



LIBERTY

Elementary School

2730 S. Bon View Avenue, Ontario, CA 91764



Parents' Bill of Rights

2016-2017

Versión en Español disponible a petición.

Liberty Elementary School

2730 S. Bon View Avenue, Ontario, California 91761
(909) 947-9749



Parents' Bill of Rights 2016-2017

Deborah Hutchinson
Principal

Dawn Zwack
Assistant Principal

Rebecca Vargas
Secretary

Dawn Voss
Clerk II



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Dear Families,

Welcome to Liberty Elementary School, a California Distinguished School! It gives me great pleasure to welcome you to the 2016-2017 school year. I feel very honored and blessed to be the principal of the Liberty Elementary School community. The Liberty staff is planning an exciting learning year for your children. All of us are working to make this a wonderful school year for your children. We encourage you to become an active member of our school family. “It takes a village to raise a child” and all of us working together will make your children successful. We look forward to serving your family throughout the school year!

At Liberty we have high expectations for all our students to achieve to their full potential. The purpose of this handbook is to explain our school’s policies and procedures. We do have some new policies and changes for this new school year, so please read this handbook carefully with your children, so everyone is aware of the expectations. If you have any questions, please feel free to contact the school office.

Thank you for all you do to help our Patriots March On to Success!

**Sincerely,
Deborah Hutchinson
Principal**

**SCHOOL MASCOT
The Patriots**

**SCHOOL COLORS
Red, White and Blue**



CHINO VALLEY UNIFIED SCHOOL DISTRICT

5130 Riverside Drive
(909) 628-1201

After Hours District Security- (909) 241-9651



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LIBERTY ELEMENTARY SCHOOL

“A REVOLUTION IN EDUCATION”

OUR MISSION

STUDENT CENTERED

ACHIEVEMENT DRIVEN

COMMUNITY ORIENTED

MISSION AND VISION

Student Centered

Liberty Elementary School is a haven where:

- ❖ Every child is valued as an individual
- ❖ Every child is central to our efforts to provide an educational experience that assists them in reaching their full potential
- ❖ Students leave school with the ability and skills necessary to live as responsible, productive, and successful citizens of the 21st century.

Achievement Driven

At Liberty, every child will achieve success:

- ❖ Through academic programs and efforts by our school to become well-rounded individuals.
- ❖ Through access to a rigorous curriculum that is tailor-made to meet his/her individual cognitive, physical, social and emotional needs.
- ❖ Regardless of his/her cognitive, language, social, ethnic, religious, or economic background.

To accomplish this, our staff is committed to:

- ❖ Being life long, self-renewing learners with a passion to maintain and improve their skills in meeting student needs.
- ❖ Being committed to working as a collaborative team with each other, the students, parents and community at large.
- ❖ Using a multitude of research-based, flexible academic strategies, programs and assessments, as well as state of the art technological tools, to effectively move our students forward towards higher levels of achievement.

Community Oriented

The Liberty community is a large, extended family where:

- ❖ Each member of the family is crucial to achieving creative, successful, life-long, productive learners.
- ❖ Powerful collaboration and teamwork exists not only among the staff, but also includes the students, parents, and community.

CORE BELIEFS

Education

We believe that:

- ❖ When education is a team effort between the child, the school staff, and the parent, the child is provided with the means to succeed and to find a fulfilling life.
- ❖ Education should strive to combine many cultures from a diverse society into one common community that values good citizenship.
- ❖ Education must prepare students in a fun and exciting manner to succeed in the future.

School

We believe that:

- ❖ Our school is an effective learning environment where all children can meet their potential.
- ❖ Our school offers a very safe environment, as well as the highest academic focus for its diverse students.

Staff

We believe as a staff we should be a cohesive unit, dedicated and enthusiastic. Together with you we will work to provide your child with a quality education and to teach and develop in them:

- ❖ Outstanding academic, physical and social skills
- ❖ A confident and independent “can do” attitude
- ❖ The inner resources to persevere
- ❖ Respect for themselves and others in our 21st century world.

Parents

We believe that for Liberty Students to be successful, parents and teachers must form a partnership.

That partnership includes:

- ❖ Attending school-sponsored parent information nights
- ❖ Attending parent-teacher conferences
- ❖ Being actively involved with homework
- ❖ Being aware of grade level expectations and standards
- ❖ Communicating regularly with your child’s teacher

Children

We believe that:

- ❖ All children are capable of learning, and it is our commitment to provide a rich, positive, and safe learning environment that fosters their drive to learn.
- ❖ All children deserve to be treated with respect, as capable and responsible individuals, whose diversity is embraced.

CORE VALUES

- ❖ Friends
- ❖ Dedication
- ❖ Family atmosphere
- ❖ Caring
- ❖ Teamwork
- ❖ Social environment
- ❖ New teacher support
- ❖ Camaraderie
- ❖ Flexibility
- ❖ Forgiveness
- ❖ Communication
- ❖ Perseverance
- ❖ Supportive Commitment
- ❖ Super Staff
- ❖ Willingness
- ❖ Sharing
- ❖ Enjoying
- ❖ Challenges
- ❖ Student-centered
- ❖ Our Kids

SCHOOL-WIDE GOALS

It is the primary goal of Liberty School to provide all students with a challenging and rigorous academic program. We believe in having high expectations for our students' achievement. We believe that having these expectations insures that our students will achieve to their highest potential.

- Develop competency in the language arts of reading, writing, listening, and speaking on the state standards.
- Encourage parent/guardian involvement in their children's education at home and school.
- Promote knowledge of and the use of technology.
- Continue to develop parent education programs and provide opportunities for parent involvement in the school and classroom.
- Improve student assessment based on state standards, standardized tests, and multiple curriculum assessments.
- Provide staff development opportunities.
- Provide intervention opportunities for students at risk.
- Implement ELD (English Language Development) state standards, CELDT testing standards and align with curriculum. Parent involvement increased through an active ELAC (English Learner Advisory Committee) committee.
- Raise the school's API Scores and ranking above the state target for the year on the STAR Exam.
- Build self-worth in all students.
- Help students grow in the skills necessary to become better citizens and function effectively in society.

INSTRUCTIONAL PROGRAM

The overall goal of our instructional program is to produce students who are well-rounded academically, physically and socially and who have a firm foundation for becoming productive members of a diverse, changing society.

The instructional program at Liberty Elementary School uses the Chino Valley Unified School District Course of Study as its core. The Course of Study is derived from national education goals, state standards/district content, and current research in education. District adopted textbooks and appropriate supplementary materials are utilized within the context of a variety of instructional strategies designed to promote understanding and success for all students.

Problem-solving and the writing process are integrated throughout the curriculum. Teachers tailor their instructional methods to the needs of their students to provide all students an opportunity to excel in their strengths and develop greater competence in their weaker areas. Special efforts are made to make lessons interesting and motivating for students, to challenge students and to help them to reach their maximum potential and to provide the support they need to be successful learners.

With an outstanding curriculum, a dedicated well-trained, professional staff, a variety of instructional strategies and a support system tailored to meet the needs of our students, we are proud of our excellent instructional program.

EXPECTATIONS

THE PRINCIPAL IS RESPONSIBLE FOR:

- Providing a safe, positive, and orderly school environment.
- Informing parents or guardians and teachers of the values of homework.
- Monitoring implementation of homework among the staff and department.
- Leading the learning on the campus

THE TEACHER IS RESPONSIBLE FOR:

- Establishing and maintaining a positive and nurturing learning environment where all students can achieve.
- Reviewing all homework assigned and making sure students receive timely and appropriate feedback on homework so that students are aware of, and can correct errors.
- Establishing homework as an integral part of the instructional program, intended to reinforce student understanding and mastery of the District's course of study.
- Interpreting the homework guidelines to parents or guardians.
- Assigning homework that is appropriate to the level of understanding of each student.
- Being available during assigned conference periods and assigned time before school.
- Incorporating homework as an integral part of the student's course grade and for establishing consequences when homework is not completed.
- Giving assignments that:
 - a) Encourage and develop the student's initiative and responsibility for his/her own learning.
 - b) Provide the necessary practice and review for skills learned at school.
 - c) Are not punitive in purpose
 - d) Develop research skills
 - e) Create opportunities for independent planning and learning.
 - f) Help build self-discipline and character.

g) Allow students to make functional use of problem solving skills.

THE STUDENT IS RESPONSIBLE FOR:

- Meeting the homework standards and striving to produce his/her best work.
- Listening carefully to all directions and explanations about homework.
- Writing or copying from the board the homework assignment on paper.
- Asking questions if the assignment is not clear.
- Beginning assignments promptly and turning in assignments when they are due.
- Taking the initiative in making up work missed for any reason.
- Learning to accept the responsibility of completing a task.
- Developing a sense of responsibility.
- Developing good study habits.
- Assuming responsibility for returning all books and/or materials, which have been assigned.

THE PARENTS/GUARDIANS ARE RESPONSIBLE FOR:

- Assisting with the child's success by providing a suitable time and quiet place for home study, as well as encouraging the child to complete assignments.
- Assisting teachers in developing children's initiative and responsibility.
- Insisting upon the proper use and care of books and materials.
- Showing interest in the student's work.
- Encouraging the student and offering counsel, but insisting that the student do his/her work.
- Checking to see that the homework assignments are complete.
- Assisting in balancing schoolwork with other activities and talking with teachers about assignments, if necessary.
- Communicating with the school through calls, visits, and participation on school committees.
- Involvement and attendance at school functions.
- **PUNCTUALITY AND GOOD ATTENDANCE.**

ACADEMICS



LANGUAGE ARTS

Phonics is emphasized strongly in the early grades. A variety of strategies for unlocking meaning are taught throughout the grades.

The language arts program incorporates a literature-based, integrated approach involving listening, speaking, reading, and writing. Emphasis is placed on providing a common experience in literature for all students. The program emphasizes literature appreciation, comprehension, vocabulary and communication skills. Students have frequent opportunities to read, write, discuss and learn the needed skills in language arts.

Grammar and spelling skills are taught in conjunction with the total language arts program and for the purpose of enhancing communication abilities, not just for memorizing word lists or rules in isolation. Instruction in the language arts is designed to ensure a balance of reading, writing, listening and speaking in a context that encourages, develops, and promotes high order thinking by students.

Text: Houghton Mifflin K-6

The textbook is supplemented by class sets of trade books, library books and other teacher chosen materials.

MATHEMATICS

The mathematics program emphasizes understanding and problem solving, while providing enough practice to ensure mastery of essential skills. Manipulatives and hands-on experiences are used to motivate, to help develop understanding of concepts and to provide for a variety of learning styles.

Text: Pearson K-5

The textbook is supplemented by manipulatives, calculators and other teacher-chosen materials.



SCIENCE

The science program emphasizes hands-on exploration, experimentation with the processes of science, and the scientific method of investigation rather than memorization of isolated facts about science. Group activities and predicting outcomes in experiments using hands-on materials and methods are common. Hand-on science materials, science kits and other teacher-selected materials are used to supplement the textbook.

Text: Houghton Mifflin-Grades K-5

Scott Foresman-Grade 6



SOCIAL STUDIES

The curriculum emphasizes citizenship and effective functioning in society. History and geography are taught to help students orient themselves to their world. As much as is possible, social studies are related to current problems and/or status of society and emphasize the role of individual citizens in a society.

The social studies curriculum is designed to develop a sense of identity and pride in our own community and nation, to help us understand other cultures, and to foster an appreciation for the rights and responsibilities of citizens in a democracy.

Text: Harcourt K-5 and Holt for Grade 6



FINE ARTS

The program includes opportunities for students to develop appreciation for and to display self-expression through the arts.



HEALTH AND PHYSICAL EDUCATION

These programs emphasize nutrition and physical fitness. Students learn the importance of good nutrition and its role in the growth and functioning of the body and its systems. Building self-esteem, teaching decision-making strategies, and emphasizing the negative health aspects of substance abuse are important.

The physical education lessons provide developmental activities for all students. The program develops skills and strength, as well as providing exercises to promote respiratory and cardiovascular development. The program is structured to emphasize sportsmanship, cooperation, and teamwork.

FINER POINTS AND IMPORTANT INFORMATION **FROM A-Z**



ASSESSMENT OF STUDENT PROGRESS

Informal assessment of student progress occurs during every lesson. As teachers ask questions, answer student questions and monitor class work and homework assignments, they constantly assess student understanding and progress in the course of study. Lessons and activities are then adjusted to meet the specific needs of the students.

There are several kinds of formal assessment. Publisher supplied and teacher made tests provide regular assessment of student progress in the instructional program. These tests provide a major portion of the data for report card grades.

Portfolios of student work are another way of assessing progress. These work folders provide evidence of the student's level of proficiency in important skills and goals or outcomes. They can also provide evidence of growth over time.

TESTING

The SBAC (Smarter Balance Assessment) provides achievement scores compared to other students). These tests are given to students in Grades 3-6 each year in May.

Kindergarten through second grade students, who do not receive the SBAC, are assessed using the District End of Year Assessment System. They will be given a post math test, Running Records, and Writing Prompts. The system will be shared by Kindergarten through Second Grade Teachers at Back to School Night, and at the fall parent conferences.

The State of California requires that all Fifth Graders receive physical fitness testing.

ELL students take the California English Language Development Test (CELDT) which is administered at the beginning of the school year.

ATTENDANCE

It is the law that all children attend school. Studies have shown that students who attend school regularly and arrive on time, achieve higher than their peers who are late or absent. All absences and tardies must be accounted for. **Should your child be absent or tardy for any reason, please do one of the following: call the school or write a note and send it with your child to school when he/she returns.**

Apportionment attendance is the basis for our funding from the state. It is very important that all students be in school every day for the full instructional day. Our school will not receive funding unless the students are in their seats. Most importantly, your child cannot learn all they need to, if they are not at school.

Absences and tardies also diminish the educational opportunity for all students. When a student enters a classroom late it creates a distraction for other students and disrupts the instructional process. When a student is absent it often means that important work on a group project must be either delayed, done by someone else or simply doesn't get done. When a student returns from an absence, valuable instructional time may be lost in helping that student to "catch up". Allowing students to miss school when it is not absolutely necessary also sends the message that school and education are not important.

While some work missed due to absences can be made up, many educational experiences your child has daily are forever lost if he/she misses school. Paper and pencil tasks are only one part of an excellent, well rounded education.

Attendance will be closely monitored and parent contact will be made for frequent tardies or absences. Attendance awards will be given to students who earn them.

Our goal is to have at least 97.5% apportionment attendance to ensure the best education possible for all of our students. Students in grades 1-6 should be on campus when the 8:35 a.m. bell rings in order to be in the classroom ready for instruction to begin at 8:40 a.m. Kindergarten AM students should be in class by 8:40 a.m. and PM should be in class by 12:00 p.m.

PERFECT ATTENDANCE- Our Perfect Attendance Award will only be given to those students who have perfect attendance. What this means is they have stayed in school the entire day and have **NO** tardies. The only exception is when a student arrives late or is pulled out early for a doctor or dentist appointment. The student **MUST** bring back an official note from the doctor or dentist when arriving late. If they are leaving early the note must be turned in before the child leaves or returned by the following day otherwise they will not be excused. In order for students to learn the curriculum, they need to be in class the entire day!

AWARDS PROGRAM

We are committed to the recognition of students' academic, physical and social growth and achievements. We know that verbal praise is a very important and immediate way to recognize student achievement. In addition, our school recognizes students through our awards program. Examples of some of these awards follow:

ACADEMIC AWARDS

HONOR ROLL (given at the end of each trimester) - Grades 3-6

Students may earn this award each trimester. The criteria for this award will be determined by a committee of teachers once the new standards based report card is produced for this year. Students must have no N's or U's in areas of participation for Art, Music, P.E., or areas involving work habits or behavior.

HIGHEST HONOR ROLL (given at the end of each trimester) - Grades 3-6

Students may earn this award each trimester. . The criteria for this award will be determined by a committee of teachers once the new standards based report card is produced for this year. Students must have no N's or U's in areas of participation for Art, Music, P.E., or areas involving work habits or behavior.

ALL YEAR HONOR AND HIGHEST HONOR ROLL AWARD - Grade 3-6

Students may earn this award at the end of each school year by achieving Honor Roll or Highest Honor Roll throughout the entire year.

IN CLASS TEACHER ACADEMIC RECOGNITION

ACADEMIC/BEHAVIOR AWARDS

FOUNDING FATHERS' AWARD (given at the end of each trimester) - Grades 1-6

Each teacher may choose up to five students each trimester to receive this award for accomplishment/achievement in specific areas determined by the teacher.

ATTENDANCE AWARDS

Given to students with perfect attendance.

- Students are recognized for perfect monthly attendance: Present everyday with **NO tardies or non-medical early check-out.**
- End of Year Perfect Attendance Trophy: Present everyday **ALL YEAR WITH NO TARDIES OR NON-MEDICAL EARLY CHECK OUT!**

BEHAVIOR AWARDS

STAR SPANGLED STUDENT AWARD -Each teacher may choose six students each trimester who have improved or have outstanding citizenship.

IN CLASS TEACHER BEHAVIOR RECOGNITION

PRESIDENTIAL EDUCATION AWARD

This award is for graduating sixth graders that have had high academic achievement in grades 4-6.

OTHER STUDENT RECOGNITION/AWARDS

LIBERTY ART SHOWCASE

DISTRICT SCIENCE FAIR

PROUD PATRIOT- ALL GRADES: When students have done something wonderful, teachers may complete a Proud Patriot. The principal will call in the student to praise for a job well done and will call the parents.



BICYCLE RIDERS

Students in grades three and above may ride bicycles to school with parent permission and if they follow safety rules and wear protective helmets. Exceptions for younger students based on special circumstances and parent permission.

All bicycle riders should wear helmets approved by American National Standards Institute (ANSI), The Snell Institute or the American Society for Testing and Materials (ASTM). These groups approve helmets that meet certain safety standards. Bicycle riders are to follow bicycle safety rules on the way to and from school. They are to walk their bicycles in the crosswalk, sidewalk and on campus at all times.

Failure to follow safety rules will result in loss of bicycle riding privileges.

BIRTHDAYS

Birthdays are best celebrated outside of school. If you do wish to celebrate your child's birthday, please make arrangements with the child's teacher prior to their birthday. Gifts/balloons/flowers must be brought to the office and the student will be called to the office prior to the end of the school day.

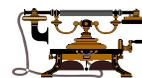


CELL PHONES/ELECTRONIC DEVICES

Cell phones can be brought to school as long as they are turned off and left in the student's backpack until after school. If students take cell phones out of the backpack during the school day, the phone will be confiscated by the teacher and returned to the student at the end of the day with a reminder that cell phones need to be left in the backpack. When a second infraction occurs, parents will need to come to the school office in order to have the cell phone returned. If students need to use the phone during the school day, the students will be allowed to use the school office phone depending on student's need and phone availability. Other electronic devices such as iPods, tablets, electronic readers, etc. should NOT be brought on campus.

CLASSROOM INTERRUPTIONS

We make every effort to minimize classroom interruptions. Please do not go to the classroom to drop off items, it disrupts the education of all the students. If students are expecting parents to drop off items at the office, they may check at recess and/or lunch. If you need to drop off something, come by the office and we will make sure your child gets the item.



COMMUNICATION

We believe that communication between home and school is necessary to guarantee the best possible education for our children. We make every effort to inform parents of matters relating to district and school wide policies, procedures and events through this Parent Handbook, the Parent Information Packet at the beginning of school, the monthly online newsletter, Back to School Night, Open House and special notices. If you need a copy of the online newsletter, you may come to the office and we will be happy to print one for you.

Information about your child is communicated through progress reports, report cards, email, parent conferences, behavior or homework notices, citations or detentions, awards, letters, and phone calls. Many teachers send regular notices home outlining classroom events. Most teachers use homework packets or school agendas. Basic classroom policies on homework, discipline and other things are sent home the first week of school and discussed at Back to School Night.

Teachers usually send home timelines, requirements and other information about major projects or reports well in advance of due dates.

Emphasize to your child the importance of bringing home all communication from school and of remembering to show it to you. Be certain to read all notices from school and to follow up appropriately. Monitor progress on projects or reports, look over homework or test papers, discuss school events and activities, and attend conferences and events that involve your child.

