your child to complete homework each day and encourage students to read every day.
- B. Supervise completion of homework and look it over when child says it is done
- C. Promptly report to teacher any problems with homework being given

Teacher Responsibility:

- A. Use Board Guidelines in assigning homework
- B. Assign homework on a regular basis along with reading
- C. Grade or comment on homework and return

Consequences for Not Completing Homework

- A. Loss of extra-curricular activities, such as sports, choir, class rewards
- B. Students who are absent will be given the opportunity to make up work
- C. Missing/Incomplete homework may affect a student's overall grade
- D. Continuous missing homework will result in a parent conference being scheduled

STUDENT ACHIEVEMENT GOALS:

The student achievement goal each year is for Indianola students to continue to improve their academic knowledge in both English Language Arts (reading and writing) and Mathematics. Indianola assessed

students in the 25-26 school year using CAASPP, STAR and/or DRA depending on grade level, to gain reading, math and or reading level scores. We will assess throughout the school year to measure our growth and then once again administer the state CAASPP test at the end of the 26-27 school year.

SCHOOLWIDE INSTRUCTIONAL PRIORITIES:

The school-wide instructional plan will be focused on priority focus standards for English Language Arts, English Language Development, and Math. Priority standards have been determined by each grade level during the Professional Learning Community (PLC) process using data to drive these decisions.

INSTRUCTIONAL PROGRAMS:

The instructional programs at Indianola Elementary feature both group instruction emphasizing student interaction and individualized instruction based on the needs of the student. Our programs emphasize development of basic skills and competence to ensure the total development of the child. In addition to skill development, our goal is to foster positive attitudes toward these instructional areas. An increase in group work will be seen as we implement high levels of cooperative learning. This is a shift in direction where students will learn the “why” as well as focusing on the “what”. This focus will continue this year as students will prepare for CAASPP state assessments.

Language Arts/Reading and Mathematics: These programs emphasize basic skills development and competence. In reading, attention is focused on learning to read and write at the primary level, and the reading to write at the intermediate level. In Language Arts, the skills involved are listening, speaking, reading, and writing. Development of the students' ability to write effectively is emphasized at all levels. Our writing program includes instruction in prewriting, drafting, revising, and editing. Writing will increase to a daily exercise as a result of the CCSS rigor. The mathematics program at Indianola is geared to concept and skill development as well as critical thinking skills that require students to rationalize and explain their process in verbal and written form.

Science: The goal of our science program is to develop an active interest in our students in how scientific and technological advances influence our daily lives. It is our goal to teach the fundamental concepts of science that enable us to understand natural phenomena and how to apply these attitudes and understandings to our daily lives.

Social Studies:

The TK/Kindergarten through 3rd grade program centers on these areas:

- Basic career awareness
- The historical and cultural significance of key events in our past are taught in conjunction with major holidays. The concept of citizenship and appreciation of our national heritage are emphasized.
- Children are taught reading skills in relation to their school, city, state, and nation.
- In the third grade, the concepts of city and state are taught. The community is studied in depth in terms of its history, government and economics.

The intermediate grades (4th through 6th) curriculum centers on the following areas:

- 4th grade students study California. The curriculum centers on the study of the state's geography, history, people, economics, government, and current events. An effort will be made to include music this year, which ties to many folklore songs that connect to history.
- Fifth grade students study the United States up to Westward Expansion. The major focus is on people, history, geography, economics, government and current events.

- Sixth grade students study the ancient civilizations of the world. Similarities and differences among individuals and societies will be explored. The concept of culture is introduced, including the elements of language, technology, institutions, and beliefs.

PHYSICAL EDUCATION:

Our school believes that physical fitness plays an essential and integral role in a child's development, and has a positive effect on his/her academic performance. Indianola's physical education program includes exercise programs and individual and team sports designed to increase the student's level of fitness. Indianola has a certificated PE teacher that incorporates many fun activities, and ways for our students to be fit. Students in the 5th grade will be assessed through a state assessment administered by the PE staff. If a child is to be excused from P.E. for more than a 3-day period, a doctor's excuse will be required. **This is district policy.**

SUPPORT SERVICES FOR THE INSTRUCTIONAL PROGRAM:

Indianola Elementary has a team of professionals to provide specialized assistance and support to parents, teachers, and students when needed. It is comprised of the following individuals:

- School Nurse - Our school nurse plays an important role in providing: 1) health education for teachers, 2) maintaining health records for all students, 3) contacting parents regarding illness, 4) advising the principal and staff regarding health-related conditions and/or hazards which may affect the operation of school, and 5) completing a comprehensive health biography on all students for specialized testing services.
- School Psychologist/Mental Health Clinicians/Social Worker – District psychologists are scheduled at Indianola Elementary weekly. Their primary job is to provide assessment of students to determine how the school can best meet a child's educational needs. It is also expected that our psychologists and social workers can work with small groups of students, on an as needed basis. The district also has multiple mental health clinicians and social workers that work alongside the school psychologists to meet the needs of all students. This can include the district therapy dogs, Scout and Judge, and All 4 Youth.
- Speech/Language Pathologist - The speech/language pathologist works with students who are in need of specialized remedial and developmental instruction in language proficiency, primarily speaking and hearing. In addition, she serves in an advisory capacity to teachers in the area of language development.
- Resource Specialist - The resource specialist is trained as a classroom teacher with special certification in special education and learning disabilities. The resource specialist provides specific prescriptive instruction in academic areas to students who have been certified as requiring such instruction. She plays an active role as a resource to teachers in designing and implementing teaching strategies for students with learning difficulties.
- Multi-Tiered Support System (M.T.S.S.) - Students who are having difficulty with class work, but who have not been assessed for special education, will sometimes be formally evaluated by the MTSS Team. Students, who show signs of low achievement, learning disabilities, or emotional difficulties, may be referred by their classroom teacher, or by parent request, to the M.T.S.S team. A conference will be scheduled. During this conference, the team will discuss the needs of the student and make recommendations to improve the student's progress. It will

be determined if the needs are academic or non-academic. If academic concerns arise, the student will be referred to a Student Success Team meeting.

