

CHAPARRAL ELEMENTARY SCHOOL

4849 Bird Farm Road

Chino Hills

Phone: (909) 606-4871

Fax: (909) 548-6018

# PARENT HANDBOOK

School Mascot

The Heat



The mascot was chosen to signify that fire and heat is needed in the Chaparral for regeneration and growth.

School Colors

Blue and Green

*Motto:*

*“Chaparral Elementary School - Where student learning is on fire!”*

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

**CHINO VALLEY UNIFIED SCHOOL DISTRICT**  
**5130 Riverside Drive**  
**Chino, CA 91710**  
**909 628-1201**

**Board of Education**

Sonja Shaw, President  
Jonathan Monroe, Vice President  
Andrew Cruz, Clerk  
Donald L. Bridge, Member  
James Na, Member

**District Administration**

Dr. Norm Enfield - Superintendent  
Sandra Chen - Associate Superintendent, Business Services  
Grace Park, Ed.D. - Associate Superintendent, Curriculum, Instruction, Innovation,  
& Support  
Greg Stachura - Assistant Superintendent, Facilities/Planning  
Lea Fellows - Assistant Superintendent, Human Resources

The information above can be located on the district website at  
[www.chino.k12.ca.us](http://www.chino.k12.ca.us)

**Chaparral Administration and Office Staff**

Brandon Davis - Principal  
Hillary Castillo - Assistant Principal  
Dalene Pettengill - Secretary  
Holly Clark - Typist Clerk II  
Ana Celestino - Bilingual Typist Clerk I/Community Liaison

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

**Chaparral Teaching Staff**

Khawla Alhayek – PREP

Katie Rohde – PREP

Monica Ochoa – Transitional Kindergarten

Carol Somerville/Theresa Cintra do Prado – Transitional Kindergarten

Jenna Bixler – Kindergarten

Fran Hanger – Kindergarten

Danielle Giltner – Kindergarten

Perla Rosales – Kindergarten

Bethany McElrath - Kindergarten

Kimberly Abraham – First Grade

Traci Clausen – First Grade

Denise Hanlon – First Grade

Bernadette Gomez – Second Grade

Sheri Hamblin – Second Grade

Valerie Sirota – Second Grade

Joy Wade – Second Grade

Julianne Baca – Third Grade

Raechel Foss – Third Grade

Brenda Ascencio - Third Grade

Dana Dilley – Fourth Grade

Michaela Estrada – Fourth Grade

Susie Hofmann – Fourth Grade

Jacqueline Torres – Fourth Grade

Hemali Bhakta – Fifth Grade

Jason Davis – Fifth Grade

Jane Cho – Fifth Grade

Samantha Griego – Sixth Grade

Amber McGrath – Sixth Grade

Mark Mann – Sixth Grade

Adelina Celis – RSP

Louise Raymond – Intervention

Beverly Brule – Music

Christina Acosta – MTSS-B Counselor

Loly Escandon – Pre-School (County regulated – contact office for Pre-School information)

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

**Chaparral Extended Staff**

Amanda Martin – School Psychologist

Beverly Brule – Music

Sandra Stradling – Instructional Coach

Brianna Celaya – Speech and Language

Elvis Melendez – Custodian II

Mike Sotelo – Custodian I

Alyison Veld – Kitchen Manager

Andrea Bonny – Kitchen

Sarah Santana – Kitchen

Ashley Quash – Library

Denise Johnson – Health Technician

Joy Zhang – School Nurse

Jasmine Sosa – Computer Lab

Lisa Droog – Instructional Aide

Vacant – Instructional Aide

Danielle Lively – Instructional Aide

Roxana De La Torre – ESSER III Instructional Aide

Nicole Shue – ESSER III Instructional Aide

Erika Ibarra – Noon Ground

Lus Juarez – Noon Ground

Edith Gomez – Noon Ground

Jessica Arzate – Noon Ground

Denise Moana – Fun Club

Jessica Babey – Fun Club

Alexis Green Luna – Fun Club

Erika Daniel – Pre-School Instructional Aide

Alby Millen – Pre-School Instructional Aide

This information can be located on the district website at  
[www.chino.k12.ca.us/chaparral](http://www.chino.k12.ca.us/chaparral)

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

### **MISSION STATEMENT**

We, the staff of Chaparral Elementary, working as partners with parents and community, will establish a safe and secure environment, a positive school climate, and increased student achievement. We work to inspire students to do their best in the present, and dream their dreams for the future, knowing that they can make a difference.

### **CORE BELIEFS**

Chaparral Elementary School is staffed with quality individuals who are dedicated, enthusiastic people who work together to provide each child with a quality education.

We are committed to the belief that within our school:

- All people have value and have a right to be treated with respect.
- All children can learn.
- Students are provided the necessary support and expected to learn.
- The unique talents and gifts of every child will be discovered, valued and shared.
- Teachers are professionals who know how and what to teach.
- Staff members are good models of desirable behaviors and attitudes.
- Positive Behavior Systems are fair but firm and are administered with a caring attitude for the well-being of all.
- The campus is orderly and safe for everyone.
- Expectations for student achievement and behavior are high.
- Homework is meaningfully assigned and monitored.
- All students are challenged and respected.
- Students’ special learning needs are met.
- Parent and community participation are welcomed and encouraged.
- Science, Technology, Engineering, Arts, and Mathematics (STEAM) is a focus to help our students be best prepared for 21<sup>st</sup> Century Learning.

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

The staff of Chaparral Elementary School provides the highest quality of education for the children who attend our school. We recognize the uniqueness of every child and are committed to discovering and developing the gifts and talents of each one.

# A

**ACADEMIC PROGRAM** - Chaparral Elementary School uses the district-adopted curriculum in all grades. A copy of an overview of the California Content Standards is given to parents at the beginning of the school year. These are also available online at: <http://www.cde.ca.gov/ci/>. A link to the Common Core State Standards (CCSS) are also available on this website.

**ASSESSMENT INFORMATION** - Each teacher will inform parents how they assess student progress as part of the Back-to-School Night information. At the fall parent/teacher conference, the teacher will review grade level standards, show student samples and district assessments. Teachers in grades 3-6 will also review last spring's California State Standards assessment results if these are available.

**ATTENDANCE** - Our goal is to have 97.5% or above actual attendance to ensure the best education possible for all our students.

It is state law that all children attend school for the time that school is in session. We must account for all absences and tardies. Should your child be absent or tardy for any reason, please do one of the following: call the school on the day of the absence or write a note and send it with your child when he/she returns to school. If your child is tardy, they must come to the office for a tardy slip before going to class. You may also report student absences via our website. Just go to “essentials” and click on ‘report an absence’.

Actual attendance is the basis for our funding from the state. We receive funding only if the student is actually in school. All absences cost us valuable educational services for our students and cost the student important learning experiences. It is very important that all students be in school every day for the full instructional day.

According to state law, the parent(s) or legal guardian(s) of students are responsible for seeing to it that their students attend school until the student attains

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

the age of 18 or graduates from high school. Students shall be punctual and regular in their class attendance (Education Code Sections 48200).

Any student absent from school without valid excuse 3 days or tardy in excess of 30 minutes on each of 3 days in one school year shall be reported truant. (Education Code 48260ff) Legally, students must be in school unless one of the four valid excuses (illness, doctor’s appointment, attending a funeral of an immediate family member, quarantine by health officer) applies. Absences must be cleared within 5 business days from the absence. **Students with excessive absences (10 or more) will be required to provide a doctor’s note per Chino Valley Unified School District’s Administrative Regulation (AR 5113).**

Students are allowed one tardy or early release per trimester without it affecting their perfect attendance unless a doctor’s note is provided.

In some cases when students must be absent from school, short-term independent study is available to avoid the truancy declaration and to help return funding. There are specific restrictions and forms that must be completed (See Independent Study for details.).

Attendance will be closely monitored, and parent contact will be made for frequent tardies or absences. Attendance awards and prizes will be given to students who attend every day and are not tardy more than twice in the school year.

**Students should be on campus when the 7:47 a.m. lineup bell rings in order to be in the classroom ready for instruction to begin at 7:50 a.m. Students are marked tardy after 7:50 a.m.**

### **AWARDS AND POSITIVE REWARDS/RECOGNITION PROGRAMS** -

One of the most important aspects of our school is the recognition of positive student effort, behavior and achievement. We know that verbal praise is an important and immediate way to recognize students’ achievement. In addition, Chaparral recognizes students in many other ways. Examples of those ways are as follows:

**ACADEMIC AWARDS** - *\*SBAC Awards have been on pause since the SBAC was not administered for two years [’19-’20 and ’20-’21]. To date, due to adjustments to the CAASPP, clear-cut year-to-year comparisons have not been updated to fairly distribute SBAC Awards\** Once district-approved and re-established, students will

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

be recognized in the middle of each school year for their achievement and success on the Smarter Balanced Assessment (taken by students in grades 3-6), which was taken during the spring of the previous school year. Students (in grades 4-6) who have Met Achievement Standards and/or Exceeded Achievement Standards on the English Language Arts and/or Mathematics SBAC will be recognized.

**TEACHER HOT SHOT AWARDS** – At the monthly Hot Shot Awards Assembly this award is given to up to three students selected by the teacher to recognize ability or effort a student has demonstrated during the month. Recognition may be noted for academics, behavior, or both.

**“HOT SHOT” TICKETS** - Grades 1-6 - Students are given rewards for the positive choices they make on the playground, including playing nicely, honesty, being a problem solver, school pride and lining up promptly and properly. Students write their name on the “Hot Shot” and put it into a container in the classroom. Each teacher draws names each week to receive a prize from the principal. This is usually done before the end of school on Fridays.

**NOON LEAGUE** – (When noon-ground supervisors are fully staffed) Students in grades 3-6 have an opportunity to play in the Noon League for Nationball, Kickball, and/or Basketball. Recognitions are given to the top three teams in each division. Flexibility and understanding necessary since games may be canceled due to staffing shortages.

**PERFECT ATTENDANCE AWARDS** - Only students with no absences are eligible for perfect attendance. To be eligible for perfect attendance each trimester, students may not exceed one tardy/early sign-out. (SEE Tardy and Early Sign-Out)

## **OTHER STUDENT RECOGNITION/AWARDS**

Choral Music  
In Class Teacher Recognition  
Instrumental Music  
Art Showcase  
Science Fair  
Running Club  
Safe School Ambassadors (Grades 4-6)  
Student Council (Grades 4-6)

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

# B

**BELLS** - A bell will ring at 7:40 AM to allow students onto the campus. ALL students, unless escorted by an adult who is signing in at the office, must enter the school through the gates between the MPR and Building B.

