

TABLE OF CONTENTS

Edwin Rhodes University Glossary.....2

The Story of Edwin Rhodes3

Rhodes Elementary Logo and Mascot.....3 – 4

Proud Educators and Parents (PEP) Club4

Philosophy5

Curriculum.....5 - 7

Degrees of Learning8

Theory of Multiple Intelligences9

Implementing the Theory of Multiple Intelligences10

Behavior11

Dress Code12

University Rules12 - 13

Student Recognition13 - 14

Special Programs14 - 16

Attendance.....16 - 17

Homework Policy.....18

Evaluation.....19 - 20

Student Involvement.....20 - 21

Staff Development.....21

Parent and Staff Involvement21 - 22

Communication22 - 26

Spirit Songs27



EDWIN RHODES UNIVERSITY GLOSSARY

As you step onto our beautiful campus, please make note of the following terms...
We wouldn't want you to get lost! As you can see, our university theme is evident throughout the school – with many names coming from Oxford University – the home of all Rhodes *Scholars*!

Admissions	School Office
Chancellor's Office	Principal's Office
Dean's Office	Assistant Principal's Office
Psychologists Office/Conference Room	Collectory
Professors	Teachers
Honor Hall	Foyer
Collegiate Corridor	Office Hallway lined with University pictures
Health Center (Johns Hopkins)	Nurses Office
Lodge	Office Workroom
Campus Café	Cafeteria
Chequers	Staff Lounge
Commons	Quad
Buttery	Outside Eating Area
Student Union	Multipurpose Room
Bookery	Library
Julliard School of Music	Music Room
MIT (Massachusetts Institute of Technology)	Computer Lab #1
Cal Tech (California Institute of Technology)	Computer Lab #2
University Centers	Professor Workrooms
Privies	Restrooms
Globe Theatre	Amphitheatre

Most importantly, each classroom is named after a prestigious university,
which has a history of many Rhodes Scholarships.

ARIZONA STATE	PRINCETON UNIVERSITY	UNIVERSITY OF MONTANA
BROWN UNIVERSITY	PURDUE UNIVERSITY	UNIVERSITY OF NEBRASKA
CALIFORNIA INSTITUTE OF TECHNOLOGY	STANFORD UNIVERSITY	UNIVERSITY OF NORTH CAROLINA
CORNELL UNIVERSITY	UNIVERSITY OF CALIFORNIA LOS ANGELES (UCLA)	UNIVERSITY OF NOTRE DAME
DUKE UNIVERSITY	UNIVERSITY OF ALABAMA	UNIVERSITY OF OKLAHOMA
HARVARD UNIVERSITY	UNIVERSITY OF ARIZONA	UNIVERSITY OF OREGON
JOHNS HOPKINS UNIVERSITY	UNIVERSITY OF CALIFORNIA BERKELEY	UNIVERSITY OF SOUTHERN CALIFORNIA (USC)
JULLIARD SCHOOL OF MUSIC	UNIVERSITY OF COLORADO	UNIVERSITY OF TEXAS
MASSACHUSETTES INSTITUTE OF TECHNOLOGY (MIT)	UNIVERSITY OF COLUMBIA	UNIVERSITY OF WASHINGTON
NORTH CAROLINA STATE UNIVERSITY	UNIVERSITY OF GEORGIA	UNIVERSITY OF WISCONSIN
NORTHWESTERN UNIVERSITY	UNIVERSITY OF ILLINOIS	VANDERBILT UNIVERSITY
OHIO STATE UNIVERSITY	UNIVERSITY OF KANSAS	WASHINGTON STATE UNIVERSITY
OREGON STATE UNIVERSITY	UNIVERSITY OF MIAMI	YALE UNIVERSITY
PENNSYLVANIA STATE UNIVERSITY	UNIVERSITY OF MICHIGAN	



THE STORY OF EDWIN RHODES



Edwin Rhodes was an Illinois farm boy who saw opportunity in the West. He arrived in Chino in 1890 as a printer for Editor John Wasson's *Chino Valley Champion*. In 1896, Mr. Rhodes bought the paper and published it until 1906, then he sold it and helped establish Chino's first bank. He served on the city incorporation committee, was elected city treasurer for many years, served as a member of the school board, helped form various local organizations, and later served as Justice of the Peace. He also helped create and headed the first board of Casa Colima Rehabilitation Center when it was founded near the present Boys' Republic.

Mr. Rhodes was one of the first to be named to Chino's Hall of Fame. An ardent historian, he published the book *The Break of Day*, in 1951, a year before his death. This book is a history of Chino covering the time of the mission days to the purchase of the Chino Ranch by Richard Gird. The book tells of Chino's early settlers, and how they came to Chino. It is a story of the Old West, describing the part played by Indians as both ranch workers and marauders, how the Chino Ranch became a resting place for tired overland travelers headed for the gold fields, and finally how the town of Chino came into being.

Edwin Rhodes was truly a prominent leader in Chino's history. The city owes him a great deal for his many contributions to the Development of the community

RHODES ELEMENTARY LOGO AND MASCOT



The Rhodes Elementary logo was influenced by the namesake, the Colossus of Rhodes, one of the Seven Wonders of the Ancient World. The Colossus was an immense lighthouse statue that guided the ships into safe harbor at the ancient city of Rhodes. This awe-inspiring statue was the similar inspiration for our own Statue of Liberty at New York City Harbor, a great symbol for freedom. The torch on the logo is the universal symbol of enlightenment and wisdom. The Rhodes torch, held by a shining Professor, parent or mentor, symbolizes the searching light of truth and knowledge. Inspiring others and encouraging high ambition of excellence and service, the nine gleaming light rays represent the nine types of multiple intelligences, which is the foundation of our school's philosophy. Rhodes Elementary recognizes and nurtures the different individual genius of every student. The Rhodes logo can be found on the front of the school's administration building and on official school recognition materials. It was initiated and developed with the input from a logo design committee in 2003. A group of Professors and parents reviewed an evolution of different school identities and design directions before this design evolved as our professional logo. The committee selected this final design by the talented and extremely involved Rhodes parent, Dennis San Vicente. *Thank you, Dennis for the legacy you have left for generations to come.*



The "Rhodie" mascot

A diploma has long been the goal for all those looking to achieve academic excellence and it remains the standard by which all scholars are measured. With that in mind, the concept of "Rhodie", a pencil toting, grad-cap wearing, diploma-come-to-life, was a creative, yet natural decision as a mascot choice for the "Scholars" of Rhodes Elementary.

Working in a collaborative effort with PEP Club and staff, graphic designer and cartoonist Keith Poletiek brought "Rhodie" to life in 2003 as the school's officially recognized mascot. "Rhodie" is seen on all, stationary, handouts, folders and yearbook covers.

RHODES PEP CLUB

Our Edwin Rhodes Elementary PFA Board is known as The **PEP (Proud Educators and Parents) Club**. We are all members of our PEP Club. There are no membership dues or fees to join. As parents of Rhodes Scholars, you are a very important part of our team and we look forward to working with you this year to make Rhodes extraordinary in every way for our Scholars.

Edwin Rhodes Elementary is so much more than a school site where teaching and learning takes place. Rhodes is a philosophy, a community, and a culture dedicated to academic excellence. We believe in building the foundation for life-long learning and success. *Rhodes sets a higher standard.* Our Scholars, Professors, parents, staff, and administrators step up to meet that standard in everything we do. *We cannot do it without you.* Parent involvement and support of our programs and philosophy is a vital part of our success.

Our Rhodes PEP Club Executive Board is the vehicle for coordinating this involvement. Many opportunities exist and are waiting for your unique time, skill, and input. Please consider volunteering for at least one event or program this year. Our PEP Club meetings are always open to everyone and we welcome your participation.

Fundraising allows us to provide our Scholars with the tools and experiences that directly support academic excellence. Our educational assemblies and field trips provide interactive experiences supporting our curriculum and standards. Student award assemblies, Red Ribbon Week, and GRAD classes provide our Scholars with the forums and feedback for learning, working toward goals, and being part of a community of achievement. Without fundraising, many of these exciting, challenging and innovative programs would not be available to our Scholars. Thank you for your support in our Rhodes fundraising efforts! We are so proud of the commitment, dedication to excellence, and the continued willingness to step up demonstrated by our Rhodes parents, professors, staff, and administration. Thank you for joining us, as we work together, to take Edwin Rhodes Elementary to the next level.

