

HOWARD CATTLE ELEMENTARY SCHOOL

SCHOOL HANDBOOK

2022 – 2023



13590 Cypress Avenue
Chino, CA 91710
909-591-2755

www.chino.k12.ca.us/cattle

Facebook: Howard Cattle PFA

Instagram: @Howard Cattle

We are College Bound!



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

Chino Valley Unified School District

5130 Riverside Drive
Chino, CA 91710
909-628-1201

Board of Education

Christina Gagnier, President
Andrew Cruz, Vice President
James Na, Clerk
Donald L. Bridge, Member
Joe Schaffer, Member

Dr. Norm Enfield, Superintendent

Howard Cattle Elementary School

Home of the Rustlers

MISSION

Our mission is to ensure high levels of learning for all students in collaboration with parents, community, and staff – Whatever it takes!

VISION

We are a school that ensures high levels of learning for all students. We recognize the individuality of every student, provide a safe and supportive environment, and have high academic and social expectations for all.

MASCOT



SCHOOL COLORS

Red and Denim (blue)

OFFICE STAFF

Steve Buss, Principal
Kimberly Curry, Assistant Principal
Nora Purcell, Administrative Secretary
Solana Fernandez, Clerk II
Diane Murillo, School Nurse
Lucia Caballero, Health Technician

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Howard Cattle Elementary School Calendar/Important Dates 2022-2023

Month	Event	Date	Information
August	First Day of School	August 8	<i>Minimum Day Schedule</i>
	Back to School Night	August 24	<i>5:30 pm to 7:30 pm</i>
September	Labor Day	September 5	<i>No School</i>
	Parent Conferences	September 19-23	<i>Minimum Day Schedule</i>
October			
November	Veterans Day	November 11	<i>No School</i>
	Thanksgiving Break	November 21-25	<i>No School</i>
December	Winter Break	Dec. 16-Jan. 3	<i>No School</i>
January	Teacher Conference	January 11	<i>Minimum Day Schedule</i>
	MLK Holiday	January 16	<i>No School</i>
February	Lincoln's Birthday	February 13	<i>No School</i>
	Washington's Birthday	February 20	<i>No School</i>
March	Last day before break	March 24	<i>Minimum Day Schedule</i>
	Spring Break	March 27-31	<i>No School</i>
April	School Holiday	April 7	<i>No School</i>
May	Open House	May 11	<i>5:30 pm to 7:00 pm</i>
	Day before school's out	May 24	<i>Minimum Day Schedule</i>
	Last day of school	May 25	<i>Minimum Day Schedule</i>

*Shaded days only apply to Howard Cattle and are not on the district calendar

Grade Distribution

Our standard elementary report card distribution dates will be:
November 8, 2022 March 1, 2023 May 25, 2023

Progress Reports will be distributed:
Parent Conferences January 11, 2023 April 12, 2023

Welcome

Welcome Cattle Rustler Families!

We are excited and proud to welcome our new and returning students and families to Howard Cattle Elementary School. Our school has developed into a great community over the past 30+ years. We take pride in our school and the families we serve. Our staff is eager and capable of providing your child with excellent instruction in a rigorous and caring environment. Together with our parents/partners, we have high expectations for our students in both academics and citizenship. Our goal is to develop the mind, body, and heart of all who pass through our doors.

We recognize that a successful school experience is enhanced by the shared responsibility between home and school. Parents are their child's first teacher, and what happens at home has a powerful influence on their performance at school. Our goal is to work closely with our students, our parents, and our community to ensure the best possible education to meet the needs of our diverse and talented students.

The support and enthusiasm of our families are integral to the success of Howard Cattle. Your continued support and assistance are needed to achieve success for every Cattle student. Consider this an invitation to get involved in one of our parent leadership groups, volunteer in the classroom, or participate in our varied school activities. We encourage you to join and participate in our Parent Faculty Association (PFA).

This School Handbook has been developed to provide you with information that will assist you in supporting your child at school. Please take the time to review the policies and procedures that ensure a successful operation of our school.

Thank you for allowing us to be a part of your child's educational journey. Working together we can create an exceptional learning experience for your child.

Respectfully,

Steve Buss, Principal
Kimberly Curry, Assistant Principal



The Howard Cattle Legacy



Our school honors a gentleman who gave generously to the Chino community in time and energy for over 50 years.

Howard Cattle Elementary School started in October of 1988 on this current site with portable classrooms. The permanent buildings were not completed until April of 1991. The school was named after Howard Cattle, a long time Chino leader and former mayor.

Howard Cattle's family moved to Chino in 1920 from Fort Williams, Ontario, Canada where Mr. Cattle had been born on December 23, 1904. At the time, Chino had a population of about 800.

While a student at Chino High School, Howard was a member of the school's basketball team and first football team. His enjoyment of sports lasted his whole life. He helped form the Chino High school sports Boosters Club. Howard Cattle graduated from Chino High School in 1924.

In 1932, he wed Vera Cook. They lived for over 50 years in the same house and had two daughters. They originally lived in the back of the Opera House, where the Chino City Hall now stands. He opened Chino Cleaners in 1933 and Howard's Men Store in 1938. Beginning in 1954, Howard's Men store presented a Chino High Cowboy jacket to the outstanding varsity and B-weight players of each football game. Howard was appointed to the Chino City Council in 1954. He ran for election in 1957. He was appointed Mayor by the Council Members that same year. In 1963, he was awarded both the Outstanding Citizen of the year award and the Chino Unified SD Honorary Service Award. Howard Cattle Elementary School was named in his honor in 1988. Ten days after his 60th wedding anniversary, Mr. Cattle died on February 17, 1992, at the age of 87.

Our school continues his tradition of service to the community.

General Information

Attendance

CVUSD and Howard Cattle's goal is to have 97.5% attendance to ensure the best education possible for all our students. It is state law that all children attend school during the time that school is in session. Students who are absent cannot adequately make-up the instruction delivered by the teacher. In addition, tens of thousands of dollars of income are lost by the school district each year due to absences. This lost revenue could have been used to directly benefit the children at our school.

Education Board Policy AR5113 requires that ***"verification must be completed within five (5) school days of the student's return to school. On the sixth day, the absence becomes unverified and cannot be changed after this date."***

Tardies

It is imperative that students arrive on time to school. Consistent tardiness interrupts teaching and learning. Truant, unverified, unexcused, and excessive excused absences/tardies affect the student's education and increase the chances for failure. Tardies and pulling students out early interrupt the classroom and interfere with the learning environment for all students. Tardiness is a deterrent to success in school. A student who walks in late has not only missed some vital instruction but has also disrupted the instructional process for the other students in the class. In addition, the minutes lost due to chronic tardiness can add up to days of missed instruction if they are multiplied over a long period of time. TRAFFIC IS NOT AN EXCUSE FOR BEING TARDY.

Excused Absences

Per CVUSD Board Policy and Administration Regulations, **absence from school shall be excused only for health reasons (illness, quarantine; medical, dental, optometric, or chiropractic treatments) or attendance at a funeral service for an immediate family member (mother, father, grandparents, brother, sister, or any relative living in the immediate household).** (California Education Code 46010, 48216, 48205) *All medical appointments need to be verified with a doctor's note before it is considered excused.* Students absent for the above reasons shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion, shall be given full credit earned.

A tardy (including early dismissal) may be excused with a doctor/dentist note showing the student was at an appointment. **Notes must be received within 5 days to be counted as excused.**

Unexcused Absences

The following absences are unexcused: family vacations (exception is an independent study contract for five or more days), babysitting, shopping, helping parents in the home, and

studying. Students who are absent for the above reasons are considered truant. Students who are found to be truant are not allowed to make up work. After three (3) unexcused absences or three (3) unexcused tardies exceeding 30 minutes, a **truancy letter** will be sent to the parent/guardian. (Education Code 48260)

Excused absences, unexcused absences, unexcused tardiness, and early student checkout will cause a student to be ineligible for perfect attendance awards.

Because attendance is so important, the Chino Valley Unified School District has established the School Attendance Review Board (SARB) to correct attendance problems. When necessary, schools make referrals to SARB for excessive absenteeism. Referrals are generally made when: excused absences exceed 10-15 days, unexcused absences exceed 4-6 days, or tardies exceed 6-10 times. If SARB does not solve the problem, parents and students may be processed by the court system for violating compulsory attendance laws.

We do realize, however, that some absences and tardiness cannot be avoided. When your child is absent from school, please do one of the following:

- submit a note online via Cattle's website <http://chino.k12.ca.us/cattle>
- call the Cattle office at (909) 591-2755, or leave a voicemail after hours
- send a note with your child his/her first day back from being absent
- send an email to: (solana.fernandez@chino.k12.ca.us)

It is imperative that you always notify the school office and not just the classroom teacher to document the absence properly.

Any student who arrives late to school, for whatever reason, must check in at the office before going to class.

If you would like to request homework for a day your child is absent, please do so when you call in the absence by 9:00 am. You can also directly contact the teacher via Remind, Class Dojo, etc. Any time after that does not allow the teacher enough time to prepare the homework.

Early Student Pick-Up

A parent or guardian must be present for the dismissal of your child(ren) during school hours. An adult must come to the school office to pick up the child being released. Students will be released only to individuals named under Contacts in Aeries. They must present us with a valid government issued identification card. *Parent phone calls to allow a student to go home with someone not listed in the Aeries Portal will not be accepted.* Adults will be required to sign-out students in the front office.

Short-Term Independent Study

Short Term Independent Study (I.S.) is primarily designed for the student who will be away for a planned absence. This absence is for a minimum of five days to a maximum of twenty school days. For Grades 1 – 6, four hours of work is required for each school day missed. Kindergarten is required to complete three hours for each school day missed. All work must be completed and returned to school on the first day returning from the I.S. program. The

classroom teacher will give the assignments, assuring that appropriate work that meets Chino Valley Unified School District standards is assigned.

To enter the I.S. program, parents must complete and sign the short-term Independent Study contract a minimum of three working days prior to the absence. This may be done in the office with the help of the attendance staff or the I.S. Coordinator. This contract must be written and signed before the absence occurs and may not be altered or amended after the absence occurs. Students receiving credit for work completed will not be marked absent for those days.

This is a voluntary program that takes a commitment on the part of the parent, student, and teacher. If you have any questions, contact the office staff or Independent Study Coordinator.

Communication

We believe that communication between home and school is necessary to guarantee the best possible education for children. We make every effort to inform parents of matters relating to district and school wide policies, procedures, and events through our Howard Cattle Elementary website (www.chino.k12.ca.us/cattle). Information is shared additionally through this School Handbook, student agendas, Back-to-School Night, Open House, weekly messages through ParentSquare, school marquee, social media, and special notices.

Information about your child's academic progress is communicated through progress reports, report cards, parent conferences, behavior or homework notices, citations, awards, letters, or phone calls. Many teachers send home regular notices or communicate using their webpage, email, ParentSquare, or other communication apps (Remind, Class Dojo, etc.) outlining classroom events. Basic classroom policies on homework, discipline, and other things are sent home the first week of school by individual teachers and/or are given out at Back-to-School Night.

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

To strengthen and further support the home-school communication, we would like to highlight two additional forms of communication: 1- Rustler folder and 2- student agendas. The Rustler folder will be sent home on Mondays with information from the school office. The folders are to be checked every Monday evening and returned the next day, Tuesday. Pay careful attention to items intended to stay home and any items requesting to be returned. Those items should be returned on Tuesday. This should help support your child's organization and therefore keep parents better informed as to what is happening at school. Student agendas will be sent home daily with students in grades 1-6 with recorded homework, long-term assignments, behavior, and any communication from the teacher. There is an opportunity for parents to communicate and to initial upon teacher's request.

We strongly encourage parents to communicate with teachers and other school personnel. Inform teachers of special interests, strengths or needs of your child. Tell teachers when your child has difficulty with an assignment or finds one especially interesting or

meaningful. When you have concerns about classroom incidents, assignments, workload, please be sure to communicate that to your child's teacher, as well. The teachers and administration welcome emails, phone calls, conferences, and other communication from parents. If you have concerns or questions, please let us know.

Registration

If you are enrolling a student for the first time in CVUSD, please visit the online registration link found on the Howard Cattle webpage (www.chino.k12.ca.us/cattle). Print out a copy of your registration and bring it to the Cattle office to complete the process.

To register a student, the following items are required: record of birth, immunization records, proof of residence with the parent's name and address (this includes property tax payment, gas/electric bill, or voter registration). Telephone bills, cable TV bills, etc. will **not** be accepted. If your first gas or electric bill has not been received within the first 30 days after moving, escrow statements with closing/move-in date will be accepted temporarily.

To register a Kindergarten or First Grade child, the following immunizations are required: **Polio** – 4 doses, however three doses are enough if last one was on or before 4th birthday; **DTP** – 5 doses at any age, however four doses are enough if at least one was given on or after the 4th birthday; **MMR** – 2 doses, both given after the 1st birthday; **Hepatitis B** – 3 doses at any age; **Chickenpox (varicella)** – 2 doses required. All Kindergarten and First Grade students who did not attend Kindergarten in a public school are required to show proof of a dental exam performed within 12 months of school entry.

Parents will also need to provide current phone numbers, as well as the name and phone numbers of at least 2 contacts to be notified in case of illness or emergency.

Custody

In most cases, divorced parents continue to have equal educational rights 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 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.

School Breakfast and Lunch

School breakfast and lunch can be purchased daily, weekly, or monthly. Parents are strongly encouraged to pay for student lunches online at www.myschoolbucks.com. Parents can also drop off money in the cafeteria drop box located in the office. Students are encouraged to pay for lunch at morning recess or in the office before school to help the lunch lines move more efficiently. Lunches brought in late can be put on the lunch table in the office. Students should know to check the office for a missing lunch. Classes will not be disrupted to notify a student of a late lunch.

As a general rule, all students are expected to eat lunch every day. When students are not eating lunch, parents will be contacted. If there is an unusual situation, please send a written note to the teacher and/or front office. Please remember that children learn better when they have sufficient fuel and water for the brains. Food from home cannot be brought to share with other students due to potential allergy risks. Please do not purchase food for your child to share with others.

Parents are NOT allowed to eat lunch with their children. This is an opportunity for students to learn to learn social skills and interact with their friends.

After-School Child Care

Howard Cattle and CVUSD partner with the City of Chino to provide after-school daycare for our students. This program is run through the city. You may contact the City of Chino at (909)334-3258 to obtain information about the High 5 after-school program. Daycare begins after school and runs until 6:00 pm. Parents may enter through the East gate in the main parking lot to pick up their child/children. There are many other childcare providers in the area that offer drop-off and pick-up services. Unfortunately, our school cannot make any recommendations regarding outside providers.

Lost and Found

We have a lost and found rack that is kept near our lunch tables. It is highly recommended that you place your child's name in his/her clothing and important items to ensure easy identification. Unclaimed items will be donated to the Hope Center at each major break (Winter, Spring, Summer). Please have your child check there frequently for any missing jackets, lunch pails, or water bottles.

Rainy Day/Inclement Weather

On rainy days, our staff works hard to keep our students as safe as possible. When it is raining before school, all students should enter through either the Main or Clover gates and proceed directly to the Multi-Purpose Room (MPR) where teachers will pick up their students. Students arriving after 7:50 am should enter through the office to receive a tardy slip before going to class.

During rainy days, students will have recess in their classrooms and be given a restroom break. At lunch time, students will eat in the MPR and watch a movie or play quiet games in the library as outlined in the Inclement Weather schedule (found in the Appendix) The principal or designee will call an inclement weather schedule whenever the weather appears to be too harsh for the health and safety of children to be outside. Extreme heat or unhealthy air quality can also create a situation where students may need to follow this schedule.

Birthday Policy

The staff at Howard Cattle recognizes that birthdays are a special day for our students. We must also ensure that celebrations do not disrupt the learning process. Additionally, Howard Cattle adheres to the Chino Valley Unified School District's Wellness Policy that recognizes the importance of wellness, good nutrition, and an active lifestyle in the overall health of our students. The school and our staff are responsible for positively influencing student beliefs and habits in these areas. Frequent birthday celebrations with cookies, cupcakes and other sweets are not in alignment with these learning goals. Therefore, we have placed the following procedures in place since 2016:

- Any birthday celebration will be during the 10 minutes prior to morning recess, lunch, or the end of the school day.
- Parents need to notify the teacher two (2) days prior to the event.
- Parents are expected to provide all materials necessary. Teachers do not have napkins, plates, cups, etc. at their disposal.
- A maximum of two (2) family members (adults only) can attend. Non-students cannot be in attendance.
- We encourage an alternative healthy snack for students due to the number of students with varying medical issues at our school.
- Full-size cupcakes are not allowed, and lunch items such as pizza are prohibited by district policy. No cakes or any item requiring cutting are allowed.
- Food items must be store/restaurant bought rather than homemade.
- Balloons, flowers, or other decorative items are not permitted.
- If your child is having a birthday party outside of school where invitations are going to be handed out, we ask that you mail the invitations rather than distributing them in class. This policy is in place to avoid hurt feelings.
- The school will follow the prevailing district, county, and state safety guidelines in effect at the time for all school visitors.

School Spirit and Activities

To encourage a sense of belonging and community, we have several activities and groups in which our students can participate.

- Mondays are college day. Students are encouraged to wear their collegiate shirts from their classroom university. See the appendix for a complete list.
- Monthly, the whole school gathers for a pep rally on the playground where announcements, cheers, and college chants are shared.
- Fridays are Spirit Days where students are encouraged to wear red, No Excuses, or the sixth-grade shirts. Classes with the highest participation win a spirit banner to display.
- On Fridays, our PFA typically has ice cream available after school for purchase.
- We have monthly ASB dress-up days on the last Tuesday of the month. The theme will be communicated through ParentSquare, the marquee, and posters across campus.

We offer many opportunities for our Rustlers to get involved in campus activities. Some of these opportunities include:

ASB (student council)	Band	Choir	Green Team
Mileage Club	Odyssey of the Mind	Rustler Cheer	Science Fair
STEM Club	Talent Show	Track Team	

Social-Emotional Support

In support of our ongoing commitment to providing our students, staff, and families a safe and healthy learning environment, CVUSD has provided valuable resources to support students' emotional and mental health. Parents and students can request assistance from any adult on campus. Both the Howard Cattle and CVUSD websites offer additional information, as well as links to request specific social, emotional, and mental health support.

If a student, parent, or teacher feels that a student needs behavioral support, the school will convene a STEP (Student Teacher Excellence Program) meeting to discuss ways to support the student. Resources could include support strategies in the classroom, referral to curriculum-based counseling, PALS (Positive Action for Life Success), outside counseling services, etc.

Our school uses Second Step Socio-Emotional Curriculum in every classroom to support our students. Students learn skills such as goal setting, emotion management, empathy, and problem-solving. These lessons help our students learn strategies to deal with personal relationships and life's ever-changing challenging events.

Our Intervention Counselor can provide curriculum-based counseling for small groups and individual students. She is frequently available at lunch for students to gather together and relax, talk, or play games in a quiet environment. She can also provide a referral for higher levels of service should the student require more intensive supports.

Additionally, the District partners with Care Solace to aid individuals in finding mental health care providers and substance-use treatment centers.

Uniform Complaint Procedures

The Board of Education recognizes that the District has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The District shall investigate and seek to resolve complaints at the local level. The District shall follow the Uniform Complaint Procedures (UCP) when addressing a complaint that involves an alleged violation of federal or state statutes in one of the following areas: (1) Adult Basic Education, (2) Consolidated Categorical Programs, (3) Child Care and Development Programs, (4) Migrant Education, (5) Child Nutrition Programs, (6) Vocational Education, (7) Special Education Programs, (8) School Federal Safety Planning Requirements, and (9) Unlawful Discrimination. Formal complaints must be written and signed. A copy of the Uniform Complaint Procedures pamphlet and the form for filing a complaint are available in the office, posted in each classroom, and available on both the school and district website.

Parent and Community Involvement

In order to ensure a child's success in school, a student's parents and family must continue to be engaged throughout their academic career. We encourage parent participation in our school community. As a Title I school, Howard Cattle develops jointly with, and distributes to our families a Parental Engagement Policy. This policy is reviewed annually and is an added component of our School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, home, and community.

We have numerous organizations supporting our school site in which parents can participate. Many parents provide valuable assistance by volunteering to work in classrooms, attend field trips, or 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 programs and activities, and by making sure the student is able to regularly attend school.

Parent Faculty Association (PFA)

The Parent Faculty Association of Howard Cattle Elementary School would like to greet you and welcome you to our school. The goals and objectives of the PFA shall be to unite all parents and teachers in order to provide for our children the best mental, physical, social, and moral education, and to stress a personal responsibility to family, school, community, and nation.

We would like to invite everyone to be involved in PFA activities to support your child's school. The PFA is open to all parents, staff, and friends of Howard Cattle Elementary School.

In addition to functioning as an advisory group, the PFA is responsible for raising additional funds that greatly benefit the students at Cattle. The PFA plans and discusses how to allocate funds raised during the year. These fundraisers have enabled the PFA to purchase playground equipment, assemblies, classroom materials, our school marquee, and a variety of other items and programs that help to enrich the school's program.

The PFA has many opportunities available to volunteers and are excited to meet you and share your expertise. Please consult the Howard Cattle website for contact information and events.

Site Committees

There are many opportunities for parents to have input and participate in the decision-making process at Howard Cattle.

- The School Site Council (SSC) is made up of elected parent and staff representatives. This committee is responsible for developing and overseeing our

Single Plan for Student Achievement, which budgets and monitors the expenditures of State and federal funds the school receives.

- The English Learner Advisory Committee (ELAC) is made up of interested parties and parents of second language learners. The parents on this committee monitor the expenditures of State and Federal funds the school receives for these two programs. They also provide valuable feedback to guide school personnel in developing programs to meet the needs of students and parents in our community. The meetings are held on a periodic basis. Look for more information on our website.
- Our School Safety Committee meets monthly to review and update our school safety plan which it recommends for adoption to the School Site Council.
- The Parent Action Team consists of parents, administration, and school staff. This team meets quarterly to develop and review areas for parent and community involvement at Cattle.
- Our Positive Behavioral Interventions and Supports (PBIS) team has a parent representative to give input on improving student behavior at the school site.

District Advisory Committees

Howard Cattle also has opportunities for parents to participate as our school representative to district-wide committees including the DELAC (District English Language Advisory Committee), LCAP (Local Control and Accountability Plan) committee, GATE advisory committee, and Parent Action Team. Our parent action team meets three times per year to discuss parent and committee involvement at the school site.

Family and Community Activities

Howard Cattle is a very community and family-oriented school. We have several events throughout the year in which students and families can attend (Prevailing district, county, and state safety guidelines permitting). Typical yearly events may include:

All Pro Dads	Award Programs	Back-to-School Night	Band and Choir Concerts
Book Character Parade	Book Fairs	Fall Festival	Family College Night
Family Kahoot! Night	Family Math Night	Family Science/Engineering Night	Field Day
Grade Level Programs	Grandparents Day	Halloween Events and Parade	Meet Your Teacher
Monthly Family Dinner Nights	Open House	Parent/Child Events	Pastries with Parents
Storybook Nights	Talent Show	Veterans Day Celebration	Walk Through American Revolution
Walk Through Ancient World	Walk Through California		

Student Health & Safety

Arrival/Dismissal of Students

The staff at Howard Cattle works hard to ensure the safety of your children during pick-up and drop-off. Please review our basic traffic policies designed to increase the safety of your children as you bring them to school or pick them up after school. Please remember that the safety of the children far outweighs the convenience of the parents. Please protect our future by always staying alert to your surroundings.

Students **MUST** be accompanied by an adult when crossing in the school parking lot. Parents and students must always use parking lot and street crosswalks and sidewalks. **Do not stop to pick up students in the middle of Clover St. or Cypress Ave. Due to safety reasons, students may not be picked up on red curbs in front of the school.**

Please be considerate and do not block the handicapped parking spots located in the main parking lot.

Parents may park their cars and walk to campus to meet their children. However, do not park in pick up zones as outlined above. Pay close attention to the City of Chino parking regulations (i.e., red curbs and street signs). Your valuable assistance is appreciated in providing for the safe delivery and pick up of your children to and from Howard Cattle Elementary School.

Students should not arrive on campus before 7:40 am because there is no supervision until that time. A warning bell rings at 7:47 am at which time teachers will take students into the classroom. Instruction begins at 7:50 am. All gates will be locked at 7:50 am.

At dismissal, students will be escorted off campus. Students will be supervised for 10 minutes after the bell rings. At this time, any child who has not been picked up will be taken to the main office.

Breakfast will be available for students beginning at 7:10 am using the east gate next to the library and marquee. Only students getting breakfast may enter this gate between 7:10 am and 7:40 am.

Morning Drop-Off

You may drop your child off at the south gate (main parking lot) or the north gate (Clover St.). Parents are not permitted on campus at the beginning of school.

The gates open at 7:40 am. Prior to 7:40 am, students should gather near the gate for their own safety as there is no supervision. Students are not to be in the classroom, pods, or loitering around the restrooms and drinking fountains. On rainy days, students will gather in the MPR until 7:40 am when their teacher picks them up.

When you drop off your child(ren) at the north gate on Clover St., **do not park or leave your car in the "No Parking" zone.** For the process to run smoothly, please stay in the car line without cutting off any driver who may be ahead of you in line.

To help the morning traffic problems in the front parking lot, please **pull as far forward** as possible before allowing your child(ren) to exit the vehicle. Students can enter school using the south gate (parking lot).

U-turns on Clover St. or Cypress Ave. are prohibited by law. When legally parking across the street on Cypress Ave. or Clover St., please escort your child(ren) across the street to the school building.

Afternoon Pick-Up

You may pick your child up at the south gate (parking lot) or the north gate (Clover St.). Parents are not permitted on campus at the end of school.

Students are escorted out of the gates of campus to be picked up by parents. Students should not linger on campus as there is no supervision. Students will be supervised for 10 minutes after the bell rings, at which time any child not picked up will be taken into the office.

When picking up your children after school, these areas have been designated as pick up zones:

①

Parents may pick up students near the north gate on Clover St. following the same basic rules as drop-off. Cars are to wait in line along the curb on Clover St. which may wrap around into the neighborhood. Cars are asked to pull forward as cars pull out. Please do not come to the front of the line by passing or "cutting off" cars and pulling in front of them. This is extremely dangerous as they are pulling out to move forward. Please exercise patience for cars loading children.

②

Students can be picked up in the main parking lot on Cypress Ave. where there is a one-lane pick up zone towards the end of the parking lot. To ensure the safety and the smooth transition of the student pick up lane, please wait patiently in line and continue to pull forward, when possible, up to the south gate.

③

The main drive-thru at the front of the campus on Cypress Ave. is reserved for students who ride in school buses or licensed Day Care agencies. This is a NO LOADING/NO PARKING zone. Parents may NOT pick up in this zone.

④

ALL TK and Kindergarten students will be dropped off at the kindergarten gate located on Cypress Ave. near the main drive thru. Parents need to park and walk their students to these gates. TK and Kindergarten students will not be allowed to be dropped off/picked up in the car line. TK and Kindergarten-AM students will be dismissed at the gate located on Clover St.

Walking Students

All students who walk to and from school must enter our campus using the sidewalk, so they do not cross the parking area or the entrance or exit driveways. Walking to school is encouraged to avoid traffic congestion and improve safety. However, please teach your child the traffic rules and remind them to follow them. It's also important that students never walk alone. Organizing a group of children to walk with one or more adults is a good way to encourage students to walk to school.

Bicycle/Scooter Riding Students

Only **3rd grade through 6th grade** students are allowed to ride bikes to school with parent permission. All bicycle riding students arriving to the campus must get off their bicycles and walk their bikes on the sidewalks surrounding the campus and to the bicycle racks near the north gate (Clover St.) or near the south gate (parking lot) on campus. They are to use the sidewalks in front of the school, next to the street. All bicycles should be locked to the rack. According to the law, all bicycle riders **MUST** wear a helmet. Students seen riding his/her bicycle without a helmet will be reminded to put on a helmet or walk the bicycle. Students who do not follow the above regulations will lose the privilege of riding their bike to school. Bicycle riders are to follow safety rules on the way to and from school including the use of a protective helmet (CVUSD Board Policy 5142.3)

SPECIAL NOTE: Students will not be allowed to cross Cypress Avenue or Clover Street unless an adult escorts them across the street.

Medication Policy

Medication is necessary to treat illness, but it can also be harmful if not properly handled. In order to prevent the possibility of error, our School Board Policy (1007.0304-R) regarding medication will be strictly followed. Your child's safety and well-being are of utmost concern. To help ensure the safety of our students in the Chino Valley Unified School District, our medication policy is as follows:

1. A physician must complete the school district form requesting medication be given during school hours. (Request for Administration of Medication)
2. The parent must sign the form requesting the medication be given at school.
3. Medication is to be supplied by the parent in the original pharmacy prescription bottle, or the original container labeled with the student's name.
4. Any change in medication dosages will require an updated written request by parent and physician.

Most medications needed for acute conditions such as ear infections, sore throats, coughs, can be given at home. Consult with your child's physician regarding medication time schedules. If medication is needed to be at school, then the above rules must be followed.

Please do not send any medication (including over-the-counter medication, cough drops, aspirin, etc.) to school with your child until you have provided the proper paperwork. Any medication brought to school must be administered in the Health Office. Medications will be kept locked in the Health Office for the safety of all students. Students will not be allowed to self-medicate. If a student is found to have any medication on their person, parents will be notified.

Volunteering/Visiting Campus

It is the job of the school to ensure the safety of our children physically and to make sure that the students and the teachers are free from unnecessary disruption. To this end, the State of California and the Board of Education of the Chino Valley Unified School District have passed laws and Board Policies that require that **any** visitor on campus (into the buildings or on the playground) **MUST** sign-in at the school office between the hours of 7:00am to 4:00pm. **Walking onto campus without signing in is a violation of these laws and policies.** It is for this reason that Howard Cattle has become a closed campus. Being on campus without the awareness of the school office restricts our ability to ensure your child's safety. Your child's safety is our number one priority! Even if it is to drop off homework, a lunch, give a message, etc., you must come into the office. We will see to it that your child's needs are met as quickly as possible. If you plan to volunteer in your child's classroom, please be sure to make prior arrangements with the teacher.

Chino Valley Unified School District has installed the Raptor System at all schools. **All adults will be required to scan a valid ID each time s/he is volunteering on campus.** No adult will be permitted on campus without scanning their identification card. The ID card is checked against the Megan's Law database ONLY.

At this time, visitors and classroom volunteers must show proof of vaccination or a negative COVID test within the past week in order to be allowed on campus to support student learning in the classroom. Please see our Volunteer Guidelines and Procedures Brochure (available in the office) for a complete guide to assisting on campus.

We make every effort to minimize classroom interruptions. Parents will not be permitted to go to the classroom to drop off items as it disrupts the education of all students. If students are expecting parents to drop off items at the office, the students may check at recess. Deliveries, such as balloons, flowers, or other gifts, are highly discouraged. They will remain in the office to be picked up by the child at the end of the day.

We know that many times it is important to discuss issues concerning children to quickly clear up concerns and/or misunderstandings. Howard Cattle staff understands this and strives to address needs and concerns as quickly as possible. If it is necessary to speak with your child's teacher, please leave a message in the office or on the teacher's voicemail to request an appointment. While we do encourage your participation in the classroom and meeting with your child's teacher to discuss concerns, it is important that meetings be arranged in advanced so as not to disrupt the teaching and learning in the classroom.

Adult Conduct on Campus

Any parent guardian, or other person whose conduct interferes with a school employee who is in the course of his or her duties and materially disrupts class work or extracurricular activities is guilty of a misdemeanor which is punishable by a fine not exceeding \$100, by imprisonment in the county jail for a period of not more than 10 days, or both.

Any parent, guardian, or other person confronting other students for the purpose of discipline on campus is in violation of ed. code 44810. For the safety and in consideration of all students, parents should never confront other parents on school campus. Any person

who willfully disturbs any public school is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500) (Ed code 32210).

Non-Students on Campus

Because of district-wide liability issues, the Chino Valley Unified School District has a policy that requires that there be **no** children who are non-students on campus during school hours. The only exceptions to this policy are that **high school** students may sign in to do prearranged community service work at school and in the classrooms. Non-students **may** attend award assemblies and daytime programs/performances if they are with their parents. Non-students **may not** help with, or be present at, classroom parties or other classroom functions. This policy was instituted both for the safety of students and non-students alike and to ensure a disruption-free learning environment.

Animals on School Grounds

Dogs and other animals are not permitted on school grounds for safety and health reasons. We believe that it is in the best interest of safety that parents do not walk or bring their dogs or pets to school when dropping off or picking up their children. For everyone's safety, family pets should not be brought onto school grounds or into the school office except for registered service dogs.

Loitering

Any person who loiters about any school or public place at or near where children attend or normally congregate and who remains at any school or who re-enters a school within 72 hours after being asked to leave is considered a vagrant and is punishable by a fine not exceeding \$1,000 or by imprisonment in the county jail not exceeding six months, or both (California Penal Code 653g).

Bus Safety

Bus drivers are responsible for the orderly conduct of students on the school bus. Continued disorderly conduct or serious behavior issues shall be sufficient reason for a student to be denied transportation on a school bus by the principal. See CVUSD Board Policy AR 5131.1 for more information.

Emergency Disaster Procedures

As parents or guardians, you should be aware of the plans we have made at our school in the event of a serious natural disaster, fire, or lockdown. Disaster procedures are located in the office. You may make arrangements with school administration to review the procedures, if interested.

Earthquake

Teachers will command “duck, cover, and hold.” Students and personnel will remain under desks or in other appropriate locations until the danger is over. When it is clear, students will be dismissed as a class under teacher supervision to designated areas outside the buildings. They will remain outside until buildings are judged safe by qualified inspectors.

Fire

In the event of a fire, all students will be evacuated from all buildings and pod areas to designated locations according to our evacuation plan. Assigned personnel will make certain that all classrooms and areas are evacuated and that the Fire Department is contacted. Students will remain outside until directed to return to class by Fire Department personnel.

Lockdown

Civil disorder, disturbances, or other hazardous circumstances will be cause for a total campus lockdown. In the event any of these occur, the office will announce “lockdown, lockdown, lockdown” to the classrooms. Upon hearing the emergency signal, all teachers in the classroom will lock their doors and turn off all lights. Students are to remain quiet and calm in the most inconspicuous area of the classroom as designated by the teacher. If any students are outside, they will be quickly directed to the nearest safe location. During the lockdown, the administration will maintain contact with law enforcement to determine any additional steps. Law enforcement officials will determine when it is safe for the school to end the lockdown.

Shelter in Place

When “shelter in place” is called, staff is expected to guide students indoors in a locked room; however, business continues as usual. Lights are on, instruction continues, but students and staff are unable to freely walk on campus until deemed cleared by law enforcement or school administration.

Telephone/Communication

If telephones are operational following a serious disaster, their use will be restricted to reporting medical, fire, or other emergencies. Please do not call the school. Information for parents will be released by radio or FM stations KFRG 95.1 and KZLA 93.9 and AM station KINSE 1510. Parents will be advised regarding school conditions, dismissal times, and procedures. Phone/Email blasts will be sent out whenever possible via ParentSquare. Please be sure your phone number and email address are updated in our computer system.

Release of Students

In the event of a disaster, school will not be dismissed, and children will remain under the supervision of school authorities. When it is considered safe to dismiss students, students will be released to an adult listed as a contact in your Aeries Parent Portal. You will request your child at the “Request Gate” or the east gate on Cypress Ave. by the library and then pick up your child at the “Release Gate” or the north gate on Clover St.

No child will be released to anyone other than his/her parent or guardian, except under the following conditions:

- The person listed on your child's Emergency Information card in the school office.
Please keep the information on this card current.
- Identification, signature, and phone number of any person signing a child out will be required before the child is released.
- If any of the above are judged to be in doubt, the child will remain in the care of the school.

In the case of an emergency, please walk to school, when possible, in order to minimize the possibility of a traffic jam and to facilitate the smooth release of children.

Extreme Heat/Poor Air Quality Policies

As a reminder, students eat and play outdoors daily. In the event of inclement weather, school administration will follow the guidelines set forth by the CVUSD School Board:

Heat Extremes

Outdoor activities by students and staff shall be modified to prevent heat stroke/heat exhaustion during extreme weather and individuals will be allowed unrestricted access to water as necessary. Please have your children dress appropriately for the prevailing weather conditions.

Unhealthful Air Quality

Each day during the season when the air quality can be unhealthy, the Chino Valley Unified School District is informed of the PSI readings and predictions for the day in the Chino Valley. That information is relayed to the schools where the site administrators decide the activity level of the students. Sensitive people will be allowed to remain indoors as necessary.

Child Abuse

The law requires that all District employees must report suspected child abuse to the proper authorities. These persons are not liable for either civil damages or criminal prosecution because of making a report, unless it is proven that they made a false report with malice (California Penal Code 11161.5). The child abuse hotline number is (800) 827-8724.

Academics and Instruction

At Howard Cattle, our goal is to ensure our students are on the path to be college and/or career ready by the time they leave our school. To that end, each classroom has adopted a college or university. Throughout the year, the students learn about that institution and practice an appropriate cheer. On Mondays, we wear our college gear to celebrate each classroom. As educators, it is important to start having conversations about college, even as early as TK. This allows students to believe that college could be an option for every student. While the time to decide whether college is right for each student will not take place until many years down the road, if we don't begin to have those conversations now, college may not be an available option for many of our students later.

Classroom Assignment Information

The placement of your child in the most appropriate classroom is important not only to you but to us as well. Therefore, when making up class assignments for the new school year, we place students in classes using the following criteria so that each child has the highest quality educational experience possible:

No class should exceed State and District mandated maximums.

Each class must be as balanced academically as possible. There should be an even distribution of advanced, average, and academically challenged students in each classroom. However, students identified as RSP, GATE, or English Learners may be clustered to appropriately meet their individual needs. This helps ensure that all students receive equal access to a quality education.

Your child's placement for the first 10 days of school is temporary and subject to change. In some circumstances, it is necessary to move students to another classroom to balance classes. Every effort is made to maintain consistency. If a move is unavoidable, you will be contacted.

No "Change of Placement Requests" will be honored during the first 10 days of school. Please keep in mind the above Classroom Assignment information before requesting a change. **Requests will NOT be granted for specific teachers but considered for extenuating circumstances.**

Curriculum

Howard Cattle Elementary School takes great pride in offering a high quality, challenging educational program that strives to meet the needs of all our students. Our goal is for every child to develop character and for every child to be proficient in their academic subjects. Chino Valley Unified School District provides core curriculum materials for Language Arts (Reading, Writing, Speaking, and Listening) and Mathematics, in addition to Social Studies, Science, Physical Education, Art, Music, and Keyboarding. For more details about your child's curriculum, see your child's teacher. A copy of the California Common

Core State Standards is given to parents at Back-to-School Night. These are also available on-line at: <http://www.cde.ca.gov>.

Textbooks

The school district and/or school will furnish all textbooks, workbooks, agendas, and some materials and supplies. A reimbursement fee is required for replacements should your child lose, damage, or destroy any type of book or CD/DVD provided.

Homework

Homework has a definite place in the educational program. It is assigned to help the student become more self-reliant, learn to work independently, improve the skills that have been taught, and complete assigned projects.

It is the student's responsibility to keep an accurate record of assignments, have necessary materials, follow study techniques outlined by the teacher, apply and practice skills learned in class, strive for the best quality of work of which he/she is capable, and complete assignments on time.

Parents should encourage systematic study, show interest in assignments, commend satisfactory performance, and provide the proper conditions for home study. Consistency is essential. Parents should check assignments each night for accuracy, neatness, and completeness. This will ensure good study habits.

The amount of time listed below represents the total daily AVERAGE for homework which will be assigned Monday through Thursday nights and may be less due to the additional 20 minutes of daily required reading:

1 st Grade	-	10 – 20 minutes per day
2 nd Grade	-	20 – 30 minutes per day
3 rd Grade	-	30 – 45 minutes per day
4 th - 6 th Grades	-	60 – 90 minutes per day

Students in grades 1st – 6th will use student agendas to keep track of daily and long-term homework assignments. Check the agenda daily to support your child in his/her homework responsibilities.

If your child is struggling to complete their homework, please make an appointment to meet with the teacher to address the issue. Teachers will work with families to support the student's educational goals and make suggestions and/or modifications as necessary.

Assessments

Howard Cattle uses a variety of measures in assessing student academic growth, including State standardized tests, District assessments, universal screening, publisher designed tests, and teacher developed assessments.

California Assessment of Student Performance and Progress (CAASPP) at Howard Cattle Elementary School will follow the same schedule as all other schools in the district/state:

Grades 3 – 6	Smarter Balance English-Language Arts and Mathematics
Grade 5	CAST Science
Grade 5	California Physical Fitness Test

Standards-Based Grading

Report cards reflect a student's progress toward mastery of the grade-level standards for each subject area of the curriculum. Student progress will be measured by trimester report cards given to each student. Progress reports will be issued for every student who is at risk of not achieving grade level standards midway through the trimester.

Grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those needing improvement. Teachers will evaluate a student's work in relation to established district standards. Grades will be based on impartial, consistent observation of the quality of the student's work and his/her mastery of the subject matter. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, tests, and projects.

Performance Level Marks describe the students' progress toward mastery of year-end standards:

- 4 **Excelling** – Students at the Excelling level of performance are consistently performing at grade level, can demonstrate independence, and can extend the grade level standards expected at this point of the school year (when applicable).
- 3 **Achieving** – Students at the Achieving level of performance demonstrate an adequate understanding of and ability to apply skills needed to meet grade level standards expected at this point of the school year.
- 2 **Progressing** – Students at the Progressing level of performance are partially meeting the grade level performance standards expected at this point of the school year.
- 1 **Beginning/Standard Not Met** – Students at the Beginning/Standard Not Met level of performance are not yet meeting the grade level standards expected at this point of the school year.

If the student makes no attempt to show their ability to master a standard due to absences, or chooses not to submit work, then the performance standard score will reflect the student's inability to produce evidence of meeting the standard.

STEP Meetings

If a student is struggling either academically or socially the classroom teacher will try intervention strategies to remediate the problem first. They may collaborate with their grade level team to identify strategies or tools to support the student. When further steps need to be taken, the teacher or parent can request a STEP (Student Teacher Excellence Program) meeting. The STEP team can be comprised of the student's teacher, administrator, parent, resource specialist, school nurse, and/or school psychologist. The team identifies the student's strengths and needs, and then develops a plan of support.

Often the plan includes a follow-up meeting. Any student who may need psycho-educational testing are referred through the STEP process.

Intervention

The purpose of our academic intervention program is to help reduce the potential for students falling behind academically due to a continued lack of progress in the classroom. The program should assist students in building skills where students demonstrate deficits or weaknesses in reading or math. Various criteria will be used to determine a student's eligibility to participate in the program. These criteria can include:

- Below grade level expectations on school, district, or state assessments
- Difficulty achieving standards mastery
- Poor classroom performance
- Teacher recommendation

English Language Learners

English Language Learners (ELL) are clustered in classes by ability levels and placed with an authorized ELD teacher. Parents will be informed of student's placement in the EL program at the beginning of the year. Teachers are kept informed of students' ability levels for lesson planning and grading purposes. ELL levels are based on the English Language Proficiency Assessments for California (ELPAC) given at admission or the middle of each school year. Students identified as English Learners (EL or LEP) receive 30 minutes of designated ELD instruction daily based on ELD standards. Throughout the day, ELD standards are integrated across the curriculum. When students meet district criteria, they will be reclassified as Fluent English Proficient (FEP).

Gifted and Talented Education

We have many gifted and high achieving students in our school. We cluster GATE identified students in each grade level. Teachers will provide appropriate activities so that students are challenged with a differentiated (not different) curriculum. *The key to a good GATE program is a greater depth and breadth of the curriculum, not "more work".* These students have access to a differentiated, standards-based curriculum which is taught with depth, complexity, and novelty. Appropriate pacing and acceleration are used to challenge each student to reach his/her maximum potential. Please refer to the CVUSD GATE Parent Pamphlet for more information.

Students with Disabilities

Howard Cattle Elementary School is proud to offer many special programs to meet the diverse needs of all students. For students with identified specific learning or language disabilities, we offer the Speech and Language (LSH) Program and Specialized Academic Instruction, currently RSP and SDC. These programs have specific criteria for qualification. Extensive testing is required, and there are several steps in the process. If you have any questions regarding our Special Education Program, please feel free to ask your child's teacher or school administrators.

Promotion and Retention

Legislation (AB 1626) stipulates that all students being promoted to the next grade level must meet minimum grade level standards. Using multiple measures, student progress is carefully monitored. By the eighth week of school, parents of any students who are at-risk of being retained will be notified by their child's teacher. A remediation/intervention plan will be established, and follow-up conferences will be set. The final decision regarding retention/promotion will be made in May by a retention committee. The retention committee is comprised of school administrators, teachers, and the child's parents.

Library

We have a well-stocked library that is used by all the classes at our school. The students are permitted to check out a book for two weeks. We take great pride in our library and expect the students to take great care in the way they treat the books. Lost and damaged books affect all the students; therefore, students will be charged for all lost or damaged materials.

Technology Use

The Chino Valley Unified School District (CVUSD) is committed to the integration of technology into student learning with the purpose of preparing them for a technology-driven world. California's Common Core State Standards include the use of technology when describing students who are College and Career ready. Properly prepared students will use technology and digital media throughout their education and well into their careers, regardless of the educational or professional path they choose. CVUSD students use a variety of digital resources and tools to facilitate learning through research, communication, collaboration, critical thinking, and creation. Students collaboratively research, create, edit, and share files for school related projects.

Access to and use of educational apps at school is considered an important privilege afforded at the discretion of the teacher, the school, and the district. CVUSD reserves the right to immediately withdraw the access and use of student email and access to any and all online resources when there is reason to believe that violations of law or district policies have occurred. In such cases, the alleged violation will be dealt with per district policies.

At the current time, each student is assigned a Chromebook for use during the school day. Students in grades TK-4 are not allowed to take home their device without specific permission. For the 2022-2023 school, students in grades 5 and 6 will be allowed to take their device back and forth to school. During registration, each family agreed to the CVUSD Technology and Network Acceptable Use Policy and agreed to the stipulations outlined within that agreement. The student is agreeing to take reasonable care of the equipment and may be held liable for willful damage or reckless usage that makes the device inoperable.

While the school conducts an internet safety overview, please review with your child appropriate computer usage when online.

Field Trips

Field trips are an extension of the classroom and should provide experiences related to the curriculum. Dress for field trips should be appropriate to the activity and must still adhere to the district and school dress code guidelines. Chaperones are prearranged and will be confirmed by the teachers.

Through the years, the Howard Cattle PFA has generously provided some funding to support field trip opportunities for all students. Field trips or other activities away from school will be conducted by district or contracted transportation. **All students must ride the bus to the activity and back to school.** Chaperones may ride on the bus or travel in their own vehicles at the discretion of the classroom teacher.

Chaperone Expectations:

- The teacher oversees the field trip.
- Chaperones are selected by the teacher.
- All school rules are in effect during the educational experience.
- Siblings are not allowed on the field trip.
- The purpose of a chaperone is to provide additional supervision for students. It is imperative that students are constantly monitored while off campus.
- Set a good example for the students by listening, watching, and following directions.
- Be aware of meeting and departure times.
- Some trips may have limitations to the number of chaperones. If you are not selected on one of these trips, please respect the rules of the venue and do not attend on your own.
- Failure to comply with these expectations may result in exclusion from future field trip experiences.

Student Conduct

Student Behavior Expectations

Students are expected to respect the rights of others, academically achieve at their potential, demonstrate school responsibility, and to play safely and fairly. It is important for all students to know and follow academic and behavioral expectations. Students who regularly work toward these standards will be positively recognized. Classroom incentives will differ from those listed here. (*Awards are subject to change throughout the school year.*)

Positive Behavioral Interventions and Supports (PBIS) is a framework designed to improve academic and social behavior for all students by using data for informing decisions using evidence-based behavioral practices.

Our PBIS team consists of stakeholders from all areas. We have clear and concise classroom and schoolwide expectations with a goal of supporting and recognizing positive behavior and choices. Our team meets monthly to review data and best practices.

We have 3 behavior expectations at Howard Cattle:

Be Respectful, Be Responsible, and Be Safe

Each teacher has standards for classroom behavior and an appropriate reinforcement system. These standards will be shared at the beginning of the year and on the school website.

The principal will discuss these rules throughout the school year during announcements and school assemblies. Students who consistently follow these rules will be rewarded with green tickets. These tickets can be used in our weekly prize drawing and will be sent home to share with parents.

Failure to follow schoolwide expectations may result in the issuance of classroom consequences and/or an office discipline referral and may influence report card grades in the area of citizenship.

Student Recognition Program

Trimester Awards

1. Amazing Attendance – no more than 3 absences, tardies, or early check-outs
2. Perfect Attendance – no absences or tardies or early check-outs without a doctor's note for appointment
3. Certificate of Character – exemplifies one of the six pillars of character
4. Habits of Success – all 4's on the back of the report card
5. Academic Excellence – all 3's plus at least one 4 on the front of the report card
6. AR medals (point levels vary by grade)
 - a. Bronze
 - b. Silver
 - c. Gold
 - d. Platinum
7. DreamBox (math) medals
 - a. Bronze – 60 lessons
 - b. Silver – 120 lessons
 - c. Gold – 180 lessons
 - d. Platinum – 240 lessons
8. AR Lifetime Awards – total of all points earned at Howard Cattle
 - a. Horseshoe - 500
 - b. Saddle - 750
 - c. Lasso - 1,000
 - d. Cowboy Hat - 1,500
 - e. Western Boot - 2,000
 - f. Sheriff's Badge - 2,500
 - g. Rustler - 3,000

All Year Awards

1. Amazing Attendance All Year – Amazing attendance or Perfect Attendance every trimester
2. Perfect Attendance All Year – Perfect attendance all year
3. Silver Spur – Perfect Attendance, Habits of Success, and Academic Excellence all three trimesters

School Rules and Regulations

Successful discipline is designed to teach acceptable/appropriate behaviors, not just to punish unacceptable behaviors. In order to be effective, discipline must be firm, fair, and consistent. It is important that every student feels accountable to all school employees for their behavior. Our discipline policy has its foundation on the following premises:

1. No student shall keep a teacher from teaching or another student from learning.
2. Students will not be permitted to harm themselves or others.
3. Students shall mature emotionally by learning to take responsibility for their actions.
4. Students shall treat others how they want to be treated.

From these premises the following school-wide rules have been established (See appendix for additional school-wide and classroom expectations):

General Behavior Expectations

- Keep your hands, feet, and objects to yourself at all times.
- Respect all students and adults. The use of profanity, offensive, or hurtful language toward any staff member or student is not permitted.
- Play safe and play fair. There will be no fighting, play fighting, wrestling, chase games including tag or anything else that could result in harm to others.
- Be quiet and courteous while in line.
- Take care of all school property, materials, and equipment.
- No unsupervised students in the classroom at any time.
- Use restrooms appropriately.
- Things to leave at home (We are not responsible if these items are lost or stolen.):
 - Do not bring any gum to school.
 - Toys, including such items as trading cards. (Unless allowed by the teacher for a special event)
 - Electronic devices or other objects such as video games.
 - Sports equipment such as footballs, tennis balls or soccer balls.
 - Anything with wheels including skates, skateboards, scooters, and Heely shoes.
 - Weapons, or simulated weapons, may NEVER be brought to school. These include, but are not limited to squirt guns, air powered guns, knives, pocketknives, explosives, and all other dangerous objects.
 - Do not bring items to sell at school (including food).

General Playground Rules

- Playground balls are to be used as follows:
 - Basketballs are to be used for basketball games only
 - Yellow balls and soccer balls – for grass only
 - Red balls – for foursquare games or handball only. **NO KICKING**
- You may only eat at the red tables.
- Walking only on the blacktop.
- Chasing games are not permitted
- Students' playground activities should be safe for themselves and others who share the playground.
- Students should be aware that weather and watering conditions might occasionally make the grass area and playground structure off-limits.
- Students are to stay off the playground equipment and grass before school.
- No students in pod areas before school, during recess, or at lunch.

Lunch Rules

- Use good manners at all times. Stand quietly in the lunch line.
- Use only a low, level 1 voice in the lunch line and eating area.
- Please have only school appropriate conversations.
- Keep hands, feet, objects, and food to yourself. Never throw food.
- Keep your area clean. When you are dismissed, check around your area for trash.
- Raise your hand, look toward the supervisor, and wait to be excused.

- Place all trash in the trash cans as directed by the supervisors according to state guidelines.
- Remain in the lunch area for at least 10 minutes before being dismissed to the playground.

Discipline

Rewards

We believe students who choose to follow these rules should be recognized for exhibiting responsible behavior. Students will receive a green ticket when observed being safe, respectful, or responsible. Students are also recognized at our trimester awards assemblies, as well as in the classroom.

Consequences

We like to work as often as possible using the positive side of discipline, giving praise to students for doing the right thing. Encouragement and recognition go a long way toward a positive school environment. However, consequences may be necessary for some students to ensure that rules are followed.

Our school has a policy of progressive discipline. The intent of all progressive disciplinary action is for our students to know, recognize, and to understand that their specific behavior had a negative impact on themselves and others. Students learn that there are other decisions and choices that would have resulted in a more positive outcome. We want our students to learn from their mistakes and be able to make better decisions in the future.

The first infraction may consist of a warning, pulled card, or time out. When a student continues not following the rules, more progressive consequences such as a phone call, note home, or loss of privileges can occur.

Citations

Our recess supervisors work continuously to keep our students safe and encourage them to make good choices. Students that are not able to follow school safety rules on the playground will be issued a citation. The student may be counseled, given a time out, or sent to the office depending upon the severity of the action. A copy of the citation is given to the classroom teacher as an additional record of student behavior throughout the year. In the event that a particular situation needs to be discussed at home, the classroom teacher will make contact the parent.

Office Referrals

Our classroom management process provides the opportunity for the teacher to make initial contact with parent to discuss behavior issue(s). If the teacher has reached the end of their progressive discipline plan, an office referral may be required. However, severe acts of disobedience or serious misbehavior (e.g., weapons, fighting, drugs, etc.) require an

immediate Office Referral and possible suspension/expulsion. Refer to CVUSD Form 525AE-89 Grounds for Suspension and Expulsion for a list of offenses.

Electronic Device Policy

At Howard Cattle, it is imperative that we keep classroom disruptions to a minimum. It is a large disruption when cell phones or other electronic devices make sounds in the middle of class. Students are allowed to use cell phones/watches to and from school; however, during school hours, **electronic devices must be turned off and never visible**. If they are not:

1. The first time, student will get a warning and must pick device up from administrator's office.
2. The second time, administrator will call home and parent will have to pick up device.
3. The third time, student loses the privilege of bringing the device to school.

Student Dress Code

It is the intent of the Board of Education that students be dressed and groomed in a manner which will not interfere with or detract from the school environment conducive to academic learning or study, disrupt or threaten to disrupt the educational or instructional process, or create or present an unnecessary or unreasonable risk of injury or harm to any student.

It is the policy of the Chino Valley Unified School District to enforce the requirements of Title 5, Section 302, of the California Administrative Code that provides:

"A student who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself/herself for the school room before entering."

Student dress/grooming which disrupts or threatens to disrupt the instructional process, or which creates an unnecessary or unreasonable risk of injury or harm to any student is prohibited.

Specific Minimum Dress and Grooming Standards

- Shoes must be worn; the absence of shoes will be allowed only upon a showing of medical necessity. Backless or strapless shoes may not be worn by students in Grades TK-6.
- Thongs or thong-type (flip flops) footwear and platform shoes above 2 inches are not permitted. Roller sneakers are not permitted.
- Absence of undergarments is not permitted.
- Clothing which allows undergarments to be visually observed is not permitted. Sports bras are undergarments and must be covered.
- The absence of shirt or other clothing covering the upper torso is not permitted.
- Bare midriffs are not permitted.
- Halter, tube, or strapless tops are not permitted. Straps on tops must be of sufficient width to cover undergarments as listed above. Overalls over spaghetti straps are not permitted.

- Clothing containing emblems, printing, lettering or pictures pertaining to drugs, alcohol, sex, or profanity is not permitted.
- For girls: Shorts and skirts need to be finger-tip length, no visible undergarments.
- For boys: No sagging pants, no visible undergarments.
- Make-up is not permitted.
- Jewelry that creates a health or safety hazard is not permitted.
- Clothes and belts must be the appropriate size and length when worn.
- College and/or professional team logo apparel is permitted as designated by school's policy unless wearing such items becomes disruptive to school activities.

Sun-Protective Attire

Education Code Section 35183.5(a) requires that each school site "allow for outdoor use during the school day, articles of sun-protective clothing, including, but not limited to, hats."

Howard Cattle School Policy states that students are allowed to wear sun-protective clothing while outdoors during the school day following these guidelines:

- Hats must have a full brim that protects the face and/or neck areas.
- Hats must be of a material that can be folded and stored in backpacks/desks while indoors (no cowboy hats or "hard" material hats).
- Baseball-type caps need to fall within the guidelines of the Howard Cattle Dress and Grooming Guidelines.
- "Beanies" (watchman caps), knit caps, bandannas or scarves, are not considered sun-protective, as they do not have full-head brims. However, they may be worn outdoors during cold weather.
- Sunglasses should have a back strap to avoid the glasses being pulled off the face during playground activity. Sunglasses may be worn outdoors only.

***REMINDER: Students eat outdoors every day, except in the event of inclement weather. Please dress your child accordingly.**

Bullying/Harassment

Howard Cattle staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm, while promoting mutual respect, tolerance, and acceptance. Student safety at Cattle is a high priority. Bullying of any student will not be tolerated.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that has or can be reasonably predicted to:

- cause fear of harm to the student's person or property
- cause a substantially detrimental effect on his/her physical or mental health
- cause substantial interference with his/her academic performance, or
- cause substantial interference with his/her ability to participate in school activities.

We will focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Each classroom teaches anti-bullying curriculum, in addition to our school-wide behavior assemblies and lessons on cyber safety.

Any student who engages in bullying on school premises, or off-campus in a manner that causes a substantial disruption of school activities shall be subject to discipline, which may include suspension or expulsion in accordance with district policies and regulations.

Students may report an occurrence to any adult on campus. Resources are available on both the Howard Cattle and CVUSD website regarding information and reporting. Staff will promptly investigate each complaint in a thorough and confidential manner.

Howard Cattle Elementary Bell Schedule 2022-2023



Regular Day (Grades 1-6)		Inclement Weather	
7:10 am – 7:40 am	Breakfast available	7:10 am – 7:40 am	Breakfast available
7:40 am	Gates open	7:40 am	Gates open
7:50 am	School begins	7:50 am	School begins
9:50 am – 10:03 am	Recess (grades 1-3)	9:50 am – 10:03 am	Recess (grades 1-3)
10:10 am – 10:23 am	Recess (grades 4-6)	10:10 am – 10:23 am	Recess (grades 4-6)
11:10 am – 11:50 am	1 st grade lunch	11:10 am – 11:40 am	1 st grade lunch
11:20 am – 12:00 pm	2 nd grade lunch	11:25 am – 11:55 am	2 nd grade lunch
11:30 am – 12:10 pm	3 rd grade lunch	11:40 am – 12:10 pm	3 rd grade lunch
11:40 am – 12:20 pm	4 th grade lunch	11:55 am – 12:25 pm	4 th grade lunch
11:50 am – 12:30 pm	5 th grade lunch	12:10 pm – 12:40 pm	5 th grade lunch
12:00 pm – 12:40 pm	6 th grade lunch	12:25 pm – 12:55 pm	6 th grade lunch
12:45 pm – 12:58 pm	Recess (grades 1-3)	12:45 pm – 12:58 pm	Recess (grades 1-3)
2:30 pm	School dismissal	2:30 pm	School dismissal

Tuesday/Minimum Day (Grades 1-6)		Inclement Weather Minimum Day	
7:10 am – 7:40 am	Breakfast available	7:10 am – 7:40 am	Breakfast available
7:40 am	Gates open	7:40 am	Gates open
7:50 am	School begins	7:50 am	School begins
10:05 am – 10:35 am	Nutrition (grades 1-3)	10:05 am – 10:35 am	Nutrition (grades 1-3)
10:40 am – 11:10 am	Nutrition (grades 4-6)	10:40 am – 11:10 am	Nutrition (grades 4-6)
11:20 am	School dismissal	11:20 am	School dismissal

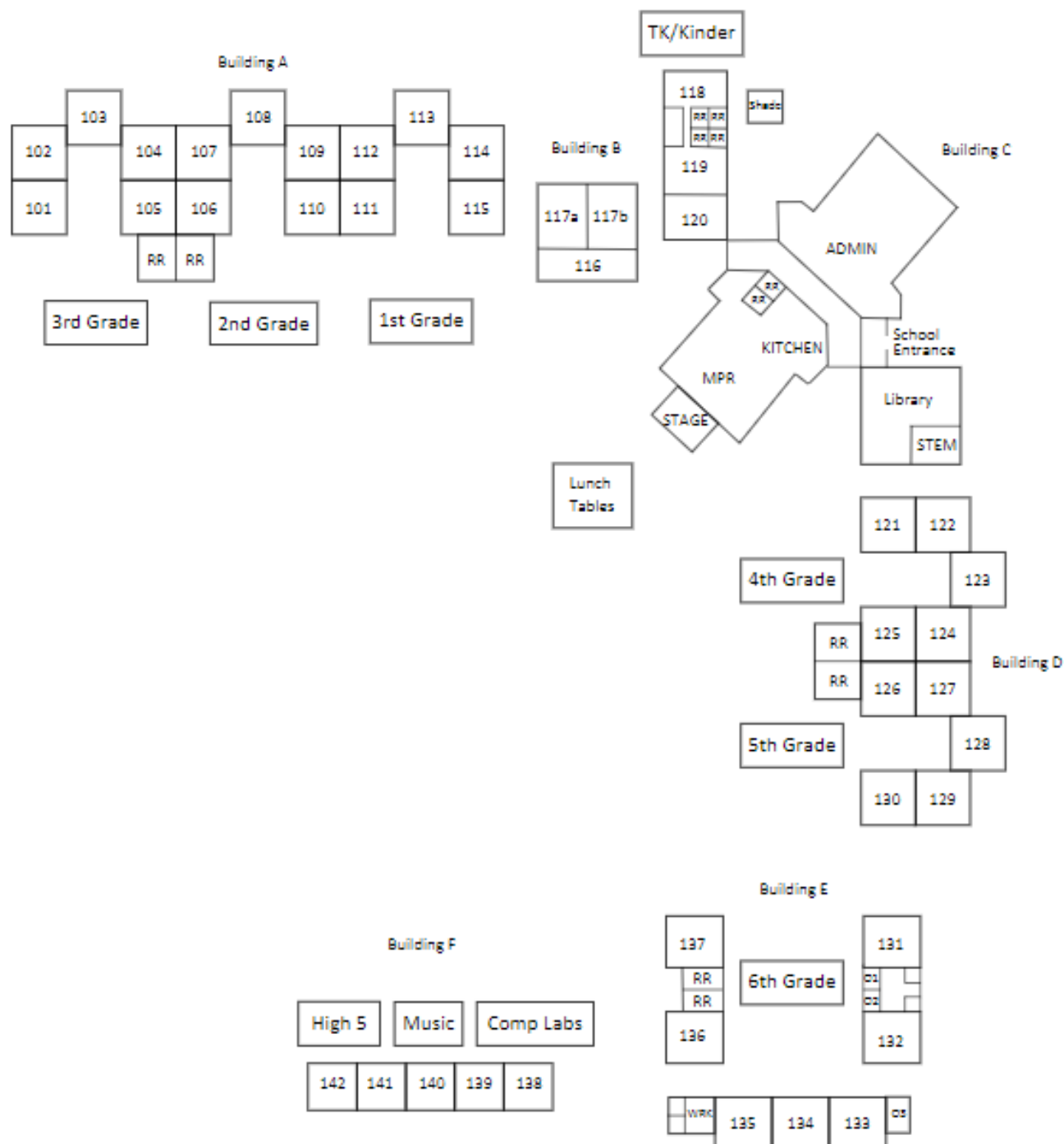
TK/Kindergarten - AM		TK/Kindergarten – PM (M, W, Th, F)	
7:10 am – 7:40 am	Breakfast available		
7:40 am	Gates open	11:00 am	Gates open
7:50 am	School begins	11:10 am	School begins
11:10 am	School dismissal	2:30 pm	School dismissal

Tuesday/Minimum Day All TK/Kindergarten	
7:10 am – 7:40 am	Breakfast available
7:40 am	Gates open
7:50 am	School begins
11:10 am	School dismissal

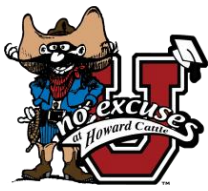
**HOWARD CATTLE ELEMENTARY SCHOOL
NO EXCUSES UNIVERSITY ADOPTED COLLEGES
PROMOTING COLLEGE READINESS
2022 - 2023**

<u>Grade</u>	<u>Teacher</u>	<u>College/University</u>
TK	Banowetz	University of Iowa
TK	D'Amato	University of La Verne
K	Contreras	San Diego State University
K	De la Cruz	Cal Poly Pomona
K	Rummell	Cal Poly Pomona
1	Burton	Montana State University
1	Osuna/Reyes	UCLA
1	Molles	USC
2	Avila	Tuskegee University
2	Dennard	Cal Tech
2	Garrison	Indiana University
3	Banker	University of Hawaii
3	Cunningham	UC Davis
3	Kooistra	University of Michigan
4	Dalton	University of Arkansas
4	Shiba	Oregon University
5	Baerga	Vanguard University
5	Vande Steeg	Azusa Pacific
6	Colca	University of Pennsylvania
6	DiPaolo	College of William and Mary
6	Hippen	Stanford University
SDC 1-3	Morales	Cal State Fullerton
SDC 4-6	Brusig	Harvard

AFTER HIGH SCHOOL COMES COLLEGE!



Howard Cattle Elementary School



Howard Cattle Minor and Major Behavior Definitions

Minor	Major
Defiance/Non-Compliance Student engages in brief or low-intensity failure to follow directions or talks back. <i>Student ignores request by staff; student has head down on desk; initially ignores staff but does comply.</i>	Defiance/Non-Compliance/Insubordination Student engages in refusal to follow directions or talks back. <i>After repeated redirection, student refuses to follow directions; refuses to comply.</i>
Disrespect Student delivers low-intensity, socially rude or dismissive messages to adults or students. <i>Spontaneous, thoughtless, argumentative. Redirection is possible. Minor name calling.</i>	Disrespect Student delivers socially rude or dismissive messages to adults or students. <i>Includes talking back, socially rude interactions, arguing with adult. Intentional; no redirection possible.</i>
Disruption Student engages in low intensity but inappropriate disruption. <i>Inappropriate behavior (tapping on desk, whistling, horseplay, inappropriate sounds).</i>	Disruption Student engages in behavior causing an interruption to a class or activity. Includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out of seat behavior. <i>Repeated or potentially dangerous disruption (throwing sharp or heavy objects).</i>
Dress Code Violation Student wears clothing that is near, but not within the dress code guidelines defined by the school district. <i>Violation is fixable (turning a shirt inside out, removing jewelry).</i>	Dress Code Violation Student wears clothing that does not fit within the dress code guidelines defined by the school district. <i>Gang related items, or refusal to fix. Violation is not fixable (inappropriate top, shoes, shorts).</i>
Inappropriate Language Student engages in low-intensity instance of inappropriate language. <i>Not directed at a staff member or student.</i>	Abusive/Inappropriate Language/Profanity Verbal messages that include swearing or use of inappropriate words. Directed at an adult or student. <i>Deliberate and/or profane.</i>
Lying/Cheating Student delivers a message that is untrue or deliberately violates rules. <i>Not a significant impact to learning. (Copying, minor untruths/fibs)</i>	Theft/Forgery/Plagiarism Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or a student has signed a person's name without permission; or claims someone else's work as their own.

Physical Contact/Aggression Student engages in non-serious, but inappropriate physical contact. <i>Childish horseplay (chasing, pushing, tripping, throwing paper)</i>	Physical Aggression/Fighting Student is engaged in action involving serious physical contact where injury may occur or mutual participation in an incident involving physical violence (<i>hitting with an object, pulling hair, scratching, biting</i>).
Property Misuse Student engages in low-intensity misuse of property. <i>Non-permanent writing on desk/chair, breaking pencils, minor book damage.</i>	Property Damage/Vandalism Student participates in an activity that results in the destruction or disfigurement of property. <i>Tagging/graffiti/vandalism of property belonging to someone else.</i>
Technology Violation Student engages in non-serious, but inappropriate use of cell phone, camera, or computer. <i>Usage at inappropriate time or not going to approved webpage.</i>	Technology Violation Student engages in inappropriate (as defined by school) use of cell phone, camera, or computer. <i>Sharing provocative material, unauthorized access to inappropriate web pages, repeated usage at inappropriate times).</i>
	Tobacco/Alcohol/Drugs Student is in possession or is using alcohol, tobacco, drugs, or medication.
	Weapons Student is in possession of knives, guns (real or look alike), or other objects readily capable of causing bodily harm or property damage (<i>including combustibles</i>)
	Bullying/Harassment The delivery of direct or technology-based messages or physical contact that involves repeated intimidation, teasing, taunting, threats, or name calling. May include disrespectful messages related to any protected class (race, gender, religion, disability, etc.) <i>Asserting power over someone.</i>



Howard Cattle Elementary SCHOOL WIDE MATRIX

College bound students are...



LOCATION	RESPECTFUL	RESPONSIBLE	SAFE
ARRIVAL/DISMISSAL	<ul style="list-style-type: none"> Listen to adults Follow directions Arrive on time 	<ul style="list-style-type: none"> Enter/Exit campus appropriately Wait patiently in designated safe areas Be aware of adult/car picking you up 	<ul style="list-style-type: none"> Keep hands to self Walk on sidewalks Use crosswalks
HALLWAY	<ul style="list-style-type: none"> Walk quietly Use quiet voices 	<ul style="list-style-type: none"> Group-free zone Walk in straight lines 	<ul style="list-style-type: none"> Walk on right side of walkway Leave space between you and others
OFFICE	<ul style="list-style-type: none"> Wait quietly to be greeted Use good manners by saying "please" and "thank you" 	<ul style="list-style-type: none"> Put things where they belong Only take the items that belong to you 	<ul style="list-style-type: none"> Walk quietly watching for others around you Always enter and exit using the door on the right side
MPR	<ul style="list-style-type: none"> Remove hats Actively listen to speaker Spirit assembly or awards assembly 	<ul style="list-style-type: none"> Enter/Exit MPR quietly Sit flat, legs crossed, hands folded, facing the front of the MPR Follow the directions of the adult 	<ul style="list-style-type: none"> Sit in assigned area Keep hands, feet, and objects to self
CAFETERIA	<ul style="list-style-type: none"> