

2018 California Distinguished School

Liberty

Elementary School



2018 – 2019
Student/Parent
Handbook

A Recognized School of Excellence

Liberty Elementary
1250 E. Liberty Hill Road
Fresno, California 93720
(559) 327-7100
CLOVIS UNIFIED SCHOOL DISTRICT

An Affirmative Action/Equal Opportunity Employer
Notice of Nondiscrimination: The Clovis Unified School District does not discriminate on the basis of race, color, sex, disability, or national origin in admission or access to and treatment of employment in its programs and activities as required by Title VI, Title IX and Section 504.
Complaints contact: Human Resources Office, 327-9300

Clovis Unified School District
GOVERNING BOARD

Jim Van Volkinburg, Board President
Betsy Sandoval, Board Vice President
Ginny Hovsepian, Board Clerk
Sandra A. Budd, Board Member
Christopher Casado, Board Member
Steven G. Fogg, Board Member
Brian Heryford, Board Member

CUSD ADMINISTRATION

Eimear O’Farrell, Ed.D. Superintendent
Robyn Castillo, Ed.D. *Assistant Superintendent, Buchanan Area*
Corrine Folmer, *Assistant Superintendent, Clovis East Area*
Marc Hammack, Ed.D. *Assistant Superintendent, Clovis West Area*
Scott Dille, Ed.D. *Assistant Superintendent, Clovis Area*
Darin Tockey, *Assistant Superintendent, Clovis North Area*

DISTRICT DIRECTORY

Liberty Elementary School	327-7100
CUSD District Office	327-9000
CUSD Transportation	327-9700
Kastner Intermediate School.....	327-2500
Clovis West High School.....	327-2000

Clovis Unified School District WEBSITE
<http://www.cusd.com>

LIBERTY ELEMENTARY SCHOOL
2018-2019

BETTER TOGETHER

MISSION

The mission of Liberty Elementary School is to provide students with programs aligned to state and district standards which foster lifelong learning, service to society and a commitment to the Sparthenian concept to be the best in mind, body and spirit.

SCHOOL GOALS

1. The Liberty faculty will be committed to maximize student achievement. Each student will continually improve in language arts, mathematics, science, social science, physical education and the arts by scoring at or above grade level on district and state assessments.
2. The Liberty staff will promote character development and strive to integrate character education throughout the core curriculum.
3. The Liberty staff will ensure a safe and positive learning environment.
4. Liberty will operate with increasing efficiency and effectiveness to optimize the use of resources to accomplish school goals.
5. Liberty staff is committed to being recognized as an “Exemplary School” based on the Clovis Assessment System for Sustained Improvement (CLASSI)

Liberty Elementary School

FACULTY AND STAFF

Administration

Mr. George Petersen	Principal	
Mrs. Tiffany Aoki-Chance	Senior Guidance Instructional Specialist	

Office Staff

Mrs. Vicki Franklin	School Office Manager	Office
Mrs. Rachel Hagenzieker	Student Services Assistant	Office
Mrs. Caryn Hall	School Nurse	Office/Nurse
Ms. Lori Dunbar	Health Aide	Office/Health Aide

Teaching Staff

Mrs. Kristy Brandl	TK/ Kindergarten	Room K-1
Mrs. Tracie Brosi	TK/Kindergarten	Room K-1
Mrs. Christina Rowland	TK/ Kindergarten	Room K-2
Mrs. Amy Chambers	Kindergarten/First Grades	Room 6
Mrs. Kaelyn Foster and Mrs. Taryn Hansen	First Grade	Room 2
Mrs. Joan Barone	First Grade	Room 3
Mrs. Bethany Marinovich	Second Grade	Room 8
Mrs. Janele Howell	Second Grade	Room 9
Mrs. Melisha Ford	Second Grade	Room 13
Mr. Brian Work	Second/Third Grades	Room 12
Mr. John Lyle	Third Grade	Room 7
Mrs. Stephanie Stead	Third Grade	Room 9
Mrs. Diana Rey	Third Grade	Room 11
Mrs. Melissa Campama and Mrs. Stacey Cross	Fourth Grade	Room 17
Mrs. Stephanie Patterson	Fourth Grade	Room 10
Mr. Jose Cantu	Fifth Grade	Room 14
Mrs. Lori Curtis	Fifth Grade	Room 15
Ms. Laura Poochigian	Fifth/Sixth Grades	Room 19
Mr. Brian Salomonson	Sixth Grade	Room 18
Mrs. Chelsea Toews	Sixth Grade	Room 10
Mrs. Katie Williams	SDC	Room 20
Mrs. Melissa Perez	SDC	Room 21
Mrs. Bethany Speir	Classroom Music & Choir	Room 7
Mrs. Sandy Headrick and Mrs. Laura Olson	Classroom Music & Instrumental	Room 22
Mrs. Debbie Ward and Mrs. Lori Grossman	Resource Specialists	Room 5
Mrs. Jena Fields, Ms. Michelle Alvarado and Mrs. Katherine Mendrin	Speech and Language	Speech and Language Office

Support Staff

Mrs. Shelly Galleano	School Psychologist	Office
Mrs. Esperanza Maciel	Bilingual Aide	Room 4
TBA	Library Technician	LMC

Mrs. Sophia Vargas
 Mr. Jose Platas
 Mr. Leng Vang

Food Service Supervisor
 School Plant Supervisor
 Custodian

Cafeteria
 Custodial Office
 Custodial Office

*Some staff additions and changes may occur after printing of this handbook.

Liberty Elementary School
 1250 E. Liberty Hill Road
 Fresno, CA 93720
 (559) 327-7100
 Campus Map

NORTH

Bike
Racks

Portable Headrick/ Olson Music	Portable Campus Club	Portable Campus Club	Snack Bar Restrooms
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Rm 18 Salomonson Grade 6	Rm 19 Poochigian Grade 5/6	Rm 20 Williams SDC	Rm 21 Perez SDC
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Rm 14 Cantu Grade 5	Rm 15 Curtis Grade 5	Rm 16 Toews Grade 6	Rm 17 Campama/ Cross Grade 4
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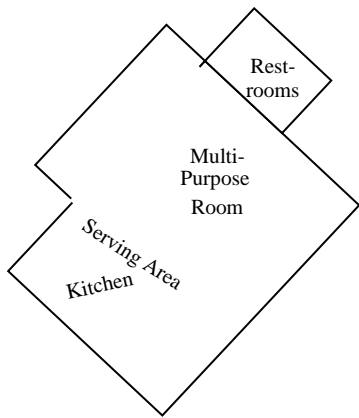
Rm 10 Patterson Grade 4	Rm 11 Rey Grade 3	Rm 12 Work Grade 2/3	Rm 13 Ford Grade 2
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Amphitheater

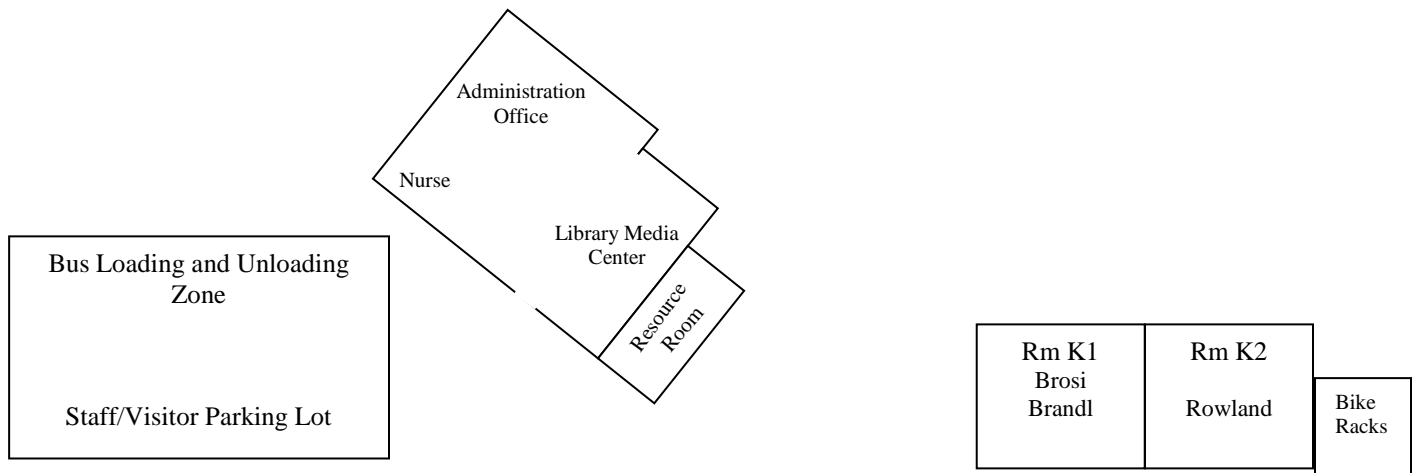
Rm 7 Lyle Grade 3	Rm 8 Marinovich Grade 2	Rm 9 Stead Grade 3
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Rm 4	Rm 5 Ward/ Grossman RSP	Rm 6 Chambers Grade K/1
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Rm 1 Howell Grade 2	Rm 2 Foster & Hansen Grade 1	Rm 3 Barone Grade 1
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Liberty Hill Road



Perrin Avenue

Liberty Elementary School
CLASS SCHEDULES
 2018 – 2019

DAILY SCHEDULE			EARLY DISMISSAL/RALLY		
Kindergarten and Transitional			Kindergarten and Transitional		
Kindergarten			Kindergarten		
8:15 – 11:45	Morning	210	8:15 – 11:00	Morning	165
11:45 – 3:15	Afternoon	210	11:00 – 1:45	Afternoon	165
GRADES 1 - 3			GRADES 1 - 3		
8:15	Beginning Bell		8:15	Beginning Bell	
8:20 – 10:15	Instruction	115	8:20 – 10:15	Instruction	115
10:15 – 10:30	Recess	[15]	10:15 – 10:30	Recess	[15]
10:30 – 11:35	Instruction	65	10:30 – 11:30	Instruction	60
11:35 – 12:05	Lunch	[30]	11:30 – 12:00	Lunch	[30]
12:05 – 12:30	Recess	[25]	12:00 – 12:20	Recess	[20]
12:30 – 1:55	Instruction	85	12:20 – 1:40	Instruction	80
1:55 – 2:25	PE Instruction	30	Instructional Minutes		255
2:25 – 3:10	Instruction	45			
Instructional Minutes		340	EARLY DISMISSAL/RALLY		
GRADES 4 - 6			GRADES 4 - 6		
8:15	Beginning Bell		8:15	Beginning Bell	
8:20 – 10:35	Instruction	135	8:20 – 10:35	Instruction	135
10:35 – 10:50	Recess	[15]	10:35 – 10:50	Recess	[15]

10:50 – 12:10	Instruction	80	10:50 – 12:05	Instruction	75
12:10 – 12:40	Lunch	[30]	12:05 – 12:35	Lunch	[30]
12:40 – 1:05	Recess	[25]	12:35 – 12:55	Recess	[20]
1:05 – 2:25	Instruction	80	12:55 – 1:40	Instruction	45
2:25 – 3:00	PE Instruction	35	Instructional Minutes		255
3:00 – 3:10	Instruction	10			
Instructional Minutes		340			

Revised February 2014

Rainy Day / Air Quality Lunch Schedule (including Early Release days)

(Rest of Schedule is same as above) **Grades 1-3** Lunch 11:30-12:15 **Grades 4-6** Lunch 12:25-1:10

GENERAL POLICIES AND PROCEDURES

ARRIVAL AND DISMISSAL

The morning bell rings at 8:15 a.m. Instruction begins promptly at 8:20 a.m. (see Class Schedules p. 6). Supervision (including crossing guard) is provided only during the school day, starting at **8:00 a.m.** **Therefore, students who do not ride the bus and those who are not enrolled in Campus Club should not arrive to school until 8:00 a.m.** If students arrive before 8:00 a.m., they will be directed to the office to call parents.