We also strongly encourage parents to communicate with teachers and other school personnel. Inform teachers of specific interests, strengths or needs your child has. Tell teachers when your child has difficulty with an assignment - or finds one especially interesting or meaningful. When you have concerns about classroom incidents, assignments, workload or other areas, please talk with your child's teacher. If your child consistently has no homework or brings home no work papers or projects, please check with the teacher. Of course, if something is going well, please be sure to communicate that to the school also.

The principal always welcomes phone calls, conferences and other communication from parents. If you have concerns or questions, wish information, have ideas for improvement or wish to pass along a concern, please let us know. We make every effort to be available to parents; however, due to student supervision and beginning school duties, we do not schedule meetings between (8:25-8:40 a.m.), during lunch (11:30-1:00), or immediately after school (3:00-3:15) unless it is absolutely necessary.

We are committed to having an atmosphere of open communication between our school and the families we serve.

CUSTODY

In most cases, divorced parents continue to have equal educational rights (such as access to information) where their children are concerned. If you have a court order that limits the rights of one parent in matters such as custody, visitation, access, etc. please provide a copy to the

school. Unless your court order is on file in the Office, we must provide equal rights and access to both natural parents. If both parents wish copies of student reports, discipline information, etc.; please notify your child's teacher at the beginning of the school year.



DISCIPLINE PLAN

One of our goals at Liberty is to provide a safe and orderly learning environment for all of our students. We teach our students to be respectful, responsibility, and safe at all times. In order to achieve this, our staff has formulated both classroom and a school-wide discipline plan. It has as its foundation the following premises:

1. No student shall keep a teacher from teaching or another student from learning.
2. Students will not be permitted to harm themselves or others.
3. Students shall mature emotionally by learning to take responsibility for their actions.
4. Students shall treat others in the same manner they, themselves, would want to be treated.

**The following school wide Student Standards of Behavior have been established:
IN ORDER TO SHOW RESPECT, MAINTAIN SAFETY, AND FOCUS ON LEARNING:**

- **Follow directions of the adult in charge—the first time.**
- **Speak respectfully using polite language and volume.**
- **Keep hands, feet and objects to myself.**
- **Be where I am supposed to be.**
- **Take care of school property and personal belongings.**

CONSEQUENCES

Warning

Timeout in another class with work

Detention—loss of recess

Parent call

Office Referral

The following are general classroom rules. Each teacher will have his/her own version of these:

- ❖ Teacher has the right to teach.
- ❖ Students have the right to learn.
- ❖ Complete all homework and classroom assignments to the best of my ability.
- ❖ Follow all directions the first time given.

PROBLEM SOLVING TECHNIQUE

This will be taught to all students by classroom teachers. When a child is confronted with an unpleasant situation, he/she is to use the following “formula” to resolve it:

1. *TALK to the other person. Tell him/her, “Please don’t do that, it bothers me.”*
2. *WALK away. If the other person persists, tell them again, “please don’t do that, it bothers me”, and walk away.*
3. *TELL an adult. He/she is to walk directly to an adult supervisor for help.*

In the event of a severe problem, e.g., hitting, kicking, etc., the child is to go directly to an adult for help and skip steps 1 and 2.

Please reinforce this technique at home; it teaches self-reliance and responsibility to all children in a very direct, simple manner.

REWARDS

We believe that students who choose to follow these rules should be recognized for exhibiting responsible behavior. We do this through our classroom and trimester awards programs.

CONSEQUENCES

We also believe that consequences are necessary to ensure that rules are followed. We have enacted a recess and/or after school detention policy for those students who habitually show disregard for classroom rules or commit a severe act of disobedience. (See below.) Parents shall be informed of their child's consequence. Severe disobedience is defined as the following:

1. Defiance of or disrespect for authority.
2. Fighting of any kind.
3. Profanity
4. Possession of any weapon or look-alike weapon. This includes cap pistols and any knife. Lazer pens are also not allowed

Severe acts of disobedience may result in suspension or a recommendation for expulsion in accordance with the District Behavior Code which is included in the Parent Information Packet and is also reproduced in this handbook.

When a student is sent to the school office with an Office/Home Referral or other notification from staff, the following discipline interventions may occur:

Counsel from Principal or designee

Call home to parent(s)

Working on class work in office assigned area

Primary Intervention Program

Classroom reassignment (Part of a day or more)

Study Hall/ Detention

Parent Conference(s)

Counseling

Suspension

In House Suspension (In office or another classroom)

Community Service

Service Time/Work Detail (with parent approval)

Daily/Weekly Student Contracts

Student Study Team

CITATION POLICY

A citation policy will be in effect for playground behaviors only. The citation count will be done on a trimester basis and used to monitor and grade "playground behavior". Citations will be given to students who clearly disregard the rules. Students receiving a citation may be required to serve a detention, or be restricted from activity. Students may also be counseled as to the appropriate behavior. Repeated citations or a serious infraction will result in an office referral★.

Depending on the situation, the student may receive a warning or counseling before a citation is issued for inappropriate behaviors on the playground such as:

Aggressive behavior★

Fighting, pushing, threatening, bullying or back-talking

Offensive language or gestures★

Racial slurs, sexual innuendos, vulgar words or vulgar hand gestures

Disrespectful behavior

Being rude or failing to follow directions
After the bell
*Playing, getting a drink, using the restroom,
or not freezing*
Misuse of equipment
Playground/restroom
Unsafe behavior
Running in hall or blacktop/chase game

These behaviors are considered citable offenses, in that they do not ensure a safe and orderly environment for all students and staff.

Parents are to sign forms and return with their child the next day.

DRESS AND GROOMING CODE

The Chino Unified School District Dress and Grooming Guidelines are printed below. This code is also included in your District Parent Information Packet.

Appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Specific Minimum Dress and Grooming Standards for Grades K-6:

1. Shoes must be worn at all times. Sandals must have a heel straps. thongs, or thong-type, or backless shoes or sandals are foot attire is not permitted. Platform shoes above 2 inches are not permitted. Roller shoes are not permitted.
2. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited. Clothing which allows undergarments to be visually observed is not permitted.
3. Hats, caps and other head coverings shall not be worn indoors unless they are worn for religious or medical reasons. Absence of a shirt is not permitted. Shirts that expose the midriff are not permitted.
4. Clothing, jewelry and personal items (backpacks, fanny Packs, gym bags, water bottles etc.) Shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or Tobacco Company advertising, promotions and likenesses or which advocate racial, ethnic or religious prejudice.
5. Nail polish may be worn.
6. Make-up is not permitted.
7. Jewelry which creates a health or safety hazard is not permitted.
8. Clothes and belts must be the appropriate size and length when worn.
9. Hair shall be clean and neatly groomed. Colored hair (such as blue, orange, green, etc.) is not permitted.
10. College logo apparel is permitted as designated by school's policy.

Please feel free to contact us with questions. In accordance with District policy, “In cases of questionable dress, the principal will make the final decision.”



EMERGENCIES

The staff at Liberty Elementary School is trained to provide care for all students in the event of an emergency, e.g., a severe earthquake. Both the District and the school site have comprehensive emergency plans with each staff member assigned specific duties. Our primary responsibility is to account for the whereabouts and ensure the safety of all students.

