

Chino Valley Unified School District

# Liberty Elementary School

Samantha Han, Principal



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# School Handbook

## 2023-2024



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*Versión en español disponible a petición*

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# Message from the Principal

Dear Families,

Welcome to Liberty Elementary School, a California Distinguished School! It gives me immense pleasure to welcome you to the 2023-2024 school year. I feel very honored and blessed to be the principal of the Liberty Elementary School community. It finally felt like we had a FULL year last year being able to welcome parents back onto campus. We were excited to hold monthly PTO events throughout the year. A highlight was holding our first ever schoolwide Spring Program. This year our theme is "Rock Your Role." We will encourage our students to rock their role as scholars, readers, and problem solvers. We hope to provide many opportunities for students and parents to get involved and engaged in our fantastic Liberty community.

At Liberty, we have high expectations for all our students to achieve to their full potential. We expect our students to be respectful, be responsible, and be safe always. 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. We want everyone to be aware of the expectations. If you have any questions, please feel free to contact the school office.

Parents, thank you for getting involved in supporting your child's education and growth. We hope you maintain communication with your child's teacher, attend conferences, and support academic learning at home by talking about what your child is learning at school. We look forward to working together for your child's progress and growth.

If you have further questions or concerns, please don't hesitate to reach out! Here's to the 2023-2024 school year!

Sincerely,

*Samantha Han*

Samantha Han  
Principal

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## From your PTO

The PTO Board welcomes you back to school! PTO is committed to the children, families, teachers, and the school itself so that your children's education and experience at Liberty is the best.

We encourage you to become involved in PTO as we sponsor many programs and events at our school. Our membership drive is very important as it supports our dues to state and national PTO, insurance, and gets us started for the new school year. We would love your help! Whether you can give of your time for an event or on a regular basis, we need you! You can fill out a volunteer form or just let us know you're interested in getting involved. Many hands make light work, and it's very rewarding to be helping our school and all the children.

**YOU can make a difference.**

Sincerely,  
Your PTO Board



**QR Code**

Scan to access PTO information

## **MISSION AND VISION STATEMENT**

Liberty Elementary School is a student-centered school 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, and students leave school with the abilities and skills necessary to live as respectful, responsible, productive citizens of the 21<sup>st</sup> century.

At Liberty, every child will achieve success through academic programs and efforts by our school staff to become well-rounded individuals. Each child will have access to a rigorous curriculum that is suited to meet his/her individual cognitive, physical, social, and emotional needs regardless of his/her background.

To accomplish this, our staff is committed to being lifelong, self-renewing learners with a passion to grow their understanding and improve their skills in meeting students' needs, being committed to working as a collaborative team with one another, the students, parents, and community at large, and using a multitude of research based, flexible academic strategies, programs, and assessments integrating technology tools to effectively move students forward towards higher levels of achievement.

## **ARRIVAL AND DISMISSAL PROCEDURE**

Breakfast begins at 7:20 a.m. and ends at 7:45 a.m. Breakfast is optional. If students are planning to eat breakfast at school, plan to come early to have enough time to eat. Breakfast and lunch are free for all students as we begin the 2023-2024 school year. Students having breakfast may enter the campus through the "breezeway" (door to the left of the front office doors).

All 1<sup>st</sup>-6<sup>th</sup> grade students must be dropped off/picked up at the front of the school. Students will enter and exit from the breezeway. Please drive your vehicle as far forward in the drop-off/pick-up area prior to stopping and keep moving forward as the vehicle in front of you moves out or forward or as directed. Please model respectful and responsible behavior such as waiting turns, using the crosswalk, and following traffic directions as our students are watching!

All PREP, TK, and kindergarten students enter and exit school through the red gates (to the right side of the campus). Please refer to the bell schedule for the entrance/dismissal times for these students.

## **ASSESSMENT OF STUDENT PROGRESS**

Informal assessment of student progress occurs during every lesson. As teachers ask questions, answer student questions, monitor classwork and homework assignments, they constantly evaluate student understanding and progress during study. Lessons and activities/assignments are adjusted to meet the specific needs of the students.