Dismissal time for grades 1-6 is at 3:10 p.m. for a regular school day and is at 1:40 p.m. for Early Dismissal Days. Please refer to Class Schedules for kindergarten arrival and dismissal. All bus riders will line up by the flagpole in front of the school to await their bus. **All students should go home directly at the end of the school day unless they are involved in an after-school activity or Campus Club.** If students are not picked up by 3:15 p.m., they will be walked to the office by the staff member on dismissal supervision.

STUDENT DISMISSAL BY PARENT/GUARDIAN DURING THE SCHOOL DAY

Parents who wish to have a student excused early must go to the office and sign out their child. **FOR THE SAFETY OF OUR STUDENTS, ONLY PARENTS/RELATIVES/NEIGHBORS LISTED ON THE STUDENT'S STUDENT RELEASE AUTHORIZATION WILL BE ALLOWED TO CHECK OUT STUDENTS.** The student will be called from the classroom to report to the office. **PLEASE DO NOT** go directly to a classroom during the school day. **Always** check in at the office.

ABSENCES

It is well established that regular attendance in school is related to student progress and achievement. When it is necessary for your child to be absent from school or come to school late, the school must receive notification **each day** from the parent/guardian explaining the reason(s). You may report absences through one of the following ways; through a phone call to the main office, email through our school website, or by writing a note to explain the absence. It is very helpful if you are able to call the **school office at 327-7100 or emailing through our school website before 9:00 a.m. each day your child is absent stating the reason.**

ATTENDANCE

School funding is based on actual attendance of students and funding will no longer be given for excused absences. We (and the state) make the distinction between excused and unexcused absences.

Excused absences include illness, medical appointments, attendance at a funeral for a member of one's immediate family (1 day in town, 3 days for out of state), exclusion of students failing to meet immunization requirements (5 day max) and religious holidays when pre-approved by principal. Religious holidays are limited to 4 days per school year, and must be submitted in writing prior to the absence(s).

If a student was seen by a physician, a note must be obtained by the service provider and submitted to the office at the time of admittance to school.

Student absence for any other reason is counted as unexcused. When students show a pattern of frequent absences or tardies, the school will conduct a site School Attendance Review Board (SARB) meeting to work with the parents to improve attendance.

INDEPENDENT STUDY

- If a student is going to be absent from school for five or more consecutive days, the student should be placed on an Independent Study Contract.
- Parents must contact the school office and give reasonable notice (at least 10 school days in advance) to prepare the work & contract.
- Independent study work can be picked up NO EARLIER than 24 hours prior to the start of the independent study period.
- This contract must to be signed by the student and parents prior to leaving school. All assignments are written on the contract and must be handed in completed on the day the student returns.
- All Independent study work is due the day the student returns to school. Work must be complete in order to earn credit for the independent study.
- Independent Study contracts are not granted the first two weeks, the last two weeks of the school year or during the state testing period.
- Independent study does not count toward perfect attendance.
- Students on an independent study will not be eligible for the school Sparthenian Award.
- Students who do not complete the independent study contract (or do not request one at all for an unexcused absences) will be counted as unexcused absences and could potentially have their grades affected accordingly.

SCHOOL ATTENDANCE AND REVIEW BOARD (SARB)

Liberty will monitor student attendance on a monthly basis. When a student shows a pattern of absences, tardies, and/or a combination of the two, a SARB meeting will be scheduled with parents and the Liberty SARB committee to support improved attendance

TARDIES

Students are expected to arrive at school on time. It is disruptive to a teacher and students in the classroom when other students arrive late. In the event students arrive late, the office will issue an excused tardy pass for physician/dentist excuses or illness. *All other tardies are unexcused and may involve disciplinary action.* Students with more than three/unexcused tardies in one semester will be considered a habitual truant as per California Education Code and will receive an "Excessive Tardy Notification" through the SARB process.

WITHDRAWAL FROM SCHOOL

If you should decide to move from the district or to another school attendance area within the district, please notify our office that you are withdrawing your child. Not only does this assist us in record keeping, but also it allows us to give you the information you will need to enroll your child in his/her new school.

ASSIGNMENT OF STUDENTS TO CLASSROOMS

We regard the assignment of students to their teachers and forming classes crucial to individual and group success of our students. Careful consideration is given so that classes are balanced with respect to gender, achievement levels and citizenship.

BREAKFAST AND LUNCH PROGRAMS

Breakfast is served daily prior to the start of the school day, and is available to all students for a cost of \$1.00. Hot school lunches, which include milk, are available to students in grades 1-6 and kindergarten students upon request. Lunches for Liberty students are prepared at another school site but served hot in our school kitchen. School lunches cost **\$2.25**. Milk only is \$.40. Students must give their ID number which keeps track of the number of lunches purchased. Lunches can only be purchased before school and at recess from the Food Services Manager or by dropping off a sealed envelope in the drop box in the front office. ***Money will be accepted in the lunch line.*** Students who have lost or forgotten their money will be issued a lunch, however repayment is expected the next day.

The school lunch menu for the month is sent home prior to the beginning of each month or can be accessed through the Clovis Unified lunch app called Nutrislice.

PAYMENTS

Any payments made to Liberty for lunches, or other expenses incurred may be made in cash or by check. HOWEVER – Due to fiscal timelines, no personal checks will be accepted by our office AFTER MAY 1st. After the May 1st date payment must be in cash, money order, or cashier's check.

LUNCH OFF CAMPUS

Students are required to eat lunch at school. If a parent/guardian wishes to take their own child(ren) to lunch they should check with the office using normal sign-out and sign-in procedures. We ask parents to have their child back to school at the end of their normal lunch period. **No adult may take a student other than their own off campus for lunch.** On special occasions students may be treated to lunch off campus with a Liberty Staff member. Written permission from the parent will be obtained in advance.

LOST AND FOUND

Lost items may be claimed by checking the lost and found bin located in the cafeteria. **Each quarter** unclaimed items will be given to a charitable organization.

PERSONAL POSSESSIONS

We discourage children from bringing personal possessions or extra money to school unless requested or authorized to do so by the teacher or principal. Items such as toys, radios, etc. are distracting to the educational climate of the school and pose problems to both the student and the teacher if they are lost or broken. **The school cannot assume responsibility for personal or unnecessary items brought to school.**

PARENT VISITATIONS

Parents are welcome and encouraged to visit school. Visits ***MUST*** be scheduled with the teacher in advance. In the interest of safety, ***ALL VISITORS MUST CHECK IN AT THE OFFICE UPON ARRIVAL AT SCHOOL AND PRIOR TO VISITING A CLASSROOM.*** Visitor's badges will be issued to parents in the office only. Adults may only sign themselves in, and ***may not*** sign other adults in.

No drop-in classroom visits are allowed during school hours. Parents wishing to speak to teachers can arrange conferences by calling the office at 327-7100 or emailing your child's teacher directly. (For further volunteer and school visit clarification, see board policy 9202 and 9212)

CLASSROOM VOLUNTEERS: All classroom volunteers MUST complete a CUSD volunteer application prior to volunteering in a classroom or on campus. This form is available in the office. Please bring it in person to the attendance secretary in the main office. The volunteer form should be accompanied by a copy of one's driver's license or state identification.

CHAPERONES: All chaperones MUST complete a CUSD volunteer application prior to any school field trip. This form is available in the office. Please bring it in person to the attendance specialist in the main office.

BEFORE/AFTER SCHOOL PICK-UP AND DROP-OFF

The main parking lot on the corner of Perrin and Liberty Hill Road has been designated as the bus drop-off and pick-up areas. Traffic is extremely heavy from **8:00 a.m. to 8:15 a.m. and from 3:05 p.m. to 3:20 p.m.** It is recommended that parents use Liberty Hill Road and the back parking lot during those times. We ask that everyone please follow the following guidelines: 1) Do not stop or park in the RED BUS LOADING areas; 2) Please park your car and walk to the sidewalk area to drop off or pick-up students. **CHILDREN WILL BE ALLOWED TO CROSS THE PARKING LOT OR STREET ONLY WHEN ACCOMPANIED BY AN ADULT;** 3) Enter the front lot from Perrin and exit onto Liberty Hill Road; 4) Do not use handicap spaces unless authorized to do so; 5) Do not use Liberty Hill as a drop-off/pick-up area. This is a red zone. **Only Liberty Hill & Perrin Circle Drives can be used for drop-off/pick-up;** 6) Drive carefully! Be aware of students crossing the driveway entrances and exits as they walk home.

Liberty Hill & Perrin Circle Drives are drop-off or pick-up areas **only** during the heavy traffic times as indicated above. **Do not leave your vehicle unattended in the circle drive at any time.** Your help in providing for the safety of all children is appreciated.

FIELD TRIPS

Field trips and off campus activities are considered educational enrichment activities. All students participating in a field trip must have written permission from a parent/guardian. Transportation will be provided using CUSD buses or local charter buses. Fees may be necessary to offset the cost of admission and/or transportation on local or long distance field trips. Financial assistance through the Liberty Parent Club or Student Body may be available upon request.

Parent volunteers are often requested during field trips. If you choose to participate as a chaperone, your child's teacher will notify you in advance regarding your responsibilities during the outing. Parents may drive their own cars in lieu of riding on a school or charter bus, but **all students are required to ride in the bus with his/her classmates. Students must return to school before parents can check them out.**

SCHOOL PARTIES - BIRTHDAYS

The Parent Club sponsors classroom parties three times during the year: Harvest for gr. 1-6, Winter for gr. k-2, and Valentine's Day gr. k-6. Room mothers coordinate with the teacher for these events, which generally are the last hour of the scheduled day.

We do not encourage birthday parties at school. A small treat at the end of the day may be permitted, however please check with the teacher involved prior to the time you wish to do this. Balloons and/or gift deliveries are not allowed to be delivered to your child.

SCHOOL VANDALISM

Our facilities continue to be used more and more during non-school hours. There is an increasing need for all of us to be observant in an effort to protect our beautiful school. If you are using the facilities after school hours, on weekends, or just passing by and you notice something of a suspicious nature, please call the school. Often it will be nothing at all. However your observation may provide important information.

Please review with your children the prohibitions concerning bicycle-riding, scooters, skateboards, and climbing on or around buildings. These activities may result in injury to children and damage to school property.