Liberty has 1,100 gallons of water and three days of food for emergency situations.

Should a major emergency occur, we will only be releasing students at the office or given the circumstance, the emergency command center by the kindergarten gates. Parents will need to show a picture ID before their child is released.

Students will be released only to people whose names appear on the Emergency Release Card. Please be sure that this card contains the names of both parents, step-parents and any other person authorized to pick up the student. It is very important that this card be kept complete and up-to-date.

Parents, we want you to feel assured that your child will be taken care of in case of an emergency situation, such as an earthquake. Our staff has rehearsed many different scenarios and they are very well prepared to handle whatever circumstances may arise.

In an emergency situation, there are a few items that parents need to be aware of:

- If you are volunteering on campus, or on campus for any reason make sure that you always sign in & out.
- In an emergency situation, stay with the teacher then make sure you check in at the assembly area.
- If the emergency necessitates you pick up your child, please stay calm & come to the gate in front of the office.
- Do not attempt to climb over the fence to reach your child, as it will only make for confusion on the campus.
- Remember, school is the safest place for your child to be during an emergency, and the staff at Liberty is ready to protect and take care of your child no matter what.

EMERGENCY CARDS

We maintain one emergency card for each student. This card is used for day to day student release and for emergency contact in the event of injury or illness. This card also lists allergies, pre-existing medical conditions, authorizes first aid and in an extreme emergency, treatment by emergency medical personnel and/or transport to a medical facility.

It is extremely important that the card contains the full (first and last) name of each person authorized to pick up the student. This includes the names of both parents, any step parents, older siblings, relatives, friends, baby-sitters and neighbors who have your permission to pick up your child within 15 minutes of a call from school.

It is extremely important that we be notified immediately if any information changes. We have had several occasions when a child is very ill or injured and we were unable to contact anyone on the emergency card. Please do not jeopardize the health and safety of your child by forgetting to update his/her emergency cards.

ENGLISH LANGUAGE LEARNERS (ELL)

Liberty Elementary students identified as ELL will receive a sequential and comprehensive program of English Language Development. This instruction is based on the implementation of District adopted English Language Development Standards.

Staff provides services in the classrooms and when available, as a pull out to meet the needs of our ELL students. They use a Language Arts series that emphasizes vocabulary development and skills for reading, writing, and spelling acquisition. In addition, they utilize District adopted curriculum for the teaching of English. Students then receive additional help from the classroom teacher when core curriculum is taught.

Our goal is to have each ELL student become proficient in English. With parents, students, and school all working together, success is imminent.



FIELD TRIPS

Field trips are an extension of the classroom and should provide experiences related to the curriculum. Dress for field trips should be appropriate to the activity but must still adhere to the District and school dress code. Teachers have the right to exclude students from field trips if their behavior has been poor in class.

FUNDRAISING

In accordance with California law, all fundraising activities must be approved by the Board of Education. Most fundraising activities at Liberty Elementary are handled through our PFA. Field trips, assemblies, library books, computer software, and instructional materials are just a few of the wonderful educational contributions these fundraisers bring to our school.

We encourage you to support our PFA fundraisers, and in turn, our students. PFA's primary goal is to enhance the educational opportunity for all students.

Please do not allow your children to sell to strangers. We encourage them to limit recruitment to family, friends, teammates, and parents' coworkers. While it is our desire to have highly successful fund-raisers, our primary concern is the safety and well-being of our students.



GATE STUDENTS

All identified GATE students are served in an approved program of differentiated instruction. The program is planned and organized as an integrated learning experience within the regular school day. Differentiated activities are related to the core curriculum.

All GATE students are identified through a screening and identification process. A teacher or parent may recommend student for assessment. Parents may contact the school's GATE coordinator if they wish to recommend their child for GATE screening. To identify a child for the GATE program, the coordinator completes an Identification Assessment Profile.

GENERAL CONDUCT AND STUDENT INFORMATION

TO AND FROM SCHOOL

1. All students should use the crosswalk when crossing the street and must follow the directions of the school crossing guard.
2. All students and parents will enter from the front entrance next to the office-parents need to sign-in at the office.
3. All students 1-6 are to wait to come on campus until the 8:25 a.m. bell. If they are eating breakfast, they may arrive at 8:00 am. There is no supervision on campus prior to 8:25 a.m. For safety reasons, students should not be at school before that time.
4. Only 3rd through 6th grade students may ride bicycles to school. All bicycles must be walked on all sidewalks, crosswalks and on school grounds at all times. They must be locked properly in the bicycle racks. **Failure to follow bicycle rules will result in loss of bike riding privileges.**

GENERAL

1. Students are not allowed in office or nurse's office, unless given permission or accompanied by an adult except in the case of an emergency.
2. Students will not be allowed to use office telephones except in the case of an emergency.
3. Students are not allowed to buy, sell or trade items at school. This includes fundraising items.
4. Students are not to be released from school grounds during school hours without being signed out in office.
5. All visitors, including parents, must register in the school office and wear a visitor badge, before entering the school grounds. This is to ensure the safety of everyone on our campus.
6. **If students are not picked up within 15 minutes of our dismissal time, they will be sent into the office to wait for their parents to pick them up.**

ON THE PLAYGROUND

Conduct and behavior are to be of the highest caliber. School rules are reviewed at the beginning of the year and throughout the year.

- Fighting, foul language, chase games (on the blacktop) and "rough-housing" are prohibited.
- Games of catch (any ball-throwing except basketball, four-square or ball wall activities) are to be played on the grass, not the blacktop.
- There is no tackle football. Touch or Flag football may be played at recesses and lunch with and only under the direct supervision of a certificated person.
- If 'accidental' tackling becomes a problem, football will be suspended for a week or more.
- Softball bats should not be on the playground at recess. Metal bats and regulation softballs are prohibited. Only the school's "super-soft" balls and wooden bats should be used under the direct supervision of a certificated person.
- Students are to line up in quiet, straight lines without playing when the signal to line up is given. If students are playing after the bell or in line, citations may be issued. Playground equipment may be confiscated for playing with it in line.
- **There is no playing or running in hallways or between classrooms.**
- **There is no running on the blacktop except in organized games; i.e. basketball, the states' and planet's games.**
- Hard plastic Frisbees should not be on the playground. The soft foam, "Nerf type", may be permitted at teacher discretion.
- There is absolutely no throwing of rocks, dirt, sand, grass or any other dangerous object.
- Students are not to climb fences, backstops or tetherball poles.
- Playing cards, trading cards, electronic games are prohibited. (Exception: cards may be used in some upper grade classrooms to teach some math concepts, i.e., probability.)
- Students are not to buy, sell, or trade any items on campus. (Exception: classroom "stores"; but they may not have prohibited items for sale there.)
- There is no gum chewing or eating sunflower seeds at school.

