

Chino Valley Unified School District

Gerald F. Litel Elementary School

3425 Eucalyptus Avenue Chino Hills, CA 91709



2019—2020

Parent-Student Handbook



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Telephone: (909) 591-1336, FAX (909) 548-6072

Website: <http://litel.chino.k12.ca.us>

Attendance Hotline: (909) 591-1336

To report absences online through our website, you must be a registered user, otherwise you may call them in through the Attendance Hotline.

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WELCOME TO GERALD F. LITEL ELEMENTARY SCHOOL!

Welcome back to our returning students and parents as well as a hearty welcome to our new community members who are joining us this year. It is with great pleasure to have your child enrolled at Litel Elementary School, a three time “California Honor Roll School” and a California Distinguished School. Our entire staff joins us in welcoming your family to our wonderful school.

The 2019-2020 school year at Litel promises to be an enjoyable and successful one as we build on our reputation for providing exemplary educational opportunities for our students. Key strengths at Litel continue to be our excellent teachers, high caliber programs, and our supportive school community, and our wonderful PTA. We believe that all students are entitled to a year’s growth in a year’s time. In order to accomplish this commitment to student learning, we will set high expectations, work together to constantly refine our teaching practices, monitor student achievement, and differentiate instruction, engage our parents as partners in their child’s education, and we will continually meet as a *Professional Learning Community* to discuss how are students are progressing toward the California Common State Standards.

It is clear that the support and enthusiasm of parents are integral reasons for the great success of Litel Elementary School. Your continued support and assistance is required to achieve the success for every Litel student. Please consider this message a cordial invitation to all members of our community to get involved in one of the parent leadership groups, volunteer in classrooms, or participate in whatever capacity you deem important or where your interests lie. **Please join and participate in our PTA.**

The intention of this “Parent/Student Handbook” has been developed to provide you with a wealth of information as we believe that only with your continued partnership can all children achieve their best. Additionally, this handbook is a resource to our families so that you can understand the policies and procedures to ensure the daily operation and success of Litel Elementary School. Please read the handbook thoroughly, and keep it in a convenient place for future reference.

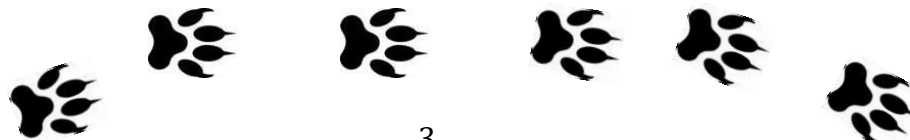
If you have any questions, feel free to contact the school office (909) 591-1336. We will be happy to assist you in any way that we can. Thank you for the important role that **YOU** play at Gerald F. Litel Elementary School. It’s going to be a **GRRRREAT YEAR!!!**

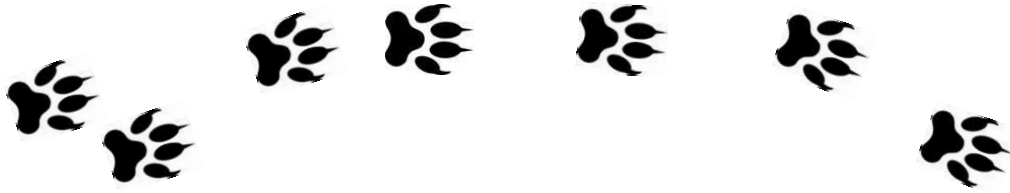
Go Lions!

Joe Durkin
Principal



Adrienne Chase
Assistant Principal





SCHOOL VISION and MISSION

The vision of Gerald Litel Elementary School is predicated upon a belief and upon a commitment to our students to ensure a quality program for all of our student learners. We, at Litel Elementary School, believe the potential of all students may be attained through high expectations, a positive, safe learning environment, and meaningful communication with the home and our school community. The Litel community is committed to providing an institution where learning becomes intrinsic, centered on enhancing students' intellectual, social, emotional, and physical gifts. Students respect others; learn to view the world in a variety of ways; and live with honesty and purpose as contributing members of society. Additionally, Litel Elementary School will provide students with equity and access, opportunities to think critically, engage in academic discourse, and to prepare our students for college and career readiness.

The “mission” of Gerald Litel Elementary School is to educate all students in an environment that welcomes student diversity and promotes student collaboration. Further, the faculty aspires to lead and develop instruction as a collective group of learners who recognize that students are capable of learning more than they did last year. The faculty of Gerald Litel Elementary School will collaborate, analyze data, learn together, learn from one another, and plan lessons that improve the overall learning and student achievement of the students. Lastly, to further develop as a collaborative cadre of learners, the faculty will observe one another as well other educators in order to ensure that the best instructional practices are employed to improve student learning and to increase student achievement for all student learners.

CORE BELIEFS

- All students can learn more than they did last year
- Positive school climate supports student learning
- Collaboration, cooperation, and mutual respect are essential to enriching the lives of students
- High academic expectations can be met through excellent teaching and active learning
- Parents/guardians are our partners in the educational system



ACADEMIC STANDARDS & PROGRAMS CURRICULUM

Our curriculum is directly aligned to the Common Core State Standards and the Chino Valley Unified School District's focus standards for each grade level. Special emphasis will be placed on reading, writing, and mathematics within a well-balanced educational program. Specific learning objectives at each grade level will be discussed at "Back to School Night." **Back to School Night is scheduled on Wednesday, August 28th, beginning at 6:00 P.M. and concluding at 7:00 P.M.**

The following is a brief summary of the general curriculum studied in the elementary school grades:

Reading and Language Arts:

Students use, district adopted, English Language Arts (McGraw-Hill; Wonders series) and other adopted supplemental programs. These programs provide a developmental reading curriculum for teaching and practicing phonics, comprehension strategies and skills, writing, and critical thinking skills. Accessing content, locating evidence, understanding informational texts and vocabulary development are also an integral part of the program.

Mathematics:

Students use, the newly district adopted, Pearson-Envision (K-5) and The Big Ideas (6th) programs. Instruction is designed to develop students' understanding of mathematical concepts and problem solving strategies. Students in grades 1st through 4th participate in Math + Music program designed to exercise students' higher order thinking skills and increase spatial temporal reasoning.

Science:



Science instruction is provided at each grade level using a hands-on inquiry-based approach, which allows for active engagement. Houghton Mifflin and Scotts Foresman are the district adopted text for students grades K-5 and 6, respectively. The National Generation of Science Standards soon replace the aforementioned curriculum.

Social Studies:

The Social Studies curriculum integrates the study of history and geography with humanities and other social science fields. Harcourt Reflections is the district-adopted publisher for the social science texts in K-5th and Holt Ancient Civilizations for 6th grade.

Technology:



Technology is incorporated into classroom instruction through use of computers, computer lab, 4 computer carts, VCR/DVDs, listening posts, digital document cameras,

LCD projectors, and Interactive whiteboards. Litel is up to date with two fully equipped computer labs. The computers in the lab contain software in all core curricular areas. Additionally, each classroom has an installed cabinet that contains 10 Chromebooks for student usage. The computer labs have been updated with 36 Chromebooks, in each computer lab, contained in two Chromebook towers.

Physical Education, Health, Music and Art

Physical Education, Health, Music and Art are integrated throughout the curriculum. Second and Third grade students receive keyboard instruction by a certificated music teacher. Fourth grade students receive instruction on recorders by a certificated teacher. Band and choir are offered to students in Fifth and Sixth grade. Newly added last year will continue to offer a String's Class.

For your perusal, the California Content Standards can be accessed at <http://www.cde.ca.gov/ci/>

SCHOOL EXPECTATIONS: ALL LITEL LIONS WILL PERFORM IN THE FOLLOWING AREAS:

- Achieve academic excellence in the area of English Language Arts, Mathematics, Science, and Social Science
- Be critical thinkers, demonstrate creativity, communicate, and collaborate
- Act with integrity and compassion and be able to recognize and appreciate individual differences and exhibit tolerance
- Demonstrate strong and effective leadership, communication, and interpersonal skills
- Possess self-esteem, self-discipline, and the courage to stand up for what is right
- Understand, appreciate, and actively participate within fine arts and our music program
- **Act in accordance with the Litel ROAR (Be Responsible, Be Optimistic, Be Accountable, and Be Respectful)**
- Choose to do your best in thoughts, words, and actions
- Demonstrate your ability to be a champion and voice for another who may be unable to speak for themselves
- Be a self-directed, enthusiastic, and an active learner

CLASSROOM PLACEMENT PROCEDURES: THE PROCESS

Annual classroom placement is carefully determined prior to the start of school for each student returning to Litel Elementary School. Placement is determined by the student's current teacher, grade level team, and the administrative team. Newly enrolled students are added to the classes as they register, with classroom decisions based on what- ever

information is available from referring schools and parents and the need to balance class composition. In addition, the principal and the certificated resource personnel assist with placement.