ATTENDANCE POLICIES AT INDIANOLA

ABSENCES:

Daily attendance is crucial to each student's academic progress. Basic skills and state standards are taught in sequence every school day. Frequent absences interrupt this sequence and make it difficult for a student to receive the instruction necessary to master these skills. From time to time a child must stay home from school, especially if he or she has a fever or signs of a contagious illness. When it is necessary for your child to be absent from school or come to school tardy, please call the school office at 898-6680 or send a note with your child. Should a child be absent for more than (1) day, parents need to contact the teacher for missed assignments and homework. Students are allowed (1) day for each day of absence to make up class work and homework. Please note that the California Education Code specifies the following reasons for excused absences:

1. Absences due to deaths in the immediate family
2. Absences due to medical appointments related to physical needs
3. Absences due to lack of immunizations (5 days)
4. Absences due to religious activities (limited to 4 days per school year)
5. Absences due to participation in a school activity
6. Contingent to the most up-to-date guidelines from CDC & California Department of Health.

TARDIES:

Students are expected to be on time to class. When students are late, they miss important parts of the lessons being taught and they disrupt the learning of others. Excusable tardies include doctor's appointments or family emergencies. Students who are habitually tardy will be referred to the Coordinator of Pupil Services. **Students who are tardy more than 30 minutes without a valid excuse are considered truant tardy.** After the third truancy students will be referred to the Coordinator of Pupil Services for the SARB process.

SCHOOL ATTENDANCE REVIEW BOARD (SARB):

As per state law, a student who is six years of age and is absent from school for more than 8 days (without doctor note) or 3 days of truancy will be referred to the Coordinator of Pupil Services and be required to appear before the School Attendance Review Board (SARB). An **un-cleared** absence will become a truancy after 48 hours. Both the parents and the Coordinator of Pupil Services will also be notified by mail, and the student's attendance will be closely monitored, by both the school and the district.

Should a student have 5 additional days of absence or 1 additional day of truancy, parents will be notified by mail a second time and required to appear before the School Attendance Review Board. *The SARB panel has the authority to place parents on a contract for one year and also to refer the matter to court. If referred to the courts, parents may face community service requirements, monetary fines and or jail time for failure to ensure that their child properly attends school.* Should parents have any questions regarding this process, they should contact the school office.

STATE AND FEDERAL PROGRAMS

Selma Unified School District receives categorical funding. Input from all educational partners will be elicited to build the budgets from year to year. This is conducted by the office of State & Federal Programs.

The specific uses of these categorical funds are described in the school's Single Plan for Student Achievement (SPSA), commonly known as the "The School Site Plan." The Site Plan, which includes the categorical funds budget, is developed and implemented by the School Site Council (SSC). The SSC is composed of parents and staff members. With input from staff and parents, the SSC updates the Site Plan annually.

Supplemental services and materials are used to reinforce direct instruction from the classroom teacher. The regular classroom teacher has responsibility for the overall educational experience of each student. High expectations, goals, and standards for success in the base/core curriculum are the same for all students.

Staff development activities are used to improve instructional practices to increase the ability of teachers and other staff to challenge and assist all students to reach their full potential.

Indianola Elementary School implements the following funding program:

- The Local Control Funding Formula (LCFF) is the current California model. The LCFF provides for more local control as well as greater transparency. Under LCFF, districts will receive a uniform base grant, adjusted by grade levels, plus additional funds for students with greater educational needs which are defined as low-income, English Learner and foster youth students. Each district will create and adopt a Local Control and Accountability Plan (LCAP), after soliciting input from teachers, parents, and the community, and will update this annually. The plan will establish the district and site goals for the use of LCFF funds.
- The Title I program is a federally funded program authorized under the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the Every Student Succeeds Act (ESSA). The purpose of (ESSA) is to maintain an expectation that there will be accountability and action to effect positive change in our lowest performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Parent Involvement is an important part of implementing categorical programs. Indianola Elementary conducts the following parent involvement activities for its categorical programs: School Site Council, English Language Learners Advisory Council (ELAC), annual Title I Parent Meeting, parent education classes, Parent Club, newsletters, charity drives, extensive social functions (Holiday programs, Awards programs, volunteer recognition, classroom and school volunteer work), parent teacher conferences, and referrals to community and social agencies. [Indianola Family Engagement Policy](#)

School Site Council (SSC): All schools receiving Categorical funding are required to form an SSC. A description of the SSC is included under the Parent Involvement section of the handbook.

English Language Learner Advisory Council (ELAC): All schools enrolling 21 or more Limited English Proficient students are required to form an ELAC. The ELAC is composed of parents and school personnel.

Annual Title I Meeting: All schools receiving Title I funds are required to hold an annual Title I meeting in which all parents of participating students are invited. The purpose of the meeting is to explain the Title I program and services, as well as to provide parents with an opportunity to have input in the planning and implementation of the Title I Program. The meeting is held in the fall by State and Federal Programs.

CONDUCT & BEHAVIOR POLICIES AT INDIANOLA

Indianola maintains high, yet reasonable, standards of conduct and behavior for all our students. A clearly defined **Assertive Discipline Policy** has been established, and all students will be introduced to it through their classroom teacher during the first few days of school. This will enable all students to be equally aware of expectations for their behavior and to make a conscious effort at the beginning of the year to meet these expectations. These rules will be posted in all classrooms and other common areas on campus. Indianola also implements positive interventions for our students known as the **Warrior Code**. The Warriors Code is: **Be Safe, Be Responsible, Be Respectful, and Be Positive**. This year, students may earn Caught Being Good Tickets (Blue Tickets), a positive way to reward good and positive behavior as part of our school-wide Multi-Tiered Systems of Support (MTSS) program. This is a nationally acclaimed program to help teach positive behaviors and reduce bullying incidents at school.

