

Levi H. Dickey Elementary School

Home of the Soaring, College Bound Eagles!

~Established 1981~

Chino Valley Unified School District

2840 S. Parco Avenue

Ontario, CA 91761

909-947-6693

Principal: Dr. Patricia Custodio Assistant Principal: Ms. Annette Hatch



COLLEGE READY CULTURE



School Handbook

Chino Valley Unified School District



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Message from your Levi Dickey Family

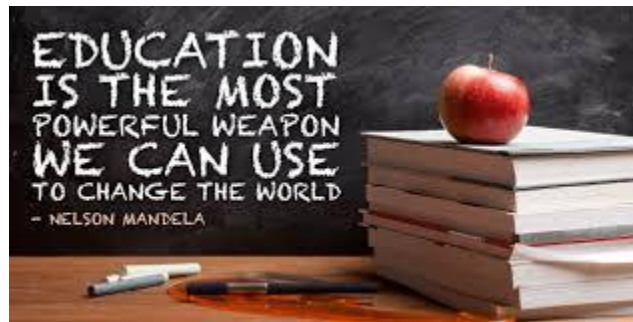
Hello Students and Parents!

Welcome to the 2023-2024 school year! We look forward to an exciting and successful year. Levi Dickey Elementary School is a No Excuses University (NEU) school and daily implements Advancement Via Individual Determination (AVID) strategies within the classroom. In addition, we continue to strive in our implementation of Positive Behavior Intervention Supports (PBIS) in which we have applied for Platinum recognition this past year, the highest honor. We have a strong tradition of grand expectations for all students and staff. We are committed to ensuring your child is college bound while at Levi Dickey. You will notice that each student and parent is expected to utilize a class calendar (grades K-1) or a school agenda (grades 2-6). This tool will assist you and your child in staying organized, communicating with your child's teacher, and striving for excellence during the school year. We encourage and support all students to work hard and enjoy the benefits Levi Dickey Elementary has to offer. Ensure to keep an eye on our school website and our monthly newsletters so you can stay up to date with all of the wonderful opportunities for students and parents that are offered here at our school. Lastly, ensure the office has your correct email address so that you can also receive any communication from the front office and administration. We like to send reminders so that you are always up to date with the many happenings of our Eagle family.

Thank you for making Levi Dickey a number one school.

GO COLLEGE BOUND EAGLES!





Our 4 Soaring College Bound Eagle Expectations:

I am Responsible
I am Respectful
I am Safe
I am College Ready

Our Mission Statement:

We are a community of professionals whose core purpose is dedicated to utilizing a variety of techniques and resources to ensure and facilitate all students' learning and success, while enriching and encouraging positive, powerful, purposeful thinking.

Our Goals:

Responsible

- Develop an appreciation for the value of learning
- Instill the importance of citizenship, character development, and patriotism

Respectful

- Understand that problems are opportunities to produce solutions
- Develop an awareness of life-long health habits and physical well-being

Safe

- Provide a safe school
- Develop an appreciation of self-worth and how to interact with others

College Ready

- Increase student achievement
- Promote a positive school climate

Our Motto: Committed to Excellence.

School Colors: Blue & White

School Logo: "Home of the Soaring, College Bound Eagles"



Spirit Days:

To promote **college readiness**, every Tuesday is University T-shirt Day, we'd prefer you to wear the grey NEU shirt, your class university t-shirt, any university/college t-shirt, or a grey shirt.

Every Friday is SPIRIT DAY! All students and staff are encouraged to wear our school colors (royal blue shirt) or our Levi Dickey spirit shirts that have Mr. Levi and our school chant on them.

**We are college bound
Just take a look around
No excuses, we never rest
Dickey Eagles are the best!**



General Policy

Levi H. Dickey Elementary School is a structured learning environment dedicated to academic excellence. It is designed to provide instruction in a positive atmosphere in which assertive and progressive discipline is utilized to ensure a good classroom environment. Our philosophy is based on the premise that learning will take place when conditions are conducive to instruction.

Parental support of the following will help us achieve these goals:

1. A well-balanced educational program that includes reading, writing, listening, speaking, spelling, composition skills, mathematics, science, social sciences, technology, humanities, and the arts. Students are expected to work to the best of their ability, both neatly and promptly.
2. Close cooperation and communication between parents and school. It is essential that parents or guardians agree to meet with the teacher/administrator whenever necessary, at mutually convenient times, to discuss the progress of their child. Parents are also encouraged to contact the teacher when questions or concerns surface.
3. To ensure maximum learning opportunities for students, parents need to make appointments and/or meet with teachers during non-instructional time.
4. All visitors (including parents) must sign in at the office and be cleared by our Raptor system with your ID prior to proceeding onto the campus. Visitors must wear a visitor's badge at all times that is clearly visible. (CVUSD BP1250).
5. Follow all homework and discipline policies.
6. Be at school, on time, every day. Students are expected to be standing in their line by the bell in order to be considered on time.
7. School determination of student placement.
8. High moral standards, respect, courtesy, and patriotism, which are emphasized at all grade levels
9. Dress code is enforced: student dress needs to reflect an attitude of respect for the educational environment



Visitors & Visitation Policy:

All visitors must sign in at the office and be cleared by our RAPTOR system with your ID and obtain a visitor's badge before entering campus. Visitors may not go directly to classrooms or enter campus without office permission. This includes before, during, and after school.

Forgotten homework, and the like should be brought directly to the office. Please inform your child to check in the office for his/her forgotten items so we don't have to interrupt the classrooms. It is our goal to keep classroom interruptions to an absolute minimum.