There are several kinds of formal assessments. Publisher supplied and teacher made tests provide regular assessment of student progress in the instructional program. Portfolios of student work are another way of assessing progress. They provide evidence of growth over time.

All students in kindergarten through sixth grade participate in the Essential Standards Assessment in ELA (English Language Arts) and Math each trimester. Students in grades three through sixth participate in the California Assessment of Student Performance and Progress (CAASPP) by taking the Smarter Balanced Assessment Consortium (SBAC) in ELA and Math each spring. The State of California requires that all fifth grade students receive physical fitness testing and also complete the California Science Test (CAST). All English Learner Students K-6<sup>th</sup> are assessed with the English Language Proficiency Assessments for California (ELPAC) in February/March.

## ATTENDANCE

It is extremely important that your child attends school every day on time and remains in class for the entire day. Students with habitual tardies or absences will be referred to the School Attendance Review Team (SART).

### Illness:

- a. **DAILY, screen students, before leaving home, for symptoms consistent with COVID-19.**

Common symptoms of COVID-19 include fever, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, or new loss of taste or smell (CDC, Public Health).

- b. Anyone with symptoms consistent with COVID-19 should remain at home on ISOLATION for a minimum of 5 days from symptom onset/test collection. Isolation can end after Day 5 (DAY 6 DATE) **IF:**

- No fever (100.4<sup>0</sup> F) without the use of fever reducing medication **AND**
- Symptoms are not present, or are improving, **AND**
- A negative COVID-19 test result is collected on Day 5 (or later).

- c. Procedures/guidelines may change as the school year progresses. Contact the office or check the school website for updates.

### When a child is absent:

- a. Try to make illness the only reason that students are absent.
- b. Call the attendance desk by 9:00 a.m., either online or by phone, to state the reason. If a call has not been made, a written note is required. Or you may email the Attendance Clerk, Heather\_Rinie@chino.k12.ca.us
- c. A student who is absent, due to illness, must be fever free and have not vomited for 24 hours (without medication) in order to return to school.
- d. When a student is absent, makeup work will be available after school, if a request is made prior to 9:00 a.m.
- e. Students are expected to make up work at a rate of one day grace for each day of being absent.
- f. Ten (10) or more excused absences are considered excessive and may require a medical note.

**Tardies:** Students who are late for school miss valuable instruction and work, as well as interrupt the classroom. Students are considered tardy if they are not in their class line at 7:50 a.m. If students arrive at school after 7:50, they must report to the office prior to going to class to pick up a tardy slip. This serves as their admit slip to class. Only a medical note may excuse a tardy. In the case of frequent tardiness, parents will be contacted. Early sign-outs are considered tardies.

**Early Sign-Outs:** The end of the day is an important time for our students as teachers spend time reviewing the homework assignments for the evening and weekly quizzes/tests for the week. Students in grades 1-6 typically review daily assignments and notifications of quizzes/tests during this time. **For this reason, students will not be dismissed during the last 15 minutes of the day.** If you anticipate signing your student out early for any reason, as a courtesy, please send a note to your child's teacher so he/she can assist your child in leaving. As a courtesy and to ensure student safety, please schedule appointments before or after lunch. This will prevent staff from having to search for a student while on duty. If an early sign-out cannot be avoided, we ask that a note from the doctor/dentist be sent with the child.

**Vacation or other trips:** School board policy permits “short term” Independent Study for grades K-12. Independent Study contracts must be for no less than 5 and no more than 20 consecutive school days. Parents must come into the school office and fill out a written request at least one week prior to the trip. Independent Study may only be requested through the end of March of the current school year. An Independent Study contract is intended to approximate the types of assignments and amount of time spent in classroom instruction. Therefore, it will require the student to work an average of 3 to 4 hours per day under parent supervision. All independent study work must be turned in the day the student returns to school.

## **BICYCLES**

All bicycles brought to school should be securely locked. Students must always walk their bicycles on our school grounds. For safety factors, students should ride with the flow of traffic in a single file line. All students who ride bicycles to school must wear helmets. Students younger than 3<sup>rd</sup> grade may NOT ride bicycles to school. Continued offenses by bike riders will result in the loss of their riding privileges. The Chino Valley Unified School District is not responsible for damaged or stolen bicycles. Skateboards, scooters, roller blades, and tennis shoe skates are not allowed on school campus.

## **BULLYING**

Liberty does not tolerate the mistreatment, bullying, or cyberbullying of any student. Students are encouraged to immediately notify school staff or administration if they are being mistreated or suspect that another student is being victimized. They may do so confidentially. Complaints of bullying shall be investigated and resolved in accordance with site-level procedures specified in Administrative Regulation 5145.7.

## **BUS RIDERS AND CONDUCT**

It is the responsibility of each student to obey all behavior expectations. It is the responsibility of the Chino Valley Unified School District to ensure that any behavior which would in any way endanger the student or fellow students, not be permitted to occur. The district has the right and responsibility to enforce such rules and regulations, as it deems necessary to establish a safe climate for students and property at each bus stop and on the bus. Continued violations of bus riding rules will result in the loss of bus riding privileges.

## **CELL PHONES**

Cell phones and electronics are discouraged from being brought to school. Cell phones and electronics are not to be out (visible) or used during the school day without the prior permission of an administrator or designee. Smart watches with the ability of communications, camera/video, or games/apps will be treated like phones and must be turned off/disabled during the school day. The first violation will result in the item being taken away for the remainder of the day and parents being notified. Further violations will result in the item being taken away and requiring the parent/guardian to pick it up from the school. *The school is not responsible for personal items that are brought to school by students.*

## CLASS PLACEMENT

The primary purpose of the placement process is to create equitable classroom environments that allow teachers to meet academic, social, and emotional needs of every student. The placement teams ensure a balance of variables in each classroom setting through careful consideration of each student's individual needs and strengths. **Requests for specific teachers are NOT possible.** It would be highly unlikely that the staff could successfully build the most productive, balanced class groups based on parent requests.

## COMMUNICATIONS

**Liberty places a high priority on open communication between the home and school.**

- Weekly information and news are sent out by the principal through Parent Square in the Patriot Press Newsletter (English and Spanish translation).
- The school website is updated regularly with events and information.  
[www.chino.k12.ca.us/Liberty](http://www.chino.k12.ca.us/Liberty)
- In order to receive text and/or email updates from the principal regarding school events and information, access to student information, and confirm/access student data, ALL parents must register and use the AERIES Parent Portal. Instructions for access are on the CVUSD and school website.
- Parents who need to contact a teacher should do so by email or telephone. The teacher may also have another communication platform such as Remind, Class Dojo, etc. to be used for communication. The teacher will respond back at a time that does not interfere with instruction.
- Teachers may also use Microsoft Teams or Google Classroom platforms to share information about class assignments and meetings.

## CURRICULUM

Curriculum is consistent with the California Common Core State Standards and the Chino Valley Unified School District's adopted core curriculum for each grade level. Students receive instruction in Language Arts reading and writing, mathematics, science, social studies, and physical education. Emphasis is placed on 21<sup>st</sup> century skills for students. Classes are available in music for grades 2-6.

**Character Education:** In an effort to develop good decision making and productive citizenship in all our children, Liberty focuses on monthly themes centered on character development.

### Liberty Character Traits

**Trustworthiness:** Be honest and able to be relied upon.

**Respect:** Treat others like you want to be treated.

**Responsibility:** Do what you are supposed to do!

**Fairness:** Play by the rules. Don't take advantage of others.

**Caring:** Be kind. Help people in need.

**Citizenship:** Do your part to make your school and community better.

**Perseverance:** Do something in spite of the difficulty or obstacles in achieving success.

**Courage:** Be strong when facing something that is challenging or scary.

**Confidence:** Believe that you will succeed.

**English Learners:** When students are registered in CVUSD schools, parents complete a Home Language Survey. If any language other than English is listed on the survey, the student is tested at the District's Language Assessment Center. The results from the testing designate the student's language acquisition level. English Learner (EL) students will receive Designated English Language Development (DELD) instruction on a daily basis.