Kindergarten/Transitional Kindergarten (K/TK) students and their parents/escorts ONLY may go to the Kindergarten gate and wait until the teacher on duty arrives (Only K/TK students may play on the Kindergarten playground). Morning duty teachers/administrators will open the gates to allow 1<sup>st</sup>-6<sup>th</sup> grade students onto the Elementary playground. Students arriving after this may walk directly to the Elementary Playground (The playground with the basketball courts). When the 7:47 AM bell rings, students will walk directly to their classroom. Students arriving at 7:40 AM or later may enter the campus through the office. **Those students who are not at their classrooms when the 7:50 AM bell rings are considered ‘Tardy’ and must report to the office to get an entrance slip.**

At the end of the day, teachers will escort their classes to the northeast side of the school to dismiss them. School bus and childcare bus riders will remain there to wait for their respective buses. Students whose parents are picking them up are to come to the front of the school to wait for their parents. At 2:30 PM (Monday, Tuesday, Wednesday, and Friday), the bell will ring for dismissal. At this time, anyone who has an appointment to see a teacher may sign in and go through the office to the classroom. No one is to go into the center of the schoolyard until they have gone through the office.

\*NOTE: Notifications/Announcements will be made when there are changes to school schedules for special occasions such as Conference Week.

**BICYCLE RIDERS** - Students in Grades 3 and above may ride bicycles to school with parent permission, and if they follow safety rules and wear protective helmets (CVUSD Board Policy 5142.3).

ONLY BICYCLES ARE ALLOWED IN THE BIKE STORAGE AREA ON CAMPUS. SCOOTERS, “HEELIES”, and SKATEBOARDS ARE NOT ALLOWED ON CAMPUS.

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

Bicycle riders are to follow bicycle safety rules on the way to and from school. They are to walk their bicycles in the crosswalk, on the sidewalk, and on campus at all times. Bicycles must be locked to the bicycle racks located in the enclosure adjacent to the multi-purpose room. Failure to follow safety and/or procedural rules will result in loss of bicycle riding privileges.

Occasionally, bicycles will be inspected to make sure riders are bringing helmets and locking up their bicycles. Bikes without locks will be placed in a locked room until after school and students reminded that locks are required. Students without helmets will be brought to the office to call home so they can have someone pick up the bike or bring a helmet.

**BIRTHDAYS** - Birthdays are best celebrated outside of school. However, if you do wish to bring something in to celebrate your child’s birthday, please arrange the best time with your child’s teacher (generally during or after lunch; or the last few minutes of the day). District and State policies require balancing anything sweet with healthy items. No cakes, or any item, requiring cutting are allowed. Gifts/balloons/flowers are **highly discouraged** and must be brought to the office where they will be delivered to the class just prior to the end of the school day. If arranged with the teacher, and you stay to volunteer, please be sure to sign in at the office and get a visitor’s badge.

**BREAKFAST** –Breakfast is served each morning from 7:15-7:45 a.m. **Currently, meals are being offered for free** due the California Universal Meals Program at all K-12 schools. When the free meal ordinance is lifted, the cost is expected to be \$1.00 (for students not receiving free/reduced lunch) and students are supervised by staff. Students will be dismissed to recess beginning at 7:40 am. Students not eating breakfast may not enter the MPR. Students may not leave the MPR until there is playground supervision at 7:40. TK and K students need to have their parents follow the check-in process and accompany their child for any meals eaten on campus. Food solely for the Chaparral students must be eaten on campus and cannot be taken home or shared with parents and/or siblings who do not attend Chaparral. (SEE LUNCH)

**BRINGING LUNCH FOR YOUR CHILD** – SEE VISITORS

**BUS RIDERS** - District bus transportation is available at a cost for students living in certain areas, because of distance or safety concerns. Students who are designated as bus riders are expected to ride the bus or be transported by parents/guardians. Applications for transportation are available from the district

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

transportation office (909-628-1201x1525).

Only those students who live in areas for which bus service is provided and approved through the Transportation Department may ride the bus to and from school. Other students may not ride the bus to visit friends, for childcare, or any other reason.

**Bus riders must follow all rules that are written in the “School Bus Rider’s Handbook.”** Bus riders are also expected to enter and exit the bus at their designated stop. Bus riders may occasionally get off at a different stop with a friend. This requires a note from the parent, stating the date and reason for the change. This note must be approved by the principal prior to the change.

Glass, animals, gum, eating, and large items are prohibited on the bus. All food and drink must remain in closed containers. Large projects may require that the parents arrange alternate transportation to and from school.

Whether the student rides the bus to and from school, or only for field trips, it is imperative that all bus rules be followed. Bus riding is a privilege, not a right. Students who fail to follow rules will be denied bus-riding privileges.

## C

**CAASPP** - The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning by using a variety of assessment approaches and item types. The SBAC is the primary summative tool used to measure student progress within a school site from year to year. CAASPP has been put on “pause” for the 2019-2020 and 2020-2021 school years due to COVID restrictions and online learning. CAASPP has been reinstated for the 2021-2022 school year when in-person instruction occurred for the full year. (See SBAC)

**CAMPUS CLEANLINESS** - We are all responsible for keeping our campus clean. Our custodians do a great job keeping our campus looking great. It is up to

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

all of us- students, staff, parents, and visitors- to keep it this way. If you see someone littering, remind them not to do so. We need to establish a norm of taking pride in our school and campus. If you have any concerns about the cleanliness of the campus, please see the principal or assistant principal.

**CELL PHONES/ELECTRONICS** – Phone and electronics are discouraged from being brought to school. Cell phones and electronics (wearable technology, included) are **not** to be out (visible) or used once on campus and/or during the school day without the prior permission of an administrator or their designee. The first violation will result in the item being taken away for the remainder of the day and the item picked up from the office by the student at the end of the day. Second violation will result in the item being taken away and requiring the parent/guardian to pick it up from the school. Further violations will result in loss of privilege(s) and/or suspension. The school does not take responsibility for lost, broken, or stolen items. **Students are expected to keep their cell phones in their own backpack in a secure spot/pocket inside the backpack.**

**CHILD CARE** – The Chaparral Fun Club is available on campus in room C-27 for Am Kindergarten – 6<sup>th</sup> Grade for before and after school enrichment/childcare. Before school 6:30 AM – after school 6:00 PM. You can contact The Office of Child Development at (909) 628-1201, ext. 6780 for enrollment information. There are several licensed child-care providers that also drop off and pick up students at Chaparral. **STUDENTS ARE NOT TO BE ON SCHOOL GROUNDS BEFORE 7:40 AM DUE TO SUPERVISION NOT BEING AVAILABLE.**

\*NOTE: Other childcare businesses are available that service the school and have information flyers available in the school office. You may also get an information sheet regarding the HOPE Resource Centers located in Chino Hills and Chino for contacts to childcare organizations in the area.

**CITATION POLICY** - A citation policy is in force for those students who show disregard for playground/class/school rules which are in line with PBIS School-Wide Expectations. Parents shall be informed of their child’s citation. Citations are printed on 3-part NCR paper. White and canary copies go home. Parents are to sign the form and return the white copy with their child the next day. When a citation is issued on the playground, all play privilege ceases. Student is corrected by teacher/supervisor and sent to the fence or a bench for a time out for the remainder of that recess. Trimester citizenship marks reflect both in class behavior and playground behavior, therefore any citation a student receives will affect their citizenship mark(s). **(See also: OFFICE REFERRAL and PBIS)**

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

**CLASSROOM INTERRUPTIONS** - We make every effort to minimize classroom interruptions. Please do not go to the classroom to drop off items, as it disrupts the education of all the students. If students are expecting parents to drop off items at the office, they may check at recess and/or lunch. If you need to drop off something, come by the office and we will make sure your child gets the item. Also, to help ensure that your child is maximizing classroom instruction with the teacher and classmates, please make efforts to schedule any appointments and plans (i.e., doctor, a visiting relative) after the time of instruction.

**CLASSROOM PARTIES** - PTO/Room Parents work with the teachers to provide parties for the classroom. This is a great way to ‘get your feet wet’ in becoming active in your child’s classroom. A list of dates will be developed as a part of the school calendar. Generally, these occur four times a year-Fall (November), before Winter Break, Valentine’s Day, and at the end of the year.

Guidelines for parties are:

1. All food items **must** be store bought. **Individually packaged items strongly encouraged.**
2. “Sweet” items must be balanced with “Healthy” items.
3. All parties, including food and activities are to be planned with the teacher.
4. Money is not to be collected from students to fund these parties. (Please see: Fees Charged to Students)
5. Parties are to happen during snack, lunchtime, or during the last ½ hour of the day.
6. Consult with the classroom teacher and office to see if any classroom participants have any food allergies (i.e., peanut allergy).
7. Treats and/or party favors cannot be taken to the room by the parent(s) unless approved and arranged by the teacher

Donations can only be *asked* for. If it is for a lunch, it must be made clear that if a student cannot or does not wish to donate to the cost of a lunch, the student is to remain anonymous and still fully participate.

**CLASSROOM VISITORS** - No one should be on campus without office clearance. All parent volunteers or other visitors must sign in at the office upon entering the campus. All visitors must wear a visitor’s pass while on campus.

**COMMUNICATION** - We believe that communication between home and school is necessary to guarantee the best possible education for our children. We make

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

every effort to inform parents of matters relating to district and school wide policies, procedures and events through our website ([www.chino.k12.ca.us/chaparral](http://www.chino.k12.ca.us/chaparral)). Announcements and important events are also displayed on the electronic marquee. This Parent Handbook, the Parent Information Packet at the beginning of school, Principal’s monthly newsletter, periodic email reminders, Back-to-School Night, Open House, and special notices will be visible in the school website and/or via email. **Please make sure that you have current and correct information in the Aeries Parent Portal to ensure that you are getting phone, public posts, and/or email communications from the school.**

Information about your child is communicated through various channels: progress reports, report cards, parent conferences, behavior or homework notices, citations, awards, letters, and/or phone calls. Many teachers send regular notices home outlining classroom events. Some teachers use homework packets or assignment sheets. Each teacher has a website and e-mail address if you wish to communicate in this way; however, with the advancement of technology, MOST teachers utilize cell phone applications such as Class Dojo or Remind to keep the lines of communication consistent. Your child’s teacher will inform you how to set up the account(s) necessary to allow for this format of communication. Basic classroom policies on homework, discipline and other things are sent home the first week of school by the individual teachers and/or given out at Back-to-School Night.

Emphasize to your child the importance of bringing home all communication from school, and of remembering to show or tell it to you. Be certain to read and/or listen to all notices from school, and to follow up appropriately. Monitor progress on projects or reports, look over homework or test papers, discuss school events and activities, and attend conferences and events that involve your child.

We also strongly encourage parents to consistently communicate with teachers and other school personnel. Inform teachers of specific interests, strengths or needs of your child. Let your child’s teacher know if/when your child has difficulty with an assignment or finds one especially interesting or meaningful. **When you have concerns about classroom incidents, assignments, workload (too little, too much, or no homework), please talk and address this with your child’s teacher. Of course, if something is going well, please be sure to let us know that too!**

The principal and assistant principal welcome e-mails, phone calls, conferences, and other communication from parents. MOST communication from the

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

principal will be through the Aeries Communication Parent Portal phone caller, emailer, and messenger. Again, **be certain to read and/or listen to all notices from school, and to follow up appropriately.** If you have concerns or questions, ideas for improvement, please let us know.

**COUNSELING** – You may come to the school site to inquire about counseling services for your child or click on the “SCHOOL BASED COUNSELING SERVICES” link found within the Chaparral Elementary School website. You may also go to the Chaparral Elementary School website (or the district website) and click on the “**NEW STUDENT SUPPORT RESOURCE WEB SECTION NOW AVAILABLE!**” link to access the “**Student Social, Emotional, and Mental Health Support & Safety Resources**” resources for counseling and mental health support. (SEE MTSS-B)

**CONTACTS** – If students are picked up late or signed out early from school, they will only be released to adults listed in that child’s emergency contacts. **ONLY** Adults that you have identified in the Aeries Parent Portal Contacts must come in to the office with valid ID in order for the student to be released to that adult. **ENSURE THAT ANY ADULT THAT YOU ENTRUST TO PICK UP YOUR CHILD IS IDENTIFIED IN THE AEIRES PARENT PORTAL UNDER “CONTACTS” SO THAT YOUR CHILD WILL BE ALLOWED TO BE RELEASED TO THOSE ADULTS.** (SEE LATE PICK-UP and EARLY SIGN-OUT)

**CUSTODY** - In most cases, divorced parents continue to have equal educational rights (such as access to information) where their children are concerned. If you have a court order that limits the rights of one parent in matters such as custody, visitation, access, etc. please provide a copy for the school. Unless your court order is on file in the office, we must provide equal rights and access to BOTH natural/legal parents. If both parents wish copies of student reports, discipline information, etc., please notify your child’s teacher at the beginning of the school year.

## D

**DASHBOARD California** School Dashboard and System of Support is

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

California's new accountability and continuous improvement system that provides information about how local educational agencies and schools are meeting the needs of California's diverse student population. (SEE **CAASPP** and **SBAC**)

**DISCIPLINE (also see PBIS)** - Successful discipline is designed to teach acceptable/appropriate behaviors - not just to punish unacceptable behavior. **It must be firm, fair, and consistent.** It is important that each student feels accountable to all school employees for behavior. Any time a staff member notices a student's behavior; they will take the appropriate action (reward/discipline) utilizing Positive Behavioral Interventions and Supports system, whether the student is assigned to their classroom, and regardless of their position. (Please see Chaparral Elementary Behavior Referral Process at the end of the Parent Handbook.)

Fair, consistent student discipline enhances the learning process for all students and ensures a safe learning environment. It is expected that all students will abide by the school's Positive Behavioral Interventions and Supports system. The Positive Behavior Interventions and Supports system has “Respect, Safety, and Responsibility” as its foundation, with the ‘Golden Rule’ as the “Big Rules At School”. From this easily remembered statement, “Treat other people the way I want to be treated”, comes the following premises:

1. No student shall keep a teacher from teaching or another student from learning. **(Be Respectful)**
2. Students will not be permitted to harm themselves or others. **(Be Safe)**
3. Students shall mature emotionally by learning to take responsibility for their actions. **(Be Responsible)**

From these premises the following school wide rules have been established:

1. Treat all students and adults with courtesy and respect. (Use problem-solving technique, proper language, etc.) – Be Respectful
2. Respect all school and private property and equipment. – Be Respectful and Responsible
3. Follow all adult supervisor's directions the first time given. – Be Respectful
4. Play safely, with good sportsmanship, and use equipment properly. – Be Safe
5. Line up promptly and quietly to be ready for classroom instruction. – Be Responsible

Each teacher will have his/her own version of the following general classroom rules:

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

1. The teacher has the right to teach.
2. Every student has a right to learn.
3. Every student is expected to complete homework and class assignments to the best of their ability.
4. Every student will follow directions the first time given.

**REWARDS** - We believe that students who choose to follow these rules should be recognized for exhibiting responsible behavior. We do this through our awards programs. Please refer to the Awards Program section for an explanation of the various Chaparral rewards/awards.

**CONSEQUENCES** – We like to work as often as possible on the positive side of discipline, using compliments and praise for students that are doing the right thing – the “Catch them being good” attitude – which goes a long way towards the Positive Behavioral Interventions and Supports system, positive classroom environment, and good behavior. Children and adults of all ages respond to encouragement and a good word. However, we believe that consequences (**Positive Behavioral Interventions and Supports [see PBIS and Chaparral Elementary Behavior Referral Process]**) are necessary for some students to ensure that rules are followed.

Our school has a policy of progressive discipline. Discipline is handled first by the teacher. The first infraction may consist of a warning, pulled card, or a time-out. Continued infractions of the rule apply progressive consequences such as note or phone call home, time-out in another room or lost recesses and a citation. An office referral will be made when the teacher has reached the end of their progressive discipline plan. However, some severe acts of disobedience or serious misbehavior may earn an office referral immediately.

Serious offenses include (examples):

1. Defiance of, or disrespect for, authority
2. Fighting
3. Profanity
4. Vandalism
5. Theft or cheating
6. Sexual harassment (grades 4-6)
7. Possession of any weapon, tobacco, controlled substance, or explosive device.
8. Intimidation/bullying

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

Constant severe acts of disobedience may result in suspension or a recommendation for expulsion in accordance with the District Behavior Code that was included in the Parent Information acknowledgement in the Parent Portal (also found on the district website).

**DETENTION POLICY** - After school detention is permitted by law and by Board Policy with prior notice to the parent. If staff elects to use after school detention, parents will be notified at least one day in advance. The parent is responsible for providing transportation home after the detention.

**DISMISSAL** – At dismissal, all students are to walk directly to the bus area, off campus to home, or to the front of the school to wait to be picked up. For supervision/safety reasons, younger siblings should not wait by classrooms. All students should come to where there is supervision and wait to meet siblings/friends.

**Students should only be dropped off/picked up at the approved zone for drop off in front of the school.** Lack of supervision and potential safety concerns make this the only acceptable pickup point. Parking on the street and in the Visitors’ Parking Lot is allowed. PLEASE DO NOT PARK IN THE STAFF PARKING NOR IN THE RED ZONES. **If parents need to park, parents must walk to their waiting child and escort them back to the parked car. DO NOT WAVE OR CALL TO YOUR CHILD(REN) TO COME TO YOU!** USING THE CROSSWALK IS THE SAFEST CROSSING PATH IN FRONT OF CARS.

The lobby is not an entrance or exit for the students. Students should enter/exit at the east side gate of the campus. The lobby restrooms and drinking fountain should not be used by students before or after school. There are restrooms and drinking fountains located on campus. ILLUSTRATED MAPS ARE AVAILABLE IN THE SCHOOL OFFICE. (Also see TRAFFIC – SAFETY, STUDENT PICK-UP/DROP-OFF, AND “WELL-BEHAVED CONDUCT FOR DROP-OFF AND PICK-UP” at the end of the handbook)

**DRESS CODE - STUDENT** - Students should wear comfortable casual clothing that permits running, freedom of movement, and is washable so it will not be ruined by participation in Art or P.E. Comfort and good taste are the guiding principles in clothing selection.

Student grooming that interferes with or detracts from an environment conducive to academic learning or study, disrupts or threatens to disrupt the educational or instructional process, or which creates an unnecessary or unreasonable risk of

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

injury to any student is prohibited.

AR 5132 of the CVUSD Board Policies addresses Student Dress Code. This policy information is also a part of the beginning of the year packet, on the District web site and on cable channel 17.

The above are minimum guidelines. For clarification, please note the following ‘most common’ restrictions:

1. Thin “spaghetti” strap tops, tube tops, midriffs (that expose bare stomachs), and tops/pants/shorts/skirts/dresses that allow underwear (or skin exposed in that area) to be seen are not allowed. Tank tops with straps of “two-finger” width are allowed.
2. Sport Jerseys and see-through shirts/tops are prohibited.
3. All shoes must have a restraining strap across the back. Sandals and open toed shoes are strongly discouraged for safety reasons. Students should wear shoes appropriate for running and vigorous physical activity.
4. Platform shoes, high heels, clogs, and backless shoes are prohibited with the exception that at 6<sup>th</sup> Grade Promotion, shoes with heels up to two inches are allowed.
5. Shirts/clothing that depict offensive actions or words (double meaning sayings, suggestive themes, vulgar words, or words that put down others are a few examples, the principal maintains the right to make final decisions on specific items).
6. Pants must not be loose (baggy) enough to fall while running or doing jumping jacks, nor too tight to interfere with P.E. participation.
7. Belts: Cannot hang down below pockets and buckles may not be oversized or depict violent or offensive actions/words (see shirts/clothing above).
8. Hats: Students are allowed to wear hats of their choosing but must follow the same guidelines as those for shirts/clothing above (#5). Except for religious reasons, hats must be removed indoors.
9. Bandanas: Bandanas are not allowed on campus.
10. Tattoos (temporary/fake or permanent) are not permitted.
11. Pointy/sharp jewelry which creates a health/safety hazard or can readily/reasonably be used as a weapon is not permitted.
12. Dangling earrings are not permitted.
13. For safety reasons, long, false fingernails are not permitted.
14. Make-up is not permitted. Nail polish may be worn.
15. False/Acrylic nails are **strongly not** recommended due to safety concerns involving high levels of P.E. and play activity at the elementary school level.

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

All dress code restrictions will be enforced. In cases of inappropriate student dress, parents will be called and asked to bring a change of clothes to school. Repeated infractions will result in further discipline.

Please feel free to contact us with questions. In accordance with District policy, **“In cases of questionable dress, the Principal or Administrative Designee will make the final decision.”**

## E

**EARLY ARRIVALS** – ***THERE IS NO SUPERVISION BEFORE 7:40 AM.*** If students are NOT a part of Fun Club, **they should not set foot on campus before 7:15 AM to receive breakfast. Only students eating breakfast should be on campus in the MPR before 7:40 AM.** All other students who arrive just before 7:40 a.m. are to wait in front of the school entrance until the 7:40 a.m. bell rings; and then proceed to the entrance/exit gate by the basketball courts. Students are not to go through the Kindergarten gate prior to the 7:47 bell. **There is no eating, playing with toys or balls, running, or playing in front of the school before and after school as this creates a safety problem.**

**EARLY SIGN-OUT** - Since instructional minutes are crucial to your child’s learning each day, early sign-outs are not encouraged. Early sign-outs interrupt the daily instructional routines and take away from daily lesson closures (homework details / PE minutes) that your child will experience before the school-wide dismissal time. IF you must have your child signed out early (i.e., emergency, doctor appointment), you must come in to the office with a valid ID and sign for your child to be released early. **ONLY adults listed in the contacts of the Parent Portal with a valid ID will be allowed to sign-out a student.** More than one early sign-out per trimester will eliminate a student for Perfect Attendance. (SEE Contacts)

**EMERGENCIES** - The staff at Chaparral Elementary School is trained to provide care for all students in the event of an emergency, e.g., a severe earthquake. Both the District and the school site have comprehensive emergency plans with each staff member assigned specific duties. Our primary responsibility is to account for the whereabouts and ensure the safety of all students.

