

2019 National Blue Ribbon School

# Liberty

Elementary School



## 2024-2025 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**

David DeFrank, Board President  
Hugh Awtrey, Board Vice President  
Steven G. Fogg, Board Clerk  
Deena Combs-Flores, Board Member  
Yolanda Moore, Board Member  
Clinton Olivier, Board Member  
Tiffany Stoker Madsen, Board Member

**CUSD ADMINISTRATION**

Corrine Folmer, Ed.D. Superintendent  
Kevin Kerney, *Assistant Superintendent, Buchanan Area*  
Jennifer Thomas, *Assistant Superintendent, Clovis East Area*  
Kristen Belknap, Ed.D. *Assistant Superintendent, Clovis West Area*  
Scott Dille, Ed.D. *Assistant Superintendent, Clovis Area*  
Darin Tockey, *Assistant Superintendent, Clovis North Area*

**DISTRICT DIRECTORY**

<b>Liberty Elementary School.....</b>	<b>327-7100</b>
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  
2024-2025

**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)



We **ARE**   
Clovis **UNIFIED!**

# Liberty Elementary School

## FACULTY AND STAFF

### Administration

Mr. George Petersen	Principal	
Mrs. Lori Curtis	Senior Guidance Instructional Specialist	

### Office Staff

Mrs. Vicki Franklin	School Office Manager	Office
Mrs. Janeen Roy	Student Services Assistant	Office
Mrs. Alexis Bethell	School Nurse	Office/Nurse
Mrs. Kelly Murray	Health Aide	Office/Health Aide

### Teaching Staff

Mrs. Brosi	Kindergarten	Room K1
Mrs. Brewer	Kindergarten	RoomK1
Mrs. Brandl	Kindergarten	Room K2
Mrs. Rowland	T-Kindergarten	Room K2
Mrs. Chambers	First Grade	Room 1
Ms. Miller	First Grade	Room 2
Mrs. Barone	First Grade	Room 3
Mrs. Bethany Marinovich	Second Grade	Room 4
Mr. John Lyle	Second Grade	Room 5
Mrs. Jennifer Witt-McGuire	Second Grade	Room 6
Mrs. Melisha Ford and Mrs. Lynn Hildebrandt	Third Grade	Room 13
Mrs. Diana Rey	Third Grade	Room 11
Mrs. Stephanie Stead	Third Grade	Room 8
Mr. Brian Work	Third Grade	Room 12
Ms. Jamie Spolini	Fifth Grade	Room 15
Mr. Blake Brown	Fourth Grade	Room 7
Mrs. Stephanie Patterson	Fourth Grade	Room 17
Mrs. Natalie Salazar	Fifth Grade	Room 10
Ms. Laura Poochigian	Fourth/Fifth Grades	Room 19
Mrs. Chelsea Toews	Sixth Grade	Room 16
Mrs. Stacey Cross	Sixth Grade	Room 14
Mr. Brian Salomonson	Sixth Grade	Room 18
Ms. Amanda Catalano	SDC Grades 1-3	Room 21
Ms. Kate Braa	SDC Grades 4-6	Room 20
Mrs. Bethany Speir	Music & Choir	Stage
Ms. Stephanie Anaforian	Music & Band	Room 22
Ms. Sarine Toplijikian	Music & Orchestra Resource	Collaboratory
Mrs. Christina Stephens	Specialist Speech and Language	Room 9
Mrs. Jena Fields		Speech and Language Office

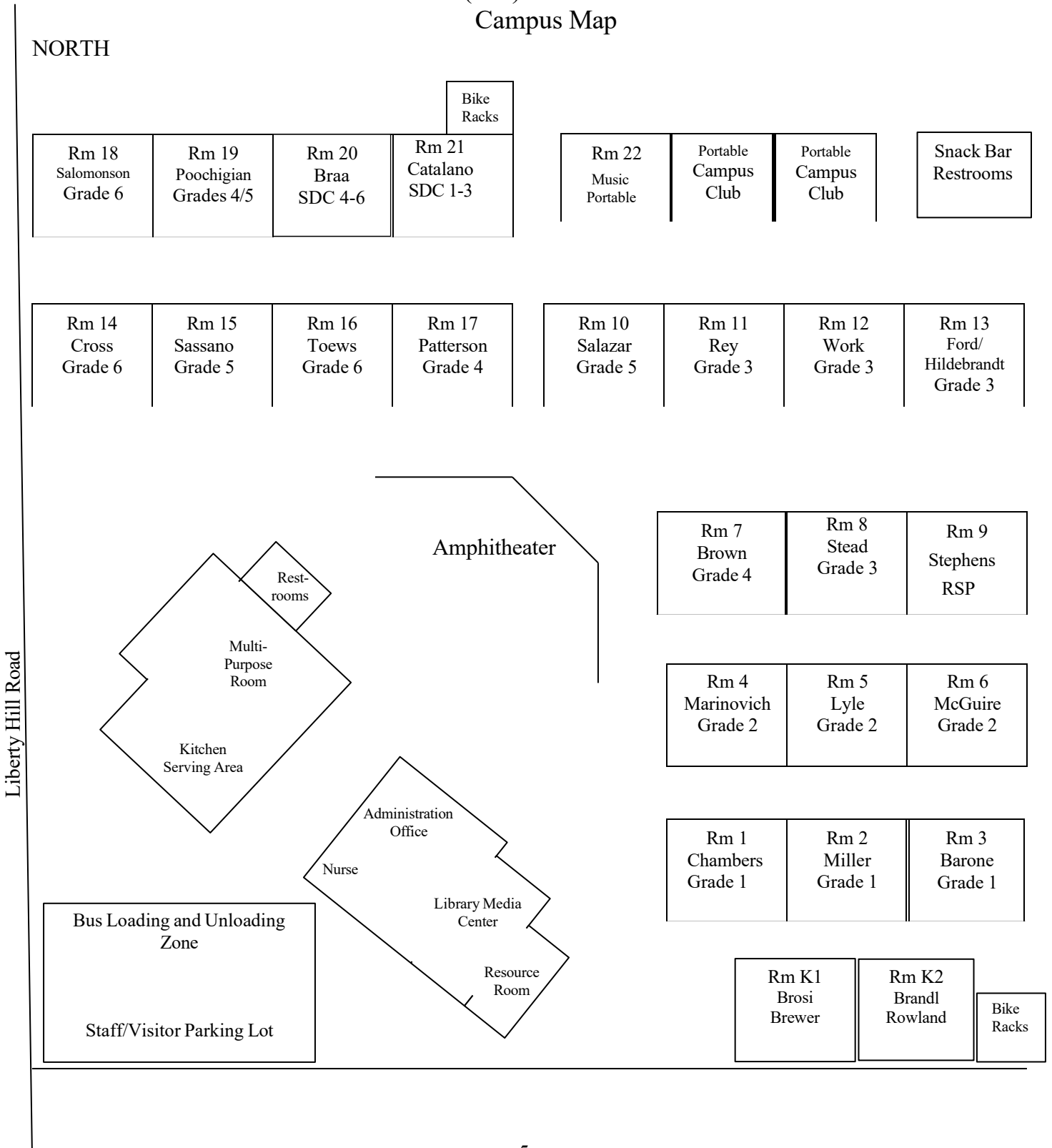
### Support Staff

Mrs. Lanae Texeira	School Psychologist	Office
Mrs. Esperanza Maciel	Bilingual Aide	Collab.
Mrs. Becca Kizirian	Library Technician	LMC
Mrs. Sophia Vargas	Food Service Supervisor	Cafeteria
Mr. Francisco Amescua	School Plant Supervisor	Custodial Office
Mr. Bee Yang	Custodian	

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



**LIBERTY ELEMENTARY BELL SCHEDULE– 2023-2024**

<b>Kindergarten</b>	
<b>Monday, Tuesday, Thursday, Friday</b>	
<b>AM Time</b>	<b>Block</b>
7:50	Beginning Bell
7:50-11:20	Instructional Block (210)
11:20	Dismissal
<b>PM Time</b>	<b>Block</b>
11:20	Beginning Bell
11:25-2:50	Instructional Block (210)
2:50	Dismissal

<b>Kindergarten</b>	
<b>Wednesday</b>	
<b>AM Time</b>	<b>Block</b>
7:50	Beginning Bell
7:50-10:35	Instructional Block (165)
10:35	Dismissal
<b>PM Time</b>	<b>Block</b>
10:35	Beginning Bell
10:40-1:20	Instructional Block (165)
1:20	Dismissal

<b>1<sup>st</sup>-3<sup>rd</sup> Grades</b>	
<b>Monday, Tuesday, Thursday, Friday</b>	
<b>Time</b>	<b>Block</b>
7:50-7:55	Beginning Bell
7:55-9:30	Instructional Block (95)
9:30-9:45	Morning Recess
9:45-11:10	Instructional Block (85)
11:10-11:40	Lunch
11:40-12:05	Lunch Recess
12:05-1:30	Instructional Block (85)
1:30-2:00	PE
2:00-2:45	Instructional Block (45)
2:45	Dismissal

<b>1<sup>st</sup>-3<sup>rd</sup> Grades</b>	
<b>Wednesday</b>	
<b>Time</b>	<b>Block</b>
7:50-7:55	Beginning Bell
7:55-9:30	Instructional Block (95)
9:30-9:45	Morning Recess
9:45-11:10	Instructional Block (85)
11:10-11:40	Lunch
11:40-12:00	Lunch Recess
12:00-1:15	Instructional Block (75)
1:15	Dismissal

<b>4<sup>th</sup>-6<sup>th</sup> Grades</b>	
<b>Monday, Tuesday, Thursday, Friday</b>	
<b>Time</b>	<b>Block</b>
7:50-7:55	Beginning Bell
7:55-10:10	Instructional Block (135)
10:10-10:25	Morning Recess
10:25-12:10	Instructional Block (105)
12:10-12:40	Lunch
12:40-1:05	Lunch Recess
1:05-2:10	Instructional Block (65)
2:10-2:40	PE
2:40-2:45	Instructional Block (5)
2:45	Dismissal

<b>4<sup>th</sup>-6<sup>th</sup> Grades</b>	
<b>Wednesday</b>	
<b>Time</b>	<b>Block</b>
7:50-7:55	Beginning Bell
7:55-10:10	Instructional Block (135)
10:10-10:25	Morning Recess
10:25-12:10	Instructional Block (105)
12:10-12:40	Lunch
12:40-1:00	Lunch Recess
1:00-1:15	Instructional Block (15)
1:15	Dismissal

8/18/22

# GENERAL POLICIES AND PROCEDURES

## ARRIVAL AND DISMISSAL

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The morning bell rings at 7:50a.m. Instruction begins promptly at 7:55 a.m. Supervision (including crossing guard) is provided only during the school day, starting at **7:35 a.m.** **Therefore, students who do not ride the bus and those who are not enrolled in ELOP should not arrive to school until 7:35 a.m.** If students arrive before 7:35 a.m., they may be directed to the office to call parents.

Dismissal time for grades 1-6 is at 2:45 p.m. for a regular school day and is at 1:15 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 ELOP. Younger siblings are not allowed to wait with students who are involved with after school activities. If students are not picked up by 2:50 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

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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 and INDIVIDUALS LISTED ON THE STUDENT'S RELEASE AUTHORIZATION WILL BE ALLOWED TO CHECK OUT STUDENTS.** Please have your identification ready to present to front office staff upon release of your child. 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

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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 and stating the reason.** **Absence calls will go out each day at 10:00 a.m.**

## ATTENDANCE

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We along with 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).

Students who are absent for 3 or more days due to illness, must obtain a notice from a physician upon admittance to school for clearance of absences to be excused.

A student who leaves school during school hours and returns to school must also obtain a note from their service provider to provide to the front office at the time of admittance to school to clear their absence.

**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

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- 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 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.

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### **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

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### **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.

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### **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 may need to enroll your child in his/her new school and/or allows us to forward your child’s records upon request from another school/district in a timely manner.

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### **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.

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### **BREAKFAST AND LUNCH PROGRAMS**

Breakfast is served daily prior to the start of the school day and is available to all students at no cost. Breakfast will begin at 7:35 daily. Hot school lunches, which include milk, are available to students in grades 1-6 by their daily lunch schedule. Lunch is available for kindergarten students upon request and a schedule should be discussed with your child’s teacher. Lunches for Liberty students are prepared at another school site but are served hot in our school kitchen. School lunches are also available at no cost. Students must give their ID number which keeps track of the number of lunches served daily.

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.

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### **PAYMENTS**

Any payments made to Liberty for any expenses incurred may be made in cash or by check. Checks should be made out to Clovis Unified School District. HOWEVER – Due to fiscal timelines, no personal checks will be accepted by our office AFTER MAY 1<sup>st</sup>. After the May 1<sup>st</sup> date payment must be in cash, money order, or cashier’s check.

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### **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 on or off campus with a Liberty Staff member. Written permission from the parent will be obtained in advance.

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## **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.

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## **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.

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## **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 in additional adults.

The Raptor Visitor Management System is a visitor management system to strengthen our campus safety for all students and staff. It will better allow us to screen visitors and volunteers in our schools to promote security on our campus and will require a simple change in our check-in processes when you visit campus.

- Visitors will continue to be required to check in at the school's front office.
- Visitors will be asked to present an ID such as a Driver's License to be entered into the visitor management system. If a visitor does not carry a US government-issued ID, any form of photo ID can be used.
- Raptor will check the visitor's name and date of birth for comparison with a number of national databases to identify anyone registered on the national database of registered sex offenders. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of the visit.
- A visitor's badge will not be necessary for those who visit our schools simply to drop off an item in the office or pick up paperwork.
- Visitors attending sporting events or school-wide events such as Open House or Back to School Night will not be required to check in using the Raptor system.

Our new check in procedure will support our visitor management expectations outlined in Board Policies numbered 8205-Notification of Registered Sex Offenders, 9202 – School Visitors, and 9212 – Volunteer Assistance.

The safety of our students is our highest priority and the Raptor visitor management system allows us to quickly identify those who may present a danger to our students. Thank you in advance for your understanding and your support in enhancing the school safety protocols in our district.

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)

CHAPERONES: All chaperones **MUST** complete the CUSD Raptor process prior to any school field trip. Other clearance requirements may be acquired for special overnight trips, ie. Sonora.

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## **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 **7:35 a.m. to 7:55 a.m. and from 2:45 p.m. to 3:00 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.

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### **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. These arrangements must be made prior to the event through school administration.

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 provided transportation, but **all students are required to ride in school provided transportation. Students must return to school before parents can check them out.**

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### **SCHOOL PARTIES - BIRTHDAYS**

The Parent Club sponsors classroom parties three times during the year: Harvest Day for grades K-6, Winter Holiday for grades K-2, and Friendship Day grades K-6. Room mothers coordinate with the teacher for these events, which generally are scheduled at a specific day/time for each class.

We do not encourage birthday celebrations at school. However, a small treat at the end of the day may be permitted, as long as previous arrangements have been made with your child's teacher. Balloons and/or gift deliveries are not allowed to be delivered to your child.

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### **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.

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### **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.

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### **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 siblings involved in co-curricular activities.**
- On game days, all students who regularly go home at 2:45 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 2:45 bus or 3:50 recreation bus, he/she must go to the office. The office closes at 4:30 daily.
- 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.**

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### **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 at the end of the school day. Calls into the classroom will not be permitted during instructional classrooms hours. Student cell phones and Apple watches are to be kept powered off and in the student's backpack during the regular school day.

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### **TEXTBOOKS**

Textbooks will be issued to students by their teacher. Book covers are recommended 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.

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### **EMERGENCY PROCEDURES**

In an emergency situation, the school will attempt to notify the parent or legal guardian. 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.

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### **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.

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### **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.**

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### **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 to make 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.**

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## **HEALTH INFORMATION**

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### **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 during the school day, 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.

### **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.
- **MEDICATION WILL NOT BE ADMINISTERED AT SCHOOL, UNLESS ABOVE REQUIREMENTS ARE MET**

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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.

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**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.

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**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 or if a student has reported any type of abuse to a staff member, they must report it to Child Protective Services (CPS).

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**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.

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**HOME/SCHOOL COMMUNICATION  
PARENT INVOLVEMENT**

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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.

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**FACEBOOK / INSTAGRAM**

Please follow us on Facebook @ [www.facebook.com/libertyelementary](http://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 Instagram- “Follow: @libertyskyhawks

By following us on Instagram it will allow you to see frequent reminders, notices, events, messages, and pictures directly from the Liberty office staff.

We recommend you follow us on our social media platforms. Many district announcements are also posted on these platforms.

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**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. There is a scheduled Elementary Parent Conference Day. Parent conferences may also be scheduled upon request by the parent or teacher at any time during the year.

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**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 release information. Students in grades 2nd-6<sup>th</sup>, can also use Parent Connect to monitor grades and missing assignments throughout the school year.

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## **PROGRESS REPORTS**

Progress reports are 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. Parents in 3<sup>rd</sup>-6<sup>th</sup> grades can check grades on Parent Connect for the most up to date student progress. Upper grade classes also send home weekly Reflection Sheets with the students. See your child's teacher for more details.

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## **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.

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## **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 school's link on the district website.

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## **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.

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## **S.A.R.T. SURVEY**

In March of each year, a survey is sent home to the parents of each student via parent email addresses that are on file on their parent connect accounts. 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.

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## **INTERCULTURAL and DIVERSITY ADVISORY COUNCIL (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.

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## **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 Melissa Gullekson through the Liberty office.

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## **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  
Vision & Hearing Screening

Field Trip Chaperones  
Classroom Volunteer

Snack Bar  
Kindergarten Registration

Parent Club Carnival  
Drama Production  
School Site Council (SSC)

Library Media Center  
Room Parent  
Multicultural Programs

Destination Imagination Coaches  
SART Committee  
PTC 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 elect to take instrumental music or vocal music. In addition, students in 4th grade receive instruction with recorders.

### 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 (5<sup>th</sup> 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 SST prior to evaluation by the school assessment team.

### **SCHOOL ASSESSMENT TEAM**

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Children who show significant low achievement, learning disabilities or emotional difficulties may be referred by the SST to the school assessment team. 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**

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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.

### **Expanded Learning Club**

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Expanded Learning Club (former 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. 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**

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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. Criteria for eligibility

### **POSITIVE STRENGTH CHARACTER SKYHAWK AWARD**

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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 *Positive Strength of the Month*, which is based on the Positivity Project character strengths program. This award is given every two weeks. Students' names will appear in the Hawkline and they will be recognized in their classrooms by their teacher.

### **PERFECT ATTENDANCE AWARD**

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Students in grades K-6 are eligible for this award. Perfect attendance will be recognized for students who have no absences (physically present every day for a minimum of an hour) for an entire year and no more than 4 tardies will receive a special certificate from Clovis Unified School District.

### **SKYHAWK ATHLETIC AWARDS**

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

### **HONOR ROLL - GRADES 4-6**

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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.