SENDING GIFTS TO STUDENTS AT SCHOOL

Please **do not** have balloons, flowers or other gifts delivered to individual students while at school. Although we appreciate the parents' intent to acknowledge a special day, such items cause a certain amount of disruption to the educational environment. Such items, if delivered, will be held in the office and given to the child at the end of the school day.

STUDENTS STAYING AFTER SCHOOL

Only those students who are involved in regular after-school activities supervised by members of our staff may remain after school. Students must have permission slips on file in order to participate. A teacher may request that a student remain after school. This will be with parent knowledge and permission. **We have no means of providing supervision for students who wish to stay after school.** Please adhere to the following guidelines:

- **Siblings are not allowed to wait for their older brothers or sisters involved in co-curricular activities.**
- On game days, all students who regularly go home at 3:10 will do so. Non-participating students may remain after school (or return to school) to watch the game only if they are under parent/guardian supervision.
- If a student should miss the regular 3:10 bus or 4:15 recreation bus, he/she must go to the office. The office is always open as long as any student is on campus.
- There is always a problem when an after-school activity must be canceled at the last minute. In general, we will not cancel an after-school activity unless it is absolutely necessary. If we must, students will be allowed and instructed to call their parents to inform them of the change.

The only exception to this is bad weather. On rainy days, outside after-school activities will be canceled. Obviously, this decision cannot be made until late afternoon. We recommend that, on rainy days, you call the school after 2:00 p.m. to confirm whether or not the activity will be conducted.

STUDENT USE OF THE TELEPHONE – Cell phones

Office telephones may be used by students only in the case of an emergency and/or if a pass is issued from the classroom teacher. During the school day students also have access to telephones in their classrooms with teacher approval. The use of cell phones, text messaging and other electronic devices is not allowed during school hours. However, students may be given permission to use their cell phones to contact parents to inform them of changes in schedules due to cancellations of co-curricular activities. Cell phones used against this policy will be confiscated, and returned only to a parent/guardian. Calls into the classroom will not be permitted during instructional classrooms hours.

TEXTBOOKS

Textbooks will be issued to students by their teacher. Book covers are mandatory for textbooks that go home. Students are responsible for the care of textbooks and other non-consumable items issued to them. The replacement cost will be charged to students for books that are lost or stolen, and books that show damage caused by negligence.

EMERGENCY PROCEDURES

In an emergency situation, the school will attempt to notify the parent or legal guardian. This is why it is critical to keep your contact information updated, as needed. Fire Drills/Earthquake/Lockdown Drills are conducted regularly as a safety precautionary measure. Emergency procedures are reviewed with staff each year in accordance with California law and the Governing Board emergency procedure plans.

EMERGENCY PROCEDURES - WEATHER

In the event that we have severe rain, hail, wind and/or flooding at dismissal time students will not be allowed to walk home until parents are contacted. Students will remain supervised in the classroom or MPR until a safe means of transportation home can be arranged or until the severe weather subsides.

FOGGY DAY BUS PROCEDURES

On foggy mornings, bus departures may be delayed. The announcement of a two-hour delay will be broadcast over local radio and television stations starting at 6:30 a.m. This means the bus will pick up your child two hours later than your normal pick-up time. **Even though buses are delayed, classes will start at the usual time.**

HOMEWORK POLICY

Homework plays an important part in the student's growth in academic skills. It is an extension of the classroom, giving students reinforcement in using what has been taught in the classroom. Homework fosters good study habits that will be useful throughout the individual student's school career.

- Normally 30-40 minutes of homework will be required in primary grades and approximately 60 minutes in grades 4-6. This may not include work that students fail to complete during class due to inappropriate use of class time or co-curricular pull outs. Homework is reviewed by teachers each day and is part of the classroom grading structure.

Parents can be helpful in making homework meaningful and productive for their children. Give your child assistance, but remember that homework is your child's responsibility. **Please contact the teacher immediately if difficulties occur with respect to the student's homework routine or you have concerns or questions about homework.**

HEALTH INFORMATION

SCHOOL NURSING SERVICES

School Nurse- School Health Services Assistant

A School Health Services Assistant will be in the health office 5 days a week. When necessary HSA will contact parents/guardians regarding illness and injuries that occur during the school day. All HSAs are CPR/First Aid certified.

Credentialed School Nurses are on campus for the following:

- Mandated vision and hearing tests.
- Complete special education and 504 health assessments.
- Ensure immunizations are compliant with CA state law.
- Provide health education resources for school staff, students and parents/guardians.
- Maintain student health records.
- Contact parents/guardians regarding health problems and/or excessive absences.
- Communicate with health care providers regarding health issues and impact on education (within HIPPA regulations).
- Develop health/safety plans for students with high risk medical diagnosis.

Reasons to keep students home:

Temperature 100.0F or greater within 24 hours

Illness affecting child's ability to learn

Vomiting/Diarrhea

Starting antibiotics within 24 hours

Sore throat, especially with headache and/or upset stomach (these are symptoms of strep throat).

RETURN TO SCHOOL

If a student is sent home with fever, they may not return the next day. Student may not return until the following criteria are met:

Symptom free for 24 hours. This includes fever vomiting, diarrhea, cough and rash.

Free from fever for 24 hours without use of fever reducing medication such as Tylenol or Motrin.

Student should complete 24 hours of antibiotic treatment prior to returning to school (if treated with antibiotics).

FIRST AID, ILLNESS, AND INJURIES

First Aid, Illness, Injuries

- If a student is injured or ill at school he/she will receive every care and consideration.
- Parent/guardian will be contacted for serious injury or illness.
- School nurse is available to consult with parents/guardians regarding health problems upon request.
- After extended illness or injury parent/guardian should follow up with school nurse for any needed care or accommodation.
- Injuries and illnesses occurring at home should be cared for at home.

Upon student's return to school parents are to provide documentation from health care providers indicating any limitations or special considerations/equipment necessary to the student's continued care at school.

EMERGENCY CONTACT

In case of an emergency parents/guardians will be contacted.

It is very important that the Health Office have updated contact information.

If there is a change in contact information please contact the health office to ensure the correct information is on your student's health information card. (Changing information on Parent Connect does not alert or inform the health office.)

MEDICATION

ALL medications (even over the counter medications including Tylenol, Advil, cough drops and eye drops) must be checked in through the Health Office.

- CA Education Code Section 49423 requires that any medications to be taken at school must be presented with:
 - A written statement from the physician detailing the name of medication, amount, method and time medication is to be taken.
 - A written statement from the parent/guardian indicating their desire for the school to assist the pupil in the matters set forth in the physician's statement.
 - Medication must be clearly labeled and sent to school in the original container from the pharmacy.
 - The **Medication at school form** is available from the school or on the district web site under Departments – Nursing – Medication at School form.
 - The Health office does not keep medication for general student use.
 - **NO MEDICATIONS WILL BE GIVEN AT SCHOOL UNLESS ALL THE ABOVE REQUIREMENTS ARE**
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HEAD LICE POLICY

Clovis Unified School District operates on NO LICE guidelines.

Students will be sent home if evidence of live lice is found.

Students may not return until treatment has been completed and hair/scalp are free from live lice.

Students must check with health office and be cleared to return.

Class checks are no longer part of district guidelines.

FIRST GRADE PHYSICAL

California State Law requires that all children entering first grade have a Child Health and Disability (CHDP) physical examination within 18 months of beginning first grade. It is necessary to provide the health office with proof of this physical.

CHILD PROTECTIVE SERVICES

It is important parents understand that all school personnel are “Mandated Reporters” of child abuse. Should a staff member have even the slightest suspicion that a child has been abused, they must report it to Child Protective Services (CPS).

PHYSICAL EDUCATION EXCUSAL

If a child is to be excused from P.E. for more than a 3 day period, a written note from a doctor is required. This note should include a diagnosis and specific date for returning to PE as well as any limitations that might apply. Crutches, wheelchairs and other devices require a doctor’s prescription indicating directions for use and the student has been educated to use the device.

HOME/SCHOOL COMMUNICATION PARENT INVOLVEMENT

Communication between the home and the school is essential to the progress and development of each student at Liberty. The parent and the school are partners and your input into your child’s education and the school is welcome and essential for effective operation. In addition to personal contacts between parents and school personnel, the following are the formalized forms of communication used at Liberty.

FACEBOOK/TWITTER

Please follow us on Facebook @ www.facebook.com/libertyelementary

Following us on Facebook will allow you to see frequent reminders, notices, events, messages, and pictures directly from the Liberty office staff.

Or follow us on Twitter- text the number 40404 the words “Follow: Libertyelem”

By following us on Twitter will allow you to receive important text messages about sports cancelations and VERY important events.

We recommend you follow us on both Twitter and Facebook.

REPORT CARDS

Report cards are typically sent home the second Monday following the end of each quarter. Conferences are scheduled with all parents at the end of the first report card period and may be scheduled upon request by the parent or teacher at any time during the year.

PARENT CONNECT

Parents of all students have access to CUSD’s Parent Connect website. This on-line service will allow parents to monitor student lunch accounts, attendance, parent and emergency information. Students in grades 2nd-6th, can also use Parent Connect to monitor grades and missing assignments throughout the school year.

PROGRESS REPORTS

At the end of the sixth week of instruction, teachers in grade 1-6 send home progress reports for all students. This progress report is an indicator of student progress up to that time in the quarter. The objective of the progress report, and other grades sent home is to maintain a communication link with parents.

THE WEEKLY HAWKLINE

A weekly newsletter will be sent home via Peachjar each Friday evening. The purpose of the Hawkline is to provide parents with important information related to the week and to provide the times, dates, and locations of school-wide activities which parents may wish to attend. It will also be used to communicate information of general interest concerning the school, district and community. It is the primary vehicle to communicate school policy, Parent Club information, and to chronicle the major events at school.

WEBSITE

The Clovis Unified School District maintains a website on the Internet. The address is: <http://www.cusd.com>. Visit the Liberty website from the schools link on the district website.

S.A.R.T. (School Assessment and Review Team) COMMITTEE

The S.A.R.T. Committee is a group of interested parents and staff members, which meets once a month to study and evaluate the various components that comprise our total school and to offer input for ways of improving these components. These meetings are scheduled as Parent Workshops. The objectives of these Workshops are:

- To study and become knowledgeable about the programs that make up the total operation of the school.
- To discuss the effectiveness and appropriateness of these programs relative to the goals of the school.
- To aid in assessing school community attitudes about the total school program.
- To act as a communication liaison between the community and the school.
- To provide representatives for the District and Area S.A.R.T. Committees, which meet four times a year.

S.A.R.T. SURVEY

In March of each year, a survey is sent home to the parents of each student. This survey is used to obtain parent feedback regarding the strengths/weaknesses of the school's programs and the extent to which the school is meeting the needs of its community. Results from the survey are given back to each school and discussed with S.A.R.T. Committee and staff. Recommendations for improvement are considered for implementation the following year.