WE BELIEVE:

- A. Every student has a right to learn.
- B. Every teacher has the right to teach.

GENERAL SCHOOL RULES

- I will come to class on time and be prepared to work.
- I will not disrupt the class.
- I will respect other people and their property.
- I will be courteous, respectful, and cooperative at all times.
- I will not endanger myself or others.
- I will be positive whenever possible.

CONSEQUENCES

- Before a teacher can write a referral for a minor behavior, the teacher must first use their personal classroom management system to the furthest extent. For example, if a clip chart is used, a referral for a minor behavior cannot be given until that student has reached the last color on the behavior clip chart. The expectation is that teachers also contact parents and explain the behavior concerns.
- If a student's behavior progresses, it is suggested that a teacher should recommend a consequence and a preventive measure to help the child discontinue the behavior. This should be something the grade level team has agreed to, such as: *allowing a child the chance to deliver*

something to another classroom, or a pass to walk to the restroom. This will give the student a break to regain composure.

- When a student is identified for Check-in-Check-out (CICO) following four or more minor referrals, parents will be notified and involved with a plan to correct any undesirable behaviors. Parents may request this assistance at any time by calling an administrator. Our tiered supports are flexible and have been highly effective in creating changes in behaviors.

In addition, students may be subject to time-out, loss of privilege, campus beautification, suspension, transfer, expulsion, or other disciplinary options at any time depending on the circumstances. All of the items listed above are in compliance with the California Education Code Section 48900.

Students will automatically receive CONSEQUENCES for:

- Use of profane or obscene language or gestures
- Doing anything which seriously endangers the safety of others
- Showing disrespect to an adult
- Stealing
- Throwing food, etc., in the cafeteria
- Cheating (academic consequence-0 on assignment for first offense)

The Assertive Discipline Policy is the structure that has been created to handle student discipline problems. However, the maintenance of proper school behavior is necessary not only to provide an effective learning environment for all students, but it also involves an educational process designed to:

1. Develop the student's ability to assume responsibility for his/her actions.
2. Develop the student's awareness of the impact of his/her actions on the rights of others.
3. Develop the student's ability to deal with problems within the framework of acceptable social behavior.
4. Develop the student's sense of respect for himself, other people, property, and the laws governing society in general.

General Rules of Student Conduct- these rules will be discussed with all students by their classroom teachers.

1. All students must check in through the office if tardy to school, or if leaving school early during the day.
2. Personal items such as toys, stuffed animals, etc., are not to be brought to school unless so directed by the teacher.
3. Gum, seeds, spicy chips, and candy should not be brought to school.
4. Any food brought should be healthy in nature.
5. Students are not to enter another student's desk unless directed to do so by their teacher.
6. Students should not leave valuables or money in desks.
7. Students are to walk in corridors, in any room, or on the blacktop (unless associated with an organized game or activity).
8. Students are to play in designated areas only during recess. Other areas, buildings, or corridors are off limits during recess.
9. Tag is not permitted to play at recess.
10. No sharpies or other permanent markers at school.
11. No cell phones at school- they must be turned off and left in backpacks.

Hallways: Students should

1. Not bouncing equipment in the corridors.

2. Always walk in the corridors.
3. No playing around drinking fountains or restrooms.

Cafeteria Conduct

- All students eating in the cafeteria must be courteous and display appropriate behavior.
- Good table manners are expected.
- Students will be allowed to talk quietly.
- Students will not be dismissed until all trash on top of their table as well as under their table is picked up.
- Students will remain seated at all times until dismissed by cafeteria supervisors.

Bus Conduct

It is a privilege to ride the school bus and appropriate and safe behavior is expected at all times. When a student violates a District Bus regulation, the bus driver will report the incident to the principal and the parent through a written referral. If a student receives multiple referrals, he/she may be suspended from riding the bus for a specified time. Violations include:

- Leaving the seat while the bus is in motion.
- Putting any part of the body out of the bus.
- 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.

Infractions that warrant suspension can be viewed in its entirety in the District Handbook.

Certain violations of the California Education Code, such as assault, weapons, facsimile weapons, explosives, arson, or drug violations may require immediate suspension from school and can result in a recommendation for expulsion from Selma schools. Facsimile weapons are toy pistols, guns, knives, or any other toy that looks like a real weapon. State law requires a recommendation for expulsion if they are used in a threatening manner or are used by the student in a manner which portrays them as being real. Furthermore, soft air pistols are legally considered firearms. A recommendation for expulsion is required by law for possessing one at school. Please make sure that such toys are not kept in backpacks or find their way to school. The consequences are very serious.

Selma Unified School District

Dress Code

Some uniform regulations are necessary in order to maintain order, spirit, scholarship, pride, and discipline in the operation of a school system. School regulations prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student or to others in the school;

2. Materially interfere with school work, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property;
4. Prevent the student from achieving educational objectives because of blocked vision or restricted movement.

A student violation of this policy is termed willful defiance of the valid authority of the school principal.

During the first week of school, the rules and regulations found in the District Discipline Code, as well as site rules and regulations, will also be discussed with all students (Education Code 35291).

The following are the specified standards of dress and grooming:

A. APPAREL

Modesty and the avoidance of distracting influences are keys to an appropriate appearance. All clothing shall be neat, clean, and acceptable in repair and appearance sufficient to be worn within the bounds of decency, modesty, and good taste as appropriate for school. Any apparel, even if not specifically mentioned below, which creates a safety concern draws undue attention to the wearer, or tends to detract from the educational process is prohibited. Garments shall be sufficient to appropriately conceal undergarments at all times.