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

**Check 1** – Level 1 Consequences

**Check 2** –

**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 5<sup>th</sup> and 6<sup>th</sup> 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 Sparthenian... "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. 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/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:

**ATHLETICS**  
**PEP & CHEER SQUAD**  
**INSTRUMENTAL MUSIC**  
**SCIENCE FAIR**  
**HISTORY DAY**  
**DESTINATION IMAGINATION**  
**SCHOOL SERVICE**

**STUDENT GOVERNMENT**  
**CONCERT CHOIR**  
**ORAL INTERPRETATION**  
**DRAMA**  
**POSTER CONTESTS**  
**ESSAY CONTESTS**  
**COMMUNITY SERVICE**

### **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 <sup>th</sup> and 6 <sup>th</sup> graders
Fall	Football (tackle)	Varsity & JV	5 <sup>th</sup> -6 <sup>th</sup> graders Weight limit of 144 lbs.
	Cross Country	Boys and Girls team	4 <sup>th</sup> -6 <sup>th</sup> graders
	Girls Volleyball	Varsity & JV teams	5 <sup>th</sup> -6 <sup>th</sup> graders
Winter	Wrestling	Varsity & JV	4 <sup>th</sup> -6 <sup>th</sup> graders Weight divisions
	Boys Basketball	Varsity & JV teams	5 <sup>th</sup> -6 <sup>th</sup> graders
	Girls Basketball	Varsity & JV teams	5 <sup>th</sup> -6 <sup>th</sup> graders
Spring	Baseball	Varsity & JV	5 <sup>th</sup> -6 <sup>th</sup> graders
	Softball	Varsity & JV teams	5 <sup>th</sup> -6 <sup>th</sup> graders
	Boys Volleyball	Varsity & JV team	5 <sup>th</sup> -6 <sup>th</sup> graders
	Track	Boys and Girls team	4 <sup>th</sup> -5 <sup>th</sup> -6 <sup>th</sup> 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.**

Teams practice after school (2:50-3:50p.m.) three afternoons per week (Monday, Tuesday, and Thursday) with the games usually scheduled on Fridays at 2:15 p.m. (Varsity Baseball and Softball will begin at 3:00). 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.

## STUDENT AND 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. Booming, 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
- Students are expected to follow school rules, show good sportsmanship and character while visiting other CUSD campuses on competition days.

- 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 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**

- Positivity Project curriculum is embedded in daily routines. Administration talks in class yearly will address topics such as; 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**

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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**

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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**

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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**

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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 (2:50-3:50 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. Please see Board Policy 5132 for specific information.

### **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.

## **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 Elementary School, Clovis Unified School District 2023 – 2024 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 #6020. 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.

The staff at Liberty Elementary 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, and improvement of Title I programs.

Through conferences and letters, parents are provided with timely information about curriculum, assessments, and expected proficiency levels for student achievement. Parents are invited to attend appropriate training opportunities 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. At Liberty Elementary 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 #6020 and which are in compliance with the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

- 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 periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- 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.

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

Liberty Elementary 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, English Learner Advisory Committee, Parent Teacher Club, School Assessment and Review Team, and Intercultural Diversity Advisory Committee
- Continue to send out notices from the school in a variety of languages as applicable to our community.
- Continue our parent involvement activities including, but not limited to Back to School Night, , Book Fair, School Carnival, Open House, Winter Program, Spring Concerts, and Block L programs.

Liberty Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental involvement Policy:

- Send home notices/agendas to the parents of the School Site council (SSC) meeting both in advance of the meeting. 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 during ELAC, SART, and IDAC.

Liberty Elementary Elementary 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.

Liberty Elementary 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 at beginning of the year SART meetings held by the school site principal or designee.

In addition to regularly scheduled parent meetings, parents will also be invited to their child's Parent Conferences, which are held in the fall. During the Parent Conference, the teacher, student, and parent discuss the child's progress. The Promotion/Retention forms are reviewed, and parents will receive an overview of how the child is doing in academics, behavior, and socialization.

Parents who feel that the school-wide plan is not being implemented to their satisfaction should contact the Superintendent or Area Superintendent of Clovis Unified with their concerns.

PART III:  
SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC  
ACHIEVEMENT

Liberty Elementary 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:

Liberty Elementary 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

Liberty Elementary 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:
- The Adult School offers classes on campus for any second language adults to learn English.

Liberty Elementary 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, through:

- School Site Council (SSC) member training on the roles and responsibilities of council members.
- English Learner Advisory Committee (ELAC) member trainings on the roles and responsibilities of committee members.
- Parents are provided with materials and training through numerous committees and parent groups.
- The district provides regular parent training throughout the year on a variety of parent-driven topics.