Should a major emergency occur, we would be releasing students only at the gate

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

located by the basketball courts. Parents are to avoid congestion near the emergency vehicle gates on both sides of the school, especially the driveway that leads to the Fish & Wildlife buildings on the East side of campus.

**EMERGENCY CARDS/CONTACTS** - We maintain an emergency card for each student obtained from the Emergency Contacts in the Aeries Parent Portal. The emergency card/contact is used for day-to-day student release, and for emergency contact in the event of injury or illness. This card also lists allergies, pre-existing medical conditions, authorizes first aid, and in an extreme emergency, treatment by emergency medical personnel and/or transport to a medical facility.

It is extremely important that this card/Aeries Parent Portal contact contain the full (first and last) name of each person authorized to pick up the student. This includes the names of both parents, any stepparents, older siblings, relatives, friends, baby-sitters, and neighbors who have your permission to pick up your child. Someone should be available to pick up your child within 15 minutes of a call from school.

It is imperative that we be notified immediately if any information changes and that updates in the Aeries Parent Portal are made. Please do not jeopardize the health and safety of your child by forgetting to update his/her emergency cards, or by failing to provide complete information.

**MAKE SURE THAT ALL PERSONS ALLOWED TO PICK UP YOUR CHILD(REN) ARE LISTED IN THE “CONTACTS” LIST IN THE AERIES PARENT PORTAL. CONTACTS NOT LISTED IN THE AERIES PARENT PORTAL WILL NOT BE ALLOWED TO PICK UP YOUR CHILD(REN). A VALID ID WILL NEED TO BE SEEN BEFORE STUDENT RELEASE!**

**ENGLISH LANGUAGE LEARNERS** – English Language Learners (ELL) will be clustered in classes by ability levels and placed with an authorized ELD and/or SDAIE teacher. Parents and teachers will be informed of student’s placement in the program at the beginning of the year. Teachers will also be informed of student’s ability levels for lesson planning and grading purposes. ELL levels are beginning, early intermediate, intermediate, early advanced, or advanced. These levels are based on the California English Language Development Tests (CELDT) given at admission or the beginning of each school year. The California English Language Standards are the expected curriculum for ELL students. Students who are LEP receive an English Language Acquisition grade and other report card

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

grades per district guidelines. When students meet district criteria, they will be redesignated to Fluent English Speaking (FEP).

# F

**FIELD TRIPS** - Field trips are an extension of the classroom and provide experiences that are standards-based and related to the curriculum. Dress for field trips should be appropriate to the activity but must still adhere to the District and school dress code. Remember to sign in at the office for your visitor’s badge.

**FREE AND REDUCED MEALS** - *\*Due to the COVID-19 economic impact on California families, lunches will continue to be free for all students attending in-person.\** Meals, foods and beverages sold or served at schools meet state and federal requirements which are based on the USDA Dietary Guidelines. Students are provided with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. Income Eligibility Guidelines for Free and Reduced-price Meals or Free Milk in Child Nutrition Programs are established by the California Department of Education. “Household” is synonymous with family and means a group of related or unrelated individuals who are not residents of an institution or boarding house, but who are living as one economic unit sharing housing and all significant income and expenses. Please go to the Chino Valley Unified School District website and access the “Nutrition Services” link under the “Departments” and “Business Services” headings to enter the Nutrition Services Website. Once entered, you may complete the online application. ALL FAMILIES ARE ENCOURAGED TO APPLY SINCE STATE AND FEDERAL GUIDELINES HAVE ADJUSTED HOUSEHOLD INCOME FORMULAS DUE TO THE AFFECTS OF THE PANDEMIC.

**FUNDRAISING** - In accordance with California law, all fundraising activities must be approved by the Board of Education. Most fundraising activities at Chaparral Elementary are handled through our PTO. Field trips, assemblies, library books, computer software, and instructional materials are just a few examples of the wonderful educational contributions these fund-raisers bring to our school.

We encourage you to support our PTO fund-raisers, and in turn, our students. PTO’s primary goal is to enhance the educational opportunity for all students.

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

Please do not allow your children to sell to strangers. We encourage them to limit recruitment to family, friends, teammates, and parents’ coworkers. While it is our desire to have highly successful fund-raisers, our primary concern is the safety and well-being of our students.

## G

**G.A.T.E.** - We have many gifted and high achieving students in our school. We will cluster students in one or two classes per grade level. Teachers will provide appropriate activities so that students are challenged with a differentiated (not different) curriculum. *The key is a greater depth and breadth of the curriculum not “more work”*. We also have a monthly GATE Club for students in grades 3-6.

**GRADING POLICY** - Grading is one of the most difficult parts of teaching. Teachers grade students against objective standards. The district curriculum standards are written for average or grade level students. *In measuring achievement of grade level standards, students are measured against the California State Standards and not against their peers.* The District Grading Policy is available online on our website [www.chino.k12.ca.us/chaparral](http://www.chino.k12.ca.us/chaparral). Parents/Guardians will receive Standards Based Grading Report Cards at the end of each trimester and a progress report every 6 or 7 weeks mid-trimester to demonstrate their child’s progress towards the California State Standards. Constant communication with your child’s teacher will also help you monitor your child’s educational growth; as well as receive guidance on how to provide appropriate educational support at home.

## H

**HEALTH SERVICES** - Our school has the part-time services of a School Nurse and a Health Technician. While they are on duty, it is their job to see to the physical well-being of our students. Our nurse is on campus one-two days each week. The health technician is on campus each day from just prior to the first recess through lunch. These are the most desirable times to communicate with them concerning medical/health information. The office staff provides coverage for student health needs when the nurse or health technician is not on duty. **Medications** of any kind must be brought to the Office for dispensing. They must be in the original container and must be accompanied by a Parent/Physician

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

Medication Permission Form. These forms are available from the Health Office. No medication can be administered at school without proper authorization. Students may not have any medication, including aspirin or cough drops, on their person. Please visit the District and/or school website for the **Health Services / CVUSD Wellness Assistance Line** for community services and outreach.

Routine screenings for hearing and vision acuity are provided for all new students and at certain grade levels. **Emergency Cards/Sheets are kept in the Health Office.**

**It should also be noted that if a phone call needs to be made to a parent/guardian regarding their child’s health or safety, an office staff member will make the call. Reminder: student cell phones are to be turned off and put away securely in the backpack during hours of instruction.**

**HOMEWORK** - Studies show students who complete a program of homework that is part of a larger academic program achieve beyond those students who do not do homework. Homework shall be assigned per the District-adopted guidelines listed below:

First Grade ---- 10-20 minutes each night  
Second Grade ---- 20-30 minutes each night  
Third Grade ---- 30-45 minutes each night  
Fourth – Sixth Grades ---- 60-90 minutes each night

Homework will consist of activities that reinforce, review, and extend learning. It will not be new material, but it will be based on skills and concepts that were taught and explained in class.

In some cases, class work that was not completed during the school day will be added to the regular homework assignment. If your child consistently has more than the recommended amount of homework, or consistently says he/she does not have homework, please contact the teacher as soon as possible to ensure that a problem does not develop.

It is the student’s responsibility to keep an accurate record of assignments, have the necessary materials, follow study techniques outlined by the teacher, apply and practice skills learned in class, strive for the best quality work of which he/she is capable, and complete the assignments on time. Assignment calendars are available and required by many teachers. These can help the students with

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

organization and can help parents monitor the work. Please encourage systematic study, show an interest in the assignments, commend satisfactory performance, and provide the proper conditions for home study. Consistency is essential. Parents can help by checking assignments each evening for accuracy, neatness, and completeness. It is also important to communicate any concerns or questions to the teacher, and to read, discuss, and respond to (as applicable) all notes from the teacher or school.

Students who fail to complete and return assigned homework will receive appropriate consequences and will have grades lowered. Please contact the teacher if your child is spending too little or too much time on homework each night.

## I

**INDEPENDENT STUDY - SHORT TERM** - If your child must be absent from school for 5 days or more, you may request a Short-Term Independent Study Contract.

This request must be made **at least one week** before the absences and should be directed to the Office. The teacher will provide 4 hours of work for each school day of the absence. All work must be completed and turned in upon returning to the office. Based upon the quality and amount of work, the teacher will apportion credit. Remember - it requires 4 hours a day of work.

Although there is no way for independent study to provide the full educational opportunity your child has in school, Independent Study Contracts can help keep your child from getting behind and may prevent him/her from being declared truant.

Please use this option judiciously and make every effort to plan vacations and out of town trips during school holidays. Absences after Spring Break do not qualify for Independent Study.

**INSTRUCTIONAL TIME** - Time on task is the single most important controllable factor in learning. We are committed to preserving our instructional minutes for academic purposes. This means that we must keep classroom and/or virtual instruction interruptions to a minimum.

**When students are physically on campus, we (the office) will not call students**

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

**out of classrooms for forgotten homework, lunches, band instruments, or other items. Students are instructed to check at the office prior to lunch or band. Homework or other small items will be placed in the teacher’s mailbox.**

Please do not ask a teacher to talk with you for “just a minute” at the beginning of the day, end of a recess, or any other instructional time. Every minute lost is multiplied by the number of children in the class. Please contact your child’s teacher via email or Direct Message (Dojo or Remind) about scheduling a meeting or a time appropriate to speak/communicate with them.