1. Revealing, or distracting tops and dresses cannot be worn. Tops and dresses must be modest in revealing the back and chest; for example, muscle shirts, halter tops, bare midriffs or chests, see-through outfits or off-the-shoulder blouses, and shoulder straps less than 2" wide are not appropriate or acceptable (no spaghetti straps or off the shoulder tops.) Clothing must cover undergarments. Any "cropped" tops that expose the midriff (waist) or back or sides, tube tops, halter tops, etc. including when worn under overalls are not acceptable. Remember, any skin shown around the midriff will be considered a dress code violation.
2. Shorts, dresses, mini-skirts, and skorts are acceptable provided they are no shorter than mid-thigh, are not to be excessively frayed, and are not revealing. Any shorts/skirts that do not extend past the fingertips with the arms extended at their side are not acceptable. No holes/tears above 3.5" above the knees. Holes may not be in locations that reveal undergarments. Students who participate in pep and cheer or other athletic teams, when required by their advisor/coach to wear their uniforms during school hours, may wear their uniforms without violation of this provision. No leggings or tights may be worn unless they are worn beneath dresses, skirts, shorts, or tunics.
3. Pants and shorts are to be worn at the natural waistline (*just above the hip of the student*) and conform to acceptable standards of appearance (no more than one size too large or too small). Pants and shorts with an extra-long crotch, extending beyond mid-thigh, are not permitted. Pants and shorts cannot be ripped or torn 3.5" above the knee. All sportswear-type shorts, bike shorts (i.e., spandex, nylon), gym shorts (PE Clothing), frayed shorts, or shorts with holes are unacceptable. Shorts may be worn for physical education activities and athletic practices, provided they conform to standard dress for those activities. Leggings/leotards are not appropriate to be worn in place of shorts/pants.
4. All students must wear shoes at all times. No hard-toed or steel-toed shoes/boots will be allowed. Shoes must be laced and tied or strapped at all times. Thongs, shoes, or sandals without heel

straps are inappropriate at elementary school sites due to safety concerns.

5. Crude or vulgar printing, slander, slogans, symbols, designs, jewelry, or pictures depicting tobacco, drugs, alcoholic beverages, illegal activities, demeaning to others, or sexual suggestions are specifically prohibited. Any clothing reflecting gang affiliation is prohibited.
6. Military, paramilitary, or camouflage (military style) clothing will not be permitted. Military and/or paramilitary uniforms may be worn by students enrolled in the ROTC program or by other students on special occasions.
7. Baseball caps, visors, beanies, or full-brim caps may be worn as sun-protective clothing while outdoors. Baseball caps will have no logos. Hats with school logos will be acceptable. All baseball caps and visors must be worn facing completely forward. Hats must be removed anytime a pupil is indoors. Failure to abide by the policy will result in the pupil being prohibited from wearing headwear.
8. Excessively baggy or loose-fitting clothing is not acceptable.
 - a) Pants and shorts are to be worn at the waist and conform to acceptable standards of appearance. Pants with an extra-long crotch, extending beyond mid-thigh, are not permitted. Pants are not to be stapled, pinned, taped, or rubber-banded. The bottom of the pant leg may not be excessively frayed or drag on the ground. Undergarments should not be visible, including shorts worn underneath pants.
 - b) Shirts, coats, jackets, sweaters, and sweatshirts may not be excessively oversized
 - c) Jackets and other apparel depicting professional sports teams shall not be worn. In grades, TK-8 city team jerseys that meet the dress code may be worn on Fridays during the season of that sport.
9. Overalls must be worn correctly with both straps fastened over the shoulder.
10. Pajamas are not acceptable, except for spirit days designated by site administrators.
11. Sunglasses are not to be worn indoors.
12. Articles of clothing, clothing styles, jewelry, or shoes, that present a hazard to the health or safety of the student, or to others in the school, are not acceptable.
 - a) Dog chains, dog collars, or the like, may not be worn.
 - b) Studded and sharp weapon-like accessories are not permitted.
 - c) All jewelry must be removed when participating in sports, other physical activities, or physical education classes. Small stud earrings may be worn as long as they do not create a safety issue for the wearer or others.
 - d) Wallet chains are not permitted.

B, GROOMING

1. It is expected that personal cleanliness will be observed and that hairstyles, beards, and mustaches will be neatly maintained. Moderation in make-up and hairstyles is required. Hair features that cause undue attention or are gang-related are not acceptable. This includes, but is not limited to unusual designs, symbols, razor cuts in hair and eyebrows, messages, and Mohawks. Grooming aids, such as brushes, combs, and make-up are not to be used in the classroom. Wearing excessive amounts of cologne, perfume, or other fragrances is not allowed.

2. Tattoos which feature crude, vulgar, drug, or gang-related designs or shavings are not acceptable.
3. Hickey marks are not acceptable and must be covered at all times while the student is on the school grounds.

C. GANG-RELATED APPAREL

The Board finds that gangs, gang-related apparel, and gang-related activities create a clear and present danger of disrupting the educational process and create a hazard to the health and safety of the school environment. These regulations prohibit the wearing or displaying of gang-related apparel, insignia, or other gang identifiers i.e. color, symbols, etc).

D. GENERAL APPLICATION

1. The District will rely on the opinion of the site administrator, who will review the site discipline flowchart, as to when student behavior or dress has created a disruptive influence to the learning process, is detrimental to a positive school environment, is counter to providing a safe and orderly campus, and/or is in violation of any portion of the foregoing regulation
2. When students are attending school-sponsored, public events, sections of the dress code relating to modesty and gang activity will be in effect.

INDIANOLA POLICIES & PROCEDURES A to Z

ASSIGNMENTS OF STUDENTS TO CLASSROOMS:

Careful consideration and deliberate attention is given to several important factors as we work to assign students to a classroom. The assignment of students to classrooms must be balanced with respect to class size, achievement levels, gender, ethnicity, and other factors. Parent input forms must be completed by mid April for the upcoming school year to the school secretary. These requests will be considered when forming the upcoming year's classes. **Input will be accepted in the spring but there are no guarantees due to balancing each and every classroom by teachers and administration.** A parent conference with the current classroom teacher is the required first step to resolve any type of conflict that arises. Please understand that class sizes may not allow us any room for movement and moving students is rarely an option.