**Gifted and Talented Education (G.A.T.E):** Typically, in the fall, all 2<sup>nd</sup> grade students participate in a universal screening for the GATE designation. GATE students are served in "GATE cluster" classrooms. GATE students are assigned to a GATE teacher who provides differentiated instruction for each student's area of strength. Similarly, high-achieving students (not GATE identified) may also receive enrichment instruction as deemed appropriate by the classroom teacher. Students in grades 3-6 may also be screened for GATE designation. Please discuss with your child's teacher to receive further information. Students may not be screened in consecutive years; one academic year must elapse before taking the qualifying assessment again.

**Specialized Academic Instruction:** Students who have an IEP (Individualized Education Plan) in place are supported by a SAI teacher. The Resource Specialist Program (RSP) support model includes additional support in the general education classroom and/or small group or individual instruction.

**Speech/Language Services:** Students who have an IEP in place for Speech and Language services are supported by a Speech and Language Pathologist. The support model includes small group or individual instruction.

## **DRESS AND GROOMING**

It is the intent of Liberty Elementary School that students be dressed and groomed in an appropriate manner that will not disrupt the educational process, regardless of current fashion trends. Dress code items are subject to change as deemed necessary. In case of questionable dress or attire, the administrator will make the final decision.

### **The following clothing/grooming standards will be enforced:**

1. Backless or strapless shoes, open-toed sandals or sandal-type footwear, roller shoes, and shoes above 2-inch heels are not permitted. For safety purposes, shoes must always be worn.
2. Clothes shall be sufficient to conceal undergarments. See-through fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.
3. Hats, caps, and other head coverings shall not be worn indoors unless they are worn for religious or medical reasons.
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 bare drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate violence, racial, ethnic, or religious prejudice.
5. Makeup is not permitted.
6. Jewelry that creates a health or safety hazard is not permitted.
7. Clothes and belts must be the appropriate size, length, and not torn when worn.
8. Hair shall be clean and neatly groomed. Hair style/color may not be disruptive to the learning environment.
9. Students may wear sun protective clothing, including sun protective hats and/or sunglasses, s.



## GRADING- STANDARDS BASED GRADING K-6<sup>th</sup> GRADE

Student progress will be measured by trimester Report Cards. In addition, Progress Reports will be issued for every student midway through each trimester.

Performance Level Marks describe the students' progress toward mastery of year-end standards.

- 4 **EXTENDING:** Students at the EXTENDING level of performance have an in-depth understanding of grade level performance standards expected at this point of the school year.
- 3 **ACHIEVING:** Students at the ACHIEVING level of performance are consistently meeting the grade level performance standards expected at this point of the school year.
- 2 **PROGRESSING:** Students at the PROGRESSING level of performance are partially meeting the grade level performance standards expected at this point of the school year.
- 1 **BEGINNING/STANDARD NOT MET:** Students at the BEGINNING/STANDARD NOT MET level of performance are not meeting the grade level performance standards expected at this point of the school year.

## HOMEWORK

Homework is assigned to improve the skills that have been taught and to help the student learn to work independently.

- ***Students should complete all assignments, on time, with their best effort!***
- It is the student's responsibility to keep an accurate record of assignments, have necessary materials, demonstrate their best quality of work, and complete assignments on time.
- Homework is daily posted in the classroom and/or on the teacher website/other online platform.
- **Parents should check homework assignments each night** for accuracy, neatness, and completeness.
- Students will only be allowed to return to the classrooms to pick up missing assignments after leaving the classroom at the end of the school day if the teacher is present.
- Homework is to be ready for review or turned-in at the start of the school day.
- No homework will be assigned on Fridays or on school-wide family nights including Back to School Night, Open House, and school-wide night performances.