We ask parents not to go directly to the classroom when wishing to speak to a teacher or student, especially before or after school. Leave a note, email the teacher, or send a message to make an appointment. If a classroom visit is requested, please follow these steps:

- Notify the teacher a day in advance
- Work out a convenient time with the teacher
- Visit only your child's classroom
- Limit your stay to 20-30 minutes
- Do not interrupt teaching or student learning
- Sign in and out at the office





Arrival Time:

Students are not allowed on campus before 7:40 a.m. unless they are eating breakfast in the cafeteria. Breakfast begins at 7:15 a.m. There is no supervision in front of the school until 7:40 a.m. when the first bell rings. For the safety of your child, do not drop them off too early. If needed, have them eat breakfast at school. School starts promptly at **7:50 a.m.** and ends at **2:30 p.m.** Monday, Wednesday, Thursday & Friday. **Every Tuesday** is a minimum day with dismissal at **11:20 a.m.** for grades 1st – 6th. **Morning Kindergarten** starts at **7:50 a.m.** and ends at **11:10 a.m.** every day. **Afternoon Kindergarten** starts at **11:10 a.m.** and ends at **2:30 p.m.** Monday, Wednesday, Thursday & Friday. On **Tuesdays and all other early release days**, **afternoon kindergarten** schedule is **7:50 a.m. – 11:10 a.m.**

It is important to check the school website, monthly newsletters, school marquee, and your child's agenda daily for any changes to the regular school schedule mentioned above.

Dismissal Time:

Our regular school days (Monday, Wednesday, Thursday, and Friday), end at 2:30 p.m. Students are released at 11:20 p.m. on Tuesdays & other minimum days. Students may be picked up in front of the school or at one of the back gates.

Do not block driveways, traffic lanes, park, or leave your car unattended. Parents are not allowed to park along the curb in front of the school or in the Kindergarten circle at any time. It is a loading zone only.

Your patience and cooperation is greatly appreciated.

Drop off/Pick Up Procedures:

When dropping off and picking up your child, remember to **pull all the way forward** and **do not block** traffic lanes. Please no double parking or U-turns. Only pick your child up on the curb.

Do not leave your car unattended in the drive through. If you have business on campus, please park your car on the street or in the parking spaces in front of the pre-school.

Remember children's safety is the main concern of our staff on duty. Your cooperation is appreciated.

It is highly recommended that parents park on the street and walk on campus during drop off and pick up to avoid traffic congestion.

We thank you for your cooperation!

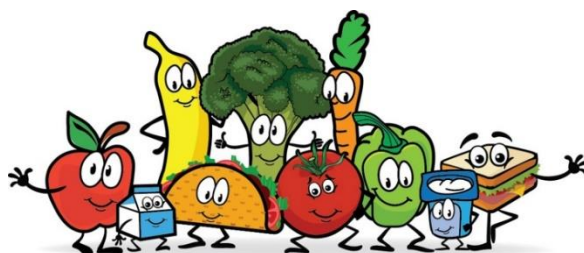




Early Pickup:

We encourage you to try to schedule your child's doctor or dental appointments AFTER school hours. If this is not possible, you must come to the office first to sign your child out. If someone other than the parent/guardian signs the child out, the school requires prior notification by parent to authorize early pick-up. That person must HAVE A VALID I.D. and be on the emergency card in Aeries. Please contact the office prior to the student being picked up to ensure that the school is aware who is picking up your child and that they are listed on the contact list. If needed, parents may add additional people by accessing Aeries through the Parent Portal. Students will be called out of class when the individual arrives to the office.

Only in cases of emergencies will students be called out after 2:15 p.m. Parents/guardians wanting to check out students after 2:15 p.m. will need to wait for the final bell at 2:30 p.m.



Nutrition Services Information:

FREE Universal Meals in 2023/2024

The California Department of Education (CDE) has approved free meals for all students attending in person learning. All students will continue to have access to free, healthy, and nutritious meals in the 2023/2024 school year. We encourage households **not** enrolled in the Community Eligibility Provision who participate in the Free or Reduced-Price Meal Program to re-apply for benefits (see below) for the 2023/2024 school year regardless of the CDE's approval for free meals. This will ensure the continuation of free or reduced-price benefits in the event CDE lifts their approval for free meals.

1. Go to www.chino.k12.ca.us
2. Complete an application online
3. Click "Submit"

Lunch Drop Off:

Parents, to reduce classroom interruptions, we have implemented a lunch procedure. If you are dropping off your child's lunch after the start of the school day, we are asking you to label the lunch with your child's first name, last name, grade. You will check in the front office and drop the lunch off in the media center at the "Lunch Drop Off" area. Please let your child know to check this area if they are looking for a dropped off lunch. Ensure to avoid high sugar or high caffeine drinks.



School Matters!



Attendance

To promote **responsibility and college readiness**, our students are expected to attend school every day, be on time, and stay for the full day. If your child is absent, please call the school office at 909-947-6693 and leave a message or send a written explanation with dates of your child's absence(s) to the school office upon return. Please make illness the only excuse. (CVUSD AR 5113(a))

Tardies

Students are expected to be at their classroom door by 7:50 a.m. Students dropped off after the warning bell at 7:47 a.m. may be marked late by their classroom teacher. Please drop students off with plenty of time for them to walk to their classrooms.

Absences and Excuses

Excused Absences

A student's absence shall be excused for the following reasons:

1. Personal illness. (Education Code 48205) Illnesses that last longer than 3 days must be excused with a doctor's note.
3. Medical, dental, optometric, or chiropractic appointments. (Education Code 48205)
4. Attendance at funeral services for a member of the immediate family. (Education Code 48205)
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)
 - b. Immediate family shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household. (Education Code 45194, 48205)
5. Upon advance written request by the parent/guardian and the approval of the Principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observation of a holiday or ceremony of his/her religion
 - d. Attendance at religious retreats not to exceed four hours per semester
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.
6. Participation in religious instruction or exercises in accordance with district policy. (Education Code 46014) In such instances:



- a. The student shall attend at least the minimum school day.
- b. The student shall be excused for this purpose on no more than four school days per month.(cf. 6141.2 Religious Diversity/Religious Freedom at School)

Unexcused Absences

Absences that occur for any additional reasons will be counted as unexcused including but not limited to travel, family vacations, or personal reasons. **If a student is going to be absent for 3 or more days due to travel, family vacations, personal reasons, illness, etc., please contact the office 10 days in advance to place the student on STIS (Short term independent study).*

Unverified Absences

CVUSD requests that parents/guardians clear their student's absence daily. Parents/guardians have five school days to clear absences with the school's attendance clerk. If not cleared within five school days, the absence becomes unverified and cannot be changed.

Method of Verification

When a student who has been absent returns to school, he/she must present a satisfactory explanation verifying the reason for the absence.

Absences shall be verified by the student's parent/guardian or other person having control of the minor. (Education Code 46012; 5 CCR 306)

The following methods may be used to verify student absences:

1. Written note, fax or e-mail from parent/guardian, parent representative.
 2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
- Verification must be completed within five (5) school days of the student's return to school. On the sixth day, the absence becomes unverified and cannot be changed after this date. AR 5113(c)
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in #2 above.
 4. Physician's Verification
 - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but, may contact a medical office to confirm the time of the appointment.



- b. When a student has had 10 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness may require verification by a physician. (AR5113(c))

Chino Valley Unified School District
Regulation approved: January 23, 1997
Revised: May 7, 2009



Learning is interrupted when a child is absent from school for any reason. However, when your child is ill, please do not send him/her to school.

Short Term Independent Study

If a student is going to be out of school for *3 or more days* on a planned absence, please request **Short Term Independent Study** to cover the time the student will be out. Requests must be made at least 10 days in advance.

The absence will not count against the student *IF the work is completed and returned the day they come back*. Remember students need to be in school to learn and achieve success. Our goal is 98% or higher student attendance.

It is required that parents sign up for the AERIES Parent Portal so you can check your child's attendance daily, as well as, access your child's state assessment results (ELPAC, CASPP, and CAST). Ensure to go to our website to sign up.





Awards

As part of our basic philosophy to encourage students to excel, recognition is given in the form of awards to children who have demonstrated academic achievement (growth or excellence), citizenship and/or exhibited success in meeting our **4 Eagle Expectations of Responsible, Respectful, Safe and College Ready.**

Daily Awards:

1. The “Golden Eagle Tickets” will be given to deserving students in each classroom and on the playground for displaying one or more of our Eagle Expectations.
2. Verbal recognition for being outstanding in the classroom and/or on the playground

Weekly Awards:

1. Students are recognized weekly for wearing our school spirit wear (Tuesdays – University gear and Fridays – school spirit gear) and for perfect attendance for the week.

Monthly Awards:

1. Citizenship Awards are presented to the Eagle exhibiting excellent behavior, inside an outside the classroom.
2. Academic Awards are presented to the Eagle who is performing exceedingly well in any one or all
3. Soaring Eagle Awards are presented to students who have shown outstanding progress or growth, has been putting in considerable effort, or deserves recognition as the teacher sees fit.
4. NEU Awards are presented to students who is performing well academically and is well-rounded. They are good examples of being **responsible, respectful, safe, and college ready.**
5. Two classes are recognized and celebrated for having the best attendance for the month.
6. Students will be acknowledged monthly for exemplary attendance.

Trimester Awards:

1. Super Attendance Award – At the monthly award assembly at the end of each trimester, students with 97.5% or better attendance with no more than 1 tardy a trimester or 1 early release for the current trimester will be recognized in front of their peers. **What an accomplishment!**

End of Year Awards:

1. Perfect Attendance Award – for students in 6th grade who have Perfect attendance for grades K-6th with no more than 1 tardy per trimester for the current year. **That’s phenomenal and should be everyone’s goal!**
2. President’s Education Award – for students in 6th grade who earned “Advance” on the state assessments in Math and ELA in grades 4 and 5, average of “3’s” on all three report cards, and no “N” or “U” for grades 4, 5, and 6.



Discipline

To ensure all students are responsible, respectful, safe and college ready, we believe that all of our students must behave appropriately in school. Our staff eagerly promotes a safe, positive, learning environment for *ALL* students. In order to provide your child an excellent learning climate, we are utilizing the following discipline plan in and out of the classroom.

Classroom

At the beginning of the school year, the teacher and students within each classroom will establish a list of classroom expectations, rewards, and consequences. Although the teacher oversees discipline in the classroom, there will be occasions when a student will need to be sent to administration. Depending on the situation, counseling, a call to the parents, time-out, restorative practices and/or suspension may be warranted.

Bullying

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. (CVUSD BP 5131.2 (a)).

Students must notify school staff or administration when they are being bullied or suspect that another student is being victimized. They may do so confidentially.

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in CVUSD Administrative Regulation 5145.7.



School-Wide Behavior Expectations










Behavior Expectations

Responsible	Respectful	Safe	College Ready
Take responsibility for your own actions	Make good decisions	Keep your area organized	Solve problems
Take care of your materials	Listen and follow directions	Use learning tools appropriately	Stay on task
Be productive	Treat others as you would like to be treated	Keep hands and feet to yourself	Follow directions the first time















Repetitive or major disciplinary problems may result in a student, parent, and administrator conference. Parents are sent a copy of the referral and it needs to be returned with a parent's signature.

Levi Dickey Elementary students are expected to adhere to the Chino Valley Unified School District Behavior Code pursuant to Board Policy. Students are reminded that school and district rules apply when traveling to and from school.

Below are examples (not limited to just those listed), which may warrant SUSPENSION AND POSSIBLE EXPULSION PER ED CODE:

- Cause or attempt to cause physical injury to others
- Damage to private/school property
- Possession of weapon(s) or other dangerous objects
- Possession of drugs, narcotics, or intoxicants
- Stealing/attempt to steal school/private property
- Obscene acts or habitual profanity
- Harassed, threatened, or intimidated a pupil
- Disruption of school activities or defying the authority of school personnel

We are sure that with your cooperation, we can and will provide our students with a safe, secure, and positive learning environment.



Playground Referral Policy










Behavior Expectations

Responsible	Respectful	Safe	College Ready
Take responsibility for your own actions	Make good decisions	Keep your area organized	Solve problems
Take care of your materials	Listen and follow directions	Use learning tools appropriately	Stay on task
Be productive	Treat others as you would like to be treated	Keep hands and feet to yourself	Follow directions the first time















To ensure our students are **safe** during recess, a referral policy is in effect for playground misbehaviors. If a student chooses NOT to adhere to Playground School-Wide Expectations, a referral may be issued. Each time a student receives a referral, recess time will be lost.

Cellphones/Smart Watches

Students may bring a cellphone or wear a smart watch to school; however, they must adhere to the following policies:

1. Cellphones **MUST** be turned **off** during the school day (including the morning drop off and afternoon pick up times). Smart watches may only be worn and used as a watch. Cellphones and smart watches shall not be used during class as a calculator, as a camera, or to make phone calls or electronic messages/posts.
2. Cellphones shall not disrupt the educational program or school activity.
 - a. First disruption = a warning from the teacher or supervisor.
 - b. Second disruption = confiscation of the phone and the student must pick up the phone from the administrator's office at the end of the day
 - c. Third disruption = confiscation of the phone and the Principal or designee will contact the parent/guardian; the parent/guardian must pick up the device; and the student will no longer be allowed to bring the cellphone to school.

Self Discipline



Student Expectations

Student Dress Code and Grooming

It is the intent of Levi Dickey Elementary School that students be dressed and groomed in an appropriate manner that will not interfere or detract from the school environment or disrupt the educational process.

Dress should be suitable and comfortable for normal school activities and reflect pride and attention to personal cleanliness. Students are encouraged to wear safe and comfortable shoes, (i.e. tennis shoes or laced up shoes, NO sandals).

The following items are considered appropriate:

- Closed-toed shoes or shoes with backs (no “heelie” – rollers in the bottom of shoes)
- Shorts at an appropriate length
- Shirts that cover midriffs and shoulders
- Tank tops must have an appropriate strap length (no spaghetti straps, tube tops, or halter tops)
- Attire must cover all undergarments
- Sweatshirts are allowed but hoods must be down inside of the classroom
- Pants must fit at the waist
- Appropriate size belts
- Baseball hats must be worn with bill facing forward.
- Clothing containing emblems, printing, lettering, or pictures pertaining to violence, drugs, alcohol, gangs, smoking, sex or profanity are NOT permitted
- Clothing containing gang type attire and/or any other attire which includes bandanas, oversized clothing such as t-shirts or baggy pants, and shorts with long white socks are NOT permitted

In the case of questionable dress or attire, the administration will make the final decision. If necessary, parents will be contacted to provide proper clothing.

Lost & Found

Please be sure to label student clothing and lunch pails. Lost clothing items & lunch pails are placed in the closet located in the MPR or turned into the office. Students are welcome to collect their belongings during recess, lunch, or after school. At the end of each trimester, all unclaimed items will be donated to the Chino Care Closet.



Bikes & Scooters

For the **safety** of our students, they are required to wear helmets when riding their bike or scooter to school. Bikes & scooters should be kept in the bike cage and students will need to provide their own lock. Any bikes or scooters not locked will be left at the students' own risk.

Sun Protective Wear

For the **safety** of our students, they are allowed to wear sun protective clothing, including hats, while outdoors during the school day. Hats are permitted under the following conditions:

- Hats must have a full brim that protects the face and neck areas
- Hats must be of a material that can be folded and stored in backpacks while indoors (no cowboy hats or "hard" material hats)
- Baseball-type caps will fall within the guidelines of the District's Dress and Grooming Guidelines; wear them facing forward only

Bus Conduct

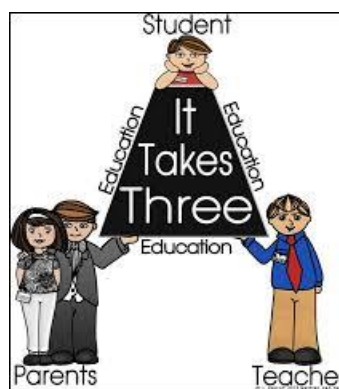
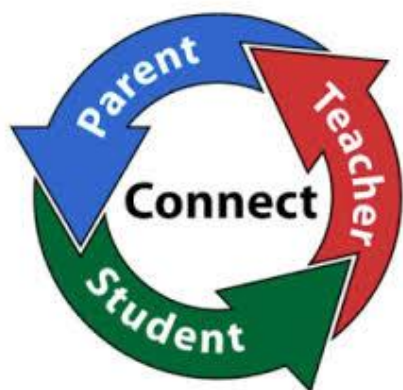
Specific student behavior expectations are established for the **safe** and efficient operation of the district's transportation system in accordance with state laws and regulations. Bus transportation is used for school field trips. Those students who violate behavior expectations while riding a bus are subject to penalties established for misbehavior while students are on the school premises. Any questions or concerns pertaining to the district transportation system should be directed to the Transportation Department at 628-1201, ext. 1525.

Care of Textbooks/Library/Technology/School Property

Students are expected to be **responsible, respectful and college ready**; therefore, students and parents are **responsible** for all textbooks, library books, and technology (Chromebooks, iPads, etc.) issued to them during the school year. Students in grades 5 & 6 will be expected to take assigned Chromebooks home and bring them back to school every. Those students are responsible for keeping the Chromebook safe and secure. Students in grades 3 through 6 are asked to cover their textbooks. The child or the parent must pay for all lost or damaged books any technology damage and any school property damage. Textbook, technology and school property costs vary [**BP 6161.2(a) and BP 3515.4(a)**]. Final report cards will be held until payment is made. Monies will be reimbursed if a lost book is found. The school staff urges all parents to encourage their child to take **responsibility** for all belongings. Please help us provide your child the resources needed by helping them to take care of books, school technology, and school property.

The district is offering Technology Insurance for \$40.00/year. It is available for purchase during your data confirmation in the Aeries Portal.





Classroom Contacts

To provide the best educational environment for our students and to maximize student achievement, it is imperative that we respect the instructional integrity of each classroom. If contact needs to be made with a child or teacher during school hours, **it MUST be made through the office**. Planning and preparation time before school and during after school supervision is very important to overall program effectiveness. A conference may be arranged at a mutually convenient time by calling the office or by sending a note ore mail to the teacher.

Classes will not be interrupted except in case of emergency.

Birthday Parties

Birthday party celebrations are not recommended. Celebrations are a distraction in the classroom and a disruption of instructional time. In addition, students may have food allergies that are life threatening. If you wish to celebrate your child, you must **notify the teacher in advance** and get permission before sending food items to ensure the safety of all students in the classroom. All food items must be store bought with attached nutritional label. Please do not bring flowers or balloons. Please check with your student's teacher regarding other ideas to recognize your child on his or her birthday at school.

Uniform Complaint Procedures

The Board of Education recognizes that the District has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

Unlawful discrimination based on ethnicity, religion, age, gender, sexual orientation, color, or physical or mental disability, or failure to comply with state and/or federal programs, vocational education, childcare and development program, child nutrition programs and special education programs.

Formal complaints must be written and signed. Forms are available in the school office and must be received within six months of the alleged violation.

Communications

Levi Dickey places a high priority on open communication between the home and school. We encourage parents to be involved and informed. School-wide communication arrives at home in numerous ways:

1. Flyers in your child's binder
2. Email (**ensure the office has your correct email address**)
3. Phone blast (**ensure the office has your correct phone number**)
4. School marquee (**located in the front of the school**)
5. School website
6. Your child's agenda/class calendar

AERIES Parent Square:

School staff utilizes *Parent Square* to send mass messages to families. The system will either send the message via email (the recommended way because you will have access to important attachments) or via a phone message. The email used is the one provided via your child's emergency card so ensure the email is accurate. If no email is provided, the phone number used is the primary number listed on your child's emergency card. Your child's teacher also utilizes this system but may also have another system of communication like class Dojo or Remind.



School website:

- <http://www.chino.k12.ca.us/Dickey>

Class Placement

Classes are self-contained with one teacher responsible for the students. Some exchange of students may occur between teachers in order to meet individual student needs and to utilize the special strengths of teachers.

Students are assigned to classes with the intention of matching the individual needs and strengths of students with teachers. With an increasing student population, combination classes may be necessary. Regardless of the classroom, parents can be assured that the needs of every student will be addressed.





Classroom Placement Procedures

The Process

Annual classroom placement is carefully determined prior to the start of school for each student returning to Levi Dickey. Placement is determined by the student's current teacher and grade level team of teachers. Newly enrolled students are added to the classes as they register, with classroom placement decisions based on whatever information is available from referring schools, parents and the need to balance class composition. In addition, administration and the certificated personnel assist with placement.

Purpose

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. These variables include, but are not limited to:

- Gender ratios
- Levels of academic progress and student needs
- Degrees of self-directness and independence
- Class size as it relates to state and district guidelines

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 Classrooms

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 26 or 31, Levi Dickey will most likely experience combination classes on an annual basis. When forming combination classes, we assign students based on their instructional strengths and learning styles. Such careful consideration contributes to students' academic and emotional success in the class. Students in each grade level receive rigorous instruction and support in achieving and excelling in grade level standards. In a single grade level classroom, there are a variety of learners who may be grouped throughout the day based on their ability. Similarly, in a combination class, one group of students work on an independent task while another group receives direct instruction from the teacher.

Thoughts to Consider

Occasionally children are initially upset with their class placement at the beginning of school. This is not uncommon for a child to initially be perplexed if his/her new teacher is another 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, administration 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 to Levi Dickey boys and girls.

Curriculum

The 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. Emphasis is placed on reading, writing, and mathematics within a program that emphasizes 21st century skills for students.

PE, art and some classroom music are taught by the regular classroom teachers. Parent volunteers in these areas will greatly enhance our programs.