CAMPUS VISITOR POLICY:

We encourage all parents to take an active part in their child's education by volunteering or visiting your child's classroom and teacher whenever possible. However, to ensure the safety of all students and staff, the Selma Unified School Board has passed a Campus Visitor Policy. **This board policy states that ALL persons visiting the campus will report to the school office and sign in.** This includes parent helpers, guest presenters, etc. Visitors that will be in direct contact with students will be required to fill out the district volunteer form. Once completed and signed by the principal, the school board will approve the volunteer, allowing for that person to work directly with students. While on campus, parents will be required to wear a Visitor Badge printed by the Raptor system. Under the Raptor system, you must use a new badge each time you visit the campus. We appreciate your cooperation with this policy.

CHROMEBOOKS, IPADS AND OTHER DEVICES:

Technology is an important tool for learning at our school. Students are expected to use Chromebooks, iPads, and other school-issued devices responsibly, safely, and for educational purposes only.

Students are **expected to**:

- Use devices only as directed by their teacher.
- Access only approved educational websites, applications, and programs.
- Handle devices with care and keep them clean and **free from damage**, such as **stickers** and **broken keys**. There will be a **fee** applied to students' accounts if the device has any damage.
- Keep food and drinks away from devices.
- Use appropriate language and digital citizenship when communicating online.
- Respect the privacy and work of others by not accessing, changing, or deleting another person's files or information.
- Report any damage, technical issues, or inappropriate content to a teacher and librarian immediately.
- Keep usernames, passwords, and account information private.
- Follow all classroom and district/school technology rules.

Students **may not**:

- Use devices for games, social media, messaging, or other non-instructional purposes unless specifically authorized by a teacher.
- Download unauthorized applications, software, or extensions.
- Attempt to bypass school internet filters, security settings, or monitoring systems.
- Take photos, videos, or audio recordings of others without permission.
- Use technology in a way that disrupts learning or violates school rules.

Failure to follow these expectations may result in the loss of technology privileges, disciplinary consequences, and/or financial responsibility for intentional damage, in accordance with school and district policies.

CLASSROOM DELIVERIES:

When special items for birthdays and other events are delivered to the school for individual students, please contact the classroom teacher at least three days in advance to schedule with them. When items are delivered by the parent, they will be held in the office until the end of the school day. These items will be delivered in the last 15 minutes of the day to avoid disrupting the educational process. No balloons are to be delivered to the campus for any event or occasion.

CHANGE OF ADDRESS:

It is extremely important that every student maintain an up-to-date address, email address, and working telephone number at the school office. **Please notify the school promptly if you have a change of address, email address, or telephone number during the school year.** Parents are to update their most current phone number, email address, and emergency contacts on their Aeries portal accounts. If parents and students have moved, bring proof of address to the school so records can be updated.

CELL PHONES:

Board policy 5131 states the following about cell phones:

The Board of Trustees believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Prohibiting the Use of Digital Communication Devices

Purpose

The Governing Board recognizes that mobile communication devices are a part of today's world, however, excessive use can be linked to distractions from learning, increased cyberbullying, anxiety, depression, and other mental health issues. The State of California, County of Fresno and Selma Unified School District emphasize the importance of focusing on students' academic success and well-being by reducing digital distractions.

I. Definitions

Digital Communication Devices: Includes personal cell phones, smartphones, smartwatches, tablets, headphones/earbuds, and any other personal electronic devices capable of sending or receiving calls, text messages, data, or accessing the internet.

II. General Use Guidelines

A. Digital communication devices must be turned off and kept out of sight at all times during regular school hours and after school programs.

B. Use of digital devices may be permitted with staff authorization only for emergency use or educational purposes.

C. Student communication with outside of school contacts such as individuals on the student's emergency card, other family members and outside organizations may still be accomplished through classroom or office landline phones.

III. Authorized Exceptions for Mobile Communication Devices:

Students shall not be prohibited from possessing or using a digital communication device under the following circumstances:

1. In an emergency or perceived threat of danger.
2. With explicit permission from a teacher or administrator, subject to reasonable limitations.
3. When determined necessary for the student's health and well-being by a licensed physician or mental health clinician.
4. As required by the student's Individualized Education Program (IEP).

IV. Progressive Discipline Procedures

Failure to follow this policy will result in the following consequences:

1st Offense: Device is held until the end of the day. Incident is documented. School contacts parent/guardian.

2nd Offense: Device is held until retrieved by a parent/guardian. Incident is documented. School contacts parent/guardian for item to be retrieved.

3rd Offense: Device is held until a scheduled conference takes place with parent/guardian. Administration will schedule a conference to be held with student and parent. Student may receive added progressive discipline for defiance.

Refusal to surrender a device when asked by school personnel may result in an office discipline referral, detention, home suspension, and/or added progressive discipline for defiance depending on the severity of the defiance.

V. Liability Disclaimer

The district is not responsible for lost, stolen, or damaged digital communication devices brought onto campus or to any school-sponsored activity. Students bring such devices at their own risk.

COMMUNICABLE DISEASES:

If your child is running a fever, he/she should be kept home for at least 24 hours. If your child is absent because of one of the following diseases, please notify the school office: **Covid 19, Chicken Pox, Mumps, Red Measles (Rubella), German Measles (Rubella), Impetigo, Pink Eye, Ringworm and Lice.**

Emergency Cards:

The student emergency card that you complete at the beginning of the school year is the **ONLY** means we have of contacting you in the event of your child's illness at school or in an emergency. It is very important that you contact Claudia Villegas or Celene Cervantes in the office at 898-6680 ANY time your phone number or address changes during the school year. It is very important that we have a telephone number where we can reach you or someone you designate in case of an emergency. Please consider carefully those persons that you list on your child's emergency card. These are the people that you are giving permission for us to contact if we are unable to reach you and are authorized to check your child out of school. Only those adults whose names appear on the emergency card may sign a student out of school. Please update all information immediately on Aeries if there are changes made.