- There is no food on the playground. **DO NOT BRING LARGE BAGS OF CHIPS OR CANDY TO SHARE AT SCHOOL!**
- All students must play in designated areas and not in hallways.
- Walk in halls, covered walkways, and on blacktop except for designated game areas (basketball) or during teacher-supervised physical education activities.
- Do not climb fences or backstops nor leave the fenced campus area for any reason. If a ball goes over the fence, the yard teacher or the office should be notified.

GENERAL RULES FOR PLAY EQUIPMENT

1. Keep moving - No standing or visiting on the equipment.
2. Keep a safe distance between you and other people.
3. No pushing, pulling, or crowding another student while on the equipment.
4. No toys or playground balls, jump ropes or other equipment may be taken on to the climbing apparatus.
5. There is no running or chasing in the equipment wood chip area or on the apparatus. **NO TAG GAMES!**
6. There is no throwing of wood chips at any time.
7. Do not create long lines waiting for a particular exit. Keep moving.
8. Students are to hang by their hands only on the overhead bars. Students are not to hang upside down.
9. Students are to keep both hands on the horizontal bars at all times.
- 10. First grade students may not play on the overhead bars.**
11. When a freeze bell rings, get down and walk out of the wood chip area, then freeze.

SLIDES

1. Only one person at a time on any slide.
2. Students must sit, facing forward on the slide and go down with feet extended in front of them. They may not lie down on back or stomach or go down head first.
3. There is no holding hands or crossing over on the double slide.
4. No one may climb up the slide.
5. No one may put wood chips on the slides.



Our school has the part-time services of a nurse and a health clerk. While they are on duty it is their job to see to the physical well-being of our students. Our nurse is on campus two days each week. The health clerk is on campus from 10 a.m. through 1:30 p.m. each day. These are the most desirable times to communicate with us concerning medical/health information. The office staff provides coverage for student health needs at other times during the school day when the nurse or health clerk are not on duty. Please let your child know that if they are feeling sick to ask their teacher to send them to the health office, they are NOT to call you directly. All illnesses must be recorded and handled by the health tech or nurse.

Medicines Medications of any kind must be brought to the office for dispensing. They must be in the original container and must be accompanied by a Parent/Physician Medication Permission Form. These forms are available from the Health Office. No medication can be administered at school without proper authorization.

Emergency Cards are also kept in the Health Office. A card for every child must be filled out completely so we have contact telephone numbers in case of an emergency. If any information on the emergency card changes, please notify the office in writing immediately.

Routine screenings for hearing and vision acuity are provided for all new students and at certain grade levels.

HOMEWORK POLICY

Studies have shown that students who complete a program of homework that is part of a larger academic program achieve beyond those students who do not do homework. Homework shall be assigned according to the District-adopted guidelines.

Homework will consist of activities that reinforce, review and extend classroom learning. It will not be new material that has not been taught and explained in class.

In some cases class work (which was not completed during the school day) will be added to the regular homework assignment. If your child consistently has more than the recommended amount of homework, or consistently says he/she does not have homework, please contact the teacher as soon as possible to insure that a problem does not develop.

It is the student's responsibility to keep an accurate record of assignments, have the necessary materials, follow study techniques outlined by the teacher, apply and practice skills learned in class, strive for the best quality work of which he/she is capable, and complete the assignments on time.

Parents should encourage systematic study, show an interest in the assignments, commend satisfactory performance, and provide the proper conditions for home study. Consistency is essential. Parents can help by checking assignments each evening for accuracy, neatness and completeness. It is also important to communicate any concerns or questions to the teacher and to read and discuss all notes from the teacher or school.

Students who do not return assigned homework will be assigned to a lunchtime detention or an after-school detention in order to complete unfinished work. The student's homework grade will reflect poor homework completion. Parents will be notified the day before detention is to be served.



INDEPENDENT STUDY - SHORT TERM

If your child must be absent from school for 5 days or more, you may request a Short Term Independent Study Contract.

This request must be made **at least one week** before the absences and should be directed to the Office. The teacher will provide 4 hours of work for each school day of the absence. All work must be completed and turned in **the first day** the student returns to school. Based upon the quality and amount of work, the teacher will apportion credit. A student will be credited with one day of attendance for every 4 hours of quality work that is accepted by the teacher.

Although there is no way for independent study to provide the full educational benefit your child has in school, Independent Study Contracts can help keep your child from getting behind, and may prevent him/her from being declared truant.

Please use this option judiciously, and make every effort to plan vacations and out of town trips during school holidays. There is a yearly cut-off date for independent study. Please check with the office for that date.

INTERVENTIONS

The following programs may be provided as interventions or activities for our students to support their learning and development.

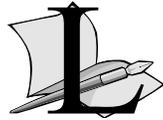
Homework Club
ELD Immersion Program
Student Council
Character Education

Resource Specialist Program (RSP)
Counseling, Chino Human Services
After school tutoring
Speech

The purpose of the Academic Intervention Program is to reduce the potential number of retentions. District criteria

for students to participate in any/all Intervention Programs will be based on:

- Low STAR scores (Basic, Below Basic and Far Below Basic)
- Failing or unsatisfactory grades on report cards
- Below grade level Running Record
- Poor classroom performance
- Teacher recommendation
- Below proficiency on district assessments



LOST BOOKS

All students are responsible for school property that they use or checkout. If a child loses or misplaces school property, the parents will be notified so that they can reimburse the school. Please check with the office for cost of items.

LOST AND FOUND

A coat rack is located in the main corridor. **Please clearly label all of your child's clothing to help prevent loss. We cannot be responsible for loss of personal belongings.** Please check the Lost and Found container for lost jackets, lunch pails, etc. Lost glasses, watches and other small valuable items are kept in the office.

LUNCH AND BREAKFAST PROGRAM

Hot lunches are available daily at our school. Lunches are to be purchased in the cafeteria during first recess only. Breakfast is also available before school beginning 40 minutes before the start of school.

The cost for lunch is \$2.50 daily and breakfast is \$1.00.

Free and reduced prices for student lunches/breakfast are available for families who qualify. Applications are available and are processed through the District Food Services Department.

Parents may wish to occasionally eat lunch at school with their child. Adult lunches must be ordered prior to 9 a.m. Please send a note to your child's teacher or call the office on the day you wish to eat. We must call in the lunch order for the entire school by 9 a.m. each day.

Please be sure to send your child to school with a sack lunch or lunch money. The school does not have money to loan for lunch.



MEDIA CENTER

Liberty is proud to house one of the finest elementary libraries in the district. In addition to a regularly scheduled classroom time, most students will have the opportunity to use the library at other times. Please encourage your children to make use of the school library. We also encourage you to provide access to the community library for your students. Reading is a very important habit to foster. Because library books are very expensive, it is necessary to charge for lost or damaged books.

MINIMUM DAYS

Students in Grades 1-6 will have a minimum day every Tuesday for teacher planning and preparation.

There is no minimum day in the kindergarten schedule. PLEASE PICK-UP YOUR CHILDREN PROMPTLY.