PURPOSE

The primary purpose of the placement process is to “create equitable classroom environments,” which 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.

These variables include, but are not limited to:

Gender ratios, levels of academic progress and student needs degrees of self-directedness, and independence. Class size is determined by District guidelines and State mandates.

Requests for specific teachers are discouraged since it would be highly unlikely that the staff could successfully build the most productive, balanced class groups on the basis of parent requests (rather than the information and criteria previously outlined).

COMBINATION CLASSES

As most of our community is aware, combination/multi-age classrooms (serving two grade levels) are a fact of schooling in most public elementary schools in California. Because students do not come to us in neat groups of 27 or 31, Litel will most likely experience combination classes on an annual basis. When forming combination classes we assign students on the basis of the same variables used to form all other classrooms. Two years ago, we were able to dissolve one combination class due to the teachers accepting students beyond their contractual obligations. This was the only reason that Litel only had one combination class during that school year. The reality is that we will during this school year.

THOUGHTS TO CONSIDER

Occasionally, children are initially upset with their class placement at the beginning of school. It is not uncommon for a child to initially be perplexed if their new teacher is other than expected or unlike last year’s teacher. Also, it is not uncommon for someone to hear that ”so-and-so” is the only and best teacher to have in “such-and-such” grade. Sometimes, too, a student will initially feel his/her teacher is “too mean” or “too strict” or “too” something else. Fortunately, once given a chance to succeed at adapting to a new classroom and building a new student-teacher relationship, most parents discover that their child’s placement is working well after all. Remember, placement was carefully selected for your child by the current teacher, principal, and support personnel.

Finally, it is critically important for you to know that students' attitudes towards their teachers and school are highly influenced by the attitudes and strategies of their parents. **We can all provide our children with a successful beginning of the year experience by responding to their classroom assignments with positive enthusiasm.** Through confidence in our children's ability to deal with change, knowledge, cooperation, and trust, we can all work together to enhance personal development and the general school climate for all Litel students.

REPORT CARDS AND GRADING

REPORT CARDS

The school year is divided into three trimesters. Students will receive an official report card at the end of each trimester. In addition, students will receive a 6-week progress report during the first trimester and as needed during the second and third trimesters. All parents should expect a progress report the first trimester at the sixth or seventh week and a report card every twelve weeks. Parents should contact the school if they DO NOT receive one of these reports and are encouraged to call the teacher should there be questions/concerns regarding these reports. The district has updated all elementary report cards so that they are aligned to the California Content Standards.

GRADES AND CITIZENSHIP

Kindergarten and Grades 1-6 Progress toward Standards:

Adapted from the Principal's PPT./materials, and Resources from the CVUSD

Although the Standards-Based Report Cards represent a subtle shift, the results are dramatic. Standards-Based grading is an assessment philosophy that shifts student feedback from the work that the student has done to what the student knows. All assessments are aligned to standards and students are provided feedback on how well they have performed and, subsequently, mastered those standards. The Standards-Based Report Card will convey the following information to students and parents as our students exhibit growth toward the respective standards being taught. Please peruse these performance standards that indicate to the student and to the parent where the student is performing at the time that the assessment was administered:

BEGINNING/NOT MET: "The student is not yet meeting grade level performance standards expected at this point of the school year."

PROGRESSING: "The student is partially meeting the grade level performance expected at this point of the school year."

ACHIEVING: "The student is consistently achieving and meeting grade level performance standards expected at this point in the school year."

EXTENDING: "The student possesses an in-depth understanding of grade level performance standards expected at his point of the school year."

Extending (4) Achieving (3) Progressing (2) Beginning/Not Met (1) No Mark (X)

Kindergarten and Grades 1-2 Achievement:

Extending (4) Achieving (3) Progressing (2) Beginning/Not Met (1) No Mark (X)

Kindergarten and Grades 1-6 Habits of Success:

Work Habits (1-4) Responsibility and Integrity (1-4) 21st Century Skills (1-4)

Grades 3-6 Achievement:

Extending (4) Achieving (3) Progressing (2) Beginning/Not Met (1) No Mark (X)

Several school districts and not so near to Chino Valley USD presently utilize Standards-Based Report cards. To mention a few; Redlands, Fullerton, Riverside, Hacienda-La Puente, Upland, Ontario, Torrance, Sacramento, and the Semi Valley Unified School District. For more information regarding the Standards-Based Report Card, please visit: CVUSD's Elementary Standards-Based Report Card Page via Departments > Curriculum or Assessment > link on the left. As we move forward together, we will now begin to ask our students, "What did you learn rather than the habit of asking, "What did you get on the test?" Some vocabulary that is consistent with this "grading shift" is assessing and what did you learn? Or, "try another way." In addition, I hope that you will keep an open mind as to the manner in which you will receive future feedback and how it will be delivered to your children. This paradigm shift will ultimately benefit our students as they continue to think critically and examine a problem for more than one lens.



RECOGNITION PROGRAMS

Recognizing Student Achievement, Citizenship, and 21st Century Learning

The Chino Valley Unified School District has adopted the growth model whereby students are assessed on how they are progressing toward a specific set of Common Core State Standards. As a result, students will no longer receive grades which were subject specific. Now, students will receive marks that are aligned to the Common Core State Standards that assesses student mastery of a particular set of skills connected to a

specific standard. It is very important that Litel Elementary faculty and all educators continue to recognize academic excellence and students who have demonstrated exemplary citizenship or who have been able to demonstrate 21st century learning skills such as being able to think critically, being able to communicate and collaborate in an effective and efficient manner as well as to exhibit student creativity. As a result, Litel elementary School will celebrate student achievement and 21st century learning coupled with exemplary citizenship on a monthly basis beginning September. Each month with the exception of August and June, two students, from each class, will be recognized as “Student of the Month.” The students will be recognized in their respective classes and then they will be invited to a luncheon in the MPR. Prior to the Student of the Month recognition, the parents of the students who will be recognized, will be invited so that they may join us in recognizing their child/children. Although we will not be able to provide pizza to the parents, due to budgetary constraints, we strongly encourage you to attend this recognition with your child. Through this recognition program, we are committed to recognizing more students in an intimate environment which will be interactive and include the parents. Every child recognized as Student of the Month will receive pizza, a certificate, and lunch with administration. We are very optimistic that the parents will be able to join as well. Also, we will continue to recognize and celebrate outstanding student achievement through our Scholar’s Night program. For your advanced planning, our Scholar’s Night program is scheduled on **Tuesday, May 19, 2019.**

PERFECT ATTENDANCE AWARDS

A student is eligible to receive a perfect attendance award during the Scholar’s Night recognition if they meet the following criteria. They must be on time daily and cannot miss any days of school. However, we will accept a maximum of two” tardies” for the entire year. Three or more “tardies” will *disqualify* a student from receiving a perfect attendance award. NOTE: Students who have earned perfect attendance from Kindergarten to grade 6 will be formally recognized for their perfect attendance during the Scholar’s Night recognition ceremony whereby any 6th grade student who has exhibited perfect attendance from *Kindergarten to Grade 6*, will be celebrated during the promotion ceremony.

SCHOLARS’ NIGHT

Scholars’ Night is an opportunity to award students for their academic talents and achievement in the categories of Reading, Writing, Math, Science, and in the area of ‘state assessments.’ Our expectation is that your child will persevere, consider all options, explore interests, learn to problem solve, to think critically, to demonstrate mathematical reasoning, attend to precision, write with focus and clear intentions, collaborate and communicate, via academic discourse, with their fellow students.