HUMAN RELATIONS COMMITTEE (IDAC)

As part of the Clovis Assessment System for Sustained Improvement, the district has developed a parent Intercultural and Diversity Advisory Council (IDAC) which assists the district in monitoring progress toward promoting positive human relations. Liberty has established a Human Relations Committee which meets quarterly with the principal to provide input regarding human relations concerns and positive programs at Liberty.

PARENT CLUB

The Liberty Parent Club is an active organization that is open to all parents. The Parent Club, with its many activities, is an integral part of the total school partnership between parents, students and staff. It is truly rewarding at the end of every year to see how much Parent Club contributes to Liberty to make it the best school it can be. For further information about Parent Club contact President Kelli Cipolla through the Liberty office.

VOLUNTEERING AT LIBERTY

The Liberty Parent Club recognizes that a wealth of experience, talents and interests are available in our community. The volunteer program represents one way Liberty can use some of these resources for the benefit of our children. Some volunteers work in the school on a regular basis. Others may help with an individual project or activity. If you want to learn more about our parent volunteer opportunities, contact the Liberty School office.

Movie Nights	Art Docent	Snack Bar
Vision & Hearing Screening	Classroom Volunteer	Field Trip Chaperone
Parent Club Carnival	Library Media Center	Kindergarten Registration
Drama Production	Room Parent	Destination Imagination
School Site Council (SSC)	Multicultural Programs	Coaches
	SART Committee	Fundraisers

INSTRUCTIONAL PROGRAMS

The instructional programs at Liberty are closely aligned with the California Common Core State Standards and the CUSD Grade Level Standards that serve as the foundation for each curricular area. Grade Level Standards clarify what students should know in various subject areas including: Reading/Literature, Mathematics, Science, Social Studies, Fine Arts, Wellness/Physical Education and Writing.

ACCELERATED READER PROGRAM

Students must develop their skills in reading so that they may read increasingly complex material with excellent comprehension. Each quarter, students use an electronic program called Accelerated Reader (AR) where they earn points by taking quizzes on books at their instructional reading level. Students are expected to maintain a reading log to chart their progress toward meeting their grade level reading goals. A handout on reading goals and the AR program will be sent home and reviewed at Back To School Night.

PHYSICAL EDUCATION

According to Education section 51210(a)(7), the District is required to provide, in the elementary setting, not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period, physical education. Any complaints related to the failure of the District to adhere to this requirement may be filed under the District Uniform Complaint Procedures, BP/AR 9208, which is included in this handbook

MUSIC

All students in grades 1-6 receive classroom music instruction from our music specialists. Fifth and sixth grade students may elect to take instrumental music and/or vocal music. In addition, students in 4th grade receive instruction with recorders. Students in grades 5-6 interested in vocal music are encouraged to join the school choir.

TESTING

Student achievement is measured through both formal and informal testing. Assessments are mandated by the California State Department of Education and/or the Clovis Unified School District in order to meet requirements for categorical funding. The State **California Assessment of Student Performance and Progress (CAASPP)** requires the administration of standardized achievement tests in English language arts, mathematics and Science (5th grade only) in March-June to all eligible third through

sixth grade students in the State of California each school year. Scores are reported after June 30th and provide district, school and grade level comparisons, as well as individual student profiles.

AUXILIARY SERVICES

Liberty has a team of professionals that provide specialized assistance to parents, teachers and students as needed.

EDUCATIONAL SPECIALISTS

- **Speech and Language Specialist** works with children who are in need of specialized remedial and developmental instruction in language proficiency.
- **School Psychologist** is available to provide testing and psychological information beyond the scope of the classroom teacher. The psychologist plays a counseling role to parents and students and provides assistance to teachers in the implementation of effective teaching strategies for students exhibiting learning and/or behavioral difficulties. **All psychological testing requires written parental consent.**
- **Resource Specialist (RSP)** is trained as a classroom teacher with special certification in special education and learning disabilities. The resource specialist provides specific prescriptive instruction in academic areas to students who have been certified as requiring such instruction.

STUDENT STUDY TEAM (S.S.T.)

The Student Study Team is provided as a service to teachers and parents. Students with behavior, emotional, and/or academic problems that interfere with school performance may be referred to the team for suggestions and/or modifications of the child's learning environment or program. All children that may be considered for a formal assessment are required to be reviewed by the S.S.T. prior to evaluation by the School Assessment Team (S.A.T.).

SCHOOL ASSESSMENT TEAM (S.A.T.)

Children who show significant low achievement, learning disabilities or emotional difficulties may be referred by the S.S.T. to the S.A.T. The team will focus on testing and studying the child to determine the learning difficulty. A meeting is held with the parent where all results of the diagnostic work is explained, as well as recommendations to be implemented to improve the child's progress in school.

504 COORDINATOR

A Liberty teacher serves as the school's 504 Coordinator. If you suspect your child has a disability (learning disability, dyslexia, chronic health problems, attention deficit/hyperactivity disorder, etc.), which may substantially limit learning, you may request that your child be evaluated under Section 504 of the Rehabilitation Act (1973). A qualified educational team will evaluate your child to determine if he/she qualifies as a disabled individual.

CAMPUS CLUB and STAY & PLAY

Campus Club provides quality childcare for school-age children before and after school. All day care is also offered during regular school vacations. The program is staffed with qualified instructors who work with the school staff to develop an enrichment program tailored to the individual needs of the school age child. On Early Release Days, you may wish to take advantage of the Stay & Play program, which is the 90-minute program offered by Clovis Unified as a supervised recreational program during the Monday early release and preparation time for teachers. Questions regarding fees, procedures for enrollment or specific site information should be directed to the Child Development Department at 327-9160.

STUDENT RECOGNITION

LIBERTY SPARTHENIAN AWARD

Each quarter students from each classroom (Grades 1-6) are honored for meeting the criteria for the Sparthenian award. Students receive special recognition for achievement in mind, body and spirit. Specific criteria for each grade level will be distributed to parents at Back-To-School night and include: Mind – reading goal met, mastery of math benchmarks, passing the quarter writing assessment; Body – fully participate in PE; and Spirit – no referrals, no unexcused absences, no more than 4 unexcused tardies, no independent study contracts, and two or less PR checks. The criteria are examined during each quarter for students to be eligible for the award. (See Appendix for Award Criteria for each Grade Level)

CHARACTER COUNTS SKYHAWK AWARD

Students may qualify for this award through any area of school endeavor and for contributions made to their class, school and/or community. The students selected are those who have best reflected the Liberty *Character Trait of the Month*, which is based on the six pillars of character in our Character Counts! Program. This award is given every two weeks. Students' names will appear in the Hawkline and they will receive a certificate and Character Counts! reward from the principal in their classroom.

PERFECT ATTENDANCE AWARD

Students in grades K-6 are eligible for this award. Perfect attendance will be recognized each quarter for students who have no absences (physically present every day for at least an hour). Students with perfect attendance for an entire year will receive a special certificate from Clovis Unified School District.

SKYHAWK ATHLETIC AWARDS

Students receive recognition of participation for membership on any Liberty athletic team at the end of each sports season. Trophies will be presented to selected athletes from each athletic team for individual recognition at the coach's discretion.

HONOR ROLL - GRADES 4-6

The Honor Roll is a means of giving recognition to students based on scholastic achievement. The Honor Roll is published quarterly -- at the end of each report card period. Honor Roll students are recognized at the quarterly awards assemblies. The qualification requirements for the Honor Roll are:

- ◆ No "D's" or "Fs" on the report card.
- ◆ No "N's" or "Us" on the report card.
- ◆ The following grade point averages:
PRINCIPAL'S HONOR: 4.00 (All "As")
HIGH HONORS: 3.50 - 3.99
HONORS: 3.00 - 3.49
- ◆ The grade point averages are based on grades for: Reading, Mathematics, Language, Spelling, Science/Wellness, and Social Science.
- ◆ The following grade points are used to calculate the grade point average:
A = 4.00 B = 3.00 C = 2.00 D = 1.00

PERSONAL RESPONSIBILITY ACTIVITY REWARD (PR)

At Liberty Elementary students are asked to show and maintain high standards of responsibility. The Liberty team has broken the PR concept into two distinct areas of focus, behavior and homework. Below is breakdown of the PR system and how it will affect students during the school year. Each of the areas has a separate consequence assigned for a check. Points will reset to zero at the start of each quarter.

The PR activity is presented quarterly for students in grades 1-6 in recognition of those students who have demonstrated personal responsibility. Some of the areas of responsibility include turning homework in on time, monitoring conduct, caring for school property, and returning library books. Students who have 4 or fewer (grades 1-3) and 2 or fewer (grades 4-6) PR checks in each quarter be invited to participate in the quarterly PR reward activity. **Any student who receives a suspension will automatically be removed from that quarter's reward.**

Behavior and Homework

Each time a student has a rule infraction they may be assigned a PR point. Ideally students will achieve zero checks. As checks are accumulated they will result in a student receiving consequences. Each time a student receives a check in the PR system it will be recorded in the student's planner and the parent will be asked to sign to acknowledge that they are aware of the assigned check.

Behavior and Homework PR Steps

All checks will be noted in the planner on the day they happen (grades 3-6). This is for minor issues only. A Personal Responsibility notification will be sent home with grades 1 and 2. Major rule violations will result in an automatic office referral. Each time a student does not bring in assigned homework they will be assigned a PR check in the homework category.

Behavior and Homework Checks are at the teacher's discretion. Teachers are encouraged to give warnings, and counsel students for minor violations prior to assigning a PR check. PR checks are for repeated violations of minor rules. However, teachers may remove a student's recess/privileges without assigning a PR.

Behavior and Homework PR Check Steps (Grades 3-6)

Check 1 – Teacher/Student Conference and Study Hall at recess

Check 2 – Study Hall

Check 3 – Study Hall/ teacher/parent communication and **LOSS of PR Activity**

Check 4 – Study Hall and 1 day of after school detention

Check 5 – Study Hall and 2 days of after school detention

Check 6 and above – Office Referral (Administration/Teacher/Parent Conference) and 2 additional days of after school detention

Behavior and Homework PR Check Steps (Grades 1-2)

Check 1 and 2 – Teacher/Student Conference, loss of recess and teacher/parent communication

Check 3 – Study Hall and teacher/parent communication

Check 4 – Study Hall, loss of lunch recess and teacher/parent communication. (Office notified)

Check 5 – 1 day after school detention, teacher/parent communication (**LOSS of PR Activity**)

Check 6 – Office Referral (Administration/Teacher/Parent Conference)

LIBERTY BLOCK L

The school plays an important role in preparing children to lead successful and happy lives. This entails much more than merely teaching skills and imparting knowledge. The school provides a wide range of experiences for children and a framework within which their attitudes toward themselves and their environment can take shape. Students who assume a variety of responsibilities will be more apt to develop poise, self-confidence, a sense of personal responsibility, and a wide range of skills that are essential ingredients in exercising freedom of choice and decision-making as an adult.

This is what the BLOCK L - SPARTHENIAN AWARD is all about. The award has four functions. First, it is a reward for self-motivated students. Second, it is a blueprint for parents and students to use in planning, encouraging and setting goals in school activities and programs. Third, it is a means of developing responsible, well-rounded individuals. Fourth, it is a significant form of recognition for students who have met the criteria for the award. Planning, responsibility, and commitment are the key factors in earning this award, not necessarily ability and talent.