**INTERVENTION (ACADEMIC) [See MTSS]** - The purpose of the Academic Intervention Program is to reduce the potential number of retained students. District criteria for students to participate in any/all Intervention Programs will be based on:

- Not Meeting Standards on SBAC in grades 4-6 OR on ESA in grades K-6
- Failing, unsatisfactory grades; or Not Meeting Standards on report cards
- Running Record:
  - Grade K- Running Record level 2 or below
  - Grade 1- Running Record level 12 or below
  - Grade 2- Running Record level 18 or below
- Poor classroom performance
- Teacher recommendation
- Below proficiency on district assessments

The need for student intervention will be presented to affected families by a site administrator and/or the student’s teacher. Meetings and/or conferences will be scheduled to address student academic concerns. (See MTSS)

**INTERVENTION (BEHAVIOR) [See MTSS]** - When faced with difficult situations, students may occasionally lose their temper or experience emotional outbursts. Behavior issues, such as uncontrolled tantrums, aggressive physical behavior, and repetitive emotional outbursts, may interfere with children’s ability to function in school and may cause turmoil at home. Targeted behavior interventions tailored to meet each child’s needs can prevent these challenging behaviors and teach children to use communication through positive behaviors in response to challenges. Effective behavior intervention can effectively minimize negative behaviors and ensure a healthy educational environment that optimizes learning and can improve social interactions. The need for student intervention will be presented to affected families by a site administrator and/or the student’s

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

teacher. Meetings and/or conferences will be scheduled to address student academic concerns.

# K

**KINDERGARTEN SCHEDULE CHANGES** - To enable our kindergarten teachers to have some time to work together to plan the best possible program for our students or to participate in school wide staff development and to enable all students and teachers to participate in certain school wide events, the schedule for afternoon kindergarten will change on several days throughout the year.

Thursday is our weekly minimum day for grades 1-6. **All** Kindergarten students will attend from 7:50 a.m. until 11:10 a.m. each Thursday. They will also attend at this time on most other scheduled minimum days. These days are noted in the school calendar which is distributed at the beginning of the school year and available on our website. A notice will also go home via the teacher and/or school office the week before.

# L

**LATE PICK UP** – The Chaparral office staff understands that there may be an occasional late pick up due to such situations as adult family miscommunication/mix up or traffic. In the event of a late pick up, **only adults listed in a student’s contacts will be allowed to pick up a student** from the office. ENSURE THAT THE ADULT PICKING UP YOUR CHILD PROVIDES VALID ID FOR STUDENT RELEASE TO THAT ADULT. (SEE STUDENT RELEASE)

**LIBRARY** – Our school library is a valuable resource for our students. Students generally visit the library once a week. They may have only one library book checked out at a time. If they forget their book on library day, they will not be allowed to check out another book. Library bound books are very expensive. Often, they cost twice as much as regular bookstore editions. Parents will be charged the repair/replacement cost for lost or damaged books. It is very important that students take care of all school and library books. A library contract agreement form is sent home at the beginning of each year to ensure that the importance of care for library books is understood.

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

We also encourage you to take your child to the public library on a regular basis. The public library is one of our most valuable community resources. Reading is a critical habit to foster in our children.

**LOST AND FOUND** - Please label all your child’s belongings to help prevent loss. Items of clothing that are found are to be placed in the lost and found box located in the foyer. Small items of value such as watches, glasses, jewelry, etc. that are found are to be brought to the office where they are kept in a safe place until claimed by their owner. Please encourage your students to periodically check the Lost and Found to claim their items. Several times a year we will set out all items in the MPR for parents to double-check. All unclaimed items will be donated to local charities.

**LOST BOOKS** - All students are responsible for school property that they use or checkout. If a child loses or misplaces school property, the parents will be notified so that they can reimburse the school. Please check with the office if you have inquiries about the cost of lost/damaged items.

**LUNCH** - **\*Due to COVID-19 district/state guidelines, FREE Universal Meals for the 2022/2023 school year will be provided until further notice.\*** Hot lunches are available daily at our school except on school wide minimum days. On minimum days bag lunches are usually served. The cost is \$2.50 per day (for students not receiving free/reduced lunch). Lunches should be purchased in the cafeteria before school or during first recess to keep the line moving at lunchtime. You may also pay for breakfast/lunch on the web at [www.myschoolbucks.com](http://www.myschoolbucks.com)

Free and reduced-price student lunches are available for families who qualify. Applications are available in the office and are processed through the District Food Services Department.

Lunch time is a moment of the day for all students to gain social and etiquette skills with their peers. Parents may wish to **periodically** eat lunch at school with their child for a special occasion. When parents arrive for lunch, they must sign in at the office before going to the lunch area. It is advised that parents/guardians be mindful that other students need to sit down at the tables as well; thus, parents should always allow students to have priority seating. Also, parents should be aware that your child is eating within the timeframes of the school lunch schedule and is expected to follow the established campus rules.

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

All students are expected to eat lunch every day, including minimum days. Children learn better and have more energy if they eat regular meals and maintain a constant level of nourishment. Be sure to send a nourishing lunch or purchase a lunch every day. Students who bring lunches may purchase milk in the cafeteria (you can refer to the lunch menu or contact the school for the current cost).

To preserve the instructional time for all students, we will not interrupt classrooms for forgotten lunches. Children who do not have lunches, or expect a parent to bring a lunch, are instructed to check in the office at lunchtime. It is best that your child bring their lunch to school on their own to help further develop the school-wide expectation of RESPONSIBILITY; as well as assisting with not interrupting the office staff answering phone calls and/or helping teachers and students during lunchtime.

***NOTE: TK and Kindergarten parents interested in allowing their children to eat campus meals will need to check in to the office and accompany their child to the MPR/designated eating area and assist with their child getting and eating meals on campus. (SEE BREAKFAST and VISITORS)***

**LUNCH RULES:** Please review with your child so that all students have a pleasant lunch experience every day!

1. Use good manners always. **Be Respectful.**
2. Use only a low, ‘inside’ voice in the lunch line or eating area.
3. Keep hands, feet, objects, and food to yourself. **Be Safe.**
4. Keep your area clean. **Be Responsible.**
5. Raise your hand, look toward the supervisors, and wait to be excused. Do not call out, make noise, or stand.
6. When you are dismissed, check on, under and around your area for trash. Pick up any trash - **even if it is not yours.**
7. Put all litter in a trash can, stack trays neatly for recycling and walk quietly to the playground.
8. After getting your lunch, go directly to the lunch tables. Do not wait for friends to go through the line.
9. Do not move once you are seated unless given permission to do so by an adult.
10. Students are to stand quietly in the lunch line.
11. Students must remain in the lunch area for at least 10 minutes before being dismissed to the playground.

**IMPORTANT** - All students are expected to eat lunch - even on minimum

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

days. If students are not eating lunch, parents may be contacted. Any student not eating lunch, no matter the reason, must follow the same procedures as if they had eaten, sitting for a minimum of 10 minutes before being dismissed to the playground.

## M

**MINIMUM DAYS** - Our regular minimum day is Thursday. **Dismissal time is 11:20 AM for grades 1<sup>st</sup> – 6<sup>th</sup>**. TK, and K dismiss at 11:15 AM. PREP follows their usual schedule. Please listen for phone blasts, watch for posted reminders, and check the calendar and newsletters for additional minimum days.

**MTSS (MULTI-TIERED SYSTEMS OF SUPPORT)** – Multi-Tiered Systems of Support is the system and procedure to address students’ needs through prevention and intervention both in and outside the classroom. These preventions and interventions are tiered (or leveled) so that the intensity of services is increased as needed. There are three (four in some models) tiers within MTSS; and both Academics and Behaviors are addressed. Tier 1 = minimal support needed; Tier 2 = some support needed; and Tier 3 = extra support is needed for the child to be successful. MTSS-A focuses on student achievement and growth through responses to classroom instruction. MTSS-B focuses on student behavior and the growth through responses to school expectations in PBIS (Be Safe, Be Respectful, Be Responsible) and Other Means of Correction (OMC) when undesirable behavior occurs. Whenever a student’s needs are identified as requiring more support to allow for the student to be successful, a team of teachers, administrators, and parents are brought together to examine the areas of concern. MTSS coincides with PBIS (Positive Behavioral Interventions and Supports).

## N

**NEWSLETTERS/NOTICES** - The school newsletter, the Chaparral Heat Newsletter, is published monthly throughout the school year. This provides valuable information, parenting helps, news of school and PTO events, and a calendar of activities. Other notices come home as needed to keep our school community informed. These include assignment sheets, homework or project assignments, PTO and class newsletters, and other important information. Please

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

emphasize to your child that it is important that all notices from school be given to you; as well as you do your part to look and check for information coming home. The newsletter is sent electronically. Hard copies can be made available through contacting the school office. The monthly newsletters will be sent via Aeries Communication as an attachment/email.

### **NURSE/HEALTH SERVICES** – (SEE HEALTH SERVICES)

## O

**OFF LIMITS AREAS FOR STUDENTS** - The lounge, workroom, adult restrooms in the front lobby, Xerox machine and other equipment are off limits to children. Students are not to run/play in the lunch area, behind the storage containers, bushes, or the walkways by the classrooms.

**OFFICE DISCIPLINE REFERRALS** – Office Discipline Referrals (ODRs) are more serious than citations. Office Discipline Referrals are given for repeated infraction of school and/or classroom rules (after Other Means of Correction in the classroom have been attempted and documented), or for serious violations such as, but not limited to, fighting, or stealing. When a student receives an Office Discipline Referral they will be counseled by an administrator and appropriate Positive Behavioral Intervention and Support/discipline will occur, involving OMC (Other Means of Correction). Parents will be notified of discipline consequences on the Office Discipline Referral being sent home, by phone or email, or both. **Positive Behavioral Interventions and Supports (PBIS)/discipline is addressed on a “case-by-case” occurrence.**

## P

**PARENT-TEACHER CONFERENCES/COMMUNICATION** - We encourage frequent communication between teachers and parents. Back-to-School Night and Open House offer overviews of the program in the classroom. However, they are not times for conferences. Conferences are scheduled for all parents at the end of the first six or seven weeks of instruction. **It is very important that all parents attend this conference.** Your child’s teacher will arrange a time for your conference.

At any time when a teacher or parent feels there is a need, a conference may be

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

scheduled. You may call the office to leave a message or send a message via Class Dojo, Remind, or email to the teacher.

Effective parent conferences require planning and preparation by the parent(s) and the teacher. Please be sure to make an appointment. Write down any concerns, questions, or observations you wish to discuss. **The first and usually best person to contact about any concern pertaining to your child is the classroom teacher.**

**PARENT INVOLVEMENT** - We believe that successful schools result from parents and school personnel consistently working together. We encourage parent participation through several programs. The **Chaparral PTO** is an excellent organization made up primarily of parents. They provide valuable program support by paying for field trips, assemblies, instructional materials, library books, computers, software, and other school gifts, and by giving thousands of volunteer hours for all students. We encourage all parents to join PTO, and to participate in and support all the activities of this organization. Without parent support and volunteers, the PTO would not exist – so make sure that you are an active participant with the PTO!

Many parents provide valuable assistance by **volunteering** to work in classrooms, or to do projects at home. **All parents can** provide support at home by stressing the importance of education, by ensuring that homework is a priority, by supporting the school’s program and activities, and by making sure the child’s busy schedule does not leave him/her too tired to effectively carry out the requirements of school.

Our **School Site Council (SSC)** is elected by parents and staff to help set priorities and goals for school improvement through the spending of the school budget.