Litel Elementary School

SCHOOL CALENDAR

2019-2020

August 9	Meet and Greet
August 12	First Day of School
August 28	Back to School Night
September 1	Labor Day Holiday
September 23-24-25-26-27	Fall Conferences (Early Dismissal)
November 7	Minimum Day
November 11	Veterans' Day Holiday
November 18	Report Cards Go Home
November 25-26-27-28-29	Thanksgiving Week Holidays
December 20 – January 3	Winter Break
January 20	Martin Luther King Jr. Day (Holiday)
February 10	Lincoln's Birthday Holiday
February 17	Presidents' Day Holiday
February 18	Minimum Day
February 25	Report Cards Go Home
March 19	Career Fair/MINIMUM DAY
March 20, 23-24-25-26-27	Spring Break
April 22	Open House
April 29	Parent Appreciation
May 21	Minimum Day
May 25	Memorial Day Holiday
May 27	NOT A MINIMUM DAY
May 27	6TH Grade Promotion
May 28	Last Day/Report Cards Go Home
May 28	Minimum Day

MINIMUM DAY THIS YEAR: EVERY WEDNESDAY; PLEASE MARK YOUR CALENDARS FOR EARLY DISMISSAL:

12:00 P.M. for students in Kindergarten

12:10 P.M. for students in grades (1-6)

READING

Students at each grade level are expected to read a specific number of words per year. The top three students who have read the most number of words in their grade will receive an invitation to Scholars' Night. Top three students in each class will be recognized in class.

WRITING

In order to encourage the art of writing, students will have an opportunity to submit a writing piece in one of the following genres: argumentative, informational, opinion, or expository during the course of the year. They may also submit a written assignment from class. The top three students in each grade will receive an invitation to Scholars' Night. Top three students in each class will receive a medal. The top writer, in each grade level, will read their award-winning written selection to the audience. (Presentation will be in the MPR).

MATH

Students 3rd through 6th grade participate in a math competition where students use the knowledge and skills learned through cognitive guided instruction to engage in math problems. The top three students in each grade will receive an invitation to Scholars' Night. Top three students in each class will be recognized in class.

SCIENCE FAIR

Students 4th through 6th grade participate in the school science fair. Students may be recommended to participate in the Chino Valley Unified School District Science Fair per the discretion of the Science Project Judging Committee.

SPIRIT DAY

Every Friday is SPIRIT DAY! All students, parents, and staff are encouraged to wear their Litel Lions t-shirt to show their pride. Additionally, each Monday is College Monday. **Come on and show that Litel Spirit!**

PARENT INVOLVEMENT

A very important component of our education program is parent involvement. Parents are encouraged to maintain regular contact with their child's teacher. In addition, parents may volunteer to assist in classrooms. Parents are vital to our committees, special events, and fieldtrips. We would, also, like to invite parents to join the Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and Gifted and Talented Education (GATE) Parent Advisory Group. For further information regarding these groups, please see the contact names. Thank you to the PTA for providing payment for our grade levels to participate in on

and off-campus field trips. These field trips would not be possible without the “Herculean” efforts of our PTA.

PTA Executive Board for 2018-2019

PRESIDENT: Corrie Frausto

V.P. Events: Tricia Ross

V.P. Fundraising: TBA

Treasurer: Sahid Chaudrhy

Secretary/Membership: Ann Steinbrink

Auditor: TBA

Assemblies: TBA

Historian: TBA

Communications: TBA

Hospitality: TBA

SPECIAL PROGRAM COORDINATORS

Parents are encouraged to participate in the following programs

School Site Council: Mr. Durkin, Principal

ELAC & GATE: Mrs. Adrienne Chase, Assistant Principal

ACADEMIC SUCCESS

The primary goal at Litel Elementary School is to provide the optimal learning experience for every student to achieve academic success. To maximize student achievement, it is an expectation that all students be prepared for school and attend class regularly and promptly.

Homework meets a real need and has a definite place in the educational program. It is assigned to help the student become more self-reliant, learn to work independently, and to improve the skills and retain the concepts that have been taught in class. Through homework, students also learn to budget time more effectively, learn to set priorities, and learn to complete assigned projects. All work is expected to be turned in on time and meet the standards set forth by the classroom teacher and the Board of Education.

It is the student’s responsibility to keep an accurate record of assignments, have necessary materials, follow study techniques outlined by the teachers, apply and practice skills learned in class, and complete and return assignments on time.

HOMEWORK TIME ALLOTMENT

Homework assignments shall be Monday thru Thursday, designed to be completed as follows:

Kindergarten:

Homework assignments for kindergarten shall stimulate students to talk often with their parents/guardians. Teachers shall encourage parents/guardians to read and discuss

stories with their children.

Grade 1: 10 – 20 Minutes

Grade 2: 20-30 Minutes

Grade 3: 30 – 45 Minutes

Grades 4-6: 60-90 Minutes

Elementary students shall be required to read 15-20 minutes every day, in addition to regularly assigned homework. *Some special assignments will require longer hours for research. Please provide a quiet place at a consistent time for students to complete their homework.

SPECIAL PROGRAMS / ENRICHMENT

GATE

The Litel Staff is committed to providing an enriched curriculum. This commitment is designed to provide differentiated instruction for students that demonstrate they can handle a more challenging curriculum. It is also geared toward those students that have been identified as GATE (grades 3-6) through the district's formal testing process.

In accordance with District guidelines, our GATE students in grades 3-6 are clustered together in each grade level. This allows for the students to work together with others who possess similar abilities and needs. It also provides an atmosphere that is academically rigorous and is designed to enhance the output of such students. The grade level curriculum is differentiated throughout the day in all subjects where applicable. By differentiating the curriculum, GATE students do not receive "extra" work to complete outside or inside the classroom, but are given work that varies in depth and complexity.

ENGLISH LANGUAGE LEARNERS

Students who are identified as needing assistance in language development will receive additional instruction by classroom teachers who are certificated in teaching students who are English Language Learners.

Partnerships for Learning Network

In the past, our PFLN has provided a Kindergarten Academy. This interactive four-week course supports the transition to kindergarten. In addition, parents and students learn the expectations, skills needed, and they are front-loaded on content prior to the beginning of the school year. The following topics were taught last year during our Kindergarten Academy: 'Readiness and Basic Skills,' Kindergarten Reading and Writing,' Kindergarten math,' and Summer Fun. We hope this will be offered again.

Afer School Math Support

We are proud to offer our Math Acellus program designed to support students in need of additional assistance in the area of mathematics. The Acellus program is an interactive program that combines excellent instruction and immediate feedback for students. Students who are identified as needing additional support in the area of mathematics will be invited in the late fall to participate in this program. The results of student

assessments allow Acellus to identify specific gaps in the students' understanding and then fill in those gaps with individualized targeted instruction.

THE MIND INSTITUTE (Jiji Math)

We are very excited to be continuing the Math + Music program for students in grades K – 4th. This program “combines music instruction and graphically rich computerized games to dramatically enhance students’ mathematical and problem solving abilities using the brain’s spatial temporal reasoning capacity”. The Math + Music program evolved from 16 years of research and is supported by Dr. Gordon Shaw, known best for coining the phrase, “Mozart Effort”. New this year, 1st grade students receive the Math portion of the program. Additionally, Kindergarten now is included in the Jiji math portion of the Mind Institute program which is funded by the PTA.

ACCELERATED READER AND READING COUNTS

Accelerated Reader (AR) is a powerful program, which is subsidized by PTA and partially by monies raised through the Citizens for Kids Read-A-Thon. Students read a book and then take a comprehension test on AR (K-6th). This program is designed to assess students’ reading comprehension, and assist teachers and students in setting appropriate reading goals for their success.

SCHOOL PROCEDURES

TEXTBOOKS

Each student is responsible for his or her assigned textbook. A student will be charged for books that are lost, damaged, or show excessive wear. **Charges must be cleared before sixth grade students can participate in any end-of-the- year activities or before grades are released to the middle school.**

LIBRARY

Due to the severe budget cuts, there is a strong possibility that our library will be accessible for half day and there will be some days in which the library will be closed. *The library is located in the Main Hallway. The following guidelines must be observed:* All books, except reference books, may be checked out at the designated times. No books may be checked in or out of the library unless the librarian or an authorized representative is present. Students will be required to pay the replacement cost for any lost or damaged books or materials. Students owing any library books or materials may be excluded from school activities including promotion and other end-of-year activities.