Liberty Elementary 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.

Liberty Elementary 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 Weekly school calendars and school communication flyers are sent home in English and Spanish when requested.
- 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 Elementary offers after-school programs and also to invite families to attend special events.

PART IV:  
DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY  
COMPONENTS

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

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and childcare costs, to enable parents to participate in school-related meetings and training sessions;
- 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 in Title I, Part A programs;
- 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.



## CUSD CATEGORICAL FUNDING PROGRAM INFORMATION FOR THE 2023-2024 SCHOOL YEAR

On an annual basis, Clovis Unified School District (CUSD) submits our funding Application through the Consolidated Application and Reporting System commonly called the ConApp. The application is submitted in two (2) parts: Part I, which contains program and demographic information and Part II, which contains budget information and program data. The categorical programs included in the application are Title I, Part A - Improving Academic Achievement; Title II, Part A - Supporting Effective Instruction; Title III - English Learner (EL), and Immigrant Programs; and Title IV, Part A - Student Support and Academic Enrichment. Essentially, these funds are designed to assist students in mastering state standards.

CUSD Schools are committed to establishing a true partnership with all facets of the Clovis Learning Community and values the input of our educational partners. Because of this, we are pleased and proud 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 CUSD include, but are not limited to:

**School Site Council (SSC)**

**English Learner Advisory Committee (ELAC)**

**Parent Advisory Committee (PAC) and School Advisory Committee (SAC)**

**District English Learner Advisory Committee (DELAC)**

**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 site's School 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. 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 our LCAP. 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.

Listed below are several parent committees that assist with categorical programs and functioning.

**School Site Council (SSC):** All schools that operate a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC). The SSC shall develop the content of the SPSA. The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Collaborative and the local control and accountability plan (LCAP), if any, by the SSC. The SSC is composed of parents, students at the secondary level and school personnel. It is responsible for developing, implementing and evaluating the site's School Plan for Student Achievement programs. Members serve for two years and are elected by their peers.

**Parent Advisory Committee (PAC) & 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 that provide services to students who are disadvantaged, English learners, foster youth and/or at-risk. Pursuant to California Education Code (EC) Section 52852 the SSC has been approved 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 advises the principal, staff and SSC regarding services for English learners and assists in the development of the annual survey. Members serve for two years. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

**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 attempt 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's ELAC.

**District Indian Education Parent Advisory Committee (IPAC):** The CUSD Native American Indian Education Parent Advisory Committee meets throughout the 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 K - 12. The program assists eligible students to achieve at the same challenging state performance standards expected of all students in grades pre-K - 12.

**Local Council of 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 committees 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/re-categorization of 111d11g am/ programs in CUSD. These funds are further discussed and 011f11e, l in each school's SPSA a/UJ at the CO11111fee111eet11gs.*

#### **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. Expanded Learning Opportunities Program (ELOP):** The Expanded Learning Opportunities Program fund is an ongoing funding source from the state. Funding allocation is determined by the district's enrollment of Unduplicated Pupils (UPP). Unduplicated Pupils are students classified as English Learners, Foster/Homeless Youth, or eligible for Free/Reduced meals. The purpose of ELOP is to complement existing programs by providing students with more access to expanded learning programs which occur before school, after school, or during intersessions (summer/winter/spring breaks). ELOP focuses on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences.
- 2. Title I, Part A (Improving Academic Achievement):** 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 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. (CUSD combines our Title IV funding with Title II, Part A)
- 5. Title III (Language Instruction for English Learners (EL) 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.
- 6. Title VI (Indian Education Formula Grant):** A federal-funded program focused on helping Native American/Alaskan active 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 cannot be accomplished without 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 or watch for communication from your site.

At the district level, we encourage you to become involved in one of our many parent committees or to Join us for one of our parent nights.

Additional information about district committees and events can be found here: <https://www.cusd.com/SupplementalServices.aspx>