PHILOSOPHY

Mission Statement

The Edwin Rhodes Elementary School Community believes that all students are unique and gifted individuals. We are committed to developing life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

Our high expectations include:

Student Goals

(Actual Rhodes *Scholars'* goals at Oxford University)

- High academic achievement
- Integrity of character
- A spirit of unselfishness
- Respect for others
- Potential for leadership
- Physical vigor



School-Wide Goals

- Emphasize high academic standards, respect, patriotism, and courtesy
- Provide a structured environment conducive to learning
- Implement the Theory of Multiple Intelligences as part of instruction
- Expect active parent participation and support of school policies and programs
- Offer on-going Professor and parent training
- Maintain consistent communication between home, school, and community

CURRICULUM

The curriculum is consistent with the adopted Common Core State Standards (CCSS) and the Chino Valley Unified School District's grade level expectations. Understanding students' areas of strength and the development of the total child are emphasized at Edwin Rhodes Elementary. Howard Gardner's "Theory of Multiple Intelligences" is utilized in the instruction of all subjects, producing a well-balanced educational program. The District adopted curriculum texts are used, along with supplementary materials, to teach the content areas below. The following is a brief summary of the general curriculum studied in the elementary school years.

English/Language Arts

The English/Language Arts curriculum is comprised of a comprehensive and balanced reading program used in all grade levels. In addition, in the primary grades there is an emphasis on phonemic awareness and a systematic phonics instructional approach. In all grades, reading comprehension of expository material will be a major focus in instruction.

The Common Core State Standards (CCSS) are the focus of the curriculum and are divided into these strands:

- ❖ Reading (Literature/Informational)
- ❖ Writing (Argument, Informative/Exploratory, Narrative)
- ❖ Speaking and Listening
- ❖ Language

Mathematics

1. The main purpose of the Common Core State Standards is to prepare students for college and career readiness.
2. Instruction will concentrate on learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematical content as well as mathematical understanding.
3. Professors will focus on building mathematical character through the Common Core State Standards and the following Eight Mathematical Practices:

<ol style="list-style-type: none"> 5. Make sense of problems & persevere in solving them. 6. Reason abstractly and quantitatively. 7. Construct viable arguments and critique the reasoning of others. 8. Model with mathematics. 	<ol style="list-style-type: none"> 1. Use appropriate tools strategically 2. Attend to precision. 3. Look for and make use of structure. 4. Look for and express regularity in repeated reasoning.
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Music/Art/Drama

Professors provide general musical and visual arts instruction and facilitate the development of appreciation and understanding of concepts. Monthly patriotic and traditional songs are learned and sung at weekly school-wide assemblies. Moreover, each student participates in a school performance. Opportunities for drama experience will also be provided in each classroom.

Under the direction of a music specialist and for concentrated music studies, students in grades 2-3, are instructed in a keyboarding lab, 4th grade in recorders, and all 6th graders participate in choir. Beginning and advanced band are offered to students in grades 5 – 6. The MIND Institute Program, for grades 2 – 4, will be used in conjunction with our music program and keyboarding lab to help students acquire and develop problem-solving skills in math and science.

Art lessons are designed to help students understand the nature of art with emphasis on color, design, art principles, and art appreciation. Creative expression is encouraged throughout instruction. On a monthly basis, the Art Masters Program is provided by parent volunteers.

CURRICULUM (CONTINUED)

Physical Education

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

At the elementary level, a variety of activities are used to improve physical strength, health, and endurance. Activities are selected with the goal of developing each student physically, emotionally, and mentally. Some of these include the Mileage Club, Track Team, Color Guard, and our Spirit Team, the “Rhodettes.”

Students in grades 1-6 are provided at least 200 minutes of P.E. instruction for every 10 school day (Ed Code 51210)

Fifth grade students participate in activities all year that develop skills in agility, flexibility, upper body strength, and cardiovascular endurance. These skills are tested in the spring as part of the state’s physical fitness assessment including: one mile jog, curl ups, right angle push-ups, trunk lift, shoulder stretch, sit-and-reach, and a shuttle run.



Science

Science is designed to provide knowledge of living and non-living things, their relationships to humans, and their effect upon the environment. It will also provide students with an awareness of the world around them and the world’s effect upon them. The curriculum is comprised of units of study, which have a performance-based, discovery-centered methodology that requires substantial amounts of hands-on science experiments. Rhodes Elementary has an operating school garden for individual and/or class projects. Fifth grade also participates in a hands-on science field trip to the Ocean Institute. **As a district we are beginning to implement the Next Generation Science Standards (NGSS). WE are working to provide students in grades 4-6 more opportunities to participate in STEAM activities.**

Social Studies

Social Studies consists of an overview of world geography and emphasizes the cause and effect relationships between humans and their physical environment. History is studied to give students an understanding of the experiences and contributions of various ethnic groups and cultures. Students in grades 4-6 participate in walk-throughs where history comes to life.

As part of the curriculum, students participate in specialized field trips. Fourth grade students may have the opportunity to travel to Sacramento during the school year, which serves to enhance their understanding of California history.

Technology

Each classroom is embedded with technology to enhance and support instruction, including Dell desktop computers, DVD, CD player, Document Camera, and projector. In addition, every classroom computer has access to a laser printer, the Internet, and instructional software including an electronic encyclopedia. All of our Professors have been issued a laptop computer and have digital projectors to use in conjunction with multi-media instructional programs in Science and English Immersion. All audio-visual materials shown by the professors will be “G” rated or District approved items.

Each student also has the opportunity to use any of the Dell computers in our computer lab as well as a wireless response system that Professors can use to check their students’ subject matter understanding during instruction. Students will become computer literate by having regularly scheduled instruction on word processing, keyboarding, and/or various programs reinforcing skills in all academic subject areas in MIT and Cal Tech (computer labs) as well as mobile carts with lap tops which can rotate among classes.

Computer Lab Expectations

Be Respectful	Be Responsible	Be Safe
Use inside voice	Handle equipment with care	Walk
Keep food and drink outside	Push in chairs	While seated: Keep 2 feet and 4 chair legs on the floor
Pick up after yourself	Leave space ready for next Scholar, log out and leave sign-in lines blank.	Use only approved websites

“The Bookery”/Library

Students have regularly scheduled visits at the Bookery, which contains hundreds of quality literature books. Multicultural books and those written in other languages are also featured. The many reference materials include encyclopedias, Internet access on computers, dictionaries, and specialized units of study. All children have the opportunity to utilize these materials in the Bookery. Accelerated Reader and Ticket to Read will be utilized to enhance students’ comprehension skills and reading fluency.

Accelerated Reader (AR) is a scientifically based, progress-monitoring tool that facilitates personalized student reading practice. After students read books at the right level of independent reading challenge, they may voluntarily take computerized quizzes to confirm they understand what they have read. Data from these quizzes helps Professors monitor students’ reading practice and growth.

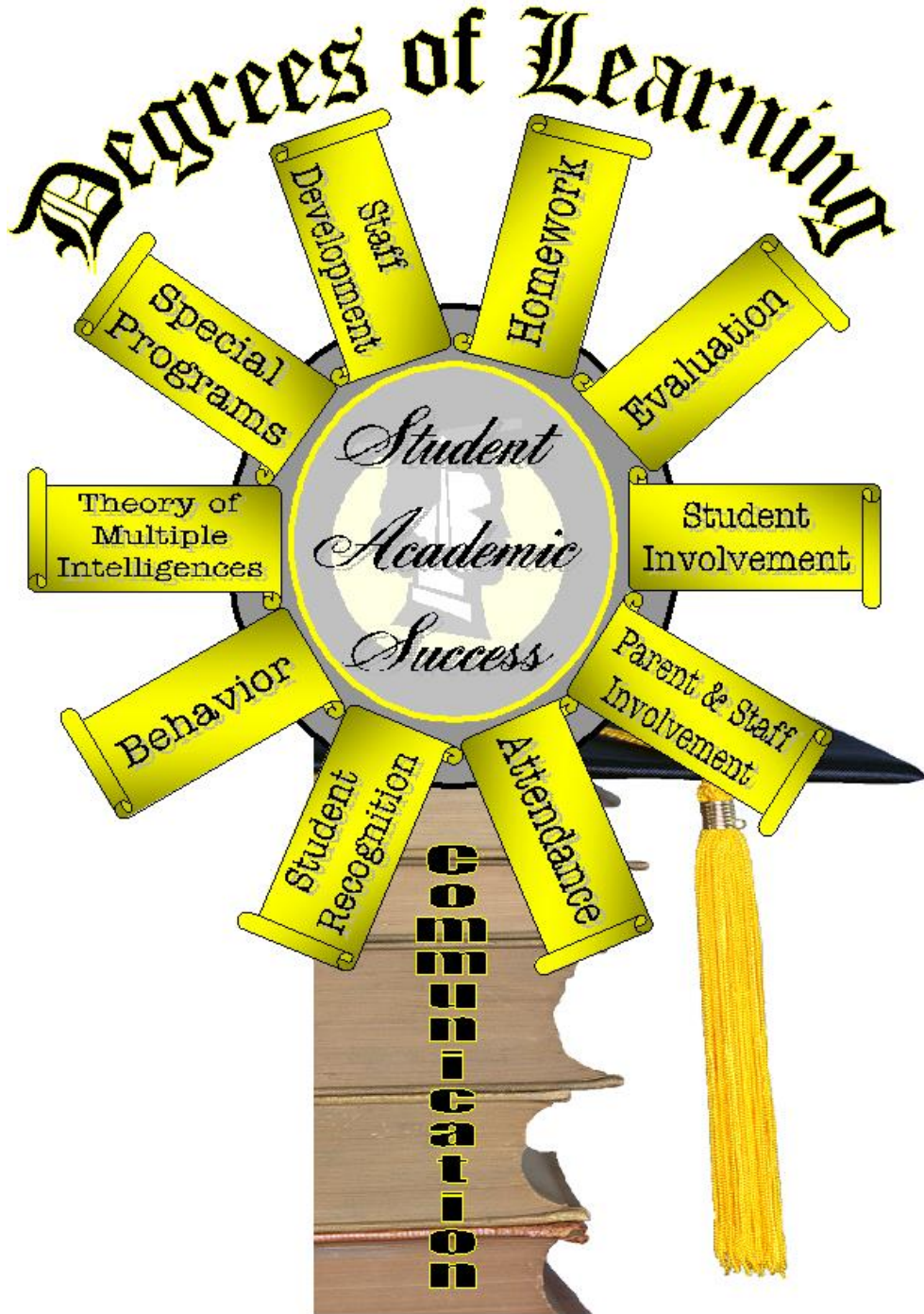
Bookery Expectations:

Be Respectful	Be Responsible	Be Safe
Use QUIET voices	Take care of books and return them by their due date	Keep hands and feet to yourself
Listen instructions	Sit and read once you have checked out your book	Sit correctly and push-in your chair when asked to leave
Keep Bookery clean; food and drink stay outside	Use shelf markers and put books back where they belong	Walk at all times



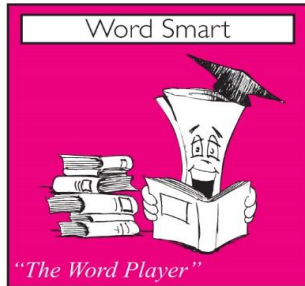
DEGREES OF LEARNING

The “Degrees of Learning”, shown below, was developed in order to provide a visual representation of how Edwin Rhodes Elementary achieves our goals. **Student Academic Success** is our central focus with a solid foundation in **COMMUNICATION**; the scrolls represent components that make it happen!



Theory of Multiple Intelligence

DOMAINS OF INTELLIGENCE



Linguistic Learner

LIKES TO

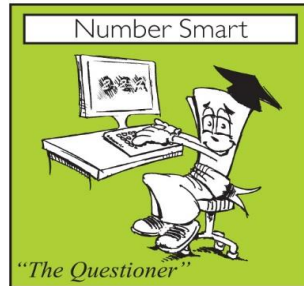
- read
- write
- tell stories
- give speeches
- tell jokes/spin tall tales

EXCELS AT

- memorizing trivia
- writing
- using extensive vocabulary
- spelling
- playing word games

LEARNS BEST BY

- reading
- writing
- speaking
- hearing and seeing language
- discussions and debates
- humor incorporated in learning



Logical/Mathematical Learner

LIKES TO

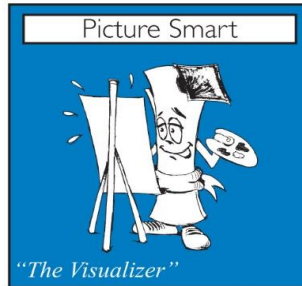
- do experiments
- figure things out
- work with numbers
- ask questions
- analyze and make predictions

EXCELS AT

- mathematics
- reasoning
- logic
- problem solving
- using technology

LEARNS BEST BY

- categorizing
- classifying
- working with abstract patterns/relationships
- using the computer
- making time to complete tasks



Spatial Learner

LIKES TO

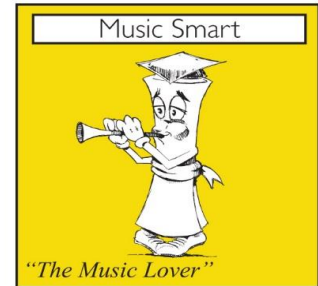
- draw, build, design and create things
- daydream
- view pictures/movies
- reading maps and charts
- visual arts

EXCELS AT

- using imagination
- sensing environment
- mazes/puzzles
- reading maps and charts
- visual arts

LEARNS BEST BY

- visualizing
- dreaming
- stimulating environment
- working with colors/pictures
- audio/visual materials



Musical Learner

LIKES TO

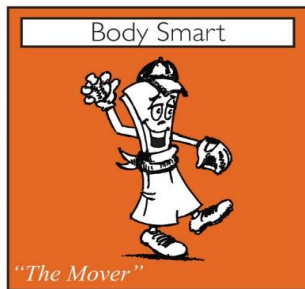
- sing and hum tunes
- listen to music
- play an instrument
- collect CDs
- watch musicals

EXCELS AT

- picking up sounds
- remembering melodies
- noticing pitches/rhythms
- keeping time
- singing songs

LEARNS BEST BY

- rhythm, rhyme and repetition
- information put to a beat
- playing music while working
- performing in skits and musicals
- using song lyrics to memorize



Bodily/Kinesthetic Learner

LIKES TO

- move around
- work with hands
- use body language
- exercise
- gesture frequently

EXCELS AT

- physical activities
- sports/dance
- crafts
- drama/acting
- mechanics

LEARNS BEST BY

- doing
- moving
- role playing
- hands-on experiences
- action packed stories/drama



Interpersonal Learner

LIKES TO

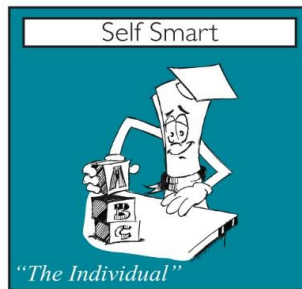
- solve problems
- talk to people
- join groups and clubs
- be a leader
- have lots of friends

EXCELS AT

- understanding people
- leading others
- socializing
- persuading others
- mediating conflicts

LEARNS BEST BY

- working in a group
- cooperating with others
- sharing their ideas
- communicating
- debating



Intrapersonal Learner

LIKES TO

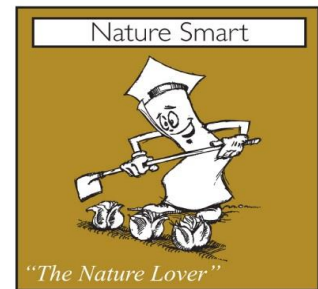
- work independently
- pursue own interests
- have strong opinions
- work on independent games
- have many choices

EXCELS AT

- understanding self
- focusing inward on feelings/dreams
- pursuing interests and goals
- being original

LEARNS BEST BY

- individualized projects
- self-paced instruction
- having private space and time
- independently working
- reflecting, thinking, and visualizing



Naturalist Learner

LIKES TO

- garden
- hike, camp, walk and climb
- care for pets and wildlife
- recycle
- spend time outdoors

EXCELS AT

- collecting
- categorizing
- recognizing plants and animals
- understanding native surroundings
- recycling

LEARNS BEST BY

- classifying information
- observing
- doing experiments
- using telescopes and binoculars
- exploring the environment

IMPLEMENTING THE THEORY OF MULTIPLE INTELLIGENCES

Edwin Rhodes Elementary School incorporates the Theory of Multiple Intelligences as the foundation of our school's philosophy. This theory states that each of us possess at least eight intelligences that characterize the way we learn. They are spatial, linguistic, logical-mathematical, interpersonal, intrapersonal, musical, bodily/kinesthetic, and naturalist. Utilizing this theory as an instructional approach increases retention; thereby producing optimum academic success for our students.

Our goal is to create a school environment that focuses on the premise that all children are gifted and can learn. Teaching the content of the State Standards through all eight intelligences will allow students to learn, comprehend, and retain information based on the fact that they are receiving instruction in a variety of methodologies. Because all eight intelligences are addressed, we will meet the learning styles and modalities of all the students in our classes. Empowering children to think, create, and explore will ensure that they will successfully meet the state adopted standards.

The following is a summary of our approaches to transfer this theory into successful practical application:

Staff Development:

Our Professors are given information on current research, planning guides, sample lessons, and curricular objectives as part of ongoing staff development. Several staff members have presented workshops on both the local and national level on the implementation of multiple intelligences learning.

Parent Involvement:

A priority in establishing this innovative program is providing the parental community with the information needed to support and understand the benefits of utilizing the Multiple Intelligences theory as part of the instructional process. Realizing its importance, "Parent Seminars" (workshops) are held in order to share pertinent information.

School Wide Approaches:

1. GRAD – Generating Rhodes' Academic Diversity Enrichment Program

This important component of our school-wide enrichment program is intended to tap into the wide variety of interests, abilities, and talents of our students and encourage all children to utilize a number of high-level thinking skills. This is a series of elective courses, focusing on a central theme, that all first through sixth grade students take once during the year.

The courses are designed to enhance each of the intelligences, which every student possesses. This academic course of study will include opportunities for children to: create, classify, imagine, infer, select, and appraise or evaluate in learning situations. It is our goal that the **GRAD** program will spark the children's interest and enthusiasm in new and different ways. Each **GRAD** class includes three "Connector" components:

- Notable Individuals – students learn about individuals who have made contributions within the area of study
- Career Opportunities – students learn about career opportunities and skills needed for a job in fields related to the area of study
- Universal Significance – students learn how this field of study applies to life in general and/or how it relates to global issues

2. Lunch Time Activities

The playground is printed with the alphabet, mathematical shapes, the United States and world maps, and the Solar System. These help Professors promote learning utilizing bodily-kinesthetic intelligence. A variety of music is played during this time.

Classroom Approaches:

- School facilities are encouraged to be part of the learning environment.
- Each child is screened to determine his/her individual areas of strength.
- Professors consistently utilize a variety of instructional techniques and experiences to develop all intelligences.

Conclusion:

We are offering what we feel is an outstanding and rewarding program for our students. Our parent surveys, test results, and daily attendance certainly validate our students' positive attitude toward learning, which is such an important part of their academic success.



BEHAVIOR

The behavior policy of Rhodes Elementary School is designed to ensure that each student has the opportunity to learn in a safe and secure environment. Our aim is to develop responsibility, citizenship, and respect for others.



“Collegiate Conduct” Award
 No Demerits/Referrals and ALL 4’s on Report
 Card in ALL areas of Habits of Success
 (including both Playground and Classroom
 Behavior.

Each Professor has standards for classroom behavior and an appropriate reinforcement system. These standards are communicated to parents at the beginning of the year at Parent Collegiate Night.

The school-wide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive. To achieve these goals, the following School Statutes (“statutes” is the Oxford term for rules) have been established:

1. **Be Respectful.**
2. **Be Responsible.**
3. **Be Safe.**

The Chancellor will discuss and model these School Statutes at grade level assemblies at the beginning of the school year. Students who consistently follow these rules will be rewarded on an individual and school-wide basis. “Scholarships” will be given to students who display outstanding sportsmanship and helpfulness on the playground. These “Scholarships” may be cashed in for rewards.

Failure to follow these rules will result in the issuance of a “**Campus Demerit**” requiring both parent and student signatures. “**Campus Demerits**” may have an effect on report card grades in citizenship.

The trimester Citizenship grade is determined by classroom behavior *and* the number of **Campus Demerits** received.

If a child receives a **Chancellor Referral**, parents are contacted. Some examples of reasons for this type of referral are:

- Class Disturbance/Disobeying Rules
- Disrespect to Professor
- Offensive Language
- Fighting
- Damaging School Property
- Endangering Other Students
- Cheating
- Forging Signatures

DRESS CODE

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

The expectation for student dress and grooming is based on a desire for self-expression, safety, and respect for other students’ right to learn. Dress should be suitable and comfortable for normal school activities and reflect pride and attention to personal cleanliness.

The Complete District Student Dress and Grooming Policy are included in the student packet that is sent home on the first day of school. Edwin Rhodes adheres to the specific *Dress and Grooming Standards for Grades K-12*. Please take note of the following highlights/additions:

- ❖ All clothing should reflect only positive, non-verbal statements;
- ❖ Students’ classroom University or Rhodes spirit hats or caps are allowed for outdoor use only (all other forms of hats, caps, beanies, etc. are not allowed);
- ❖ Shoes and sandals must have back straps (closed toe shoes are best);
- ❖ Students’ classroom College/University logo shirts or tops are acceptable and encouraged on Mondays; and
- ❖ Clothes and belts must be the appropriate size and length when worn.

The following items are considered inappropriate and are not permitted:

- Negative symbols or graphics such as skulls, or crossbones on clothing;
- Flip-flop attire;
- Midriffs, tube or strapless tops;
- Clothing which allows undergarments to be seen;
- Tattered clothes;
- Clothing containing emblems, printing, lettering or pictures pertaining to drugs, gangs, alcohol, smoking, sex, or profanity;
- Plain white t-shirts designed to be worn as undergarments;
- Colored hair (such as blue, orange, green, etc.) or distracting hair styles such as Mohawks, etc.;
- Roller shoes/Heelys; and
- Make-up.

As fads and fashions come and go, in all cases, the administration makes the final decision.

Dress Code for Literature Day:

All costumes must be appropriate for school attendance (i.e., costumes must not include any type of weapon or LOOK ALIKE).

In light of recent world events, parents should not allow costumes that might create hatred or poke fun at ANY ethnic group or beliefs. Any questions regarding your student’s costumes should be directed to their professor. Full face makeup is not allowed.

UNIVERSITY RULES

General

1. Children should resolve their own conflicts in a positive way whenever possible before requesting help from the school staff.
2. Chewing gum is not permitted.
3. Bikes must be walked while on school grounds. Skates, roller blades, skateboards, and other personal equipment or toys are to be left at home unless Professor approval is given. Baseball mitts, however, are permitted.
4. Students may possess personal electronic signaling devices, such as cell phones. However, they may only be used before school begins and after the regular school day ends. They must be turned off during class time and not disrupt the educational program or school activity. If student is caught using their cell phone during school hours, the phone will be confiscated and left in the office until a parent comes in to claim it. Rhodes Elementary is not responsible for devices brought to school.

Hallways/Commons Expectations

Be Respectful	Be Responsible	Be Safe
Use quiet voices- so not to disturb others	Stay in line facing forward unless directed by an adult	Walk at all times
STOP, LOOK & LISTEN when spoken to by adults	Pick up trash	Keep hands, feet & objects to yourself
Respect instruction	Keep halls clean: this is a food and gum free zone	Stay on the playground, away from classrooms, during breaks

Playground Expectations

Be Respectful	Be Responsible	Be Safe
Wait your turn in game lines	Line up as soon as bell rings	Walk to/from class and playground
Listen to all adults	Put away all equipment	Avoid all play fighting/rough play
Follow the rules of all games and be a good sport	Tell an adult if someone is hurt	Stay in designated areas; run only on the field

Restroom Expectations

Be Respectful	Be Responsible	Be Safe
Give people privacy; wait your turn	Flush toilets and wash your hands	Walk to and from restroom
Use quiet voices and use equipment appropriately	Use only what you need (paper & soap)	Keep water off the floor
Keep it clean	Put trash in garbage cans	Report problems: Sink, toilet, soap

Office Procedures

Checking Students Out – Scholars should not be checked out during the last 10 minutes of the school day. If they need to leave early for any reason, they should be picked up by 3:10 pm on regular days and by 12:00 pm on minimum days. Professors use the last 10-15 minutes of the day to go over homework, pack up backpacks, clean up desks, etc. Calling students out during this time is extremely disruptive.

Tardies – Even if a student is one minute late, they need to check in at the office before going to class. Once the 8:40 am bell has rung, students are considered tardy. Even one tardy will disqualify them for the perfect attendance award. So, please allow yourself plenty of time to arrive at school.

Homework – If your child is absent and parent would like to pick up homework for them, parent must contact child's Professor via email or voicemail. The office staff will no longer take homework requests or interrupt classrooms with homework brought in late. It will be placed in the Professor's box. The homework will only be ready to be picked up **AFTER** 3:30 pm. If you are not going to be able to pick up the homework, please don't request it. It creates a disruption when the child gets back to school and has to leave class to go up to office and pick up homework that was never picked up while they were absent.

Volunteers – **ALL** volunteers who are helping at school **MUST** sign in at the office and sign out when leaving. **ALL** volunteers must attend a volunteer class and obtain a volunteer badge before they can help on campus or attend any field trips. If you forget your badge, you must get a visitor sticker when you sign in. **DO NOT** sign in at the office if you are attending a field trip. You must still wear your badge but the sign in sheet is **ONLY** for volunteers who are staying on campus.