The Block "L" Award is about goals. It is the highest award that is offered to 5th and 6th grade students at Liberty Elementary School and presents a worthy challenge for students. The recipients of this award truly exemplify the concept of the Clovis Spartanian..."to be the best you can be". The areas and activities in which students earn points have been grouped into the three domains: Mind, Body, and Spirit. To earn the Block L Award, a student must have earned points in each of these domains and have accrued the designated number of total points. A score calculation sheet has been provided for your use in the appendix.

*****Mind*****

Activities and requirements in this domain have to do with intellectual and artistic development. The two components in the "Mind Category" are SCHOLARSHIP which includes competency areas, and CO-CURRICULAR. *A student must have at least 9 points in the scholarship area and 8 points in the co-curricular area for a minimum total of 17 points in the Mind category for the year.*

SCHOLARSHIP

HONOR ROLL

- Principal's Honor Roll (GPA=4.0)=3 points per quarter. (1 extra point awarded for earning all three quarters)
- High Honor Roll (GPA=3.50-3.99) = 2 points per quarter
- Honor Roll (GPA=3.00-3.49) = 1 point per quarter
- (No Ds, Fs, or Ns on report card)

GRADE LEVEL ACCELERATED READER GOAL

Students can earn 1 point each quarter for achieving their Accelerated Reader goal. (reading log)

CO-CURRICULAR AREAS

MUSIC

- Participation in the Instrumental Music Program (band and/or orchestra) and/or Choir (Grades 5-6) Students must participate in performances/concerts, practices and uniform requirements = 3 points for each performing group. (1 extra point awarded if choir earns a "superior" rating)

DESTINATION IMAGINATION/HISTORY DAY/ SCIENCE FAIR

- Students can earn 3 points for participating in all practices and the competition.

DRAMA PRODUCTION

- Students can earn 3 points for attending and participating in all practices and the performances.

ESSAY, ART AND POSTER CONTESTS (4 Points Max)

- Participation in any (or all) of the several contests offered throughout the year = 1 point per contest up to 4 points maximum.
- *Participation in these contests will be on an individual basis. Students must, independently, submit completed posters, art, or essays that are acceptable for entry into competition.*

ACADEMIC COMPETITIONS (SPELLING BEE/ MATH DECATHLON) (1 Point PER)

*****BODY*****

Activities grouped into this domain have to do with physical development (i.e., physical fitness and athletics). To earn the award, a student must have at least 6 points in this domain for the year.

PHYSICAL FITNESS ASSESSMENT

- Points will be based on district criteria determined at the scheduled physical fitness testing period.
- Scoring at the 50th percentile of the Healthy Fitness Zone in each of the physical fitness test areas = 3 points. (1 extra point awarded if student achieves presidential award if PE testing)

CHEER AND SPORTS

- Students can earn 3 points for every sport that they participate in for the entire season.

- Guidelines for participation have been set by the “Code of Participation Contract” that has been established by the coaching staffs. (*See Score sheet for extra point possibilities in cheer and sports area*)

*****SPIRIT*****

The activities grouped into this domain have to do with character development. They are designed to provide opportunities for the development of such character attributes as concern for and service to others, active citizenship, civic mindedness, cooperation, responsibility, and dedication. To earn the award, a student must have at least 8 points in this domain each semester.

CHARACTER COUNTS AWARD

- Students who are selected for the “*Skyhawk Award*” earn 3 points.

PERFECT ATTENDANCE

- Students that have no absences will receive 2 points per quarter. (Maximum of 6pts)

STUDENT COUNCIL

- A student will receive one (1) point for RUNNING for a student body office and is not elected.
- A student will receive one (1) point for being elected to the position of Classroom Representative to the Student Council and serving for a full semester in accordance with the Code of Participation. (Max. points = 2 per semester)
- A student will receive three (3) points for being elected as a Student Body Officer and serving for two full semesters in accordance with the Code of Participation.

LIBRARY MONITOR

- This position is open to fifth and sixth grade students with a minimum 2.0 GPA and satisfactory citizenship.
- Students can earn 3 points for fulfilling the obligated hours of service.
- Library Monitors will apply for the position and be selected by the Liberty library tech.
- Students assist during their morning or lunch recess, before school or after school.

PERSONAL RESPONSIBILITY ACTIVITY

- Students that have no more than 2 personal responsibility marks per quarter can earn 2 points per quarter. Also a student must earn 2 of 3 quarterly rewards in order to earn Block L

A student who receives an office referral at any point during the school year will receive a 1 point deduction. A student who has 2 or more office referrals at any point in the year, or is suspended during the year, will automatically be disqualified from receiving the Block L Award. (see Appendix for a Score Calculation Sheet)

CODE OF PARTICIPATION

Co-curricular activities are a vital part of our total school program. In addition to providing a variety of exploratory and enriching learning experiences for students, they are important also in building character and shaping attitudes. When students elect to participate in a co-curricular program (i.e., chorus, sports, etc.), they must recognize that they have assumed certain responsibilities and obligations -- to the coach or advisor, to the other members of the activity, and, certainly, to themselves. The school allocates considerable resources in terms of time, money, energy, and personnel in an effort to provide quality co-curricular programs for our students. In turn, we encourage students to participate and expect quality participation from those who do take part in the activities.

Our major co-curricular programs have "participation contracts" stating what is expected of the participant. Students agree to the stipulations upon joining an activity. In essence, the terms of these "contracts" reflect the following CODE OF PARTICIPATION.

1. Students below a 2.0 GPA at any point during the season will be placed on a minimum one week academic probation for the following week. When the student raises his/her grades, they will be permitted to rejoin the team upon clearance by their teacher. If an athlete is placed in academic study hall more than twice, they may be excused from their team or activity.
2. Any student, who is earning a D or F in any subject, may be removed from their activity through collaboration of the classroom teacher, the coach or advisor, and administration.
3. Students must abide by all practice, meeting, or rehearsal schedules established for the activity.
4. Students will participate in activities in a positive manner. They will show proper conduct, strive to learn, and grow in ability and skill, while contributing to the group to the best of his/ her ability.
5. Students are not allowed to arbitrarily or unilaterally "quit" an activity. Students must meet with the coach or advisor for their activity for consideration of being released.
6. Students who wish to quit a team or activity must consult with their coach or advisor to confirm dismissal from a team.
7. If an athlete fails to "sign-out" with their coach from an away game, a Personal Responsibility (PR) will be issued.
8. According to the CUSD Athletic Handbook, we are limited to three hours maximum practice per week once the sports season starts. Furthermore, at no time are we allowed to have organized sports practice on Wednesdays, during recess, or during PE.
9. Any students unable to compete at an all-day competition will not be permitted to travel with the team.
10. Students must be at school by 10:00 a.m. on the day of any competition event or activity to be permitted to participate.

There is a two week grace period at the beginning of each season or activity in which students may determine if any activity is appropriate for them. During the two-weeks, students may change activities or quit the team. However, if the student quits after the two week grace period, they will not be allowed to participate in the next sports season. Students may also only switch to a new sport within the two week grace period one time. Coaches must consult the non-privileged list prior to the beginning of the new season. The aforementioned list will consist of students with a GPA below 2.0 or if they quit the previous sports season.

Equipment Obligation

All of the equipment that the athletes use during the season is extremely important and most of the time expensive. Once athletic equipment is checked out to a student he or she is completely responsible for its care. Athletes must pay a fee for any damaged or lost equipment. Athletes will not be eligible to participate in any new activity until they are cleared from any equipment obligations from the previous season.

Any athlete that has not returned their uniform and equipment by the Friday following the last game will not be eligible for the next season and will receive a PR every day until returned or replaced.

Unacceptable/Disruptive Behavior

Any conduct that disrupts or interferes with the discipline, order, conduct, administration, or operation of any District school campus, classroom, administration office, event or activity constitutes unacceptable behavior. This conduct is not limited to the following:

1. Disruption of or threats to disrupt classroom or district-sponsored activities or events.
2. Disruption of or threats to disrupt the operation and order of any district school campus, administration office, or other facilities.
3. Threats to the health or safety of students, district staff, parents or members of the public on District premises or at District sponsored events or activities.
4. Battery or assault upon students, district staff, parents or members of the public.
5. Intentionally or willfully causing damage to district property.
6. Using obscenities or speaking in a loud, insulting and/or demeaning manner.

Athletic Expectations for Participation

Coaches Expectations of Athletes

1. Be at each practice on time and ready to work.
2. Do what your coach asks of you.
3. Give 100% effort 100% of the time.

The following specific guidelines are in place to ensure fair, consistent, and appropriate participation for all athletes. Any student that is placed on academic probation, or sent to the office and placed on the non-privileged list will not be eligible to receive an individual award.

Action	Number (This is not consecutive, it is cumulative in one season)	Consequence
Grades	Below 2.0	-Students below a 2.0 GPA at any point during the season will be placed on a minimum one week academic probation for the following week. When the student raises his/her grades they will be permitted to rejoin the team upon clearance by their teacher.
Excused Absence (The same criteria for school absences is applied for co-curricular absences)	1	-No action taken.
	2 or more	-Player does not start on game day.*
Unexcused Absence (Not showing up for practice, detention, or an unexcused absence from school)	1	-Player does not start game.
	2	-Player does not attend game.*
	3	-Player may be placed on team suspension or possibly excused from the team.
	4	-Dismissed from the team

Notes:

- A student may not be permitted to attend game if they arrive at school after 10 a.m. on game day.
- A student may not attend the week's game if they have 3 consecutive absences.
- It is the responsibility of the parent and/or student to inform coaches of any absence. Parents may send a note or email a coach of their child's absence. Students are not responsible to and may not inform coaches of their peer's absence.

*Due to track season being an individual competing sport and a brief season, a student with 2 or more excused and/or 2 or more unexcused absences may not attend the track competition for the week. This could also result in disqualification to make any of the following track meets (Liberty In-house Meet, Golden Eagle Invitational track meet, CWA Track Championships, CUSD Championships).

CO-CURRICULAR ACTIVITIES

PHILOSOPHY: Involvement is the key word in the Liberty Elementary Co-curricular Program. A student's participation in school activities can do much to instill a child with self-pride and help develop a strong sense of self-esteem. Please encourage your child to become involved. It is a school goal that 100 percent of the fifth through sixth grade students participate in at least one co-curricular activity. Information concerning these programs will be sent home as the year progresses. The co-curricular program offered to students at Liberty School in grades 4-6 includes:

- | | |
|--|---|
| <p>ATHLETICS
 PEP & CHEER SQUAD
 INSTRUMENTAL MUSIC
 SCIENCE FAIR
 HISTORY DAY
 DESTINATION IMAGINATION
 SCHOOL SERVICE</p> | <p>STUDENT GOVERNMENT
 CONCERT CHOIR
 ORAL INTERPRETATION
 DRAMA
 POSTER CONTESTS
 ESSAY CONTESTS
 COMMUNITY SERVICE</p> |
|--|---|

STUDENT COUNCIL

Students in grades 4-6 are encouraged to run for student body office. These students learn the fundamentals of a representative democracy through involvement in student government. The students elect the following officers: president, vice president, secretary, treasurer, historian, grounds commissioner, athletic commissioners, rally commissioners, safety commissioner and student relations. The Student Council takes an active role in sponsoring and planning various student activities, enhancing communication between the students and staff and conducting fund-raising activities for the benefit of the students.