NEWSLETTER/NOTICES

The school newsletter, the Liberty Gazette, is posted online at the beginning of each month. This provides valuable information, parenting helps, news of school and PTA events and a calendar of activities.

Other notices come home as needed to keep our school community informed. Please let your child know that it is important that all notices from school be given to you. You may also check our website <http://liberty.chino.k12.ca.us/> for information.

NOON SPORTS PROGRAM

As time allows, 3rd, 4th, 5th, and 6th grade students will have the opportunity to participate in a noon sports program. Leagues will be scheduled in various sports throughout the year. The purpose of these leagues is to provide all students with the opportunity to participate, regardless of skill level. During lunch recess library and computer lab will be available to students.



PARENT CONFERENCES

We encourage frequent communication between teachers and parents. Back-to-School Night offers an overview of the classroom program.

Conferences are scheduled at the end of the first six weeks. It is very important that all parents attend this conference. Six additional minimum days are scheduled during the year for these conferences.

At the end of the second trimester, conferences are held with some parents, as requested by either the teacher or the parent.

At any time when a teacher or parent feels there is a need, a conference may be scheduled. You may call the office to leave a message for the teacher.

PARENT INVOLVEMENT

We believe that successful schools result from parents and school personnel working together. We encourage parent participation through several programs. Our School Site Council, and English Language Learners Advisory Council are elected by parents and staff to help set priorities and goals for school improvement.

Many parents provide valuable assistance by volunteering to work in classrooms or to do projects at home. We have a VIP room where parents can come in and prepare classroom materials submitted by teachers. Parents have the freedom to come in and help at their leisure with cutting, stapling, gluing, tracing and just about any need that a classroom might have. The room is secluded from the other classrooms which allows them the opportunity to socialize and eases the burden of finding childcare for their toddlers as they may accompany them in the V.I.P. room. All parents can provide support at home by stressing the importance of education, by ensuring that homework is a priority, and by supporting the school's program and activities.

The Liberty PFA is an excellent organization made up primarily of parents. They provide valuable program support by paying for field trips, assemblies, instructional materials and giving thousands of volunteer hours for all students. We encourage all parents to join PFA, and to participate in and support all of the activities of the organization.

PRIOR ARRANGEMENTS

We encourage parents/guardians to make prior arrangements with their children before arriving to school. Make sure your child knows if they should walk home, wait for you, buy lunch, wait for lunch, etc. We want our students to have the opportunity to be involved in the learning process with the least amount of interruptions. Calling in the classrooms to relay messages that could have been discussed at home or on the way to school not only disrupts your child's learning, but the learning of other children. We understand emergency situations that cannot be avoided. We appreciate your cooperation.

PROGRAM EVALUATION

We are continually seeking ways to improve the programs we offer at Liberty Elementary. We constantly use input from staff, students, and parents to make modifications to better serve our students and community. We receive input through our various parent committees and organizations.

Feedback from standardized state and national tests also help us to realize our strengths and areas for improvement and to set program goals.

Every three years we receive a Coordinated Compliance review. During this process consultants from outside our school help us to identify strengths and needs, formulate a plan for improvement and set up a timeline for implementation of that plan.

PROMOTION/RETENTION

The Board of Education expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year and in students' school careers, the superintendent or designee shall identify students who should be retained and/or who are at risk of being retained in accordance with law, board policy, or administrative regulation. Students who should be retained and/or who are at risk of being retained will be identified on the basis of multiple measures of student achievement, which shall include the following indicators of academic achievement:

- District reading, math, and writing assessments
- Grades
- Smarter Balance Assessment (SBAC)

When a student is recommended for retention, or is identified as being at risk for retention, the superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited to, tutorial programs, after school programs, summer school programs, and/or the establishment of a student study team. Once a student is identified as being at retention, the parent/guardian shall be provided notice as early in the school year as practicable.



RAINY DAY SCHEDULE/LUNCHTIME

On rainy days the staff works especially hard to guard the health and safety of our students. On these days recesses are spent in the classroom. Students are given a restroom break and usually play quiet games in the classroom during the recess time.

1. The Principal or designee will call rainy day schedule whenever the weather appears to be too inclement for the health and safety of children to observe a playground recess.
2. Students will eat indoors & do indoor activities on rainy days in which it is too wet to go on the blacktop.
3. It is imperative that students understand they must talk softly and follow the directions of the supervisors in the MPR during those times.
4. Students will move into the MPR after being dismissed from lunch to watch a movie or video. Students who do not wish to see the movie may bring a book for silent reading.
5. The cafeteria supervisors, administrator and support staff will monitor students as necessary to maintain order and safety.

R S P

The resource program is designed to instruct students with identified learning disabilities and/or other health impairment. It is a small group pullout program that allows students to continue their studies in the regular classroom while giving them supplemental instruction in areas for which they qualify. To qualify for the resource program, students must be referred for academic assessment by the SST (Student Study Team). At this point, the psychologist, school nurse, and the resource specialist can complete their assessments and discuss the results at an IEP (Individualized Education Plan) meeting. The team will determine the least restrictive environment for the student, one of which may be the resource program.



STAFF

Liberty Elementary School has an excellent staff of teachers and support personnel. All are highly qualified and competent in their jobs. All teachers are fully credentialed to teach at the elementary level. Many have advanced degrees and other credentials or certificates in addition to the basic teaching credentials.

Most teachers attend workshops during the summer or on weekends to learn new techniques to better serve our students. They are very willing to share new information and ideas with other staff and do so on a regular basis.

All staff members are evaluated both formally and informally on a regular basis. This outstanding highly qualified professional staff is the key to the excellent program at Liberty Elementary.

STUDENT STUDY TEAM (SST)

Students who experience academic and/or behavior problems may be referred to the Student Study Team. The SST provides support for a teacher with students who are experiencing academic, social, or emotional difficulty. Any teacher or specialist may refer a student. The SST may recommend modifications in the existing program, additional interventions and/or strategies, or referral for additional services. The team shall consist of the principal or assistant principal, classroom teacher, additional classroom teachers who serve as permanent team members, and additional members as available or necessary. These additional members may include the nurse, psychologist, Resource Specialist, SLH Specialist, and/or counselor.

STUDENT RELEASE DURING THE DAY

Parents/guardians who wish their child to leave school during their regular instructional day must come to the office to sign out and pick up their child. Children are released **ONLY** to those individuals whose names appear on the Emergency Card. Parents may be asked to locate their child on the playground (during recess or PE times) after the child is signed-out by the parent or guardian. Just a reminder, if you check your child out early for anything other than Dr. or Dentist appointment they are no longer eligible for a perfect attendance award.



TEXT BOOKS/SCHOOL SUPPLIES

Textbooks, library books and basic school supplies are provided free of charge to all students. Lost or damaged materials must be paid for, however. Parents will be billed for any lost and/or damaged school property.

TRAFFIC SAFETY

Traffic is heavy during drop-off and pick up times and can create safety hazards for our students. If we are to reduce the danger to our children, we must adhere to the traffic safety rules.

The parking lot in front of the school has red painted curbs per fire code to allow a fire truck to enter and park near the fire hydrant located in front of the flag pole or other emergency vehicles to be able to enter and park quickly. The police have advised us that there should be **NO PARKING or waiting** in that area at **ANYTIME** and **citations will be issued if a vehicle is parked in any red curb area.** **Effective immediately, there will be no parking, stopping or waiting allowed in red curb areas!** Please keep in mind the following traffic concerns that need your attention and support.

Please stop your car as close to the yellow curb in front of the school as possible while waiting for the traffic in front of you to move, remember there is no parking & waiting here. The pass-through lane is already difficult to maneuver, if your car is sticking out, its even harder for others to get by.

IF YOU DON'T SEE YOUR CHILD, PLEASE DRIVE OUT OF THE PARKING LOT AND ENTER AGAIN.

Students should not be entering or exiting cars from the pass-through lane unless they are directly in front of the school at the crosswalk where they can be escorted by an adult supervisor.

And finally, please don't park at the beginning of the planter where there is no parking written on the asphalt. Parking in this area hinders the flow of traffic in the drive through lane.

Some parents have chosen to drop off their children on the Liberty/Woodcrest alley. This is fine. Dropping your children off at this location reduces the traffic in the front of the school. **Again, please follow the rules about the red curbs.**

You can also help us by following a few procedural reminders.

- Please pull as far forward as possible to allow more parents in the driveway.
- The gates next to the MPR and Room 20 are open from 8:30-8:40 am & 3:20- 3:40 (teacher on duty)
- Pull your car forward **past, not into**, the Staff parking lot.
- Please have your child use the crosswalk at all times. They should not be walking through traffic.

Do not drop off students in the Staff parking lot as this creates a traffic jam. It is very unsafe for our students to walk through the parking lot. By moving your car forward past the staff parking lot you can let your children out of the car where they can safely walk to the sidewalk.

The Liberty Staff may have to remind you of some of these routines and procedures. Please understand that we do so because of the safety and concern we have for our children. They are truly AMAZING kids! We need to keep them safe! Thank you again for all of your support!



VISITORS TO OUR SCHOOL

We are always pleased to welcome visitors. We are proud of our school, and eager to have you visit us. It is necessary that you stop by the office to sign in when you come onto the school campus. Everyone must have a visitor's pass in order to be on campus. Parents/guardians are urged to attend meetings, which will be held to inform them about the school's instructional programs and which will enable them to learn how they can help the school educate their children. Individual conferences between a parent, a teacher, or an administrator can be arranged by calling or writing for an appointment.



WEBSITE

<http://liberty.chino.k12.ca.us/>

Check out the Chino Valley Unified School District website for useful information!!

Title One Policy for Parent Involvement 2016-2017~ Partnerships for Learning

Vision statement:

We, at **Liberty Elementary School**, recognize that parents/guardians are their children's **first and most influential teachers** and that continued **parental involvement in the education of children contributes greatly to student achievement and conduct**. A parent involvement policy and program shall be an integral component of the school level plan that promotes a meaningful partnership between the school, the home, and the community.

Responsibilities:

The staff of Liberty Elementary believes that the education of its students is a **responsibility shared with parents**. The school's primary responsibility shall be to provide a **high-quality curriculum and instructional program** in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Academic Standards. Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school.

Providing Information:

To ensure that parents/guardians of Title I children are consulted and participate in the planning, design, implementation and evaluation of Title I Programs, the school shall:

- Invite parents to serve on the school's *Action Team for Partnerships* (School Site Council or School Leadership Team) committee.
- Invite all parents/guardians of eligible children to attend an annual meeting in order to inform them about the school's participation in Title I, the parents' right to be involved, and present the school's one-year action plan.

- Throughout the year, parents will receive specific information about Title I programs and program implementation in varied ways (i.e. meetings, newsletters, school bulletin boards, email, phone messages).

The principal and school staff shall provide **timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet**, and the status of the school's Annual Proficiency Index (API) and Adequate Yearly Progress (AYP). Parents will be informed on an ongoing basis about student support programs (i.e. Title I), classroom activities, and school events.

Building Capacity for Parent Involvement – Action Team for Partnerships

The **school staff** is committed to supporting partnerships by using the following six levels of involvement:

Parenting. We will promote and support parenting skills and the family's primary role in encouraging children's learning at each age and grade level. We will assist personnel to work effectively with our diverse families. We will have a parent resource center where parents can acquire information on available services offered that focus on counseling; parenting; and literacy. We will develop and expand our Parent Academy that will enable parents to support and enhance their student's academic success.

Communication. We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges. For immediate communication we use a telecommunication system. Any and all academic related school activities will have a Spanish interpreter.

Volunteering. We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. We will have an active Parent Faculty Association that works collaboratively with our Action Team Partnership. To encourage parent participation and involvement, ongoing recruitment for parent involvement in the various programs is continuous at Liberty. Some of these activities and or programs include: School Site Council, ELAC, Classroom Volunteers, Parent Resource Center, and Backpack Book Buddies

Learning at Home. We will promote family involvement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. We will offer an after school homework help program for students that offer homework tips to parents, a computer based English Learning Program for parents, Backpack Book buddies and parent resource center.

Decision-making. We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family involvement. We will have a School Site Council that meets monthly to discuss the school vision.

Collaborating with Community. We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. We will provide information on the resources and services offered to the community at our parent resource center.

To further the goal of effective parent involvement, Liberty Elementary is a member of the National Network of Partnership Schools (NNPS), Johns Hopkins University. Through an **Action Team for Partnership process**, school staff and parents will jointly develop a one-year Action Plan with the six levels of involvement listed above (Epstein's Six Levels of Involvement). These levels of involvement will be linked to specific school improvement goals and the action plan will be added to the yearly school level plan. Our four goals are as follows: 90% of Kindergarten and First Grade students will score

proficient or advanced on progress towards standards. Students will increase number sense, Algebra measurement, Geometry, and Statistics in grades 4 – 6 with 80% meeting or exceeding proficient on CST; Create an overall awareness of academic success with a 10% decrease in daily tardies. Increase family participation on school committees and at school events while strengthening home-school partnerships.

This action team will have parent and community members serving together with school staff. The one-year action plan will specify partnership activities for each of the six types of involvement. After the action plan is developed, shared with parents in varied ways (i.e. daytime or evening informational meetings, newsletters, bulletin board) and implemented, near the end of the year, the *Action Team for Partnerships* (SSC or SLT) will evaluate the effectiveness of the partnership activities. They will fill out evaluation forms from NNPS, and will begin to plan for the next school year.

Accessibility

The school, to the extent practical, will provide parents with limited English proficiency opportunities to fully participate in school-sponsored activities by **using translation at meetings and workshops and by sending written notices and reports in a language (to the extent possible) that parents understand.**