Admissions Expectations

Be Respectful	Be Responsible	Be Safe
Use polite language: Please & Thank You!	State your purpose politely	Keep hands and feet to self
Wait in a single file line	Be seated/enter through the correct door	Keep doors clear
Use "inside" voices	Wait patiently for your turn	While seated: Keep 2 feet and 4 chair legs on the floor

Fire Drills and Disaster Drills

Follow the directions given by the Professor. Silence is mandatory.

Games

1. Use playground equipment properly.
2. All children are welcome to join all games – there are no closed games.
3. The designated judge for each game is the first person in line. A judge's decision is final.
4. Keep-away, tackling, tag and wrestling are prohibited.
5. Bouncing balls against buildings is prohibited.
6. Red balls are for bouncing and throwing only.

Campus Café Expectations

Be Respectful	Be Responsible	Be Safe
Talk in a quiet voice	Remain in order and wait your turn in line	Leave space between you and others (in line)
Keep your food on your tray	Take only what you will eat	Walk at all times
Listen to all adults	Exit the Student Union through the correct door	Report spills to the Custodian

Buttery Expectations

Be Respectful	Be Responsible	Be Safe
Use polite language: "Please & Thank you"	Stack trays neatly in box	Keep hands and feet to self
Raise your hand and wait to be excused	Sit at your assigned table	Report spills to the custodian
Only eat the food on your tray	Pick up after yourself	Remain seated until dismissed

Students are required to eat a well-balanced lunch daily and must spend a minimum of **TEN MINUTES** for lunch before being dismissed.

STUDENT RECOGNITION**Awards**

As part of our basic philosophy to encourage students to excel, a school-wide recognition system is used. Awards are distributed to deserving students who have met or exceeded the school's high expectations.

Ongoing Awards**Classroom Awards**

All Professors are strongly encouraged to recognize student achievement on an ongoing basis and distribute classroom awards as they deem appropriate.

Academic Awards**"Ed-win" Award- 2 per classroom at Awards Assemblies (held in Sept., Oct., Dec. Jan., Feb., Apr., May)**

(Grades K – 6) Exceptional academic performance and growth related to mastery of the Common Core State Standards (CCSS)

Trimester Awards (held in December, March, and June)**"Collegiate Conduct" Award – Perfect Record of Citizenship**

(Grades K-6) "4" in Citizenship (including both Playground and Classroom Behavior) and no demerits or office referrals.

"RAH" – (Rhodes Awesome Homework) – Perfect Record of Homework Completion

(Grades K-6) "4" in Homework with no homework deficiencies

"Rhodes to Success" – Perfect Attendance Award

(Grades K-6) Perfect Attendance - **Bell to Bell** (From the beginning to the end of EACH school day). **ALL tardies** will count against this award unless accompanied with a Dr. or Dentist note with the date and time of appointment noted. **Students picked up from school after 3:45 pm will also be disqualified from this award. This will take effect beginning August 29, 2016.**

"Rhodie" Award

(Grades K-6) Recipients of "Collegiate Conduct", "RAH", and "Rhodes To Success" Awards in the same trimester

End of the Year Awards

Honor Hall Inductees Recipients of “Rhodie” Award for *all three trimesters*

Awards for Top Scholars!

Scholars who earn the Homework and Citizenship awards for all three trimesters, as well as Daily Attendance for the entire year, will be inducted to Honor Hall and have their names engraved on a plaque that remains in Honor Hall perpetually!

Presidential Physical Fitness Award

(Grade 5) Complete physical fitness testing, meeting 85% of all National guidelines



SPECIAL PROGRAMS

GATE (Gifted and Talented Education)

Identified as the Magnet School for the District, the staff at Rhodes Elementary is committed to providing students who have been identified as GATE in **Grades 5 – 6** with unique learning experiences that focus on both academic rigor and the social-emotional needs of the gifted student.

These students are either placed in a “Magnet Class”, where every child in the room is identified as GATE, or in a “Cluster Class”, where a small group of GATE students are clustered together in a regular classroom. In either placement, the students have access to a differentiated, Standards-based curriculum, which is taught with depth, complexity, and novelty. Appropriate pacing and acceleration are used to challenge each student to reach his/her maximum potential. In addition, the school's philosophy of Multiple Intelligences enhances the total educational program for all GATE students.

Common Components (Magnet and Cluster Programs) – These are the basic elements prevalent in each child’s educational course of study.

Cognitive Domain (Academic)

- "Exploration" theme integrated into all areas of study
- State Academic Content Standards mastered and exceeded
- Curriculum compacted
- Depth, complexity, novelty, pacing, and acceleration used for differentiating the grade level curriculum
- Curriculum-related technology activities provided for each student:
 - Final copies of reports and stories published (minimum 1 per trimester)
 - Presentation software used to produce classroom assignments (minimum 1 per trimester)
 - Research-related assignments completed (minimum 1 per trimester)
- Flexible Grouping is utilized to provide stimulation and challenge, support skill development, and meet specific needs
- Music keyboard instruction provided
- Musical Instrument Instruction– mandatory for all 5th and 6th graders

Affective Domain (Social/Emotional)

- Counseling made available for social/emotional development
- Community-based service projects (minimum 1 per year)

Flexible Grouping is utilized to introduce new experiences, build a community of learners, and develop social skills

Promotion/Retention

The focus of the pupil promotion legislation (AB 1626 and SB 1370) is to improve student learning and support students who are at risk of failure.

Students will be designated “at risk of being retained” if they are not meeting grade-level standards. A parent-Professor conference will be as soon as it is determined that a student who is in danger of being retained, where an *Instructional Plan* will be formulated for the year. The Promotion/Retention team shall meet, consult, and make a recommendation to promote or retain a student by the end of the school year depending on the success of the *Instructional Plan*. The final decision is based on staff recommendations.

Psychologist

The school psychologist fulfills state requirements related to special education. The psychologist tests students referred for academic concerns. In addition, the psychologist meets with parents and Professors to discuss results of the testing and suggests appropriate placement. He/she is also available to consult with staff and parents concerning special problems related to students. The psychologist is scheduled to be on campus on a part-time basis.

Resource Specialist

Students, who have completed psycho-educational testing and have been identified with learning disabilities, may qualify for service from the Special Education Department. These students are served through an Individualized Education Plan (IEP) which is coordinated by the Resource Specialist. Students primarily receive extra assistance in their classroom based on grade level standards, but may also be part of a “pull-out” program. Parent approval is necessary for placement in this program. Annual meetings are held to review the student’s progress and set new goals.

Speech Pathologist

A speech pathologist works at Edwin Rhodes Elementary on a part-time basis. This specialist works with students who qualify for assistance in the areas of language and speech. The specialist maintains a pullout or in-class program for students who qualify. A speech pathologist works with a wide array of speech disorders that include articulation, language, auditory comprehension and comprehension deficits, social skill (pragmatic difficulties), fluency, and voice. Parent approval is necessary for placement in this program and annual meetings are held to review the student’s progress and set new goals.

STEP (Student Teacher Excellence Program)

If a student is struggling either academically or socially, the classroom Professor will try intervention strategies to remediate the problem. When further measures are required, the Professor or parent may request a STEP meeting. The team includes the parents, classroom Professor, an administrator or designee, the STEP Coordinator, and may also include the Resource Specialist, Nurse or Psychologist. The team identifies the student’s strengths and weaknesses, and then develops a “Success Plan”. Often, the plan includes a follow-up meeting. Students who need psycho-educational testing are referred through the STEP team.

ATTENDANCE

Edwin Rhodes Elementary recognizes that a student’s attendance record directly contributes to student academic success. Therefore, every parent should have alternative childcare available in cases of emergency. This should be worked out well before the school year begins.

Independent Study

Any student who anticipates being absent for more than 5 days, up to and including 20 days, is encouraged to request Independent Study from the Independent Study Coordinator. **Completion of the required work counts toward perfect attendance!**

If a student is absent from school, parents must contact us to report or clear an absence by any of these methods:

- E-mail www.chino.k12.ca.us/Rhodes
- Phone 909-364-0683
(If calling after school hours you may leave a message)
- Send note with student on day of return

If you would like to request make-up work, you must contact your child's Professor via email. The office staff will no longer take homework request or interrupt classrooms with homework brought in late. It will be placed in Professor's box. The make-up work will be available in the office between 3:30 – 4:30 p.m. that day.

Special Note:

Please try to avoid picking up your child/children during the last 15 minutes of the school day as vital homework information and preparation for dismissal occurs at this time.

Saturday School

Saturday School, may be offered, and will be held once per trimester. Students who have been absent are invited and will have the opportunity to make-up the absence.