ATTENDANCE

The California State Education Code requires school attendance for minors. Students should regularly attend all classes on time. If a student is absent, **PLEASE NOTIFY**

THE SCHOOL on the first day of absence, during the regular school day from 7:30 a.m. to 4:30 p.m. If parents are unable to call on each day of an absence, the student, upon the first day of his/her return, **MUST** bring a written note from a parent or guardian. **You have three days to clear your child's absence.** Please contact the school office in advance of any long-term (5 or more days) unavoidable absence to arrange a schedule of the work to be completed by the student. This must be done at least one week in advance.

PARENTS' RIGHTS NOTIFICATION-STUDENT'S ABSENCES

The following information is your right to know and required by law. This law directly relates to the amount of state appropriated funding our school receives each day for average daily attendance (ADA). We appreciate you reading this Education Code 48205 and your cooperation in planning vacations or routine medical exams during our regularly scheduled breaks to avoid unexcused absences.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- 1) Due to his or her illness
- 2) Due to quarantine under the direction of a county or city health officer
- 3) For the purpose of having medical, dental, optometric, or chiropractic services rendered
- 4) For the purpose of attending funeral services of a member of his or her immediate family, so long as the absence is not more than **one day** if the service is conducted in California, and not more than **three days** if the service is conducted outside of California
- 5) For the purpose of jury duty in the manner provided for by the law
- 6) Due to the illness or medical appointment during school hours of a child whom the pupil is the custodial parent
- 7) For justifiable personal reasons, including appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been required in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board

(b) A pupil absent from school under this section shall be allowed to:

- 1) Complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore.

The teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Per California Education Code, any student who has three or more unexcused absences (as defined above) or has been tardy for over 30 minutes on three or more days, is considered to be truant and shall be reported to the district attendance supervisor.

TARDY POLICY

All students must be in line with all necessary materials for the day when the tardy bell rings (8:40 A.M.) or they will be considered tardy. Otherwise, consequences of “tardies” will be as follows:

The first tardy will result in a warning. A student that is tardy again with a medical excuse will be given the opportunity to make-up the instructional time which was lost. Subsequent “tardies” will result in further disciplinary action left up to administrative discretion which may include a referral to the School Attendance Review Team (SART) if the number of “tardies” is deemed excessive.

EARLY DISMISSAL

Students who need to leave school early must be signed out of campus by a parent or guardian that is listed on the emergency card prior to their release. For your child’s safety, photo identification is required; please bring this with you to the office. Students may not leave the campus without following this procedure. Parents, please avoid picking your child/children early unless it is unavoidable. Student growth and performance is directly linked to student attendance. Parents, our teachers respectfully request that you notify your child’s teacher, in advance, if you plan on having your child leave earlier in the day. The last 15 minutes of the school is dedicated to students’ writing in their agendas and cleaning up for the day. Please refrain from doing this unless it is an emergency.

VISITORS AND VOLUNTEERS

A new visitor management system, **RAPTOR**, has been instituted District-Wide. Our staff appreciates the numerous offers from parents to serve as classroom volunteers. When parental assistance is needed, teachers will in-service parents as to classroom duties and responsibilities. Please remember that for our students’ safety, Litel is a closed campus. **Adult** visitors are always welcome; however, State law requires that all visitors be clearly identified and/or escorted while on campus. Therefore, all visitors **MUST** first check in through the office. In addition, please note that any classroom observations must be cleared through the teacher and the principal with at least a **48 hour notice**. It is always the mission of the school to accommodate parent requests for classroom observations. However, there are some factors that may exclude a classroom observation. These exceptions are definitely not the rule, but they are considered from time to time based on the following variables: **It is within the capacity of the principal or administrative designee to decline a request by a parent for a classroom observation based on testing or assessments, an on-going disruption to**

the campus, or any other issue that is not deemed in the best interests of all of the students within the classroom environment.

EMERGENCY CARDS

It is mandatory that we have an emergency card for each student. If an emergency or accident occurs on campus, we must be able to contact a parent or guardian. Please provide us with an accurate and current home and work telephone number where you can be reached accompanied with the numbers for neighbors and/or relatives in the area.

HEALTH SERVICES

The Health Office is open to students who are injured at school or become too sick to continue class. Our nurse is on campus twice weekly to supervise hearing and vision tests, maintain records, and can be called in for emergencies. Our Health Technician, Ms. Parker, is available during three and one-half hours of the school day. Current law requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis.

IF YOU DO NOT WANT your child to receive the epinephrine injection, please NOTIFY THE SCHOOL IN WRITING.

MEDICATION

All medications (including asthma inhalers, aspirin, and cough medicine) required by students must be given to the health technician who will dispense the medication from its original container as prescribed by the doctor. The appropriate forms may be obtained from the school office and must be signed by the parent and the doctor at the beginning of each school year.

OFFICE AND TELEPHONE

The school office is a place of business and is often very busy. For this reason, students are only allowed to use the phone in case of an emergency or if he/she has a note from the teacher. Personal messages will not be delivered to students except in the case of emergency or extenuating circumstances.

USE OF ELECTRONICS/CELL PHONES



With the amount of cell phones being carried by students, it is necessary that students follow prescribed rules: All cell phones are to be turned off and placed in backpacks once students arrive on campus. Cell phones are not to be taken out of the backpacks until school has dismissed and students are **off campus**. There is to be no text messaging during class time, recess, lunch, and/or on campus. If a student is caught using a cell phone during school hours, the phone will be turned in to the school office for pick up by his/her parent. **CVUSD** is not responsible for lost, damaged, or stolen cell phones and/or electronic devices that are

brought to school, nor are we responsible for the inappropriate use of these devices outside school hours. **The content from the use of electronic devices and/or social networks outside school hours is the responsibility of the parents. With the widespread use of these devices we encourage parents to carefully monitor their children's activity when privileges are given to their kids for personal use.**

NEWSLETTERS, NOTIFICATIONS AND WEBSITE

As a way of directly communicating with parents regarding school activities, we will post and publish our monthly newsletter on our school website. You may access Litel's webpage at <http://litel.chino.k12.ca.us/> in order to stay current with events, activities, and updated information. In addition to our newsletters, we communicate via automated phone dialer messages, the electronic marquee, the Litel PTA Facebook Page, and via e-mail. Additionally, please access the website under the 'parent' heading for links to important information.

Animals on School Grounds

Dogs and other animals are not permitted on school grounds for safety and health reasons. We believe that that it is in the best interest of safety that parents not walk or bring their dogs or pets to the school when dropping off or picking up their children. For the safety of children and adults, family pets should not be brought onto school grounds or into the school office with the exception of registered service dogs.

BICYCLES

Bicycle riding is enjoyed by all ages as both a practical form of transportation plus an enjoyable form of recreation and exercise. It is required that each parent discuss the school bicycle rules below with your bike rider.

1. Parents assume FULL responsibility and liability for the rider's conduct and bicycle.
2. **Bicycles are allowed in grades 4-6 only.**
3. All bicycles MUST be parked in the bike rack and LOCKED. Students MAY NOT share a bicycle lock only one bicycle per lock!
4. All bicycles MUST be walked while on school grounds.
5. Children should never ride two on one bicycle.
6. Bicycles must be in safe working condition.
7. No student is to loiter in or around bike rack area at any time.
8. Bike riders must wear safety helmets.

Infraction of rules may result in loss of permission to have the bicycle on school grounds. The school, legally, can assume NO RESPONSIBILITY OR LIABILITY in connection with the child's bicycle if it becomes lost, stolen, or damaged. Also, please remember that **skateboards, roller skates, scooters and "Heelies" are NOT allowed at school.** If your child comes to school with these items, you will receive a phone call

from the school office.

For safety reasons and per board policy, only students in grades four through six are allowed to ride their bicycles to school. Bicycles brought to school should be licensed and locked. Students must wear helmets and walk their bikes onto the school grounds to the bike rack area. Students not following the established rules will lose the privilege of riding their bike to school.

The CVUSD is not responsible for damaged or stolen bikes. Bikes must be retrieved from the bicycle area by 3:30 p.m. promptly and may be taken into the classroom if a student is remaining after school.