FIELD TRIPS:

Money raised by classrooms goes towards field trips for all classrooms. Students who have multiple behavior issues may require a parent to attend the field trip in order to ensure the safety of all students. Please support all fundraising efforts. Please look for an updated field trip policy in the near future.

FOGGY DAY SCHEDULE:

During the winter months dense morning fog may interfere with normal schedules. **On foggy mornings, the announcement of an initial Plan "A" delay will be broadcast over most local radio stations and television stations: Channels 18, 24, 26 and 30 starting at 6:30 a.m.** Parents should listen or watch for possible updates to Plan "B" or Plan "C". **Note:** Plan "A" means a 1-hour and 45-minute delay for busses, Plan "B" means "No buses running in the morning," and Plan "C" means "No buses running in the morning or afternoon." School begins at 9:30 A.M. on foggy days, however, gates open at 7:30 a.m. to accept students. Teachers will do activities in class beginning at 8:30 a.m. until instruction starts at 9:30 a.m. Parents may also call the Transportation line at 898-6530 to check on the foggy day schedule. Students may eat breakfast, study, or read a book while they wait for class to start. Supervision is provided from 7:30 to 9:30 a.m. to assist working parents.

HOME/SCHOOL COMMUNICATION:

Open communication between the home and school is essential to the progress and development of our students and the effective operation of the school. The parent and the school are partners when it comes to meeting the educational needs of the student. Establishing good communication is a major objective of the school and each teacher should be diligent in keeping in contact with parents concerning the progress of the child. **Parents are highly encouraged to use Parent Square as this is the main avenue for communication from the school and teachers.** In addition to personal contacts between parents and school personnel, the following are the more formalized communications used at Indianola:

School Marquee: All events will be updated weekly on marquee.

Monthly Calendar: All events will be included in the monthly calendar that can be found on the school and district websites. In addition, we will send reminders as well as dialers of major events.

Facebook; IndianolaElementary StudentBody
Instagram: @indianolawarriors
Twitter: @indianolamedia

HONESTY POLICY:

Indianola believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Selma Unified School District Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. (Academic Honesty BP 5131.9)

Cheating is:

- A. Copying someone else's class work or letting someone copy your work, when the work should be done independently. (Includes asking/telling orally.)
- B. Copying answers on a test or letting someone copy from your test. (Includes asking/telling orally.)
- C. Using a cheat sheet of unauthorized notes
- D. Turning in someone else's work as your own.

Consequences:

First Offense: The teacher shall send a referral to the office to be added to a student's record. The student shall receive an "F" or zero on the work or the test and parent contact is required. Further offenses will receive the above consequences plus additional consequences such as suspension.

IMMUNIZATIONS:

Parents of Transitional Kindergarten, Kindergarten children, and those registering from out of state must provide proof of immunization at time of registration. Those transferring from other schools in California need to provide immunization dates, if Indianola has not received their transferred records within (thirty) 30 days.

LEADERSHIP:

The Leadership group will comprise 10-15 students from grades 5 and 6. Students who are recommended will be finalized by the Leadership teacher. The principal may appoint 4 additional members. The students will be selected on the basis of grades, effort, attendance, and citizenship. The student body offices are president, vice-president, secretary, etc. The Leadership team will help promote a positive and engaging environment on school grounds.

LUNCH PROGRAM:

Hot lunches, which include milk, are available to students in grades TK-6.

MEDICATION POLICY:

The administration of prescribed medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student, and the student would not be able to attend school if the medicine were not available to him/her during school hours. If it is necessary for your child to have medication at school, please obtain a written order from the prescribing physician, stating the dosage, the time at which or special circumstances under which the medication shall be administered and the length of time for which medication is prescribed. A parent

authorization form is also required. This also includes any over the counter or prescription medications including aspirin, Tylenol, vitamins, antihistamines, throat lozenges, etc. All medicines must be kept with the School Nurse in their original pharmacy container.

Parents/guardians may request in writing that their child be allowed to self-administer, monitor, or treat his/her existing medical condition. The parent/guardian shall also provide a written statement from the student's authorized health care provider acknowledging that the student is capable of self-administering the medication and that the health care provider has trained the student in self-administration (BP & AR 5131.21).

Please see Claudia Villegas, school secretary, for any forms regarding medication at school.

PARENT CLUB:

Our Parent Club is very active and involved in your children's education. They help fundraise for field trips, assemblies, and other school events. The Parent Club also puts on the school carnival, helps decorate for school events, runs Santa's Workshop, and organizes a staff appreciation luncheon in May and so many other activities. They welcome new members and volunteers for different events. Please call 898-6680 for information on how to join.

This is a voluntary organization for parents that meets monthly to work on projects and programs to benefit the school. All adults are encouraged to join and support the school through this club. Please contact Erika Martinez.

PARENT & FAMILY ENGAGEMENT:

Indianola Elementary Title I, Part A School-Level Parent and Family Engagement Policy 2026-2027

Our School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Parent Involvement in the Title I Program

Our District Office and School will convene an annual Title I Parent Meeting to inform parents about Title I requirements and available involvement opportunities. The following items will be reviewed with opportunities for input from parents.

- Site level Parent and Family Engagement Policy
- School Parent Compact
- School Plan for Student Achievement (SPSA)
- Title I requirements, parent involvement rights, and programs offered at the site
- Student assessment tools and proficiency levels
- Parent survey results related to site academic programs and environments
- Parent involvement opportunities contributing to student success
- Parent requested meetings related to school educational decisions

Shared Responsibilities for Student Academic Achievement

Our school annually distributes the School-Parent Compact to Title I staff, students, and parents. The School-Parent Compact is jointly developed with parents to summarize how parents, students, and the entire school staff collectively share the responsibility for improved student academic achievement. The School-Parent Compact outlines the following:

- The school's responsibility is to provide high quality standards-based curriculum and instruction in a supportive learning environment.
- Parent and student responsibilities for supporting student learning.
- The importance of effective and ongoing communication between parents and teachers contributing to parent-teacher conferences, frequent student progress reports, and parent participation opportunities.