The following is a brief summary of the general curriculum studied in the elementary school years.

Art

Art is designed to help students understand the nature of art with emphasis on color, design and art principles. Creative expression is encouraged throughout instruction.

Language Arts/Reading

The Language Arts program emphasizes the development of reading, writing, listening, and speaking. Students will be taught to read complex text while citing text-based evidence when providing answers to questions. They will also learn the skills of research and communication. Teachers will facilitate an appreciation for creative and correct language expression, both oral and written. Course activities will expand reading interests, strengthen techniques for problem solving, and improve the skills in written and oral communications. An academic language component is a part of the Language Arts program.

Student growth and achievement in reading is directly related to the amount of time spent reading. **Students are encouraged to read nightly to be college ready.**

Mathematics

Mathematics will concentrate on the ability to make sense of problems and persevering in solving them, reason abstractly and quantitatively, use the appropriate mathematical tools strategically, and attend to precision. Curriculum and instruction will stress vocabulary and concepts, knowledge of measurement, and building a solid foundation necessary for the mastering of higher mathematical skills.

Physical Education

The purpose of physical education is to build a sound mind and body and to provide the student with an opportunity to become proficient in sports activities which can be used throughout life.

In the kindergarten and primary grades, physical education programs include basic movement skills, performed with and without the use of equipment.



At the elementary level, a variety of activities are used to improve physical strength, health, and appearance. Students will be involved in regular aerobic exercise to improve general physical fitness. Activities are selected with the goal of developing each student physically, emotionally and mentally.

Science

Science is designed to provide knowledge of living and nonliving things, their relationships to man and their effect upon the environment. It will also provide students with an awareness of the world around them and the world's effect upon them. The curriculum is comprised of units of study which include hands-on science experiments and a student text.

Social Studies

Social Studies emphasize the cause and effect relationships between man and his physical environment. History is studied to give students an understanding of the experiences and contributions of various ethnic groups and cultures. Children will develop an understanding and knowledge about their nation and about other major civilizations in the world. Social Studies also includes an overview of world geography.

Technology

The staff at Levi Dickey is committed to educating our students utilizing the most current developments in technology. Teachers will continue to utilize document cameras, projection units, laptops and a variety of computer programs. Our plans encompass several phases of technology: computers, audiovisual and multimedia. All classes will have regularly scheduled computer lab time where students will be using Powerpoint, Microsoft programs and other technology to prepare them for the 21st century. Parents as partners will be encouraged to become participants in our efforts to prepare our students for the technological needs of the future.

Gifted and Talented Education (G.A.T.E.)

Students in grades 3-6 that have been identified as G.A.T.E. through specialized testing, receive specially targeted instruction in their classrooms. Utilizing methodologies that focus on more advanced instructional techniques, well-planned curriculum projects that emphasize reasoning and critical thinking skills in learning are provided. These projects serve as an enrichment process for the student who has the capabilities and motivation to strive for higher goals in learning.

A combination of service models including clustering, pullout and after school sessions will be utilized to better meet the gifted and high achieving student needs. Students that are not G.A.T.E. identified will be given an opportunity to participate as space and logistics permit. G.A.T.E. instruction provides for curriculum differentiation not more student work.

All 2nd grade students in CVUSD are universally screened for G.A.T.E. Students will not be assessed prior to second grade.



In grades 3 and up, students may be recommended for assessment by teacher or parent referral every other year. During parent/teacher conferences, parents should have a discussion with their child's teacher regarding possible screening and identification.

Character Education: 2nd Step Lessons



To develop good decision making and productive citizenship in all of our children, Levi Dickey will be focusing on monthly themes centered on character development. Our goal is to infuse a value system that each student can utilize throughout their entire day. A sample of the themes include: skills for learning, empathy, emotion management, problem solving and friendship skills.

PBIS – Positive Behavior Intervention & Supports


PBIS focuses on improving behavior by teaching students prosocial skills and redesigning school environments to discourage problem behavior and acknowledge desired behavior. Core features of PBIS include (a) defining and teaching a small set of positive, school-wide behavior expectations to all students, (b) establishing a regular pattern in which all adults acknowledge and reward appropriate student behavior, (c) minimizing the likelihood that problem behaviors will be inadvertently rewarded, and (d) collecting and using discipline and implementation data to guide efforts. PBIS also incorporates a multi-tiered system of support so that students needing more intensive support gain access to increasingly individualized support options.

One way to support your children's PBIS learning at school is to incorporate PBIS in your home. At school, expectations are posted and taught in the classroom, in the hallway, at lunch, and at recess. Why not develop and hang up your expectations at home? Just like the behavior matrices at Levi H. Dickey, you can develop a behavior matrix for home. As a family, be encouraged to sit down and discuss your expectations in different areas of family and home life. Place these expectations in a matrix that your family can easily support and be accountable for.