For parents' reference, here is a summary of the *School Attendance Review Board Information Pamphlet* from the San Bernardino County Superintendent of Schools:

Acceptable Reasons for Excused Student Absences

- Personal illness
- Personal medical, dental, optometric or chiropractic appointment (Doctor's note required)
- Quarantine under the direction of a health officer
- Funeral services for a member of the immediate family
- Observance of religious holiday

Truancies and Unexcused Absences

- Going to work with a parent or family member
- Going to the beach, lake, river, mountains, desert, concert, or sporting event
- Babysitting
- Personal problems
- Bus not available/missing the bus

When a parent takes their child out of school early more than three times during the year, for reasons not acceptable as excused, that child becomes a truant.

Board Policy requires all absences to be "cleared" with an e-mail, phone call, or note within 5 days of the absence to keep the student from being considered truant. After 5 days, the "truant" status becomes permanent.

Tardies/Late Pick up

It is essential that students arrive on time to begin the school day. Students coming to the classroom late create a disruption, as the Professor must stop instruction to correct the attendance roster and lunch count. Therefore, the entry gates are locked at 8:40 a.m. Students arriving after 8:40 a.m. must report to the office to be signed in and get a Tardy Pass to give to the Professor. **TRAFFIC IS NOT AN EXCUSE FOR BEING TARDY.** Parents should plan their arrival with the traffic in mind.

A tardy or an early sign out will be "excused" with a Doctor/Dentist note showing the student was at an appointment. To qualify for the trimester's "Rhodes to Success" Award, a student must not have any tardies unless excused by a Dr. or Dentist note.

It is also important to pick up students on time after school. Even with our heavy traffic flow, the campus usually clears out within 20 minutes of dismissal. Students not picked up after traffic ceases will be asked to wait in the office. Parents will then need to sign out their children from the front office. **Students who are picked up after 3:45 will not qualify for the "Rhodes to Success" Award.** Habitually tardy or late pick up patterns will result in a meeting with the Chancellor. Authorities will be contacted if any student is found waiting in the park after school.



"Rhodes To Success" Award

Perfect attendance, *from the beginning to the end of each school day*. No tardies unless excused with a Dr./Dentist note.

No late pickups after school past 3:45 pm on regular days and 12:35 on minimum days.

Medications/Health Emergencies

Please do not send children to school if they are sick. Students who become ill at school are sent to the Health Center. If they are too ill to return to class, you will be notified. No child will be sent home alone if they are ill. Please let children know to inform an adult if they are ill or injured.

In the event of a serious injury or illness, the paramedics will be called.

Please ensure the information on your child’s Emergency Card is completed in its entirety and kept up-to-date and accurate: pager and cell phone numbers are a must! Remember to include all names and numbers of those people you authorize to pick up your child in the event of an emergency. We can only release students to those listed on the emergency card.

If your information changes, please call or e-mail the office and we’ll make any changes.

When medications are to be taken at school, a *Request for Administration of Medicine* form must be completed by the physician. The form is provided in the packet sent home at the beginning of school and must accompany all medications sent to school. All medications must be sent in their original pharmacy container and be marked with the student’s name and room number. Non-prescription medications may not be dispensed at school; such as vitamins, cough drops, etc.

HOMEWORK POLICY

“RAH” Award
 Perfect Record of Homework Completion



The Board of Education recognizes that homework contributes toward building responsibility, self-discipline, and lifelong learning habits. Time spent on homework directly influences students’ ability to meet the District and State’s academic standards. Additionally, it reinforces classroom learning objectives, content standards, and addresses individual student needs and abilities. The Board of Education expects students, parents/guardians, and staff to view homework as a routine and important part of students’ daily lives.

Homework is a Professor-planned assignment, which takes place largely outside of the student’s regular school hours. It should reinforce classroom learning, develop skills, expand on the student’s school experience, and encourage family participation. Professors will assign homework that is specific and related to content standards being presented in class. Student agendas are made available to purchase by our PEP Club at the beginning of the year to use to write down nightly assignments. It is the student’s responsibility to record the homework assignments, make sure they understand the work before leaving class, take any necessary materials with them when they are dismissed for the day, and return the assignments when they are due. Parents may assist with homework assignments and are encouraged to check their child’s work for quality, accuracy, and completeness.

If homework is forgotten at school, Scholars and/or their parent may come back to school to get it on two conditions. 1. It must be before the office closes at 4:30 p.m. 2. The Professor must still be here to let student in. If both of these conditions are not met, the student will not be able to retrieve their homework and will receive a homework deficiency.

Notification will be given when there is an All-School No Homework Night due to evening school events.

The amounts of time listed below represent the total daily AVERAGE for homework, which will be assigned Monday through Thursday nights. Long-term projects, studying for tests, etc., will be counted in the homework minutes outlined below. These timelines may vary with each student’s ability and effort.

- ❖ **Kindergarten & 1st Grade** **10-20 minutes**
- ❖ **2nd Grade** **20-30 minutes**
- ❖ **3rd Grade** **30-45 minutes**
- ❖ **4th- 6th Grade** **60-90 minutes**

Elementary students shall be required to read 15-20 minutes every day, in addition to the regularly assigned homework.

A notice will be issued to students who fail to comply with our homework policy. The missing/unacceptable assignments(s) will be listed and **must be completed by the following day**. When homework is not turned in, the student's "Habits of Success" portion of the report card grade be affected, and the Professor will contact the parent.

Homework Policy:

First offense	- Grade	Deficiency Notice - No longer qualifies for RAH Award
Second offense	- Grade	Deficiency Notice
Third offense	- Grade	Deficiency Notice - Professor will contact parent and together they will implement homework strategies.
Fourth offense	- Grade	Parent contacted
*Fifth offense	-Grade	Mandatory conference with Professor, parents, and student. Individual "Success Plan" will be initiated.

*A meeting will be scheduled with the administration.

EVALUATION

Grading

The elementary schools in CVUSD have implemented Standards-based electronic Report Cards to be compliant with State mandates. Report Cards are to reflect the student's progress toward mastery of the grade-level Standards for each subject area of the curriculum. Parents will be informed of student's progress on a regular basis.

Grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those needing improvement. Professors shall evaluate a student's work in relation to established district standards. The criteria are appropriate and specific, for all students at his/her grade level. Grades are based on objective criteria. Grades shall be based on impartial, consistent observation of the quality of the student's work, and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, tests, and through Multiple Intelligences projects. When reporting student grades to parents/guardians, Professors may add narrative descriptions, observational notes, and/or samples of classroom work to better describe student progress in specific skills.

Grade Criteria (BP 5121 (b))

Kindergarten through Grade 6

Performance Level Marks

- 4 **Extending** – Students at the Extending level of performance have an in depth understanding of grade level performance standards expected at this point of the school year.
- 3 **Achieving** – Students at the Achieving level of performance are consistently meeting the grade level performance standard expected at this point of the school year.
- 2 **Progressing** – Students at the Progressing level of performance are partially meeting the grade level performance standards expected at this point of the school year.
- 1 **Beginning/Standard Not Met** – Students at the Beginning/Standard Not Met are not yet meeting the grade level performance standards expected at this point of the school year.

Marks for Citizenship and Effort

The Performance Level Marks of 1 – 4 for Kindergarten through 6th grades will be used by teachers to document a student's growth within the essential areas of 21st Century Learning on the section of the report cards labeled 'habits for success'.

State Testing

Testing at Edwin Rhodes Elementary School will follow the same schedule as all other schools in the District.

- Grades 3 – 6 California Assessment of Student Performance and Progress (CAASPP)
- Grades 3 – 6 California Modified Assessment (CMA – for select students)



STUDENT INVOLVEMENT

We offer our *Scholars* many experiences, which celebrate their eight intelligences. These special opportunities motivate students to excel while expanding their learning potential. Students are strongly encouraged to participate and become actively involved in many activities.

Our school provides school-wide opportunities that encourage participation by all our students and may include:

ASB (Student Council)	Performance Choir	Green Team	Comic Creators
Rhodettes	Chess Masters	Mileage Club	Spotlight Kids Theater
Color Guard	Track Team	Good News Club	Newton’s Lab
Odyssey of the Mind	Debate Club	Drama Club	Band

Patriotism

As part of our school’s philosophy, patriotism is fostered through daily patriotic exercises, which include reciting the Pledge of Allegiance and the singing of patriotic and traditional songs for the month. At the beginning of each week, a pre-selected student will lead a school-wide Pledge of Allegiance followed by the songs of the month.

Performances

At Edwin Rhodes Elementary we are committed to providing a quality education for all children. Each student will be given the opportunity, as part of the curriculum, to participate in a school program during the course of each school year.