### Average Homework Time

Homework will be assigned four days per week (Monday through Thursday) at the **discretion of the teacher** and shall promote skill development and encourage family participation. The amounts of time listed below represent the total daily AVERAGE for homework. Below is District Board Policy AR 6154 a & b:

Kindergarten: Homework shall stimulate students to talk often with their parents/guardians. Parents/guardians are encouraged to read and discuss stories with their children.

Grade 1	10-20 min. (+15 to 20 min. of reading each day)
Grade 2	20-30 min. (+15 to 20 min. of reading each day)
Grade 3	30-45 min. (+15 to 20 min. of reading each day)
Grades 4-6	60-90 min. (+15 to 20 min. of reading each day)

## MEAL PROCEDURES

### **Breakfast**

- Breakfast is optional and available daily for free for ALL students for the 2023-24 school year.
- Only students who are eating the school breakfast may enter the cafeteria in the morning starting at 7:20 a.m. Students must remain in the eating area until the first bell rings.

### **Lunch**

- Students in grades 1-6 are provided with a lunch period. Each child **MUST eat lunch** daily.
- Hot lunches are available for free daily including minimum days.
- **Students must bring lunch at the beginning of the day or eat a school lunch.**
- **Parents are NOT allowed to drop off lunches at school.**

## MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Through the use of Multi-Tier Systems of Support (MTSS) for academics and/or behavior, students who require additional intervention are identified. The classroom teacher will try intervention strategies and monitor the progress to support the child. If further measures are required after a duration of progress monitoring, the teacher makes a referral to the STEP team. The team includes the parents, classroom teacher, intervention teacher, and an administrator. The team generates the student's strengths and weaknesses, and then develops an intervention plan. Often, the plan includes a follow-up meeting.

If you have questions regarding the STEP process, please feel free to contact Mrs. Lista via phone or email: Lisa\_Lista@chino.k12.ca.us

## PARTIES

**Class Parties** are *limited to four per year*: Halloween, **Winter Holiday**, **Valentine's Day**, and **End of Year**.

- These parties may not exceed an hour and a half in duration.
- Room Parents are encouraged to request only \$5 or less in voluntary donations per student per party.
- **For safety reasons, non-school aged children and students not enrolled at Liberty cannot attend parties.**
- Only parents and guardians who plan the party with the room parent may attend. The number of adults will be limited.

### **Birthdays**

With teacher approval, a small, individual, factory packaged snack that is easy to distribute may be brought to school (one per child) and shared with classmates for birthdays. Items will NOT be eaten during school hours.

## PROGRESSIVE DISCIPLINE

### **Intervention Log**

Liberty Elementary is dedicated to providing our students with a safe and positive learning environment. Under the PBIS (Positive Behavior Intervention and Supports) model, we strive to equip our students with the tools to self-regulate behaviors that might hinder their learning. An Intervention Log is a communication tool we use to keep our parents informed about behavior incidents that occur at school. These incidents fall out of the expectations we have outlined in our

school-wide behavior expectations. Our aim is to inform parents and be as transparent as possible about the steps we have taken to teach your child ways to reflect on their decisions. We truly believe that every experience has a teachable moment in it.

The Intervention Log requires a signature from a parent. Please, if your child receives one of these logs, we ask that you take the time to sit with your child and have them reflect on why they received it, what other decision/s might have led to a better outcome, and the next steps he/she will take in the future.

### **Office Referral**

Liberty's classroom management process provides the opportunity for the teacher to make initial contact with the parent to discuss behavior concerns. Teachers will use the Intervention Log to keep parents informed. If a student receives multiple Intervention Logs for the same behavior expectation or more than 3 behavior incidents within a week time span, an Office Referral could result as a means of correction. Office Referrals automatically require a call home to parent and based on the severity of the incident, a conference with parent and administration could follow.

There are extreme situations (e.g., weapons, fighting, drugs, etc.) requiring an immediate Office Referral. If an incident of this nature occurs, a parent will be immediately notified, and their input will be needed to discuss the next course of action for the student. Some behaviors are considered severe and will result in more serious consequences.

### **RETENTION AND PROMOTION**

CVUSD Board Policy and California Legislation (AB 1626) stipulates that all students being promoted to the next grade level must meet minimum grade level standards. Using multiple measures, student progress will be carefully monitored throughout the school year. Parents of students who are at risk of retention will be notified by their child's teacher by the eighth week of school. A STEP meeting will be held to share data, set goals, and determine interventions to be put in place. Subsequent STEP meetings will help to monitor progress. The final decision regarding retention/promotion will be made in May. The teacher, parents, and administration work together in finalizing this decision.

### **VISITORS**

The State of California and the Board of Education of the Chino Valley Unified School District have passed laws and Board Policies that require that any visitor on campus must sign-in at the school office using the Raptor System. You will need to have a picture ID to scan into the system the first time. This ensures the safety of our staff and students.

### **TECHNOLOGY**

TK-6 students are issued a district computer device to be used throughout the school year. All students are expected to complete and return a CVUSD Device Protection Plan & Agreement form. Students are expected to care for and use the device appropriately. Certain grade levels may be able to take their device home. Please wait for further information and directions from the teacher or school.

### **VOLUNTEERS**

Parents are always welcome to assist at our school. Volunteers need to remember to sign-in at the office and wear a visitor's badge that is clearly visible, prior to going to the classrooms. Teachers will notify you regarding opportunities to volunteer. The PTO also offers numerous

Parent Volunteer programs to assist our school in academic and social programs. Unfortunately, due to liability, we are unable to accommodate younger siblings in classrooms or on the playground during class time and recess. Please make prior arrangements and/or coordinate assistance with teachers during non-instructional time (during recess, before or after school).

## 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.

- Traffic flows in ONE DIRECTION ONLY.
- Pull all the way forward.
- Remain in your vehicle in the drop-off/pick-up area.
- Drop off and pick up students next to the curb only.
- Do not walk across the parking lot. Only walk on sidewalks and cross walks.
- The middle or yellow lane is DRIVE THOUGH only.
- Please follow the directions of the staff members on duty.

Your effort helps to make our parking lot and drop off/pick up time safe and orderly for all students and families!





**2023-2024**

**PREP Preschool Schedule**

8:00 a.m. to 11:00 a.m. - AM

11:45 a.m. to 2:45 p.m. - PM

Wednesdays - 8:00 a.m. to 11:00 a.m. - PM PREP

**Transitional Kindergarten (TK) & Kindergarten Schedule**

7:50 a.m. to 11:10 a.m. - AM TK & AM Kindergarten

11:10 a.m. – 2:30 p.m. – PM TK

**Lunch**

11:20-11:50 am

**All Students**

***Breakfast Served 7:20 - 7:45 a.m.***

7:40 a.m. Enter Campus

7:45 a.m. Warning Bell

7:50 a.m. Class Begins

**PRIMARY 1 - 3**

7:50	Class Begins
9:30 - 9:43	Recess
10:55 - 11:35	1st Grade Lunch
11:05 - 11:45	2nd Grade Lunch
11:15 - 11:55	3rd Grade Lunch
12:25 - 12:38	Recess
2:30	Dismissal

**ELEMENTARY 4 - 6**

7:50	Class Begins
9:50 - 10:03	Recess
11:25 - 12:05	4th Grade Lunch
11:35 - 12:15	5th Grade Lunch
11:45 - 12:25	6th Grade Lunch
--	--
2:30	Dismissal

MINIMUM DAY SCHEDULE - EVERY TUESDAY

**PRIMARY 1 - 3**

7:50	Class Begins
10:00-10:30	Lunch
11:20	Dismissal

**ELEMENTARY 4 - 6**

7:50	Class Begins
10:30 - 11:00	Lunch
11:20	Dismissal

ADDITIONAL MINIMUM DAYS

**1<sup>st</sup> Day of School:** 08/0/2023

**Parent/Teacher Conferences:** 09/25/2023, 09/27/2023, 09/28/2023, 9/29/2023,  
11/17/23, 05/22/2024

**Last Day of School:** 05/23/2024

# Liberty Discipline Flow Chart

Observe Problem Behavior

What type of behavior is it?