Our **English Language Advisory Committee (ELAC)** is elected by parents to help support those students learning to read, write, and speak English with the goal of having the students reach proficiency and fluency of the language.

**Coffee with the Administrators** happens once a month. This is an opportunity for parents to bring ideas and share concerns they have regarding the Chaparral community.

**PARENT, COMMUNITY VOLUNTEERS** – **\*Due to COVID-19 district guidelines, visitors will be allowed under strict guidelines. Call or visit the office.\*** Chaparral welcomes all volunteers. There are many jobs that volunteers

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

can do in classrooms. They can listen to children read, help with writing tasks, tutor children, assist with clerical tasks, supervise follow-up activities, work with the computers, run learning centers, and teach special lessons.

**PARENT-TEACHER-ORGANIZATION (PTO)** - The volunteer members of our PTO are a very welcome and valuable support for our efforts on behalf of *all* Chaparral students. **Please join and get involved.**

**PARENT OBSERVATIONS IN CLASSROOMS** – To visit your child’s class, please communicate with your child’s teacher beforehand so that a suitable time can be arranged. Teachers need to be notified 24 hours in advance for parents to observe in the classroom. Be sure to come to the office to sign in.

**PARENTS PICKING UP CHILDREN DURING SCHOOL HOURS** - Teachers may not release any child to any person who comes to the room to pick up a child. Please come to the office to first sign out your child. The office will then call for your child to come to the office. (Note: Refer to **Emergency Card/Contact, Attendance, and Perfect Attendance Awards.**)

**PARTNERSHIPS FOR LEARNING** - a program designed to create parent involvement policies and action plans that link school improvement goals with parent/community activities. Partnerships for Learning is a program guided through the federal initiative of the Policy for Title I Parent Involvement. The Partnerships is based on the principles and practices of Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. All Title I schools within the CVUSD are participants in the PFL Program. Parents and students are expected to sign and return the Home-School Compact that is sent home in the Back-to-School Packet so that Title I Schools have assurances for home support for their child’s success.

**PARTIES, CLASSROOM** - See Classroom Parties

**PARTY INVITATIONS FOR OUTSIDE EVENTS** - We request that party/social invitations for birthday parties, etc. NOT be handed out at school. We want to prevent incidents of hurt feelings, lost invitations, miscommunication, and other issues that are disruptive to the learning environment. These private social events are important to your children; but they are not a school function, and all aspects of the event should be handled off campus.

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

**PBIS (Positive Behavioral Interventions and Supports)** – (See **DISCIPLINE** and **MTSS [BEHAVIOR]**)

**PETS** - Due to students and staff who may have strong allergies; as well as pets who may act in defense to children, strangers, and/or large crowds, we do not allow pets from home on the campus or school grounds.

**PLAYGROUND BEHAVIORS** - Conduct and behavior are to be of the highest caliber. School rules are reviewed at the beginning of the year and throughout the year. (See also, **DISCIPLINE** and **MTSS [BEHAVIOR]**)

- Fighting, foul language, chase games, and “rough-housing” are prohibited and may result in suspension from school.
- Games of catch (any ball-throwing except basketball, four-square or ball wall activities) are to be played on the grass, not the blacktop.
- There is no tackle football. Touch football may be played at recesses and lunch. If ‘accidental’ tackling becomes a problem, football will be suspended for a week or more.
- Softball bats are not allowed on the playground at recess. Only the school’s “super-soft” balls and wooden bats should be used. Softball is to be played only under the direct supervision of a certificated person.
- After each bell, students are to line up when the signal is given. If students are playing after the bell, citations may be issued.
- There is no playing or running in hallways or between classrooms.
- There is no running on the blacktop except in organized games, i.e., basketball.
- Hard plastic Frisbees are not to be on the playground. The soft foam (“Nerf type”) may be permitted at teacher discretion.
- Students are not to run/play in the lunch area, behind the storage containers, or the walkways.
- There is absolutely no throwing of rocks, dirt, sand, grass, or any other dangerous object. Violations may result in suspension from school.
- Students are not to climb fences, backstops, or tetherball poles.
- Playing cards, trading cards, electronic games are prohibited. (Exception: cards may be used in some upper grade classrooms to teach some math concepts, i.e., probability.)
- Students are not to buy, sell, or trade any items on campus.
- There is no gum chewing or sunflower seeds at school.
- At snack time food is only allowed on the grass near the trash cans. For health and safety reasons, food is NOT to be shared. All trash is to be

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

thrown away before playing.

- Playground equipment is available on the blacktop at each recess and throughout the day. Teachers teach basic physical education skills which will assure that the students achieve the following: Basic muscular strength, physical agility, worthwhile physical and recreational skills, the inner qualities of courage, initiative, alertness, self-control, cooperation, and sportsmanship within group activities.
- Students may bring balls from home only at teacher discretion and at their risk. During softball season, they may bring mitts only. Forbidden items include, but are not limited to bats, hardballs, racquetballs, etc. All balls should be clearly labeled. Misuse of balls may result in not allowing balls to be brought to school. All balls brought to school must be shared with classmates and not used to keep any child from participating in a game.
- **GENERAL RULES FOR PLAY EQUIPMENT**
  1. Keep moving - No loitering.
  2. Keep a safe distance between you and other people. **BE SAFE**
  3. No pushing, pulling, or crowding another student while on the equipment.
  4. No playground balls, jump ropes, or other equipment may be taken on to the climbing apparatus.
  5. There is no running or chasing in the play equipment area or on the apparatus! **NO RUNNING ON THE BLACKTOP OR CEMENT.**
  6. Do not create long lines waiting for a particular exit. Use another route to exit the equipment. **BE RESPONSIBLE**
  7. Two-finger tag is allowed. **RUNNING IS ONLY ALLOWED IN THE GRASS AREA/FIELD.**
  8. When the bell rings, dismount from the activity center, stop playing a game, or stop any recess activity in process, and immediately walk quietly to the classroom.
  9. Return playground equipment to the equipment rack. **BE RESPECTFUL**
- **SLIDES**
  1. Only one person at a time on any slide.
  2. Students must sit, facing forward on the slide and go down with their feet extended in front of them. They may not lie down on back or stomach or go down head-first.
  3. There is no holding hands or crossing over on the double slide.
  4. No one may climb up the slide.

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

5. No one may put sand or objects on the slides.

**PROBLEM SOLVING TECHNIQUES** - For many of the minor disagreements that occur on the playground (“You stepped out”, “The ball was on the line”, etc.) the students have been taught to use Rock-Paper-Scissors to solve the dispute among them. This keeps all children from losing fun time at recess and helps them to be problem-solvers.

The following technique for solving interaction problems is taught and reinforced with students.

1. TALK to the other person. Tell them, “Please don’t do that, it bothers me.”
2. WALK away. If the other person persists, tell them again, “Please don’t do that, it bothers me”, and walk away.
3. TELL an adult. If the child is followed, he/she is to walk directly to an adult supervisor for help. If a child needs to WALK more than 2 days in a row or has continued problems with the same person, they must tell an adult.
4. “ROCK IT” – students should use “Rock, Paper, Scissors” to come to a resolution if the disagreements run strong.

In the event of a severe problem, e.g., hitting, kicking, etc., the child is to go directly to an adult for help and skip steps 1 and 2. Children should never attempt to break up fights. They should go directly to an adult for help. (Refer to DISCIPLINE, MTSS [BEHAVIOR], and PBIS)

**PROGRESS REPORTS** – Mid-trimester progress reports provide an additional communication link with parents concerning the progress of their child in our instructional program. See calendar and newsletter for dates. Also see: Ed. Code 49067, CVUSD Board Policy 908.01. (Refer to GRADING POLICY)

## R

**RAINY DAY/INCLEMENT WEATHER SCHEDULE/LUNCHTIME** - On rainy/inclement weather days, the staff works especially hard to guard the health and safety of our students. On these days, recesses are spent in the classroom. Students are given a restroom break and usually play quiet games in the classroom during the recess time.

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

1. The principal or designee will call rainy day schedule whenever the weather appears to be too inclement for the health and safety of children to observe a playground recess.
2. We will follow the rainy-day lunch schedule on days in which it is too wet to go on the blacktop.
3. It is imperative that students understand they must talk softly and follow the directions of the supervisors in the MPR during those times.
4. Students will eat in the MPR at the arranged tables and then move to the front area after being dismissed from lunch to watch a movie or video. Students who do not wish to see the movie may bring a book for silent reading. If possible, we will eat at the lunch tables inside and then move outside to play.
5. The cafeteria supervisors, administrators, and support staff will monitor students as necessary to maintain order and safety.

**RAINY MORNINGS** - When it is raining before school, all students will go directly to the multipurpose room. Students will be released to go directly to their classroom when the lineup bell rings at 8:12. All students arriving after 8:15 must go to the office for a tardy slip.

**RESOURCES** - For community resources and services, contact or visit the office. There are many fliers available for after-school programs and tutoring services. The HOPE Resource Center flier is also available in the office. The HOPE Resource Center will connect any individual and/or family who seek a myriad of needed supports (such as gas cards, counseling, shelter).

**RESTROOMS-STUDENT**- Children must not run, push, loiter, or play in or near the restrooms. Lobby restrooms are not to be used by students except as directed by staff. Students should try to use the restrooms at recess and only use the restroom during instructional time if it is an emergency. If there is a medical issue that requires your child to use the restroom frequently, please let the teacher know.

**RETENTION IN GRADE** - Assembly Bill 1626 became effective January 1, 1999. This bill provides for mandatory retention and/or intersession classes for students who do not meet proficiency standards for their grade level.

Parents will be informed as early in the year as possible if a child is in danger of not promoting to the next grade, based on SBAC level, classroom performance, and district assessments. This does not mean that the child **will be** retained, but an intervention plan will be developed to try to ensure the student’s success during the

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

year. Throughout the year, an intervention team will meet to discuss student progress and determine if the student has made sufficient growth towards the next higher grade. Most students do make sufficient progress, especially with the combined efforts of the parent, teacher, and student. If the team decides that retention is in the best interest of the student, parents will be notified by the classroom teacher and administration. Parents have 10 days to appeal the decision to retain after the meeting is held.

For more information see AR 5123 under **Board Policies** on the district web site.

## S

**SBAC** – **\*Due to COVID-19 district/state guidelines, SBAC was on pause for the '19-'20 and '20-'21 school years. SBAC has been administered for the '21-'22 and '22-'23 school year.\*** The Smarter Balanced Assessment Consortium is a standardized test consortium. It creates Common Core State Standards-aligned tests ("adaptive online exams") to be used in several states. The Smarter Balanced Assessment Consortium (SBAC) assessment is administered as part of California's state testing program. It assesses student mastery of the Common Core State Standards. The SBAC is under the umbrella of the CAASPP. (See CAASPP)

**SCIENCE FAIR** - Please ask your child's teacher for more information. Only projects from grades 4-6 are eligible for the District Science Fair, generally held in early spring.