Child Visitors

Only children regularly enrolled may be in school and on the playground during school hours. Younger siblings and children from other schools are not permitted to visit classrooms as it disrupts classroom routines, impacts behavior management, and creates liability concerns.

Custody

In most cases, divorced parents continue to share 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 provided to the office and on file in the office, we must provide equal rights and access to both natural parents. If both parents would like copies of their child's/children's reports, discipline information, etc., please notify your child's teacher at the beginning of the school year.

Intervention

The purpose of the Academic Intervention Program is to help reduce the potential for retention and to build skills that some students demonstrate deficits or weaknesses in reading or mathematics. District criteria for student participation in any/all Intervention Programs will be based on:

- **Below grade level expectation on district and state assessments**
- **Standards not being met**
- **Below grade level Running Record (FAST a Reading) for first and second grade**
- **Poor classroom performance**
- **Teacher recommendation in conjunction with FAST data**

Student-Teacher Excellence Plan

The purpose of a STEP meeting is to address any academic and/or behavior concerns from either the teacher or the parent. The STEP team (MTSS-A/B) team usually comprised of the child's current teacher or teachers, the parents, and an administrator and the student, when appropriate. **Any concerns should, first, be directed to the classroom teacher.**

Lunch Expectations

Please review the following expectations with your child so that all students have a pleasant lunch experience every day!

- Use good manners at all times
- Students are to stand quietly in the lunch line
- Use only a low, 'inside" VOICE IN THE LUNCH LINE OR EATING AND LIMIT CONVERSATIONS TO NON-OFFENSIVE TOPICS
- Sit only by grade level and do not wait for friends to go through the line
- Do not move once you are seated unless given permission to do so by an adult
- Keep hands, feet, objects, and food to your self
- Keep your area clean
- Raise your hand, look toward the supervisors and wait to be excused. Do not call out, make noise or stand
- Place all litter in the nearest trashcan, and walk quietly to the playground
- When you are dismissed, check on, under, and around your area for trash. Pick up any trash-even if it is not yours. Keep hands, feet, objects, and food to yourself

Lunch Time Visitors

Parents who need to see their child at lunch must get a visitor's pass from the office. We request that parents keep lunch visitations to a minimum as this an opportunity for students to develop social skills with friends.

PARKING LOT PROCEDURES

The following parking lot procedure will be in effect during the school year. Students and adults are to use sidewalks and cross only at crosswalks. For safety reasons: ***Students and adults are not allowed to cross through the school parking lot.*** The lane closest to the school building is reserved for buses; however, this lane will be open after school until 3:10 p.m. to alleviate traffic congestion. Please observe the signs on the light posts, which indicate where your children will be waiting. After 3:10 p.m. the lane will be closed and used exclusively for buses. After the buses depart the lane

will reopen for parent use. Please do not park in the red zone as this interferes with the buses coming on campus. Parents may use the north lane of the parking lot for drop/off and pick-up of students. The south lane of the parking lot is exclusively for drive-through.

The left hand lane of the parking lot is for moving cars only. Please, please, please help us ensure the safety of your child and do not have your child exit the car from this lane.

Use this lane to pass through the parking lot. UNDER NO CIRCUMSTANCES SHOULD A CAR BE LEFT UNATTENDED WHILE IN EITHER OF THE CAR LANES. If you wish to walk your child to their classroom, please park your car in a designated parking space. If you find you need to park on Eucalyptus for a period exceeding two hours, you may obtain a permit from the school office.

FOOD SERVICES

It is recommended that students not leave campus for lunch, and they may not do so without being signed out of the office by the parent.

A variety of items are offered for lunch including a hot tray lunch. Lunch will cost \$2.50. Checks may be made out to Litel. Milk is available for \$.25 and juice for \$.30. If your child is on the reduced lunch program, the lunch cost will be .40 cents. Those on the free lunch program will not need to pay. PLEASE be certain that your child has a lunch or lunch money before leaving home. Should your child forget their lunch, there is a table outside the office door where lunches are to be left for your child. Please let your child know to check in the office if he/she forgets their lunch. This will eliminate classroom interruptions. Questions can be directed to our cafeteria manager at (909) 393-3057 from the hours of 9:30 a.m. – 11:40 a.m.

Information on free and reduced lunches is mailed home prior to the beginning of the school year. These applications must be renewed each school year.

LUNCH AREA EXPECTATIONS

In order to maintain safety and cleanliness during lunch, the following expectations have been established:

- All students are required to sit and eat for a minimum of 10 minutes.
- Students shall sit on benches only, not on table tops.
- Students shall place all trash in containers.
- Food will not be taken beyond the eating area.
- Speaking will be done in a low tone.
- Students shall raise their hand to be dismissed.
- Show respect and follow the directions of noon supervisors.

SPECIAL NOTE TO PARENTS:

- Food from home cannot be brought to share with other students as some students suffer from allergies.
- Please DO NOT purchase food (i.e. pizza's etc...) to share. Food can only be purchased and brought in for your child ONLY.

CLASSROOM PARTIES

A high priority is placed on protecting instructional time. In order to maintain a consistent learning environment, we ask that you check with the classroom teacher prior to scheduling any kind of party or dropping off food items. Our school participates in four scheduled parties during the year: **Winter Break, Valentine's Day, Spring Break, and End of Year.**

Recent guidelines reauthorized by the School Wellness Policy makes it mandatory that schools adhere to nutritional guidelines. Cupcakes, cake, candy, and soda do not adhere to these standards. If you would like to bring snacks for classroom parties, we ask that you adhere to nutrition guidelines that have been established by the state. A copy of the Board Policy and Administrative Regulation 5030 can be viewed at <http://litel.chino.k12.ca.us/> Examples of food that meet these standards can also be found at www.nojunkfood.org/vendors/healthy_snack_list.html

PLAYGROUND EXPECTATIONS

Fighting, foul language, chase games such as tag (on the black top) and "roughhousing" are prohibited.

1. Students are expected to walk through hallways and are not to bounce balls in hallways or against the buildings.
2. Horseplay and/or rough housing are not allowed.
3. Students are not to throw wood chips, grass, rocks, or any other dangerous items.
4. Baseball bats are not to be used except by backstops and with direct teacher supervision.
5. Students are to stop playing and observe the "freeze bell".
6. No playing or running in hallways or between classrooms.
7. No running on the blacktop except in organized games, ie. Basketball.
8. Students are not to buy, sell, or trade any items on campus

USE OF PLAYGROUND EQUIPMENT

SLIDE

1. Climb one step at a time. Only one person is allowed on a step at a time.

2. Do not start down the slide until the person ahead of you has gone down and moved out of the way.
3. Only one person may be on the slide at a time.
4. Slide in a feet-first seated position only.
5. Do not sit at the top of the slide for an extended length of time. This creates a long wait for students.

JUMP ROPES

1. Jump ropes are to be used for jumping only.
2. Do not use ropes to tie up students or to use as leashes or horse reins.
3. Ropes are not to be swung around like helicopter propellers

BALLS

1. Soccer balls are the only balls that can be kicked. Soccer balls should be played with on the field only.
2. Rubber inflatable balls should be used for handball and other organized games that are supervised by an adult (i.e. nation-ball and PE games). These balls should not be kicked.
3. Basketballs must be used to play basketball on the blacktop. Basketballs are not allowed on the field

HANDBALL COURT

1. Two or four players play at a time.
2. The ball must be hit in sequential order, and player may not hit it twice in a row.
3. If a player fails to hit the ball against the wall, he or she is out. A new player then joins that game as the last player to hit the ball.
4. In the event that it is not clear whether a player is out it's a "do over".
5. If a ball is hit and lands out of court the player who hit the ball is out. Anyone waiting to play must wait on the line. Players standing against the wall will be asked to go to the back of the line.

TETHERBALL

1. The game is played with 2 players.
2. The server and the judge is the first person in line.
3. Each player must stay on their half of the court.
4. **No grabbing the rope or "ropies".**
5. The ball must be hit with your hand.
6. There is no stopping or catching the ball. The ball is hit continuously until it is wrapped around the pole.