Teacher Managed (Minor)

Office Managed (Major)

Re-Direct Student

**Intervention 1:**

- \* Review appropriate behavior
- \* Document
- \* Apply appropriate intervention

\* Document log

**Intervention 2:**

- \* Review appropriate behavior
- \* Verbal reflection
- \* Document
- \* Apply appropriate intervention

\* Document on log

**Intervention 3:**

- \* Review appropriate behavior
- \* Written reflection
- \* Contact home
- \* Document
- \* Apply appropriate intervention

\* Document on log

**Intervention 4:**

- \* Review appropriate behavior
- \* Complete Office Referral and log
- \* Send student to the office with ALL paperwork.

"Minor" Examples

- \* Cheating
- \* Disruption
- \* Defiance
- \* Disrespect
- \* Dishonesty
- \* Dress Code
- \* Electronic Devices
- \* Inappropriate Language
- \* Out of Class Behavior
- \* Unprepared for Class

"Major" Examples

- \* Alcohol
- \* Bullying
- \* Drugs
- \* Fighting
- \* Fourth Minor Infraction
- \* Safety Concern
- \* Sexual Harrassment
- \* Stealing
- \* Weapons

Administrative Intervention

- \* Review paperwork
- \* Conference with student
- \* Investigate
- \* Document
- \* Apply appropriate intervention
- \* Behavior Reflection
- \* Apply discipline (when necessary)
- \* Communicate with parent
- \* Provide feedback to staff

EVERY WEEK STUDENTS START WITH A FRESH SLATE

Intervention Documentation:

- \* Verbal warning
- \* Counsel student
- \* Written Behavior Reflection
- \* Time out in office
- \* Lost privilege
- \* Parent contact
- \* Community Service
  - \* Picking up trash
  - \* Clean cafeteria
  - \* Work in classroom/office
- \* Tier 2 referral

- \* Change of seating
- \* Set Goals
- \* Patriot Bucks
- \* Verbal Praise when expectations are met
- \* Class leader/helper
- \* Class Dojo Points
- \* Peer Mentoring
- \* Non-Verbal Cues/Signals
- \* Proximity
- \* Conflict Mediation
- \* Structured Breaks

# Be Respectful, Be Responsible, Be Safe

## Liberty Elementary Intervention Log

EVERY WEEK, STUDENTS START WITH A FRESH SLATE

Student Name \_\_\_\_\_ Teacher Name \_\_\_\_\_

Teacher Managed (Minor): Before entering an incident, the teacher has already re-directed/warned the student.

**Examples of Minor incidents:** Cheating, Disruption, Defiance, Dishonesty, Electronic Devices, Inappropriate Language, Out of class behavior, Unprepared for class

Incident 1: Date: \_\_\_\_\_

Intervention 1: Review appropriate behavior; Document below; Apply appropriate intervention

Incident 2: Date: \_\_\_\_\_

Intervention 2: Review appropriate behavior; Verbal reflection; Document below; Apply appropriate intervention

Incident 3: Date: \_\_\_\_\_

Intervention 3: Review appropriate behavior; Written reflection; Contact home; Document below; Apply appropriate intervention

Incident 4: Date: \_\_\_\_\_

Intervention 4: Review appropriate behavior; Complete this document; Send student to the office with ALL paperwork for an **Office Referral**.

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Intervention Documentation:

Date	Strategy	Date	Strategy
_____	Counsel Student	_____	Change of seating
_____	Written Reflection	_____	Set Goals
_____	Timeout in classroom	_____	Class Leader/helper
_____	Timeout elsewhere	_____	Peer Mentoring
_____	Loss of a privilege(s)	_____	Non-verbal cues
_____	Parent Contact	_____	Proximity
_____	Other	_____	Structured breaks

Administrative Notes: \_\_\_\_\_

\_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

White – School

Yellow – Parent

Pink – Teacher

# Chino Valley Unified School District

Liberty Elementary School

## Parent and Family Engagement Policy

2023-2024

### School Policy Engagement:

Liberty Elementary recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Liberty Elementary shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting to inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

### Shared Responsibilities for High Student Academic Achievement:

The staff of Liberty Elementary in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Liberty Elementary will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement.