Below is an example of what Levi Dickey parents have created:


























Home Behavior Expectations

Responsible <i>Responsable</i>	Respectful <i>Respetuoso</i>	Safe <i>Seguro</i>	College Ready <i>Listo para la Universidad</i>
<p>Complete homework/projects/parent signatures</p> <p><i>Completar Tarea/proyectos/firma de padres</i></p> <p>Prepare for the following day and arrive to school on time, ready to learn</p> <p><i>Estar preparados para el día siguiente estar a tiempo y listos para aprender</i></p>	<p>Follow directions the first time</p> <p><i>Seguir instrucciones la primera vez</i></p> <p>Be accountable for your actions</p> <p><i>Ser responsable de tus acciones</i></p>	<p>Be careful of strangers, including at the front door</p> <p><i>Tener cuidado con extraños incluyendo cuando toquen las puertas</i></p> <p>Use kitchen appliances, utensils, stairs, windows and the pool correctly</p> <p><i>Usar útiles de la cocina, escaleras, ventanas y la alberca correctamente</i></p>	<p>Ask for help with homework and social concerns</p> <p><i>Pedir ayuda con tarea y preocupaciones sociales</i></p> <p>Keep up with your grades and continue use of online support at home</p> <p><i>Mantenerse con sus calificaciones y continuar usando el soporte de línea en casa</i></p>
<p>Complete chores</p> <p><i>Completar quehaceres/tareas</i></p>	<p>Greet others appropriately</p> <p><i>Saludar a otros apropiadamente</i></p>	<p>Keep hallways and room clear of clutter</p> <p><i>Mantener los pasillos y cuartos limpios</i></p>	<p>College is an expectation at home and parents participate in parent workshops</p> <p><i>Ir al colegio es una expectativa. Padres deben de participar en casa y talleres de escuela</i></p>



Homework

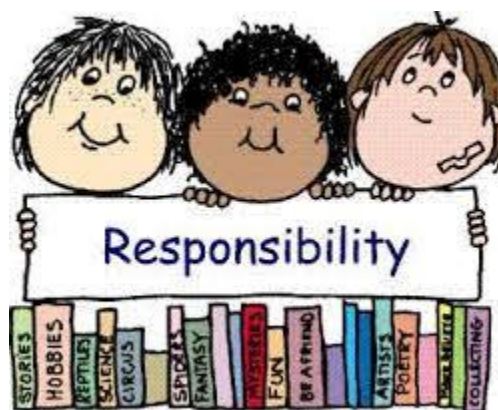
To promote **responsibility and college readiness**, homework has a definite place in the Levi Dickey Elementary educational program. It is assigned to help the student become more reliant, improve on skills taught, learn to work independently, and to complete assigned work.

The amount may vary per day based on long-range projects and amount of work completed in the classroom. The average for grades 3 through 6 is 45 minutes to an hour. All students receive homework Monday through Thursday. In addition to homework, students are expected to read every night, Monday through Sunday.

Effective communication and cooperation between home and school are imperative in fostering the full development of a student's potential.

It is the Student's Responsibility:

- To keep an accurate record of assignments
- Have necessary materials
- Follow study techniques outlined by the teacher
- Apply and practice skills learned in class
- Strive for the best quality of work
- Complete and return assignments on time
- To have all homework assignments and materials before leaving class at the end of the day
- Ensure their school agenda or classroom calendar is completed accurately everyday





Our Elementary Report Card System

What is the purpose of the standards-based report card?

The purpose of the standards-based report card is to clearly communicate student performance toward grade level standards and expectations to families.

Why the move to a standards-based reporting system?

The change to a Standards-Based reporting system comes from the belief that our previous report card and reporting system did not fully communicate what students are expected to know and be able to do as set forth in the state and national standards. This new reporting system will benefit students, teachers and families. It will allow students to be more aware of what is expected of them. It will provide families with a more detailed outline of the expectations in each of the major academic areas. We believe that your understanding of what is expected of your child and how well he or she is progressing towards the goals at his or her grade level is very important and that the standards-based reporting system will assist in this endeavor.

How often will families be informed about students' progress?

Elementary school families will receive trimesterly (12 week) report cards. Some teachers will opt to send additional progress reports home with students more frequently. In addition, parents that have set up their Aeries Parent Portal will be able to track progress via that site.

What is the difference between the traditional "A-F" grading system and a standards-based reporting system?

Traditional Grading

- A, B, C, D, F represent percentage of points accumulated
- Non-academic factors affect grades, such as participation, attendance, late work, etc.
- Everything is graded and averaged together
- Early assignments can skew the final grade
- Reports a single grade for each class

Standards-Based Grading

- 4, 3, 2, 1 represent student performance in relation to specific standards
- Based on common core national, state, and district standards
- A report of what students know and are able to do
- Reflect academic performance only
- Behavioral information (called Habits of Success) reported separately

Performance Levels

- **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." A "4" indicates the student has advanced understanding and exceeds grade level expectations. A student receiving a "4" demonstrates academically superior skills in that specific area. This student applies learning and concepts in new and varied ways,



challenges him or herself to think deeply to make connections and demonstrates this advanced knowledge at school.

- **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." A "3" indicates the student has proficient understanding and meets grade level expectations. We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated!

- **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." A "2" indicates the student has basic understanding and is partially proficient at meeting grade level expectations. A student receiving a "2" understands the basic concept or skill but has not yet reached the proficient level. Performance is not yet consistent with regard to accuracy, quality, and level of support.

- **1 ... Beginning / Standard Not Met**

"Students at the Beginning/Standard Not Met level are not yet meeting grade level performance standards expected at this point of the school year." A "1" indicates a student has minimal understanding and does not meet grade-level expectations. Performance is inconsistent even with guidance and support, will need additional support and/or interventions to learn the materials and progress toward meeting standard.

Your goal: To ride a bike by yourself		
	4	Extending the Standard Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.
	3	Achieving the Standard Congratulations! You are successfully riding a bike by yourself.
	2	Progressing with the Standard You are pedaling well and staying upright as long as someone is holding on and giving you a little push.
	1	Beginning with the Standard You are riding a bike, but using training wheels



Support Personnel

Music Teacher

An elementary music teacher is assigned to the school on designated days and hours during the week. The music teacher works with grades five and six on the basic skills necessary to play a musical instrument, as well as, choir. Enrollment in this program is on a voluntary basis, and the students are responsible for providing their own musical instrument.