***The first person in line in all games is considered to be the judge. However, if there are still disagreements they will be settled with "rock-paper- scissors." Respect will be shown to everyone, by everyone. Foul language will not be tolerated.**

Student Expectations in Hallways

Students must walk in the hallways and corridors. No running is permitted.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

A successful Positive Behavioral Interventions & Supports (PBIS) program is designed to teach acceptable/appropriate behaviors and not merely to punish unacceptable behavior. **PBIS** is predicated upon the sustained application of school-wide expectations that are fair and firm and consistent. It is paramount that all students understand that they are accountable for their actions coupled with the belief that they feel accountable to all school employees for their respective behavior. Any time a staff or faculty member recognizes a student's behavior which is in opposition to school-wide expectations and to that of the mission of Litel Elementary School, they will take the appropriate action (consequences). Conversely, when they observe positive student behavior, they will enact (positive rewards) whether or not the student is assigned to their classroom and regardless of their position.

Fair, consistent student discipline enhances the learning process for all students, and it ensures a safe learning environment. It is expected that all students will abide by the school's PBIS expectations. Positive Behavioral Interventions & Supports maintains as its foundation the following premises:

1. No student shall keep a teacher from teaching or another student from learning.
2. Students shall 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 how they, themselves, would like to be treated.



From the following commitments from based on the parameters of PBS, the following school-wide expectations were developed and created to revolve around the four School-Wide Expectations of **Responsibility, Optimism, Accountability, and Respect (ROAR)!** The pride of the Litel Lions.

1. Be **RESPONSIBLE**: THINK-PAUSE-PROBLEM SOLVE.
2. Be **OPTIMISTIC**: Collaborate with others and always try your best.
3. Be **ACCOUNTABLE**: Be prepared, be ready to learn, and learn from your mistakes.
4. Be **RESPECTFUL**: Thoughtful actions lead to always treating others with kindness and respect.

All of these positive actions transfer to a daily common language and application of treating all adults and students with respect, by respecting school and private property, following directions, exhibiting safety at all times including the demonstration of excellent “sportsman-ship”, and lining up prepared and ready to learn.

THIS IS WHAT LITEL ELEMENTARY STUDENTS WILL DO EACH AND EVERY DAY TO MAKE ALL OF THE LIONS AND CUBS FEEL GOOD ABOUT LEARNING AND DOING THEIR BEST.

Additionally, each grade level will maintain a version of the following classroom expectations:

1. The teacher has the right to teach.
2. Every student has the right to learn.
3. Every student is expected to complete class assignments and homework to the best of their ability, and they will seek assistance from the instructor when they need support.
4. All students will follow every direction the first time delivered.

Rewards

We believe that students who choose to follow these rules should be recognized for demonstrating responsible behavior, thoughtful actions, courtesy toward others, and perseverance. This is enacted through our awards program. Please refer to the Awards Program section for an explanation of the various Litel Lion awards.

Consequences

Discipline will be issued in positive and proactive manner which promotes firm, fair, and the consistent application of progressive discipline. The goal is always to reflect, to learn, to utilize a common language, to examine consequences and how to positively affect a better outcome the next time the student is faced with a similar decision regarding their personal behavior. It is always the intention of the Litel faculty and staff to catch the students transferring their behavior in a positive manner through the consistent usage of positive language and actions. In the event that a student exhibits misconduct that is contrary to the positive behavioral expectations created by the school, then disciplinary consequences will be enacted in adherence with our progressive discipline policy.

Our school policy is consistently maintained with the aspiration of being proactive and consistently communicating behavioral expectations at every turn. As a result, the first infraction may consist of a warning, a pulled card, or a time-out. Continued student misconduct will follow the progressive discipline policy which may include consequences such as a note sent home to the parent or a phone call from the teacher to the parent. Other progressive disciplinary measures may include a time-out in another classroom or a loss of recess privileges. An office referral will be made when the teacher reaches the end of their progressive discipline plan. **There are some acts and forms of student misconduct that shall warrant an immediate office referral based on the severity of the student misconduct.**

Problem Behavior Definitions

(Litel staff developed the following definitions based on our Discipline Ladder)

- **Excessive Talking:** talking leads to work not getting done, talking during tests, seeking attention, blurting out, talking during instruction, talking over others, still talking after reminders to stop
- **Lack of Effort:** ignoring directions, refusing to do work, not filling out agenda, rushing through work, lack of quality, sloppy, not completing work, no accountability
- **Disrespectful:** writing on/taking others' belongings, destroying materials, interrupting, non-compliance, making noises, foul language, chewing gum, saying no, rolling eyes, yelling, arguing, teasing, demeaning others, invading personal space, going in "slow motion"
- **Disturbing Others:** talking, making noises, yelling, interrupting, not keeping hands to self, not being mindful of personal space, whining, tantrums, digging through toolbox/supply box, getting out of seat without permission
- **Inattentive:** needs constant reminders, unengaged, distracting self, unaware of what is going on, daydreaming, playing with things, non-responsive, doodling, not following directions
- **Defiance:** leaving the classroom without permission, disrespectful, refusal, ignoring, willfully disobeying, non-compliant
- **Inappropriate Language:** disrespectful language that is infrequent, unintentional, indirect, individual
- **Abusive Language:** foul/disrespectful language that is repeated, bullying, intentional, direct, hurtful
- **Harassment:** taking others' items, verbal abuse, repeatedly asking questions, kicking items, poking, making fun of others, consistently bothering others, intruding personal space, not letting others work, pushing, calling names, stepping on feet in line

Gerald F. Litel School-Wide Discipline Ladder

Litel Lions R.O.A.R.

Teacher/Staff

Managed Behaviors

Re-direct student.

Intervention 1:
Re-teach appropriate behavior to meet ROAR expectations.
*Incident Log

Intervention 2:
Re-teach & Verbal Reflection.
Discuss behavior 1:1, review ROAR expectations.
*Incident Log

Intervention 3:
Re-teach & Reflect.
Parent contact, review ROAR expectations.
*Incident Log & Areas of Concern

Intervention 4:
Call office or send student and Discipline Notice/Referral

Take concrete action to correct problem behavior.
Utilize positive reinforcement with a 5:1 ratio.

Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
Excessive Talking	Abusive Language or Gestures
Lack of Effort	Fighting/Physical Aggression
Disrespectful to Others	Leaving School Grounds without Permission
Missing Assignments	Threat or Intimidation/ Bullying
Not Prepared for Class	Vandalism of Personal or School Property
Work not Completed on Time	Weapons or Dangerous Items
Disturbs Others	Lying or Cheating
Inattentive	Harassment
Poor Attitude	Theft
Not Following Directions	Multiple Dress Code Violation
Defiance	Misuse of Restroom Facilities
Inappropriate Materials	Biting or Spitting
Inappropriate Language	Drugs/Tobacco/Alcohol
Dress Code Violation	Sexual Harassment or Misconduct

Office

Managed Behaviors

Step 1:
Teacher sends student to office with Discipline Notice/Referral, or call for assistance.

Step 2:
Student conference with administration. Reflection/re-teach/rehearse behavior according to ROAR expectations.

Step 3:
Administration determines and assigns consequences according to policy.

Step 4:
Parent Contact (phone & Discipline Notice). Provide teacher feedback.

Incident entered in Aeries Guidance.

If behavior continues & interventions are not modifying behaviors the student should be referred for MTSS-B STEP meeting.



Serious offenses of student misconduct include:

1. Defiance of respect for authority
2. Fighting/horseplay
3. Profanity
4. Vandalism
5. Theft or cheating
6. Academic dishonesty including plagiarism
7. Sexual harassment
8. Possession of any type of weapon, tobacco, controlled substance, explosive device, or other dangerous object
9. Intimidation
10. Bullying that is pervasive in nature

Several acts of disobedience may result in suspension or a recommendation for expulsion in accordance with the CVUSD's District Behavior Code that is included in the Parent Information Packet (copies are also available in the school office).

Problem Solving Techniques

Many of the minor disagreements that occur on the playground ("You stepped out", "The ball was on the line," etc.) can be settled by students who have been taught to use "Rock-Paper-Scissors" to solve disputes between them. This keeps students from losing fun time at recess and also helps them to be problem-solvers. The following techniques for solving interaction problems have been taught and reinforced with students:

1. TALK to the other student. Communicate to them, "Please don't do that, it bothers me."
2. WALK AWAY. If the other student persists, tell them again, "Please don't do that, it bothers me," and walk away.
3. TELL AN ADULT: If the child is followed, he or she is to walk directly to an adult supervisor for help. If a child needs to WALK more than two days in a row or has continued problems with the same person, THEY MUST REPORT THEIR CONCERS TO AN ADULT.