Liberty Elementary's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area.** The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Liberty Elementary will support these home-school partnerships by using the following **six types of engagement:**

1. **Parenting.** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Liberty Elementary will provide different parenting workshop topics such as PBIS at home. Liberty can also provide referrals to other agencies that support parenting.
2. **Communication.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English. Liberty will keep the parent community updated of the school's event through the website, weekly newsletters, phone blasts, and through display case/signs around campus. Documents will be translated into Spanish and a Spanish-speaking community liaison will also be available in the school's office.
3. **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. Liberty Elementary's policy allows for parents to volunteer in the classroom. The parents may contact the teacher to set up volunteer hours. Liberty also has the PTO so that all parents can volunteer through other means.
4. **Learning at Home.** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Liberty Elementary will provide Parent Compacts designed by the grade level to provide ideas on how to support their students' learning at home. The school's website will also be updated and it will include programs the family can use at home to support the students' learning.

5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Liberty Elementary will regularly have School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings to include the parent community in decision-making. All parents will be invited to these meetings.
6. ***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. Liberty Elementary will collaborate with the district's Parent Engagement Center to provide resources to our community.

### **Building Capacity for Parent Engagement**

The Liberty Elementary school staff is committed to partnering with parents in the following ways:

- Assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children.
- Provide materials and training to help parents work with their children to improve their children's academic achievement.
- Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.
- Coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children.
- Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand.
- Provide such other reasonable support for parental engagement activities under this section as parents may request.

### **Accessibility**

Our school, Liberty Elementary and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised 2022-2023)

## **UNIFORM COMPLAINT PROCEDURES**

The Board of Education has the primary responsibility for compliance with federal and state laws and regulations. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP).

We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of the actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Adult Education
- After School Education and Safety
- Agricultural Vocational Education
- Career Technical Education
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Education Content
- Economic Impact Aid
- Education of Pupils in Foster Care and Pupils who are homeless, former juvenile Court now enrolled in a school district, and Pupils from Military Families
- Every Student Succeeds Act
- Local Control Accountability Plans
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupation Centers and Programs
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

This complaint procedure will be disseminated to all employees, in written form, and a signed certification by the site/department administrator will be obtained. This procedure is being provided as part of the parent/pupil information packet distributed annually to parents/guardians at the beginning of the first semester of each school year. Additionally, the procedure will be posted at a prominent place at each school site and at the district office and will become a part of every employee and pupil handbook.

***Complaint forms are available at each school site and district office.***

### **COMPLIANCE OFFICERS**

The Board of Education designates the following compliance officer(s) to receive and investigate complaints and ensure district compliance with law:

Norm Enfield, Ed.D

Superintendent

(909) 628-1201 ext. 1100

Lea Fellows (Compliance Officer)  
Assistant Superintendent, Human Resources  
(909) 628-1201 ext. 1111

Chino Valley Unified School District  
5130 Riverside Drive, Chino, CA 91710  
(909) 628-1201

At the discretion of the compliance officer additional district administrators will assist in investigations within their area of expertise.

The compliance officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

### **NOTIFICATIONS**

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (5 CCR 4622)

Takes immediate steps to intervene when it is safe to do so, and when school personnel witness an act of discrimination, harassment, intimidation, or bullying.

### **FILING A COMPLAINT**

A complaint concerning unlawful discrimination may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date when the alleged discrimination first obtained knowledge of the facts of the alleged discrimination. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (S CCR 4630)

### **RESPONSE**

Unless extended by written agreement with the complainant, the compliance officer or designee shall prepare and send to the Superintendent and the complainant a written report of the district's investigation and decision(findings) within 60 days of the district's receipt of the complaint. (5 CCR 4631)

### **APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION**

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

### **CIVIL LAW REMEDIES**

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to , injunctions and restraining orders.

For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

*UCP forms and brochures are available in English and Spanish at the school site administration office and district office.*