Psychologist

The school psychologist tests students referred for the Resource Program. The psychologist meets with parents and teachers to discuss results of the testing and suggests appropriate placement. The psychologist is scheduled to be on campus on a part-time basis.

MTSS-B Counselor

The role of the MTSS-B counselor at the site is to provide behavioral expertise to school sites, provide leadership in the implementation of PBIS systems, participate in school-site data collection to identify student needs, deliver data-driven, evidence-based interventions that focus on supporting students' socio-emotional skills, and support students and families by connecting them to community agencies.

Specialized Academic Instructor

A specialist in learning disabilities, he/she works individually and/or in small groups with students who have demonstrated difficulties/disabilities. The specialist tests, diagnoses, prescribes, and remediates specific problems through individually planned program goals. Parental approval is necessary for placement in this program. Annual reviews are held to review the student's progress and set new goals.

Speech and Language Pathologist

A specialist in speech and language pathology, she works individually and/or in small groups with students who have demonstrated difficulties in their speech and language acquisition. The specialist tests, diagnoses, prescribes, and remediates specific problems through individually planned program goals. Parental approval is necessary for placement in this program. Annual reviews are held to review the student's progress and set new goals.

Intervention Teachers

Intervention teachers are assigned to Levi Dickey. They work in collaboration with your child's teacher to identify students who need a core replacement program or intensive intervention strategies to catch up to grade level achievement.



Instructional Aides

Two instructional aides are assigned to Levi Dickey. They work in collaboration with our specialized academic instructor and your child's teacher to provide instructional support to catch students up to grade level achievement.

Playground Supervisors

Playground supervisors are present during lunch time to assist in ensuring your child's safety remains a top priority. They assist students at the lunch tables, as well as, on the playground.

Nutrition Services Manager

Our Nutrition Services Manager ensures our students receive a healthy and well-balanced meal for lunch. She publishes a monthly menu and works with the district and staff to ensure our kids get the best meal available to meet the nutritional guidelines set forth by the state.

Office Personnel

Levi Dickey's office personnel will be the first faces you see upon your entry to our school. They are full of information and can assist you with ensuring your needs are met and your questions are answered.

Custodial Personnel

Our custodians at Levi Dickey work tirelessly to ensure our campus remains safe and clean. Please work with your child to ensure they assist in this as well.





Chino Valley Unified School District

Levi H. Dickey Elementary School **Parent and Family Engagement Policy**

2023-2024

School Policy Engagement:

Levi H. Dickey 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**. Levi H. Dickey shall jointly develop with, and distribute to, parents of Title I and Non-Title I 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 I 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 Levi H. Dickey 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. Levi H. Dickey 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. Levi H. Dickey **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.

Levi H. Dickey 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. Levi H. Dickey will provide parent nights to support our families:
NEU Parent Nights: Student Learning - Family Literacy, Math Night, ELA Night, and Pastries with the Principal; **Social Emotional Development and Growth** – Nuts & Bolts of being a NEU student organized with AVID strategies, Mental Health Awareness, and Parent Graduation.
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. Levi H. Dickey will communicate with our families for school to home by means of Parent Square, Newsletters, School Website Updates, School Marquee Reminders, and AERIES Parent Portal. Home to school communication is through school agendas, email, parent-teacher meetings, and families participating in activities to build engagement offered by the school.
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. Levi H. Dickey will advertise to parents to be active participants by joining our PTO, SSC, ELAC committee, Parent Family Learning Network, or a district committee.
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. Levi H. Dickey will provide information to families about essential learning standards, homework policies and tips to monitor and discuss schoolwork, assist students with assigned homework that requires students to discuss and interact with their families about what they are learning in class and AVID strategies by reviewing homework and signing the agenda daily.
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. Levi H. Dickey will inform families that they can participate by joining our SSC and ELAC committees.
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. Levi H.



Dickey will provide information to our families about resources available at the Family Engagement Center and HOPE Center.

Building Capacity for Parent Engagement

The Levi H. Dickey 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, Levi H. Dickey, 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 2023-2024)



IMPORTANT DATES TO REMEMBER FOR THE YEAR:

MINIMUM DAYS

Every Tuesday is a Minimum Day, as well as the dates listed below, including the last day of school. *Minimum Day dismissal is 11:20 a.m.*

AM and PM Kindergarten dismissal is 11:10 a.m.

The following are additional Minimum Days:

August 23, 2023	Parent/teacher conferences
September 25, 2023	Parent/teacher conferences
September 27, 2023	Parent/teacher conferences
September 28, 2023	Parent/teacher conferences
September 29, 2023	Parent/teacher conferences
December 14, 2023	Day before Winter Break
January 5, 2024	Parent/teacher conferences
May 23, 2023	Last day of school

Holidays – No School

September 4, 2023	Labor Day
Nov. 10, 2023	Veteran's Day
Nov. 20-24, 2023	Thanksgiving Holiday
Dec. 15, 2023-Jan. 2, 2024	Winter Break
Jan. 15, 2024	Dr. Martin Luther King Jr. Day
Feb. 12, 2024	Lincoln's Birthday
Feb. 19, 2024	Washington's Birthday
March 25-March 29, 2024	Spring Break
April 1, 2024	School closed



**Mark Your
Calendar**



2023-2024 Report Card Distribution

1 st Trimester	November 7, 2023
2 nd Trimester	February 28, 2024
3 rd Trimester	May 23, 2024