In the event of a severe problem such as hitting, kicking, etc., the student is to go directly to an adult for help and skip steps 1 and 2. Children should never attempt to break up fights, but they should proceed directly to an adult for help.

Progress Reports/Standards-Based Report Cards

Mid-term progress reports provide an additional link with parents concerning the progress of their child. See calendar for dates. Additionally, please reference Education Code **49067**, CVUSD Board Policy **908.01**. **In accordance with educational Code**

49076, a signature is required by a parent for a student to hand-carry his/her report card/progress report home.

Shared Responsibilities

Responsibilities of Students:

- To respect the rights and property of others
- To learn to accept the consequences of his/her judgment and actions
- To learn and to follow all regulations and policies of the school and community
- To develop her/his abilities and interest to the fullest potential
- To treat others as she/he wants to be treated

Responsibilities of Parents:

- To recognize that the home needs to assume the primary responsibility for the child's behavior and development
- To maintain communication with the school and to become actively involved in supporting school expectations and resolving problems
- To expand the child's awareness of his environment by participating with him/her in many varied experiences
- To reinforce the rules of the school

Responsibilities of School Faculty and Staff:

- To accept each child as a unique individual and to respect her/his rights and property
- To establish and maintain open communication between pupil, parent, and staff to meet each pupil's needs
- To provide an environment that will create a safe atmosphere conducive to enthusiastic learning
- To provide a maximum number of opportunities for the student to make good judgments, assume responsibilities, and to develop self-discipline
- To provide supervision and to ensure the safety of all students

SCHOOL DISCIPLINE POLICY

At Litel Elementary School, we believe that appropriate behavior skills must be taught and reinforced just as academic skills are taught and reinforced. Our focus is on teaching students what they are expected to do and to help them understand how appropriate behavior from every student is necessary for a positive and safe environment. The cooperation of many people is necessary to help our students understand they are responsible for and must accept the consequences of their behavior. We rely on the support and close cooperation of home and school to get across our message that children benefit most when they are able to live and learn in a safe,

structured, and respectful atmosphere. Guidelines have been established for expected school behavior. All teachers discuss these rules with their class and review them throughout the school year. All students attend a Discipline Assembly during the first week of school. Parents are asked to go over and review these guidelines with their children at home as well as to reinforce the school's behavior expectations and discipline policy. Students can expect consistent enforcement of school policies and fair administration of consequences for failure to follow rules. We anticipate that students will follow these guidelines on a daily basis, thus avoiding the need for disciplinary action.

Each classroom teacher has clear expectations for student behavior. Student expectations will be reviewed in detail at Back to School Night. In general, rules require that students:

- 1. Appreciate the rights of others.*
- 2. Respect the school property and the property of others.*
- 3. Exercise self-control and display appropriate social behavior.*
- 4. Follow the directions of all staff members at all times.*
- 5. Be punctual and prepared.*

STUDENTS DO NOT HAVE A RIGHT TO:

- 1. Create a safety hazard for themselves or other students.*
- 2. Create a serious or unnecessary distraction to the learning process.*
- 3. Disregard the campus rules and thereby disrupt the campus order.*
- 4. Destroy or deface school property or the property of others.*

If a child is referred to the office, parents are contacted immediately. Consequences will be given according to the severity of the infraction. Students that are continually disruptive will receive progressive consequences. In some cases it will be necessary to develop a behavior plan with the child's teacher, parent, and an administrator.

Legal Responsibilities

To insure the rights of all persons, the California State Education Code has identified specific pupil responsibilities:

- 1. Pupils shall cooperate with school personnel (Sec. 10602).*
- 2. Pupils shall avoid profanity or vulgarity (Sec. 10602).*
- 3. Pupils shall not use or possess tobacco (Sec. 10602), narcotics (Sec. 10603), or alcohol (Sec. 25608).*
- 4. Pupils shall respect public and private property (Sec. 10606).*

Progressive Discipline

The intention of all progressive disciplinary actions at Litel Elementary School is for our students to know, recognize, and to understand that their specific behavior had a negative impact on themselves and to others. Additionally, the purpose of progressive discipline is to educate our students in realizing that there are other decisions and choices that would have resulted in a more positive outcome. In short, we want students to learn from their mistakes and be able to make better decisions in the future. This is always our intent, not to punish without reflection.

Academic Honesty: BP 5131.9

The Board of Education believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. Additionally, students parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules. The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators, and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules. (Legal Reference: Education Code; 35291-35291.5 Rules).

The following actions are reflective of academic dishonesty and are subject to disciplinary action by teacher, school, and/or district. Some offenses may be criminal in nature and therefore prosecutable under local, state, or federal laws.

- Using dishonest, deceptive or fraudulent means to obtain or attempt to obtain credit for academic work
- Using notes, aids, or another student's assistance to complete a test, a project, or other assignment in a way other than that expressly permitted by the teacher. Unless otherwise directed by the teacher, students should accomplish all assignments individually
- Looking at another student's test, answer sheet, or other materials
- To prepare for a test in advance by having in your possession a copy of a test or a photograph or digital image of a test or test answers to be given or that was given by a teacher
- Talking during a test. The teacher cannot be expected to determine the content of a private conversation between students; therefore, all talking during tests is considered cheating

- Text others or receive text messages which include information about a test
- Copying from or allowing another student to copy from a test, homework, or other course work – which is not intended to be collaborative in nature
- Tampering with an instructor’s records of grades or scores
- Abusing the privileges of Internet access
- Accessing, deleting, modifying, transferring, or receiving of computerized files without authorization of the teacher. A student may authorize another student to copy or transfer their electronic files for the purpose of study or discussion
- Plagiarizing materials; that is taking the specific or general substance of another person’s work or Internet research and offering it as one’s own work without giving credit to the original author. Plagiarizing encompasses omitting references (either in the text or on a source page appearing at the end of the assignment)

Consequences for academic dishonesty may include the following scope and sequence:

- **1st offense; student receives a value of “zero” on the assignment, student is counseled and the parent is notified**
- **2nd offense; student has their grade dropped on entire point. For example, a student scoring a standards-based grade of 3 would drop to a score of 2 for that trimester. (Parent is notified)**
- **2nd or subsequent offense; the student will receive a reduction in grade, lose privileges, or may be referred for an in-house suspension. (Parent is notified).**

CITATIONS

Students that are not able to follow school safety rules on the playground will be issued citations. In the event that a citation is issued, a copy of the citation will be sent home for parent or guardian signature. Citations will warrant the following consequences:

1st – Warning (Reteach appropriate behavior)

2nd – Discuss (Reteach behavior, reteach and verbal reflection)

3rd - Parental Contact will be made. (Reteach and Reflect: Review ROAR and positive school-wide expectations)

4th – Student referred to office and Discipline Notice sent home.

SUSPENSIONS

Suspensions are pursuant to Education Code 48900 (a-s), which can be found on the *Grounds for Suspension and Expulsion (K-Adult)* form, which will be signed by you and your child, and will be enclosed in the packet sent home on the first day of school.

STUDENT DRESS AND GROOMING

The District, in its continuing effort to prepare our children to be active and

productive members of society, and to provide for their safe, secure education, establishes the following set of District guidelines and minimum standards for student dress and grooming pursuant to Board Policy 5132 and AR 5132(b) – Student Dress and Grooming:

A. Guidelines for Student Dress and Grooming at School:

Student dress which disrupts or threatens to disrupt the instructional process, or which creates an unnecessary or unreasonable risk, injury or harm to any student is prohibited. Student grooming which disrupts or threatens to disrupt the instructional process, or which creates an unnecessary or unreasonable risk or injury or harm to any student is prohibited.

B. Specific Minimum Dress and Grooming Standards:

1. Shoes must be worn at all times. Sandals must have a heel strap. We do suggest that students wear socks with sandals. This will help prevent injuries to the foot when wearing sandals.

Thongs (Flip Flops) or thong- type foot attire is not permitted. Shoes with heels above 1 inch are not permitted (this includes platforms). Roller shoes (i.e. Heelies) 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. (other examples include: bathing suits, tube tops, and spaghetti straps).