Building Capacity for Parent Involvement

Our school supports the partnership between staff, students, parents, and the community to improve student academic achievement. The following actions have been established to reach these goals.

- The school provides parents with support in understanding curriculum content standards, assessment results, and monitoring student progress.
- Teachers will provide parents and students with individual student goals pertaining to local and state assessment results.
- The school provides parents with materials and training to help them work with their children to improve achievement.
- The school provides staff training on working with parents to involve them in their children's education.
- The school provides engagement opportunities for parents to volunteer and participate in the education of their children.
- The school provides ongoing communication in a language and format parents can understand to encourage parent involvement in school programs, meetings, and other events.
- The following are examples of programs, activities, and events at our school that provide opportunities for parent involvement:
 - School Site Council (SSC)
 - English Language Advisory Council (ELAC)
 - Back to School Night
 - Open House
 - Classroom Volunteer and Participation
 - Parent-Teacher Conferences

Accessibility

Our school provides involvement opportunities for all parents, including parents with disabilities and/or parents with limited English proficiency. School communication, information, and reports will be reasonably provided in a language and format parents can understand.

The Parent and Family Engagement Policy is updated annually to meet the ongoing needs of our school, parents, and community. This engagement policy was approved by the Indianola School Site Council on November 12, 2025.

School-Parent Compact

Indianola Elementary

Title I, Part A School-Parent Compact

Staff Section:

I understand the importance of my role as an educator and the impact I have on the educational experiences of my students. Therefore, I will:

- Encourage parent/teacher communication, conferences, and partnerships
- Encourage each student to take an active role in their education
- Provide high quality curriculum and instruction in a supportive and safe learning environment that enables students to meet academic state standards
- Communicate classroom procedures and expectations
- Communicate student progress and goals in a timely manner with students and parents
- Provide students with culturally relevant experiences and primary language support
- Provide volunteering and involvement opportunities for parents
- Demonstrate professionalism and show respect to self and others at all times

Student Section:

I understand the importance of education and that I am responsible for my own success. Therefore, I will:

- Attend school on time every day and be prepared to learn
- Communicate my progress in class with my parents
- Complete and return classwork and homework assignments on time
- Follow school and classroom rules at all times
- Ask for help from others when needed
- Demonstrate responsibility for my own behavior
- Show respect to self and others at all times

Parent Section:

I understand the importance of my participation in my child's education. Therefore, I will:

- Attend parent/teacher conferences and actively participate in available school involvement activities.
- Monitor and support my child's tardiness and attendance to school
- Communicate specific learning needs of my child with teachers and school staff
- Encourage 20 minutes or more of daily reading activities for my child
- Provide a quiet time/place for my child to complete their assignments
- Stay informed of all school communications and notices
- Participate in parent trainings or involvement opportunities
- Serve, when possible, on school advisory or policy groups
- Show respect to self and others at all times

This Compact was established by Indianola Elementary, and will be in effect for the period of the 2025-2026 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: October 15.

PERSONAL POSSESSIONS:

We discourage children from bringing personal possessions or extra money to school unless requested to do so. The school will not assume responsibility for personal items brought to school that may become lost or stolen.

PHONE CALLS TO THE SCHOOL:

In the event that you need to get a message to your child prior to dismissal time, i.e., to deviate from the normal procedure for getting home, special instructions, etc, **please call the school prior to 1:30 p.m.** Messages received after 1:45 p.m. cannot be guaranteed to get to your child before school is out, as dismissal time (2:40 p.m. and Tuesdays- 2:00 p.m.) is an extremely busy time in the office. We encourage you to keep your child in class as much as possible.

Phone calls to teachers or classroom support staff during the instructional day will be forwarded to voicemail so that classroom instruction is not disrupted. Parents are encouraged to use ParentSquare to communicate with the classroom teacher during the school day. Teachers do not guarantee a response back during instructional time.

SCHOOL SITE COUNCIL:

The Indianola School Site Council, which is composed of parents and staff members meets 4 to 5 times annually. The purpose of the School Site Council is to assist in the development of programs to meet student needs, assess the effectiveness of the School Site Plan, and to review, update, and approve the school's categorical budgets. Members of the School Site Council are elected for a two-year term. Nominations and elections are held in the fall of each school year. A notice of this meeting will be sent home with each student. Questions regarding the School Site Council should be directed to the Learning Director, Meredith Ditto.

TECHNOLOGY AGREEMENT-SELMA UNIFIED:

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT FOR GRADES TK-12

Please read this carefully: Selma Unified School District believes in the educational value of technology and recognizes its potential to support curriculum and student learning by providing access to extensive sources of information; communicating ideas; and enabling students to develop computer and problem-solving abilities. The Board intends that technology, the Internet, and other network resources be used to support the instructional program and further student learning.

While electronic information resources offer tremendous opportunities of educational value, they also offer persons with illegal or unethical purposes avenues for reaching students, teachers, administrators, parents, and others. Selma Unified School District will make every effort to protect all parties from any misuses or abuses of technology. However, all users must be continuously on guard to avoid inappropriate and illegal use of network resources. Misuse or illegal use of network resources and technology provided by the district is strictly prohibited (BP 6163.4). As used in this agreement, examples of technology include, but are not limited to, computers, personal digital devices, cameras, peripherals, Internet, and network resources.

The use of technology is a privilege, not a right, and inappropriate use may result in disciplinary action and/or cancellation of those privileges.

The site administrator or designee will decide whether or not a user has violated these regulations and may deny, revoke, or suspend a user's access.

When the **Use of Technology Agreement** is acknowledged by the parent/guardian, you are giving your son/daughter permission to use the district's network and Internet resources. Furthermore, by your acknowledgement you agree not to hold the district responsible for materials acquired by the student on the system, for violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by the user. An approved Technology Agreement must be on file before the student will be allowed to use the network or Internet in the Selma Unified School District. Please discuss the Student Responsibility section below with your son or daughter.