ATHLETIC PROGRAMS

Liberty provides an interscholastic athletic program in which our teams compete with the other elementary schools in the district. The goals of our athletic program are:

- To teach and develop proficiency in the skills associated with each sport
- To develop the personal discipline, commitment and sportsmanship associated with being a member of a team
- To recognize EXCELLENCE only comes through effort and the desire to be the BEST THAT YOU CAN BE

Season	Sport	Number of Teams	Restrictions
Fall-Spring	Cheerleaders	One team	5 th and 6 th graders
Fall	Football (tackle)	Varsity & JV	5 th -6 th graders Weight limit of 144 lbs.
	Cross Country	Boys and Girls team	4 th -6 th graders
	Girls Volleyball	Varsity & JV teams	5 th -6 th graders
Winter	Wrestling	Varsity & JV	4 th -6 th graders Weight divisions
	Boys Basketball	Varsity & JV teams	5 th -6 th graders
	Girls Basketball	Varsity & JV teams	5 th -6 th graders
Spring	Baseball	Varsity & JV	5 th -6 th graders
	Softball	Varsity & JV teams	5 th -6 th graders
	Boys Volleyball	Varsity & JV team	5 th -6 th graders
	Track	Boys and Girls team	4 th -5 th -6 th graders

All students in the grades indicated above are eligible to try out for the teams. **Students** who try out will be able to participate, except in football* where there is a minimum weight limit of 60 pounds and maximum weight limit of 144 pounds in uniform. All team participants are required to have accident insurance. This may be verified through a family policy or purchased through the

school. A child will not be allowed to participate in any after-school sports programs or intramurals if they are not participating in PE due to a PE excuse.

The teams practice after school (3:15 - 4:15 p.m.) three afternoons per week (Monday, Tuesday, and Thursday) with the games usually scheduled on Fridays at 3:00 p.m. (Varsity Baseball and Softball will begin at 2:40). If there is enough interest to support "JV" teams, then those games will begin at approximately 2:15 p.m. A game schedule will be sent home at the beginning of each season.

SPECTATOR CODE OF CONDUCT

Spectators are an important part of athletic events. They should, at all times, reflect high standards of support and good sportsmanship as indicated by the following:

- Spectators should, at all times, respect officials, coaches and participants and extend all courtesies to them as guests in the community. Respect coaches at all times. Recognize that they have team goals beyond those of an individual child.
- Enthusiastic and wholesome cheering is encouraged. Booing, stamping of feet, disrespectful remarks and/or cheers or yells which "put-down" the other team is unacceptable.
- Bells, whistles, or noisemakers of most any kind are acceptable for outdoor athletic events, but not for indoor athletic events. Noisemakers must not interfere with the various activities.
- Consistently exhibit good character and conduct yourself as a role model for children. Don't argue or show excessive displays of anger or frustration.
- It is a privilege to compete in sports, not a right. Students and spectators are expected to represent their team, school, and family with honor, on and off the field
- If parents wish to discuss their child's participation on the team with the coach, please call the office and schedule an appointment outside of practice and games. The coach has supervision responsibilities during these times. This also provides time when emotions may be more level and the discussion will be more productive.

RULES OF STUDENT CONDUCT

Our school maintains high, but not unreasonable standards of conduct and behavior for all of our students. We believe appropriate student conduct is essential in order to make each student's experience at school meaningful, productive and enjoyable. The rules governing the behavior of students and the operation of the school reflect three guiding principles: (1) the school exists as a place to learn; (2) teachers have a right to teach and all students have a right to learn; and (3) self-discipline is the key to school discipline. Please use the STUDENT AND PARENT Rights and Responsibilities Guide for detailed Governing Board policies and Administrative Regulations pertaining to parents and students of the Clovis Unified School District.

GENERAL STUDENT CONDUCT RULES

- Personal items such as toys, electronics, cards, games, skateboards, etc., are not allowed at school unless so directed or authorized by the teacher.
- Students should return all lost and found articles to the office.
- Students will conduct themselves in a way that will not disrupt the learning environment.
- Gum and seeds are not allowed at school at any time. Candy brought from home for lunch must be eaten in the cafeteria.
- Students may use the office telephone ONLY WITH SPECIFIC PERMISSION from a school staff member.
- Students will play at recess in the designated play areas only. Other areas, buildings & corridors are OFF LIMITS during recess.
- Students should not bounce balls in corridors or on walls of any building.
- Students should stay on sidewalks.

BICYCLES

- State law requires bicycle helmets for children under the age of 18.
- Students riding bicycles to school will park and lock them at the bicycle racks as soon as they arrive at school.
- Bicycles are **not to be ridden** on the school grounds or walkways AT ANY TIME.
- Students are to obey all traffic laws (see Motor Vehicle Code) when riding bicycles to and from school.
- Students are not to go into the bicycle parking area during the school day.
- Students who consistently fail to abide by these provisions may be required to use another form of transportation to and from school.

EQUIPMENT

- Footballs and soccer balls are to be used only on the grass area.
- Baseballs, softballs, bats, and tennis rackets are NOT to be used except WITH TEACHER SUPERVISION.
- Students should use climbing equipment and slide properly. No twirling or hanging by knees.
- Students should kick balls only on the grass area.
- Students are NOT to kick volleyballs, basketballs or rubber balls.

CAFETERIA CONDUCT

- Students wishing to eat in the cafeteria MUST have courteous and proper behavior. Students should face forward and demonstrate good table manners at all times.
- Students may talk quietly to the persons next to them. Shouting or talking from one table to another is unacceptable.
- Hats **may not** be worn in the cafeteria.
- The floor and tables must be free of litter before students are excused for recess.
- All students will remain in their seats until the supervisor dismisses them.

LIBERTY BULLYING PREVENTION

Prevention or Anti-Bullying Programs significantly impact the positive climate of Liberty Elementary students. Elements of Liberty's program to provide a positive climate and culture that enables students to thrive.

Character Education

- Character Counts imbedded in daily routines with principal talks twice yearly at the beginning of the semesters to address bullying, zero tolerance policy, and sexual harassment.

Culture of 'School Connectedness'

- Implementation of coordinated programs with clear policies.
- MAC Kids (Multi-cultural Advisory Council) & Liberty multicultural program to celebration and learn about cultures represented at Liberty, including evening dinner events throughout the academic year.

Behavior Support

1. Clearly established policies for behavior. Disciplinary actions including investigate and assign consequences appropriate to the incident(s).
2. Personal Responsibility awards for students exhibiting appropriate behavior, quarterly incentive program.

Health Program/Delinquency Prevention

- Daily attendance monitoring with district level support for families.
- Health program which provides immediate care, promotes positive health practices, and provides referrals to agencies that support families.

- CSI (Clovis Support Intervention) providing small group counseling for students struggling with divorce, anger, loss, etc.

Academic Interventions

- Additional credentialed teachers providing academic intervention for all grade levels with one-on-one support.
- Before and after school intervention program provided by credentialed teachers.

REFERRALS

Behavior that results in a referral may include but are not limited to: defiance of authority, profanity/obscene gestures/offensive or crude jokes or language, teasing/harassing of other students, cheating, stealing, disruptive behavior or repeated minor offenses which have been addressed previously.

Examples of consequences *may* include two or more days of non-privilege with suspension from sports activities, removal from assemblies/special activities/field trips, loss of recess, after school detention, suspension from school, etc. Parents will be contacted by administration, and student will be given a PR check following school guidelines.

SUSPENSION

Suspension means the removal of a student from ongoing instruction for adjustment purposes. Section 48900 of the California Education Code and Governing Board Policies of the Clovis Unified School District provides authority to suspend students who engage in activities that disrupt school activities or otherwise defy the valid authority of supervisors, teachers, administrators, and other school personnel. Suspension automatically eliminates student from the PR activity and results in 1 to 10 days of non-privilege.

NON-PRIVILEGE STATUS

Any student suspended from Liberty will be placed on non-privilege status for five school days beginning on the first day of their return to school from their suspension. Any non-privilege status requires that the student not participate in or attend any school activities or functions for the assigned number of school days. No exceptions will be made to this rule for athletes, performers, or for any special events.

DETENTION

The after school detention will be used for those students who are in violation of the rules of proper behavior at Liberty. The assignment of detention for this purpose will be done through the site administrators or classroom teachers. For after school detention (3:15 - 4:15 p.m.), notification of parent will always take place prior to assignment. If necessary, the recreation bus will be available to take the student home.

BUS TRANSPORTATION

According to established Board Policy, bus transportation will be available for students in K-6 who live in excess of the walk-in zones. The established walking distance for students at Liberty will be measured by the most direct route from the student's principal residence to the point at the school site in which the student may enter onto the school property. Current distance can be obtained from the district office. Bus routes will be posted on the district website and at the Liberty office in August for areas that are eligible for ridership. Parents wishing to purchase fee-based home-to-school transportation should contact the bus transportation office at 327-9700. See the Student Rights and Responsibilities for general bus riding rules.

IMPROPER STUDENT CONDUCT ON THE BUS

The state law provides that the bus driver has complete responsibility for student safety and conduct on the bus. Student misbehavior constitutes a serious safety hazard on the bus. Students not conducting themselves properly will be issued a citation

by the bus driver, which must be signed by the parent before the student may be readmitted to the bus. Misconduct may also result in suspension or denial of transportation privileges.

DRESS & GROOMING REGULATIONS

These regulations specify standards of dress and grooming promoting a safe school setting conducive to a positive learning environment consistent with the Board's policy governing acceptable and appropriate apparel and appearance for students.

A. Apparel

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency and good taste as appropriate for school. 1. Articles of clothing which display gang symbols, profanity or products or slogans which promote tobacco, alcohol, drugs or sex; materially interfere with school work; create disorder or disrupt the educational process are not allowed. 2. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will not be allowed. Military paramilitary, or camouflage (military style) clothing will not be permitted. 3. Extreme fashion that draws undue attention to the student will not be allowed. This includes distracting clothing, and distracting make-up, etc. 4. Jackets and other apparel depicting professional sports teams shall not be worn. Jackets or other apparel depicting college or university teams are acceptable unless such team designations are associated with gangs or otherwise conflict with the standards for acceptable apparel. 5. Underwear-type sleeveless shirts, athletic tank tops, beach wear, swim wear, halter-tops, tube tops, spaghetti straps, bare midriffs or chests, see-through or fishnet outfits, or off the shoulder and low-cut tops are not appropriate or acceptable. Dresses and skirts are to be worn no shorter than five inches (5") above the top of the kneecap, but no shorter than mid-thigh. Clothing that exposes bare midriffs or cleavages is prohibited. Shoulder straps on tops and other clothing must be a minimum of two inches (2") wide. 6. Shorts are to be worn no shorter than five inches (5") above the top of the kneecap, but no shorter than mid-thigh. Shorts are to be hemmed and not form fitting. Bike shorts (spandex) gym shorts, frayed shorts, or shorts with holes are unacceptable. Athletic shorts with pockets are permissible. Shorts worn during Physical Education may not be worn during regular class time at secondary sites. 7. Straps on shoes and clothing must be fastened at all times. 8. Leggings will be allowed if over-garment is no shorter than five inches (5") above the top of the kneecap, but no shorter than mid-thigh. 9. Shoes must be worn by all students. No hard-toed or steel-toed shoes/boots will be allowed. No high top, laced up, combat, or military style boots will be allowed. Shoes, or sandals without heel straps that do not present a safety concern may be worn by students in grades 7 through 12, except during physical education classes, recess, while participating in school-related athletic competitions, events or activities, or while participating in other activities where safety is a concern. Backless shoes commonly known as "flip-flops," "beach shoes," "soccer sandals," "zories" and/or thongs are inappropriate and will not be allowed. See Exhibit No. 2105 (2). 10. For safety reasons, students in grades pre-school through 6 are not allowed to wear flip-flops, shoes or sandals without a heel strap. See Exhibit No. 2105 (2). 11. No slippers will be allowed. 12. Excessively baggy pants, including sweatpants, are not allowed. Pants cannot exceed five inches (5") when measured at the kneecap of the straightened leg. Pants must fit and be worn at the natural waist. The bottom of the pant leg may not be frayed or drag on the ground. Pants must be hemmed and not stapled, pinned, or taped. 13. Sleepwear is not permissible. 14. Oversized shirts that present a safety concern or reflect gang style are not acceptable. 15. Hats and/or caps and/or sunglasses must be removed in the classrooms or offices. Specific clothing and hats determined by the school district or school site to be gang-related or inappropriate apparel are not acceptable. Rules relative to college, university, and professional team apparel apply to hats, caps and other types of head coverings. Articles of sun-protective clothing, including, but not limited to, hats and sunglasses, may be used outdoors. Subject to these provisions, sun-protective clothing, headwear, other than caps or hats, will not be allowed at school. School sites may add other restrictions on the type of hats to be worn. 16. No frayed or torn clothing is acceptable (manufactured or otherwise). 17. Clothing, jewelry and personal items shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive; shall not bear drug, alcohol or tobacco company advertising, promotions or likenesses; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, religious, or sexual orientation prejudice. 18. Clothes shall be worn as intended and be sufficient to conceal undergarments, which shall be worn and covered at all times. 19. Pro logos on school materials of any kind are not acceptable (binders, folders, backpacks, pens, pencils, etc).

B. Grooming

1. Hair shall be clean and neatly groomed. 2. Hair or mustache styles which cause undue attention are not acceptable; e.g., unusual designs, colors, symbols, messages, mohawks, Faux-Hawks, or unusual razor cuts. Complete razor

shaving of the head is allowed. 3. Beards are not allowed. Sideburns are allowed, but may not extend past the base of the earlobe or be wider than one inch (1"). 4. Bangs or other hairstyles must not obstruct nor interfere with vision. 5. For those courses where long hair may pose a safety risk, such as where mechanical equipment with moving parts are used or where there is an open flame, long hair must be in a protective head covering, such as a hair net or cap, or hair must be securely bound behind the head, consistent with rules established by the instructor. 6. Tattoos, permanent or temporary, must be covered at all times.

C. Jewelry

1. Piercing jewelry is acceptable in the ears only. Piercing jewelry that is intended to alter the natural shape of the ear is prohibited. Other body piercing jewelry (e.g., that for piercings in the eyebrows, nose, lips, tongue) is not acceptable. Distracting jewelry, including piercing jewelry that draw undue attention, is not allowed.

D. Exemptions

1. Religious beliefs, bona fide medical reasons, or other good cause based on legal requirements, when verified, may be grounds for an exemption to a specific portion of the Dress and Grooming Policy. 2. A petition for an exemption from enforcement of a specified portion of Dress Code Policy may be submitted to the Student Services and School Attendance office. An appeal of a denial of any exemption shall be submitted in writing to the Associate Superintendent, School Leadership, within 30 calendar days of the denial. A. In the event that it does not, then, within 30 calendar days of receipt of the appeal, the Associate Superintendent or designee shall gather facts and make a written determination, which shall be provided to the complainant. Gathering of facts shall include but may not be limited to meeting with the complainant, if deemed appropriate to do so. Any decision of the Associate Superintendent, School Leadership shall be final. B. In the event that the allegations raised in the appeal are determined to fall within the District's Uniform Complaint Procedures ("UCP") included in Board Policy No. 9208, then the District would use the District UCP process rather than the above appeal process.

E. School Uniform Policy

1. The decision to pursue a school uniform policy must be initiated by parents and approved by the school S.A.R.T. committee and the site principal. 2. A school uniform committee will develop a survey to be sent to all parents regarding their position on a school uniform policy by January 15 of the school year prior to the implementation of a school uniform policy. Prior to the distribution of the survey, the committee must sponsor at least one parent forum or meeting open to all parents for the purpose of information and input. 3. In order for a school site to further consider a school uniform, at least a majority of the surveys distributed must be returned and a majority of the surveys returned must support a uniform policy. These majorities are considered minimums and school sites have the discretion to establish more stringent standards of returns and support. 4. The Governing Board must be notified by February 1 of the school year prior to the implementation of a school uniform policy. 5. The school site shall notify all parents or guardians no less than six (6) months prior to the time the uniform policy is implemented. 6. Should a school adopt a uniform policy, resources shall be available to assist economically disadvantaged students, and a procedure for parents/guardians to opt out of the policy shall be in place.

LIBERTY BULLY PREVENTION

Prevention or Anti-Bullying Programs significantly impact the positive climate of Liberty Elementary students. Liberty's programs provide a positive climate and culture that enables students to thrive.

Character Education

- Character Counts curriculum is imbedded in daily routines, focusing on respectful and caring treatment of

all student groups. Administration conducts presentations twice yearly at the beginning of the semesters to address bullying, zero tolerance policy, and sexual harassment.

Culture of 'School Connectedness'

- Implementation of coordinated programs with clear policies.
- MAC Kids (Multi-cultural Advisory Council) & Liberty multicultural program to celebrate and learn about cultures represented at Liberty. Each event provides a dinner—a time for fellowship among our diverse community members.

Behavior Support

- Clearly established policies for behavior. Disciplinary actions including investigate and assign consequences appropriate to the incident(s).
- Personal Responsibility awards for students exhibiting appropriate behavior, quarterly incentive program.

Health Program/Delinquency Prevention

- Daily attendance is monitored with district level support for families.
- Health program provides immediate care, promotes positive health practices, and provides referrals to agencies that support families.
- CSI (Clovis Support and Intervention Program) conducts small group counseling for students struggling with divorce, anger, loss, etc.
- Personal Behavior Contracts are created to individualize support for student behavior.
- School psychologist works with students who struggling emotionally and socially.

Academic Support

- Teachers provide academic intervention during class in one-on-one and small group settings.
- Before and after school intervention program are provided for students who are struggling academically.
- Push-in teachers provide individualized instruction to address specific student needs.

Donations, Fundraisers, and Permissible Student Fees

Under the California Constitution, the free school guarantee prohibits charging students any fee, charge, or deposit for curricular, extracurricular, credit, or non-credit activities that are part of the District or a school site's educational program.

There are, however, specific statutes in the Education Code and other laws which identify definite circumstances when fees and charges are permissible. Those specific situations are included in this document.

Nothing in the law prohibits voluntary donations, contributions, and fundraising by students and their families to support District and school site programs, so long as monetary donations, contributions, and fundraising activities are not made mandatory for students and their families and there are no conditions placed upon the donation.

Charges by private businesses to students for services that are not integral parts of the District or a school site's educational program are permissible, even if facilitated by the District or school site (e.g., school pictures or sports pictures).

To help our families and community understand how they can best support the programs their children are participating in, clear communication is critical. Should you have questions regarding student fees, charges, donations, or fundraisers, contact your site principal or the Business Services department 327-9127.



Liberty School, Clovis Unified School District 2018-2019 Parental Involvement Policy



At Liberty Elementary School, we recognize that parental involvement is a critical dimension of effective schooling. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parental involvement contributes greatly to student achievement and conduct. The Clovis Unified School District's Parent Involvement Policy is outlined in CUSD Board Policy #9203. Each CUSD School creates a School Parent Involvement Policy in collaboration with the different parent groups and committees that is tailored to the needs of their school and learning community.

Liberty School is committed to establishing a true partnership with all facets of the Clovis Learning Community. We value feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis Kids!

The staff at Liberty School believes that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. Parents are also invited to actively participate in school decision making and to develop their leadership skills in governance and advocacy. By joining the school councils and advisory committees, the parents are able to be involved in the planning, review, provide input and improvement of overall school programs. Parents are asked to participate in an annual survey asking for input into all aspects of the school's program.

Through conferences, school web page and letters, parents are provided with timely information about curriculum, assessments, and expected proficiency levels for student achievement. Parents are invited to attend appropriate trainings at both the school and district level to help the school and the students reach stated goals, objectives, and standards. This will ensure that the school remains focused on our primary responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet academic expectations set forth in the California State Standards and successfully transition into the newly developed Common Core Standards.

At Liberty School, we believe that the parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school. We are committed to increasing parental involvement, which will ultimately improve student achievement.

PART I: GENERAL EXPECTATIONS

The Clovis Unified School District agrees to implement the following statutory requirements that are outlined in CUSD Board Policy #9203:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will annually review, revise and approve the School Parental Involvement Policy to meet the changing needs of parents and the school. The School's Parent Involvement Policy becomes part of the School Plan for Student Achievement (SPSA) that is presented to the SSC and approved by the CUSD Governing Board.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means open communication with parents in order to establish a high quality school program and academic achievement, including ensuring--

- (A) that parents plan an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.

Our school encourages all parents and guardians to become involved with their child’s education, at the classroom level, the school-wide level as well as the district level. Each school’s Single Plan for Student Achievement (SPSA) describes the school’s basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level parent committees provide input into each site’s SPSA and to the District’s Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Council or Committee, please call your child’s school.

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Liberty School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Continue parent/school committees such as School Site Council, School Advisory Committee, English Learner Advisory Committee, Parent Teacher Club, School Assessment and Review Team, and Parent Involvement Exchange.
 - Revise the School-Parent Compact.
 - Continue to send out notices from the school in English and Spanish
 - Continue our evening meeting schedule of Back to School Night in August, Book Fairs, School Carnival, Open House in the spring, Winter Program in December, Spring Concerts, and Block L programs
2. The Liberty School will take the following actions to distribute to parents of participating children and the local community, the School Parental involvement Policy:
 - Send the School-Parent Compact home on parent – teacher conference day
 - Send home notices/agendas, post on school web site and home calls to the parents of the School Site Council (SSC) which serves as a school advisory committee meeting both in English and Spanish. The agenda will state clearly that the School Parental Involvement Policy will be discussed and reviewed.
 - School Parental Involvement Policy will be discussed and reviewed during the 4th quarter SSC meeting.
 - Provide instructional aides and translations at all meetings.
3. The Liberty School will annually review and update its School Parental Involvement Policy to meet the changing needs of parents and the school.
 - The district and school site will annually review the School Parent Involvement Policy for any issues to include, but not limited to, restructuring the school, safety needs, and any program needs.