3. Hats, caps and other head coverings shall not be worn indoors unless they are worn for religious or medical reasons. Hats that are needed for the protection of the face and/or eyes from the sun, and are approved by the school principal, are allowed. The brim of all hats must be faced toward the front. The only time hoods are permitted is if there is extreme cold weather conditions.

4. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, emblems, printing, lettering, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or racial, ethnic or religious prejudice.

5. Make-up is not permitted but nail polish may be worn.

6. Jewelry, which creates a health or safety hazard, is not permitted.

7. Clothes and belts must be at the appropriate size and length when worn. “Gang type” attire is not permitted (long white socks, bandannas, chains, baggy oversized clothing including oversized shirts, oversized and/or sagged pants, and oversized shorts are not permitted. Pants must fit at the waist without requiring alteration.)

8. Hair shall be clean and neatly groomed.

9. Clothing that is too tight or immodest is not allowed. Shorts and skirts must fall at mid-thigh length.

10. College logo apparel is permitted as designated by school's policy.

In case of questionable dress (not covered by the rules listed above such as the fashion trend of a student wearing jeans with holes in them), the site administrator will make the final decision.

STUDENTS' PERSONAL BELONGINGS / ITEMS NOT PERMITTED

Sometimes students like to bring personal belongings to school. It is highly recommended that they not bring items of great personal value. Personal toys are not permitted on the school playground. That includes, footballs, Frisbees, baseballs, softballs, stuffed animals, cards and games. If your child's teacher gives permission, toys can be brought for "in classroom" activities only. The school is not responsible for the loss of any personal items brought to the school.

Placing your child's name in his/her clothing is a good way to assure easy identification and proof that a specific item belongs to your child. It is advisable to mark all school materials of personal nature: school bag, notebook, ruler, jackets, sweaters, shirts, and watches, etc. Items brought to the lost and found areas can only be readily identified and returned if they are marked with your child's name. **Any unclaimed clothing will be donated to the Hope Center at the conclusion of the school year.**

Certain items are not permitted at school because either the law prohibits it, or policy dictates it. This is part of the school assuring a safe and secure learning environment for all our children.

Please assure that the following items are not in your child's possession:

1. Weapons of any kind
2. Graffiti paraphernalia (paint, permanent markers, etc.)
3. Chewing gum
4. Skate shoes or roller blades
5. Radios of any kind (i.e. IPOD)
6. Shocking pens or laser pointers
7. Tobacco or controlled substance
8. Pokemon cards or other type of trading cards and No FIDGET SPINNERS
9. Scooters, skateboards
10. Electronic devices and games that are not approved by the classroom teacher
11. Cameras
12. Any article with personal/sentimental value
13. **No toys brought to school from home without teacher's permission.

Students are permitted to have a cell phone in their backpack while on campus during the school day. However, they must be turned off during school hours and remain in their backpacks while school is in session. If a student is caught using a cell phone during school hours, the phone will be turned in to the school office for pick up by his/her parent. Progressive discipline will ensue.

****Litel is not responsible for missing or damaged items brought to school. While we are sympathetic to items that are missing or damaged, please remember that it is our endeavor to focus as much time on refining our programs and instruction to maximize student achievement.*

SPECIAL COURTESY ISSUES

From time to time some special issues regarding mutual courtesy and consideration of others arise in a school community. We ask your special consideration regarding the following:

1. If you wish to contact, drop off, or pick up your child, please report to the school office rather than going directly to the classroom.
2. If you wish to provide lunch for your child, drop it off at the table in the quad, rather than going directly to the classroom or lunch table area.
3. ***STUDENT SUPERVISORS ARE DIRECTED TO REQUIRE ALL ADULT VISITORS WHO COME ON TO THE SCHOOL LUNCH AREA OR PLAYGROUND AREA TO REPORT TO THE SCHOOL OFFICE TO ACCOMPLISH THEIR BUSINESS.***
4. We ask that parents not bring their pets to school, even if they are leashed. Some children are highly allergic, while others may be afraid of some pets. This practice also disrupts the playground.
5. Many schools do not allow parents to wait with their children at the beginning and end of school. To facilitate a welcoming, friendly tone on campus, we have always permitted this practice. However, waiting parents and their siblings must remember that priority for all playground use during school hours is reserved for the school program. Due to liability and supervision, students are not allowed on campus until 8:30 a.m. **Younger siblings waiting with parents for dismissal are not allowed on school equipment or the playground during school hours, and must stay with their parents at all times.**

BIRTHDAYS

Birthdays can be an exciting time for students, and we want to recognize their special day. Therefore, our teachers will do their best to verbally recognize birthdays, however, in order to minimize loss of instructional time, we ask that you adhere to the following:

Please do not place a teacher in an awkward position by asking them if you can have a

party or bring in cupcakes, cakes, etc... to celebrate your child's birthday.

1. Please do not bring in cake's, cupcakes, candy, etc...or any item that does not meet the State's Nutritional Guidelines as we will not be able to consume these items during the school day.
2. If you would like to bring in a treat bag for each child in the class, you may do so but it will not be given out until the end of the school day as the children are lined up to be dismissed.
3. Please do not bring flowers, balloons, or gifts of any kind to be delivered to your child as this has the potential to cause a distraction in the classroom. Any items that are received will be held in the school office and your child will be notified to pick them up after dismissal.
4. Please do not have your child pass out party invitations during the school day, as this can cause hurt feelings when a child does not get invited. For your convenience, you may use the school directory to obtain contact information for party invitations.
5. Do Not bring in Pizza or other foods to share with other students at lunch time. You may feed your own child but no other students as some may have allergies. In addition, this excludes others and causes problems with hurt feelings.

Standards-Based Grading Policy

Grading is one of the most challenging aspects of teaching. Teachers grade students in alignment with the California Common Core State Standards. The district curriculum standards are devised and written for average or grade level students. In measuring achievement of grade level standards, all students in grades K-6th, will be assessed and consequently graded on a growth-minded (1-4) PERFORMANCE LEVEL SCALE which indicates, at the time of the assessment, their progress towards mastery of the California Common Core State Standards. The **District Grading Policy** is available online at: <http://www.chino.k12.ca.us/Page/15701>.

STUDENT ELIGIBILITY FOR SCHOOL SPONSORED ACTIVITIES

All students are eligible to participate in school activities if they maintain appropriate academic standards and exhibit good citizenship on campus. Students may forfeit eligibility for the following reasons: (1) suspension from school; (2) disciplinary action by administrator, teacher, school official, etc. (3) truancy (period or day) from school; (4) habitual "tardies."

PROMOTION INFORMATION AND REQUIRMENTS



In order for a student to be promoted to the seventh grade, he/she must have met the requirements established by the Chino Valley Unified School District Board of Education's Promotion and Retention Recommendation Policy. Students may be

excluded from promotion activities for excessive unexcused absences and/or tardies. Students must pay for all lost or damaged books and any owed fund raising monies in order to be included in the ceremony.

DRESS CODE FOR PROMOTION

For the Promotion Ceremony, boys are to wear nice pants and shoes, with collared shirts. For girls, pant suits, dresses or blouses/skirts are to cover their shoulders and backs. Dress shoulder straps must be no less than 2 fingers wide. Dresses are to be regular length, falling an inch below the longest finger when arms are rested to the side (**no formals please**). Heels on shoes must be 2 inches or shorter. Makeup is also not permitted. Students in violation of the dress code will be required to change clothes and/or shoes in order to participate in the promotion ceremony.

Gerald F. Litel Elementary School

2019-2020

It is our hope that this handbook will assist you in working with the school and the district to provide a quality education and a positive learning experience your child.

The Chino Valley Unified School District Motto:

Increase Student Achievement
Provide Safe Schools
Promote Positive School Climate

2019-2020 Parent/Student Handbook



I have read and understand the rules, procedures and expectations of this Parent/Student Handbook for the 2019-2020 school year. I agree to abide by the regulations of Chino Valley Unified School District and of Gerald F. Litel Elementary School.

Student Name: _____ Teacher: _____ Grade _____

Student Signature

Date

Parent/Guardian Signature

Date

In order to receive monthly newsletters/reminders/and updates, please provide us with your email address so that you can be informed of our school activities.

Email Address