**SNACKS** – Students are to eat snacks on the grass area. Only snack (individual) size items are allowed (1-2 oz). **Students are to bring snacks only for themselves.** Trash cans are conveniently located for students to dispose of their trash. Sunflower seeds, gum, flavored salt, powdery sugar-tart candy and like items are not allowed on campus. Note: Students eat in the classroom with their teacher during inclement weather advisories.

**SPECIAL INSTRUCTIONAL PROGRAMS** - Chaparral Elementary School is proud to offer many special programs to meet the diverse needs of our students.

For students with identified specific learning or language disabilities, we offer the ***Speech and Language (LSH)*** Program and the ***Resource Specialist Program (RSP)***. These programs have specific criteria for qualification. Extensive testing is required, and there are several steps in the process. If you feel that your child

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

might have a learning disability, or needs speech and language assistance, please discuss it with the teacher or the principal.

Teachers in grades 2-6 have been provided copies of the District **Gifted And Talented Education** curriculum for use with our **GATE** and high achieving students. We cluster our **GATE** students into one or two classes at each grade level.

**English Language Learners (ELL)** receive instruction according to the English Language Development (ELD) Standards by teachers credentialed and trained to teach the ELL student.

**K SDC/SAI** – The Kindergarten Special Day Class/Special Academic Instruction program allows for students that are identified early through the IEP Process to access the Kindergarten curriculum with extra support. The vision of the program is to allow the K SDC/SAI students to mainstream with the general education classes as frequently as possible per their IEP and transition to the general education setting over time.

**PREP** – Preschool Readiness Education Program students are assigned to the Chaparral Elementary campus by the district Special Education Department. As the youngest group of students on site, they are challenged to make progress on their goals written in their IEP for socio-emotional and academic growth that will prepare them for Transitional Kindergarten (TK).

We are very proud of the programs we have. All are designed to develop the gifts and meet the specific needs of our students.

**STAFF LOUNGE** - The lounge is reserved for staff only. Its purpose is to provide a positive, restful area in which staff members can relax and enjoy the company of their colleagues--or to quietly unwind and relax in solitude. If volunteering as a parent, please help to preserve this environment. There is a bathroom available in the office foyer/vestibule for visitors.

**STAFF** - Chaparral Elementary School has an excellent staff of teachers and support personnel. All teachers are credentialed to teach at the elementary level. Many have advanced degrees and other credentials or certificates in addition to their teaching credentials.

Many teachers attend workshops during the summer or on weekends to learn new techniques to better serve our students. They are very willing to share new

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

information and ideas with other staff, and do so, on a regular basis.

All staff members are evaluated both formally and informally during the school year. This outstanding, highly qualified, professional staff is *the key* to the excellent academic program at Chaparral.

**STREET VENDORS** – Frequently, street vendors, i.e., ice cream vendors, park near school campuses at dismissal time. This creates a serious hazard for our students because they will run across streets that are extremely busy with dismissal traffic. Crowds of students around the vendor create additional safety concerns. The only effective way to alleviate this problem is for the children not to patronize vendors on the way to and from school. Please instruct your children not to buy anything on the route to or from school.

**STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATH)** – STEM is an integral part of Chaparral Elementary. With the new NGSS (Next Generation Science Standards) curriculum being introduced, the requirements and expectations for classroom instruction and student learning hinge on hands-on procedures and projects. An extension of STEM is STEAM (Science, Technology, Engineering, Art, Math) which allows for more creativity to be brought into the STEM program. Chaparral Elementary is continuing to expand and develop its STEAM program based on funds available. To date, Title I money and donations have funded the purchase and use of robotics kits, 3D printer, computers, tablets, drones, Lego Engineering kits, coding kits, and circuit kits. To support the critical thinking and creativity of students outside the classroom, enrichment programs are brought to the school campus (parent-funded) each trimester: Chess Masters in the fall; Mad Science in the winter; and Young Rembrandts in the spring.

**STUDENT DROP OFF AND PICK UP** – Students eating breakfast may arrive at 7:15 a.m. All other students are not to arrive at school before 7:40 a.m. (when campus supervision begins). Students must be picked up promptly at dismissal time. At dismissal time, if you have parked your car on the street or in a parking space, please wait outside the gate or by the office until your child comes out. Do not go inside the courtyard or to your child’s classroom to wait for dismissal. Students in grades 1-3 must not wait outside older siblings or friends’ classrooms. They need to wait in front of the school where there is supervision. (Also see DISMISSAL)

**STUDENT BEHAVIOR IN HALLWAYS** - Students must walk quietly in the hallways and corridors. No running is permitted. (Refer to DISCIPLINE and

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

PBIS)

**STEP TEAM** – A Student-Teacher Excellence Plan (STEP) may be held if a student is having difficulties at school. The purpose of the STEP meeting is to brainstorm all possible interventions to ensure success in school. Multi-Tiered Systems of Support is the process that is followed (see MTSS). Referrals are available from the school administrators who will schedule a meeting after receiving the completed forms. The STEP Team will usually be made up of the current teacher(s), the parent(s), an administrator and (optionally) the student, when appropriate. Previous teachers, grade-level chairmen and any other appropriate personnel may also be invited. Come prepared with ideas and great listening skills.

## T

**TARDIES** - Tardies/Early Sign-out: To be eligible for perfect attendance each trimester students may not exceed one tardy/early sign-out. Only doctor-verified notes will be accepted as a valid excuse. Tardies should be avoided when possible so that your child’s good habits for being prepared and on time for learning are instilled during the early years of his/her education, which will lead to great work habits as an adult. (See also – **Attendance**)

**TELEPHONE USAGE** - **Student Use of Telephones** - Students may call only if an emergency exists. Students must have permission from the teacher before using the classroom phone or coming to the office to use the phone. Cell phones (wearable technology [i.e., Apple watch], included) should not be turned on during school hours. (See – **CELL PHONES**)

**TEXTBOOKS, SCHOOL SUPPLIES** - Textbooks, library books, and basic school supplies are provided free of charge to all students. Chromebooks and hotspots may be checked out to students/families in the event of Distance Learning. In accordance with District policy and Education Code provisions, parents will be billed, however, for the cost of replacement or repair of lost or damaged school property. The replacement cost of textbooks may be as much as \$50 or more. The average cost of a library book ranges from \$10 to \$30. The cost of Chromebook is \$400.

While donations are always needed and appreciated, no student will be charged a fee nor required to purchase any item for any project, activity, or supplies needed

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

for a class. Science projects do not require the purchased display boards but may be mounted on cardboard that has been covered with paper that is available at school.

**TITLE I HOME-SCHOOL COMPACT** -- Title I, Part A, of the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires that local educational agencies (LEAs), conduct outreach to all parents and family members and implement programs, activities, and procedures for the **involvement of parents** and family members. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**TRAFFIC SAFETY** - Traffic is very heavy during drop off and pick up times. Please adhere to the following traffic safety rules. (**ALSO REFER TO EXPECTATIONS AND MAP UNDER “WELL-BEHAVED CONDUCT FOR DROP-OFF AND PICK-UP”**)

- 1. Remember it is illegal to use your cell phone while driving.**
2. Students should not be dropped off early or picked up late. There is no supervision before 7:40 a.m. or after 2:45 p.m.
- 3. The east side of the campus is for buses and daycare provider drop off only. Parents picking up/dropping off to Fun Club may do so prior to 7:15 AM or after 2:45 PM.**
4. Students may be dropped off from the right lane only. There is no stopping, waiting or passenger loading or unloading in the left lane.
5. If you leave your vehicle, it must be parked in a parking space (in the parking lot) or along the curb on the street.
6. During heavy traffic times, parents may wait in their vehicles along the curb in the right hand drop off lane. Do not leave a car in the drop off lane.
7. The drop off lane is for quick loading and unloading of passengers only. If your child needs to put on her shoes, comb his hair, finish eating breakfast, etc., please park in a parking space to avoid impeding the flow of traffic.
8. Please pull as far forward as possible in the drop off lane.
9. Do not go around waiting cars to fill an opening in the drop off lane unless directed to do so by staff. The other cars will move up. Please stay in line and wait your turn.
10. Always have children enter your vehicle on the curbside. Do not allow them to go into the traffic lane to enter the car.
11. Do not drive into the handicapped parking areas to drop off children. These spaces are legally reserved for cars with handicap placards or license plates.
12. Please be courteous to cars attempting to leave a parking space or a parking

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

lot exit.

13. Double parking, jaywalking, U-turns, and impeding the flow of traffic all create extreme and unnecessary hazards for our children. Please refrain from these unsafe (and illegal) acts.

**14. Never ask your child to run or walk across the street to meet you. Cross the street ONLY at the crosswalks.**

15. Students may not be playing with balls or toys while in the drop off/pick up areas.

Although it may seem otherwise, the traffic flows very quickly and smoothly through our drop-off lane when these rules are followed. Please allow enough time for proper drop off/pick up, be patient, wait in line for your turn, and drop off or pick up your children in a manner and place that will help to ensure their safety and the safety of others. Thank you very much for consistently adhering to these procedures to help create a safer environment for all our children. ILLUSTRATED MAPS ARE AVAILABLE IN THE SCHOOL OFFICE. (Also see DISMISSAL)

**TRANSITIONAL KINDERGARTEN** – Chaparral has a transitional Kindergarten program for students who turn age 5 between September 2<sup>nd</sup> and February 2<sup>nd</sup> of the attending school year. This program mirrors the Traditional Kindergarten in length but is developmental in nature. California law (*EC 48000*) defines transitional kindergarten as “the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.”

**TRANSPORTING STUDENTS** – When District transportation is provided, students may be released from using District transportation for the return trip only with the advance written permission of their parent/guardian. The parent will also have to sign their student out from the teacher at the field trip.

## U

**Uniform Complaint Procedures** - Many concerns are the responsibility of local educational agencies (LEAs), including the hiring and evaluation of staff, employee relations, selection/provision of textbooks and materials, pupil discipline, provision of core curricula subjects, homework policies and practices, and dress codes and school uniforms. Every county office of education, district,

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

and charter school governing board are required to have established local complaint policies that describe the procedures that must be followed to resolve complaints. Forms are found in the office and/or may be sent electronically.

## V

**VANDALISM, THEFT, and SAFE SCHOOL** – Although rare, if you spot anything that looks like vandalism, please report it to the office. Discourage theft by locking your car when visiting school. You can assist with school safety by following and enforcing the school expectations and notifying the office of any suspicious activity. **IF YOU SEE SOMETHING, SAY SOMETHING!** (also see **EMERGENCIES** and **HEALTH SERVICES**)

**VISITORS** - VISITORS ON CAMPUS- All visitors, including parents, must sign in at the Office upon entering the campus. Volunteer/Visitor badges will be issued in the Office when you sign in. Do not go to the class to deliver lunches or other items to your child. These items must be brought to the Office.