Parties

We love to celebrate at Edwin Rhodes Elementary School! We schedule four classroom parties during the year: Literature Day, December Holiday, Valentine’s Day, and End-of-the-Year. **Celebrating your student’s birthday by providing lunch for the entire classroom is not allowed. Cupcakes or goodies can only be brought in after lunch is over and only with Professor’s prior knowledge and approval.** In lieu of individual birthday parties at school, parents are encouraged to donate a book, to the school’s *Bookery* in honor of their child. Parents can pick up an approved list of books that are library ready for student check out and include many birthday titles off the website, from the office, or in the Bookery. These donations will be announced at a Monday Morning PEP Rallies, with the student’s name, grade, and year will be placed in the book cover for all Scholars to enjoy.

All food items for class celebrations will follow the nutritional guidelines and portion size noted in the “District Student Wellness Policy.” (Available in Admissions, from University Parents, and on District Website.)

Service Learning and Community Service Projects

Rhodes considers it a privilege to work with the community and share experiences with others in the community. Each grade level participates in community service projects throughout the year.

School Spirit

Mondays are Collegiate Day. Students and staff are encouraged to dress in their collegiate colors from their specific university. There will be a Monday Morning PEP Rally where students will wave pom-poms, sing our school spirit songs, and be given announcements for the week.



PEP Rally/Assembly Expectations

Be Respectful	Be Responsible	Be Safe
Listen to the speaker	Walk in and out in a single file line	Stay seated criss-cross style the entire time if sitting on the floor
Applaud when appropriate; stay silent	Follow directions	Keep aisles open at all times
Respect the person in front of you	Participate appropriately	Keep hands and feet to yourself

Every Friday is Spirit Day! Be sure to wear Rhodes Spirit shirts. Show your school pride! The classroom that demonstrates the most spirit will be awarded by the Spirit Flag being hung on their door for the entire week.

STAFF DEVELOPMENT

School Programs and Practices that Promote a Positive Learning Environment

The staff and administration of Edwin Rhodes Elementary are committed to providing the best possible education for all students. Shared decision-making among school leadership, staff, parents, and community is on-going. Everyone works together to provide an exciting, challenging, enriched, and differentiated instructional program promoting excellence for all students.

Professors meet regularly by grade levels as Professional Learning Communities (PLCs), sharing a vision of Student Academic Success, working and learning collaboratively and participating in school-wide decision making. Our PLCs plan, assess materials and techniques, and develop new strategies for engaging students in the curriculum. Staff development allows Professors time to analyze student performance, align the current curriculum with the State Standards, and experience new techniques and materials to assist with improving and sustaining academic excellence. Presenting the curriculum through the Theory of Multiple Intelligences meets the needs of all students including those with special needs. Differentiated curriculum, enrichment activities, and widely varied lesson approaches lead to academic success.

The school enjoys a teaching staff of exceptional quality and professionalism. The variety of talent among the Professors, as well as their commitment to excellence, provides an exciting learning environment for all students at Rhodes Elementary School.

PARENT AND STAFF INVOLVEMENT

Leadership and School Organizations

The Chancellor regularly utilizes the talents of the staff and parents in formal groups, such as the Edwin Rhodes School Site Council, or as individual members of the school community. In fact, this type of dialogue is a tradition at the school as each week the principal meets, confers, and plans with a wide variety of committees and teams. The school maintains a shared decision-making approach through the use of various groups of staff, parents, and community members, which address identified needs.

The School Site Council/English Learner Advisory Committee is made up jointly of elected parents and staff members whose primary function is to monitor the implementation of our Single Plan for Student Achievement. The parents and staff on the committee provide valuable ideas to guide school personnel in developing programs and meeting the needs of students and parents.

Grade Level Chairpersons

Grade level chairpersons assist the principal in overall school planning and decision-making and serve as the staff's leadership team. In addition, these elected educators serve as the instructional and curriculum coordinators for the grade levels they represent, as well as serving as role models for the implementation of instructional "best practices."

The Proud Educators and Parents (PEP) Club

The PEP Club plays an essential role in our school’s program. Each parent/guardian and staff person is a member. Our PEP Club serves as school volunteers in a variety of areas. One of these is coordinating fund raising activities to support student field trips, awards, supplemental instructional materials, and major school enhancements.

Parent Participation

Parents are encouraged to volunteer, become involved in school functions, and attend parent PEP rally workshops. Professors will notify you regarding opportunities to volunteer in the classroom. This has a positive effect on your child’s academic success and shows support and interest in the educational program.

Attendance is **expected** at the following events:

- **Parent Collegiate Night**
- **Open House**
- **Classroom Programs**
- **Parent/Professor Conferences**
- **Parent Nights (i.e. Math Night, Technology Night, LCAP, etc.)**

Also, please make every effort to attend **Awards Assemblies** honoring your child as well as **General PEP Club meetings**.

Art Masters

This art appreciation program provides enrichment to our art curriculum. Parent volunteers are trained to teach this monthly program which serves as a valuable visual arts experience.

COMMUNICATION

Classroom Contacts

If contact needs to be made with a child during school hours, it must be made through Admissions. We try not to interrupt classes except in emergency cases. A conference with a particular Professor may be arranged at a mutually convenient time by calling the office, (909-364-0683), sending a note, or emailing the Professor (**Professor’s first name_last name@chino.k12.ca.us**). Parents are encouraged to contact their child’s Professor for both positive comments and any concerns.

In the event there is a question that directly affects your child, the following steps should be utilized to clarify or address the issue:

Step 1	<p><u>Classroom Related Issues</u></p> <p>Phone call/conference with the <i>Professor</i> (Classroom Professor)</p>
Step 2	<p><u>School Related Issues</u></p> <p>Our leadership teams invite you to become an active member of our school community by contacting them with suggestions, ideas, or any positive comments you may have. However, if there is an issue <i>that is not classroom specific</i>, please contact Admissions (School Office), and it will be forwarded to the appropriate person, i.e., Chancellor, PEP Club, School Site Council, etc.</p>

Class Size and Enrollment

Classes are self-contained with one Professor responsible for the students. Some exchange of students and/or team teaching may occur between Professors in order to meet individual student needs and to utilize the special strengths of Professors. Combination classes are formed when there is an excess of students at more than one grade level in order to have the maximum number of students remain at Edwin Rhodes Elementary. Our Professors work as a team in these instances to provide the highest level of standards-driven instruction to all *Scholars*.

School/Home Information

Information about our school can be found on our school website (chino.k12.ca.us/Rhodes). The lunch/breakfast menu and monthly calendar will be accessible on this site. Please read these carefully and keep them handy for reference. In addition, be ready to hear voice announcements on your telephone via our School Messenger! You can also sign up for REMIND at Parents can prepay for student lunches and/or breakfast and monitor their child’s account on www.myschoolbucks.com.

Some of the information you can expect to find on our website includes the following:

- Upcoming events
- Messages from *Professors*
- Test data
- Copy of our monthly and yearly calendars
- Map of our school
- Informational handbook



Schedule (Grades 1 – 6)

<i>Regular Schedule</i>		<i>Tuesdays/Minimum Days</i>	
8:40 a.m.	School Begins	8:40 a.m.	School Begins
10:20 – 10:33 a.m.	Recess #1	10:50 a.m. – 11:20 a.m.	1 st grade lunch
10:40 – 10:53 a.m.	Recess #2	10:55 a.m. – 11:25 a.m.	2 nd grade lunch
11:30 a.m. – 12:10 p.m.	1 st grade lunch	11:00 a.m. – 11:30 a.m.	3 rd grade lunch
11:40 p.m. – 12:20 p.m.	2 nd grade lunch	11:10 a.m. – 11:40 a.m.	4 th grade lunch
11:55 p.m. – 12:35 p.m.	3 rd grade lunch	11:15 a.m. – 11:45 a.m.	5 th grade lunch
12:05 p.m. – 12:45 p.m.	4 th grade lunch	11:25 a.m. – 11:55 a.m.	6 th grade lunch
12:20p.m. – 1:00 p.m.	5 th grade lunch	12:10 p.m.	School Dismissal
12:35 p.m. – 1:15 p.m.	6 th grade lunch		
1:47 p.m. – 2:00 p.m.	Primary Break		
3:20 p.m.	School Dismissal		

Schedule (Kindergarten)

AM Kindergarten	8:40 a.m.	School Begins
	12:00 p.m.	School Dismissal
PM Kindergarten	12:00 p.m.	School Begins
Monday, Wednesday-Friday	3:20 p.m.	School Dismissal
Tuesday- Minimum Days	8:40 a.m.	School Begins
	12:00 p.m.	School Dismissal

Dismissal Expectation

Be Respectful	Be Responsible	Be Safe
Follow staff directions	Watch for your car/parent	Walking only
Stay on sidewalk behind red line	Stay in designated area	Cross only in crosswalks
Keep hands, feet, and objects to yourself	Be sure to take all of you belongings	Enter car only after it has stopped completely

Registration

To register a child, a record of birth (Birth Certificate), immunization record from the Doctor, and two forms to prove your residency (in the form of a gas and electric bill) is needed. Each child is required to have a series of Polio and DPT vaccinations, plus one booster each for Polio and DPT. Also, the child will need two MMR shots and Hepatitis B shots (series of 3).