Student Responsibility

The use of technology must be in support of my education and the educational goals of the Selma Unified School District. I am aware that I am personally responsible for my actions when using technology and I agree to accept responsibility for reporting any misuse of technology to my teacher or school administrator. Misuse can come in many forms, but it is commonly viewed as:

- Any message that indicates or suggests obscenity, pornography, racism, or sexism.
- Solicitation of unethical or illegal acts.
- Inappropriate language; threatening or inflammatory messages.
- Political lobbying or commercialism.
- Invasion of privacy or impersonation. I understand that privacy is a major issue, and I will not reveal my home address and telephone number, nor the address and telephone number of others. I must use my assigned user name when using network services and no other person's.
- Failure to comply with the rules appropriate to other organization's networks.
- Transmission of material or using network resources in violation of any federal law, state law, or Board Policy, is prohibited. This includes knowingly creating or transmitting a computer virus.

District Responsibility

The district cannot guarantee that a student will never access sites containing inappropriate content, but will minimize the likelihood of occurrence by the following:

- Electronic filtering of inappropriate search words and known adult-oriented sites.
- Teachers may make assignments that require students (grades TK-12) to utilize external electronic information resources accessed through the Internet. As with any student activity, it is the responsibility of staff members to exercise care in monitoring and supervising, to the best of their ability, such student access to insure students use such resources in accordance with district policy. No unsupervised Internet access is allowed, and no free surfing is permitted.
- Periodic and unannounced monitoring of student use and or access logs.
- Annual review of the Acceptable Use of Technology Agreement for Grades TK-12, with modifications as required.

TECHNOLOGY ETIQUETTE AND PRIVACY

You are expected to abide by the generally accepted rules of technology etiquette. These rules include, but are not limited to, the following:

- Be polite. Never send, or encourage others to send, abusive messages.

- Use appropriate language. Remember that you are a representative of your school and district on a non-private system. You may be alone with your computer, but what you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
- Privacy. Do not reveal your home address or personal phone number or the addresses and phone numbers of students or colleagues.
- Electronic mail. Electronic mail (e-mail) is not guaranteed to be private. Messages relating to, or in support of, illegal activities must be reported to the authorities.
- Disruptions. Do not use the network in any way that would disrupt use of the network by others.

Other considerations:

- Do be brief. Few people will bother to read a long message.
- Do minimize spelling errors and make sure your message is easy to understand and read. Do use accurate and descriptive titles for your articles.
- Do get the most appropriate audience for your message, not the widest. Do remember that humor and satire is very often misinterpreted.
- Do remember that if you post to multiple groups, specify all groups in a single message. Do cite references for any facts you present.
- Do forgive the spelling and grammar errors of others. Do keep signatures brief.
- Do remember that all network users are human beings. Don't "attack" correspondents; persuade them with facts.
- Do post only to groups you know.

Students can lose access to technology resources and be subject to disciplinary action for violations outlined above. Students have no expectation of privacy and the district may monitor or examine all system activities to ensure their proper use of the system. Inappropriate use of electronic resources can be a violation of local, state, and federal laws and that you can be prosecuted for violating those laws.

TELEPHONE USE:

Students who need to use the office telephone will be allowed only in extenuating circumstances.

VOLUNTEERING AT INDIANOLA:

If you are interested in volunteering at Indianola in the classroom, at school events, or attending any field trips you will be required to complete a District Volunteer Form, and be approved by the Board of Trustees in order to volunteer.

TEXTBOOKS/LIBRARY BOOKS:

Every student will be assigned textbooks and we encourage all students to check out library books on a regular basis. Please help us maintain the condition of our library and classroom textbooks by reminding your students to take care of their books. Please read the following letter from the Indianola library staff:

Dear Parents,

Reading is one of the most important skills your child will learn in school. Like all skills, improvement comes with practice and the school library provides a wide variety of books and resources for students to borrow for reading practice, information, and enjoyment.

*Your student's class will visit the school library to select books and/or to learn about library and research skills. You can help your student by **reading** with him/her and asking questions about the story. Encourage your child to spend time **reading** at home every day. In addition to visiting the library with their class, students can visit the library before school, after school, and at recess time.*

*Parents and/or grandparents are welcome to come to the library and check out books to **read** with their child. The library is open to families every morning and after school.*

- *Students are responsible to handle library books with care, since they are for everyone to share. Please keep books away from pets, food, and all liquids.*
- *Any book damage should be reported to the library staff as soon as possible so we can attempt repairs.*
- *Students can check out only as many books as they can be responsible for, the librarian will work with your child and their teacher to ensure books are being returned.*
- *Library books may be kept for the checkout period then must be returned. A book may be renewed (checked out again) if the student is not finished reading it and the book is not on hold for other students.*
- *If a student has an overdue book(s), another book may be checked out but this book needs to remain in the classroom until their overdue book(s) is returned to the library.*
- *If a book is lost, payment toward a replacement will be requested from the parents. Any fine for lost or damaged books can be reviewed with the teacher and library staff to adjust and/or forgive the fine at the discretion of the library staff.*
- *If your family plans to move from the school, please return all books before moving.*

*We hope your student **will read** and enjoy many books and grow in reading skills while attending our school.*

Thank you,

Your library staff

CONCLUSION

Thank you for being an important part of our school community at Indianola Elementary. At our school, we believe that a strong partnership between students, families, and staff creates the foundation for academic success, positive character development, and lifelong learning.

We are committed to providing a safe, supportive, and engaging environment where every student is encouraged to reach their full potential. By working together, maintaining open communication, and supporting one another, we can ensure that all students have the opportunity to thrive.

We encourage families to stay involved, ask questions, and celebrate the achievements and growth of our students throughout the year. Together, we can make each school year a rewarding and memorable experience.

Thank you for your trust, support, and commitment to the success of our students. We look forward to a wonderful year of learning, growth, and partnership.

Together, we can inspire excellence, foster kindness, and build a brighter future for every child.