Although lunches may be OCCASIONALLY brought to the office for your child, it is best practice that your child bring their lunch to school on their own to help further develop the school-wide expectation of RESPONSIBILITY; as well as assisting with not interrupting the office staff answering phone calls and/or helping teachers and students during lunchtime.

(Also see **BIRTHDAYS, CLASSROOM PARTIES, FIELDTRIPS, and PARENT INVOLVEMENT**)

## W

**WALKING ROUTE TO SCHOOL** - Crosswalks are located at **Murray and Bird Farm Road**. Please instruct your children that they must cross at the crosswalks, even if it means walking a few extra feet to get there. Never have your child run across a street to enter or leave the school. **Students are to walk directly to and from school and should not go to local shopping centers, parks, or**

**NOTE:** ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!

**other areas before or after school. This creates a significant safety risk for your child. They should follow street routes only and should, whenever possible, walk with a sibling, friend, or neighbor. Students should always walk on sidewalks and not on private property when going to and from school. Parents may be held liable for any damage caused by their children. Students are subject to school discipline while enroute to and from school. (Education Code 44807).**

**WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF** – Please follow safe car-driving and parking when waiting in the carline or driving through the parking lot. SAFETY is the most important objective. Below are the Positive Behavior Interventions and Supports approach for the expectations to be followed during drop-off and pick-up times. Following the expectations is the map for guidance. PLEASE abide by the expectations stated on the PBIS Expectations Chart AND the visual map (SEE BELOW). **NO PARKING, PICK-UP/DROP-OFF IN THE BUS ZONE!**



**Treat Others the Way You Want to Be Treated**

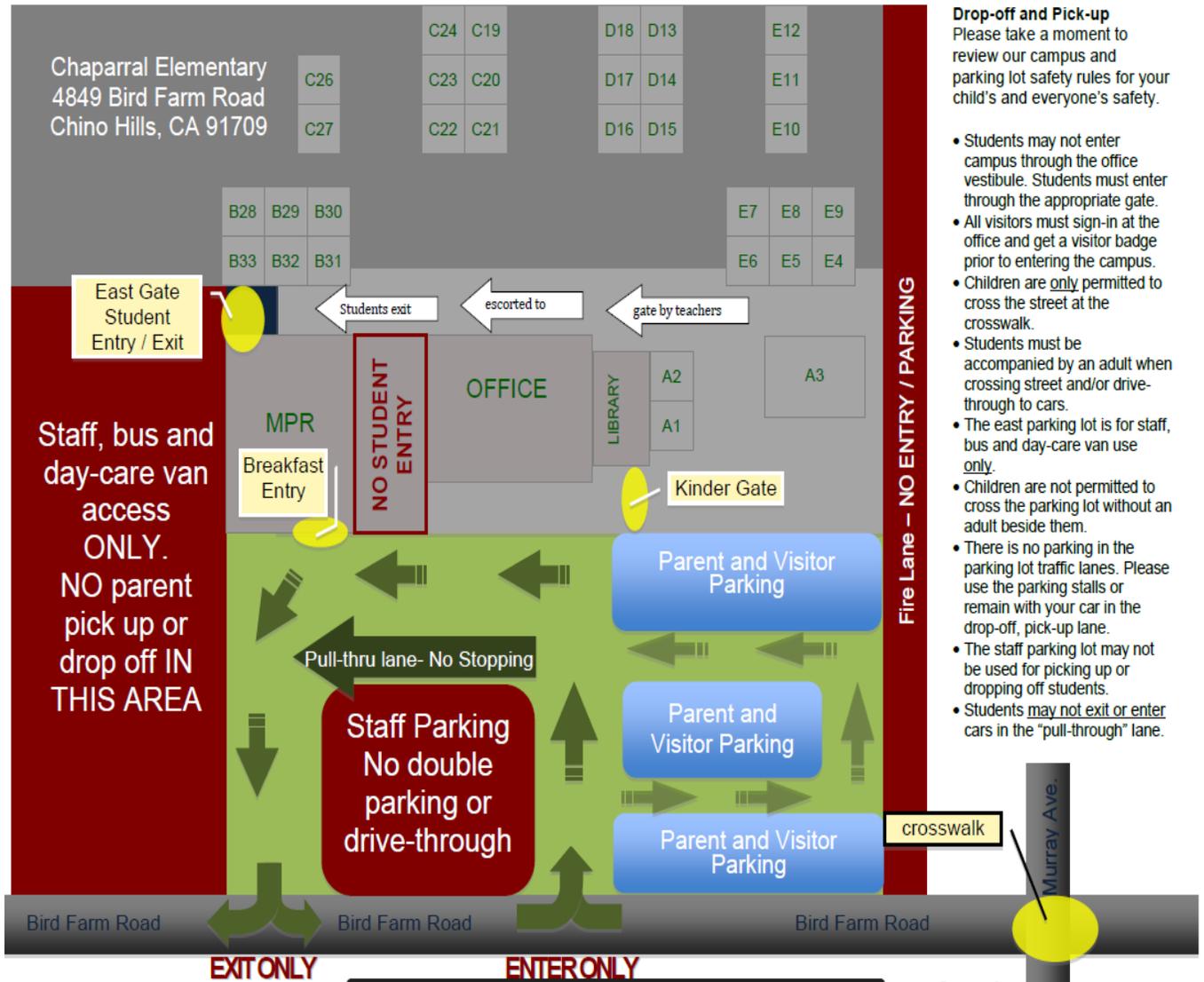
**— BE SAFE — — BE RESPECTFUL — — BE RESPONSIBLE —**

- Use the crosswalks
- Use the sidewalks
- Accompany & monitor your child while walking

- Follow staff member's requests
- Park only in visitor parking spots or on the street.
- Wait patiently in car line for your turn when picking up/dropping off

- DO NOT call your child to you so he/she crosses driving areas without adult accompaniment
- Be on time
- Follow the driving rules and laws

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**



**Drop-off and Pick-up**  
Please take a moment to review our campus and parking lot safety rules for your child's and everyone's safety.

- Students may not enter campus through the office vestibule. Students must enter through the appropriate gate.
- All visitors must sign-in at the office and get a visitor badge prior to entering the campus.
- Children are only permitted to cross the street at the crosswalk.
- Students must be accompanied by an adult when crossing street and/or drive-through to cars.
- The east parking lot is for staff, bus and day-care van use only.
- Children are not permitted to cross the parking lot without an adult beside them.
- There is no parking in the parking lot traffic lanes. Please use the parking stalls or remain with your car in the drop-off, pick-up lane.
- The staff parking lot may not be used for picking up or dropping off students.
- Students may not exit or enter cars in the "pull-through" lane.

**NOTE: ESPECIALLY READ “WELL-BEHAVED CONDUCT FOR PICKUP AND DROP-OFF” TOWARD THE END OF THE PARENT HANDBOOK!**

**Chaparral Elementary Behavior Referral Process**

**At Chaparral Elementary, Behavior will be managed by . . .**

Minor Discipline Referral Procedure	Classroom Interventions	Administrator Interventions	Office Discipline Referral Procedure
<p>1. Use at least 3 classroom <a href="#">interventions</a></p> <p>2. If interventions are NOT effective; then notify parent and document on Minor Discipline Referral</p> <p>3. If the student has 4th MDR documented, write ODR and send student with MDR and ODR. *ODR can be written <b>without</b> MDR only if infraction <b>cannot</b> be handled by teacher</p> <p>4. If the student has 4 or more ODRs for a trimester; CONSIDER REFERRAL TO MTSS-B</p>	<ul style="list-style-type: none"> <li>*5:1 positive praise</li> <li>*Reteach/practice expected behaviors</li> <li>*Tangible recognition</li> <li>*Modified assignments</li> <li>*Seat-change</li> <li>*Student conference</li> <li>*Redirection</li> <li>*Proximity</li> <li>*Loss of Privilege</li> <li>*Parent phone call/messaging</li> <li>*Detention</li> <li>** (Refer to other resources: red/blue flip booklets, PBIS.org)</li> </ul>	<ul style="list-style-type: none"> <li>*Positive corrective feedback</li> <li>*Practice/reteach expected behaviors</li> <li>*Counsel/conference with student</li> <li>*Check for progress</li> <li>*Time out outside of class</li> <li>*Loss of privilege</li> <li>*Detention</li> <li>*Counseling referral</li> <li>*Instructional/behavior support/referral</li> <li>*Other Means of Correction (OMC)</li> <li>*Suspension</li> <li>* Call home</li> </ul>	<p>1. Teacher writes ODR and sends with student(s) to <a href="#">Administrator</a></p> <p>2. Administrator determines <a href="#">intervention</a></p> <p>3. Administrator follows through with <a href="#">intervention</a></p> <p>4. Administrator informs teacher and parent(s) of the referred student the intervention (IF other student(s) involved, the parent(s) also informed)</p>
<b>Teacher Managed Behavior(s)</b>		<b>Administrator Managed Behavior(s)</b>	
<ul style="list-style-type: none"> <li>*Inappropriate Language – <b>cursing/“adult language”</b></li> <li>*Playful Physical Contact (No Injury) – <b>pushing/shoving</b></li> <li>*Defiance/Disruption – <b>refusal to follow directions</b></li> <li>*Property Misuse – <b>mishandling equipment/materials</b></li> <li>*Minor Dress Code – <b>infraction of dress code</b></li> <li>*Minor Peer Conflict - <b>minor verbal altercation</b></li> <li>*Out of Assigned Area</li> <li>*Harassment/Teasing – <b>name calling</b></li> <li>*(Repeated) Refusal to do classwork/homework</li> <li>*Academic dishonesty</li> </ul>		<ul style="list-style-type: none"> <li>*<b>Repeated</b> Inappropriate /Abusive Language / Life-threatening (verbal and/or physical) Threat(s)</li> <li>*Intentional Physical Contact /Aggression / Fighting – <b>pushing/hitting/kicking</b></li> <li>*Electronics/device Use Violation(s)</li> <li>*<b>Ongoing</b> (MDR 3 x) harassment/potential bullying</li> <li>*4<sup>th</sup> MDR</li> <li>*Severe violation of dress code</li> <li>*Destruction of school/others’ property</li> <li>*Disruption w/ safety concerns (out of assigned area)</li> <li>*Sexual Harassment (Ed. Code definition, 4<sup>th</sup> -6<sup>th</sup> grade)</li> <li>*Theft</li> <li>*Repeated academic dishonesty</li> </ul>	

RED = Examples