4. The Liberty School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - The teacher will review the curriculum used, assessment tools, ideas to help their children at home, and the Individual Learning Program forms.
5. The Liberty School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - In addition to the evening meeting, the parents are invited to their child's Parent Conferences, which are held in November. During the Parent Conference, the teacher, student, and parent discuss the child's progress. The Promotion/Retention forms are reviewed and the parents receive an overview of how the child is doing in academics, behavior, and socialization.
6. The Liberty School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.
 - Parents will be directed to write a letter to the Superintendent of Clovis Unified School District with their concerns.

PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. The Liberty School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - The Superintendent will incorporate the School-Parent Compact as a component of its School Parent Involvement Policy.
2. The Liberty School will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
 - The School-Parent Compact will be discussed by all the stakeholders and become a part of the School Parent Involvement Policy
3. Liberty will, with the assistance of its district, provide assistance to parents of children served by the school.
 - The State's academic content standards,
 - The State's student academic achievements standards,
 - The State and local academic assessments including alternate assessments,
 - How to monitor their child's progress, and
 - How to work with educators:
4. The Liberty School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - The school offers the School Site Council (SSC) members training on the roles and responsibilities of council members. The SSC has been approved to service as the school advisory committee (SAC).
 - The school offers the English Learner Advisory Committee (ELAC) members training on the roles and responsibilities of committee members.
 - Parents are provided with materials and training through numerous committees and parent groups.
5. The Liberty School will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the

value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- When conducting annual meeting, continue to invite non-English speaking parents to come and visit the school. The Principal provides an overview of all campus programs and facilities and translators are provided.
- Encourage parents to visit classrooms.

6. The Liberty School will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- School programs, activities, meetings, and policies are communicated to parents through the school web page and/or Student-Parent Handbook each year. Weekly school calendars and school communication flyers are sent home in two languages when appropriate.
- In addition to school-wide publications, the staff works to inform and refine communication through classroom newsletters, parent letters, and numerous parent contacts both by telephone and in person.
- Progress reports are sent home to parents in order to help address student needs before final quarter/semester grades are posted.
- Our Bilingual Instructional Assistants make personal phone calls to inform parents of student progress, expectations, Liberty offers after-school programs and also to invite families to attend special events.

7. The Liberty School administers an annual survey, School Attendance and Review Team (SART). The survey solicits information on various aspects of the overall school program. All data and results are used to evaluate school programs areas of weakness and growth.

PART IV: DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The Liberty School and Clovis Unified School District is committed, where practical and to the extent that the District resources provides, to the following:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV: ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in programs, as evidenced by 4th quarter SSC Meeting and 4th quarter ELAC Meeting. The Parent Involvement Policy will be a component of the Liberty Single Plan for Student Achievement (SPSA) that is approved

annually by the SSC and the ClovisUSD Governing Board in January. The SSC has been approved to service as the school advisory committee (SAC).

This policy was adopted by the Liberty School on May 29, 2018 and will be in effect for the period of the 2018-2019 school year. The school will distribute this policy to all parents and made available to the local school community as school opens. The Liberty School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand. It will be available on our School Web Page as well as upon request.

CUSD Board Policy and Administrative Regulation #9203: Parent Involvement is attached and part of the School's SPSA.

Adopted: May 2018

Revised: May 2018



CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2018-2019 SCHOOL YEAR

"Children Are Our Most Precious Resource"

On an annual basis Clovis Unified School District (CUSD) submits the Application for Funding Consolidated Categorical Aid Programs commonly called the Con Ap. The application is submitted in two (2) parts: Part I, which contains program and demographic information, is submitted by June 1 each year; and Part II, which contains the budget information and additional program data, is submitted by January 31 each year. The categorical programs included in the application are Title I, Part A – (Improving the Academic Achievement of the Disadvantaged Improving, Title I, Part C – Migrant Education, Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals, and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

Clovis Unified Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community. CUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Clovis kids!

CUSD is proud and pleased to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the CUSD include:

School Site Council (SSC)

English Learner Advisory Committee (ELAC)

District Advisory Committee (DAC) and School Advisory Committee (SAC)

District Learner Advisory Committee (DELAC)

District Migrant Education Parent Advisory Committee (DMEPAC)

District Indian Education Parent Advisory Committee (IPAC)

School and District level School Assessment Review Team (SART)

Intercultural and Diversity Advisory Council (IDAC)

Local Control Accountability Plan Public Forums (LCAP)

We encourage all parents and guardians to become involved with their child's education, at the classroom level, the school-wide level as well as the district level. Each school's Single Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. At the district level, parent committees provide input into each of the site's SPSA and to the District's Local Education Agency Plan (LEAP). If you would like additional information on any of the District Parent Councils or Committees, please call your child's school. The Principal, Learning Director, or Guidance Instructional Specialist (GIS) would be happy to assist you, or go to <http://www.cusd.com/supplementalservices>. These two school committees meet on a quarterly basis. The committees are comprised of administration, staff and parents. Students are also involved at the intermediate and secondary level. Listed below are several parent committees that assist with categorical programs and funding. For more information, please call your school or go to: <http://www.cusd.com/supplementalservices>.

School Site Council (SSC): All schools receiving categorical funds are required to form a SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the Single Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

District Advisory Committee (DAC) & School Advisory Committee (SAC): The entirety of the SSC acts as the SAC. The SAC serves as an advisory committee for the purpose of advising schools regarding supplemental education programs and acting as a liaison for their school community. They serve to share information and comments both at the district and site level. These education programs are supplemental education opportunities provide to students who are disadvantaged, English learners, foster youth and/or at-risk. The SSC has approved to designate our SSC pursuant to California Education Code (EC) Section 52852 to function as the School Advisory Committee.

English Learner Advisory Committee (ELAC): All schools enrolling 21 or more English learners are required to form an ELAC. The ELAC is composed of parents and school personnel. The ELAC provides input and makes recommendations to the principal, staff and SSC regarding services for English learners as well as conducts an annual survey. Members serve for two years.

District English Learner Advisory Committee (DELAC): Whenever there are 51 or more EL students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently the DELAC bylaws require each DELAC representative to be 1) a parent/guardian of an EL or former EL (i.e., a reclassified fluent English proficient student) currently enrolled at the site he/she represents, and 2) elected to serve as the DELAC representative by the site ELAC.

District Indian Education Parent Advisory Committee (IPAC): The CUSD Native American Indian Education Parent Advisory Committee meets four times a year to discuss program issues, services provided, and other needs related to the student achievement of our students, community agencies and outreach programs. CUSD Indian Education Program addresses the needs of American

Indian and Alaskan Native students in grades Kindergarten – grade twelve. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K -12.

Local Control Accountability Plan (LCAP) Forums: CUSD develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our CUSD Governing Board each June. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. LCAP School, District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how CUSD can provide quality opportunities and support for CUSD youth and schools. Community participation and feedback in the forums will inform the District's LCAP's funding priorities over the next several years.

These forums are designed to provide an opportunity for school communities to hear about CUSD's current efforts to support youth and families and to provide input and feedback on future plans and opportunities. Sites also have an opportunity to work together in teams to share new ideas to support identified groups and to plan for site engagement and implementation.

The following is an overview of the categorical funding and programs in CUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings.

Rationale

General District funds provide support for the District's base/core curriculum program. Some children have special characteristics, not reflective of the general school population, that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy

All CUSD schools offer students with special needs the same kinds of high quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

Categorical Program Descriptions

1. After School Safety and Education Funds (ASES): This state funded and administered program provides three- year grant funding to establish or expand after school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to: 1) improve academic achievement, and 2) provide enrichment opportunities that reinforce and complement the academic program.

2. Title I, Part A (Improving the Academic Achievement of the Disadvantaged): A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.

3. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs.

4. Title I, Part C (Migrant Education Program): A federal-funded program focused on providing services for migratory students and their families.

5. Title II, Part A (Preparing, Training and Recruiting High Quality Teachers and Principals): A federal-funded program focused on teacher and principal training and recruitment programs.

6. Title III (Language Instruction for English learners(ELs) and Immigrants): A federal-funded program focused on assisting school districts in teaching English to limited English proficient students (English learners) and immigrants and helping these students meet the same challenging State standards required of all other students.

7. Title VII (Indian Education Formula Grant): A federal-funded program focused on helping Native American/Alaskan Native students meet the same challenging state standards required of all other students.

The goal of the CUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns, or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall each school will send additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community.

If you have any questions, please call your child's school or the CUSD Department of Supplemental Services @ 327.0661, additional information may be found @ <http://www.cusd.com/specialprojects>

Appendix

Liberty Sparthenian Award
Criteria
1st Grade
2018-2019

Mind

- * 1st Grade Reading Log goal met: 250 min. each quarter
- * Accelerated Reader - 3rd & 4th quarter: 2 AR points
- * Math: Please see your child's teacher for specific requirements.

Body

- * Fully participate in PE with good Sportsmanship & Character

Spirit

- * Two or less PR checks each quarter
- * No referrals or behavior violations
- * Unexcused absences = 0
- * Independent Study = 0

Liberty Sparthenian Award

Criteria

Grade 2

2018-2019

Mind:

Individualized Accelerated Reader Points set by teacher and student

400 Minutes on Reading Log

8 Book Reports

Body:

Fully participate in PE with good Sportsmanship and Character

Healthy Fitness Zone (3rd & 4th Qtr.)

Spirit:

Two or less PR checks each quarter

Unexcused absences = 0

Independent Study = 0

Office Referrals = 0

Liberty Sparthenian Award
Criteria
Grade 3
2018-2019

Mind:

- 3.2 GPA or higher (Gr. 3)
- No D's or F's on report card
- Grade Level Accelerated Reader Goal Met
1st qtr. = 10 2nd qtr. = 12 3rd qtr. = 12 4th qtr. = 10

Spirit:

- Two or less PR checks each quarter
- Unexcused absences = 0
- Independent Study = 0
- Office Referrals = 0

Liberty Sparthenian Award
Criteria
Grades 4-6
2018-2019

Mind:

- 3.5 GPA
- Grade Level Accelerated Reader goal met

	<u>1st Qtr.</u>	<u>2nd Qtr.</u>	<u>3rd Qtr.</u>	<u>4th Qtr.</u>
4 th grade:	15	15	15	15
5 th grade:	20	20	20	20
6 th grade:	25	25	25	25

Please confirm with your child's teacher for any requirements of non-fiction text

Body:

- Fully participate in PE with good Sportsmanship and Character
- Healthy Fitness Zone and/or participated in a co-curricular sport (4th quarter only)

Spirit:

- Two or less PR checks each quarter
- Unexcused absences = 0
- Less than 4 unexcused tardies
- Independent Study= 0
- Office Referrals = 0

Revised: August 2018