When a child is registered, the parents must provide the names and telephone numbers of their employer(s). More importantly, all parents' phone numbers (cell, pagers), as well as the name and telephone number(s) of a friend or relative to contact in case of illness or accident, are required.

Rules and Regulations for Flow of Traffic

Parents: When dropping off or picking up your child from school, please help us keep each child safe by remembering the following:

- Supervision in the morning begins at 8:25 a.m.
Please do not drop your child off before this time!
- To ensure student safety, students should never wait unsupervised at the park. Parents of unattended children will be contacted at home or work.



NO STOPPING/PARKING ON SCHAEFER AND SAN ANTONIO

Between the hours of 7-9 AM or 2-4 PM Monday through Friday and 11-1 PM on Tuesdays you will be ticketed if you are parked or even stop during those hours. The best and safest way to drop off your child is to just make the loop through the school parking area, and drop them off directly in front of the school.

PARK PARKING

You are able to park in the park parking lot and wait for your Scholar to walk through the park to meet you. However, when you leave, you must drive past the front of the school and exit out of the Eastern driveway (near San Antonio Avenue). There is too much congestion if people are entering and exiting that one driveway on the West. Students should not be left waiting at the park to be picked up. If you are going to be late, please have your child wait at school as there is no supervision at the park.

EXITING THE PARKING LOT

When you exit the parking lot, the driveway on the East side has two lanes... the left side is for parents to turn left, the right lane is for parents turning right. **Do not go into the right lane and make a left turn.** Carefully ease your way into the lane you need, and kindly allow others to do the same.

KINDERGARTEN & BUS DROP OFF AREA

The driveway on the East side of the school (San Antonio Ave.) is reserved for the school busses, Official Daycare vehicles, and Kindergarten drop off **ONLY**. Kindergarten parents must have a pass visible in your car to be allowed in this area. **DO NOT block the driveway at any time.** When on that side of the school, please use good judgment and only cross the street at the light, with the crossing guard. Please do not walk across the bus lane, only cross at corner. This will set a good example and protect the children.

AM KINDERGARTEN PICK-UP

Please form a single file line along the curb in front of the school and pull forward. AM Kindergarten will be gathered in one group immediately outside of the main school entrance every day except Tuesdays. On minimum days, AM Kinders will be released on the San Antonio side along with PM Kinders.

PM KINDERGARTEN PICK-UP

PM Kinders will be released on the San Antonio side at the bus lane. Please form a single line and do not block the driveway from incoming buses.

TUESDAY, MINIMUM DAY KINDERGARTEN PICK-UP

On Tuesday, our minimum day, all Kindergarteners are to be picked up at the bus lane on the San Antonio side of school.

WHENEVER POSSIBLE, WALK TO SCHOOL

To help with the increased amount of students at Rhodes, it would be very helpful if families who live close enough to Rhodes would walk to school. This would help alleviate the traffic situation and it's good exercise. It's a win-win!

The speed limit around school zones is 20 mph when children are present and the speed limit in our school parking lots is 5 mph for increased student safety. Our top priority is to keep ALL Scholars safe. Thank you for your assistance.

Thank you for always following the instructions of staff on duty who are voluntarily there to ensure your child's safety.

**Transportation**

Bus service is provided based on a student's residence. All students riding the bus must comply with the Chino Valley Unified School District Bus Riding Rules. School bus stops will be distributed prior to the beginning of school.



California State Law requires that all vehicles must come to a complete stop when buses have their flashing red lights on. No passing is permitted from either direction.



Field trips or other activities away from school will be by school or charter bus service or other District transportation.

Disaster Preparedness

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all children. Our school conducts monthly fire drill, bi-yearly earthquake drills, and practice lockdown drills. Each Professor reviews these procedures with students in order for our students to be well prepared. In the event of an actual disaster, children will be kept in protective custody of the school until they can be released to parents or guardians. The school is equipped with first aid kits that include all necessary supplies for emergencies. **Parents are asked to provide an emergency snack bag for students in case they are held at school for an extended time.**

All schools in the Chino Valley Unified School District have developed and are implementing "Safe Schools Plans." All schools have adopted emergency plans and emergency drills are conducted at regular intervals throughout the school year. Emergency supplies and communication equipment are located at each school site.

Lunch/Breakfast Procedures

Children in Grades 1 – 6 are given a 40-minute lunch period, except on minimum days there is a 30-minute lunch period for all children. Hot lunches are available for \$2.50/day with cash or check made payable to Edwin Rhodes Elementary School. If a lunch is brought from home, milk may be purchased for 25¢ and juice for 35¢. A small water bottle is also available for 50¢. Breakfast is also available for \$1.00/day between 8:05 and 8:25 AM. Only students buying lunch are allowed to be on campus before 8:25 am. Parents may pre-pay for their child's lunch/breakfast with a credit card on the website www.myschoolbucks.com.

Each child **MUST** eat lunch and is responsible for bringing his/her lunch from home or money to buy lunch on a daily basis.

If your child forgets his/her lunch, parents may drop it off in the office and place on designated table. Please make sure your child's full name is written on it. Classes will not be interrupted to inform students that their lunch is in the office. If a child does not have a lunch, they must come in the office at lunchtime to see if their lunch has been delivered. If there is not a lunch for them, they must get food at the Campus Café. Students without a lunch or money may borrow from the Campus Café, but will not be allowed to call home in order to reduce interruptions in the office.

Parents who are coming to school to have lunch with their child may do so. However, they can only have lunch with their own child and not share with other students. Pizzas are not allowed to be delivered or brought in for students during lunch unless the parent is having lunch with their own child and pizza may not be shared.

Soda is not allowed during lunch for students.

A free and reduced-priced lunch program (partially funded by the state and federal government) is available for those who are eligible. Applications are available in the office or online. Please note that this does not take effect until the application process is completed and you are notified. Until that time, parents are responsible for paying \$2.50 for lunch. Paper applications take approximately 2 weeks to go through and the online process takes 2-3 days.

Students are strongly encouraged to bring nutritious snacks from home to be eaten at recess.



Lost and Found

Please mark your child's possessions such as clothing, backpacks, and lunch boxes. If an item is lost, check our lost and found throughout the school year. Unclaimed items will be donated to the CARE program. The school is **NOT** responsible for personal items brought to school. This includes cell phones and electronic devices.

Contacting Admissions

Parents should feel free to call Admissions with questions regarding their children or the school. The telephone number is 909-364-0683 and our FAX number is 909-548-6083.

Parents who need to contact a Professor may do so by calling Admissions and leaving a message. Each Professor has voicemail and will return your call at their earliest convenience. You may also send the Professor an email. All CVUSD employees have the same email. FirstName_LastName@chino.k12.ca.us (ie: Teri_Hargrove@chino.k12.ca.us)

Uniform Complaint Procedures

A complaint involves an alleged violation of federal or state statutes in one of the following areas: (1) Adult Basic Education, (2) Consolidated Categorical Programs, (3) Child Care and Development Programs, (4) Migrant Education, (5) Child Nutrition Programs, (6) Vocational Education, (7) Special Education Programs, (8) School Federal Safety Planning Requirements, and (9) Unlawful Discrimination. A copy of the Uniform Complaint Procedures pamphlet and the form for filing a complaint are available in the Admissions Office.

SPIRIT SONG

Rhodes Scholars
(To the tune of "On Wisconsin")

We're Rhodes Scholars,
Awesome Scholars,
Look how we can shine!

We work hard to
master learning,
striving all the time.
(Rah, Rah, Rah!)

With our Chancellor,
Dean, Professors,
positive and true,
Together, we take pride in
Our Rhodes School!

We're Rhodes Scholars

We are leaders of tomorrow
Every Scholar here today,
Yes, we're learning and achieving,
Working smart in many ways.
We are proud to be a family,
Every boy and girl believes
In using our gifts, finding our strengths,
Being the best that we can be.

We are Rhodes Scholars
On the road to success.
We're college-bound, reaching high, giving our best.
Professors and Chancellor,
Dean and students strong;
We're proud to be Scholars
All our lives long!

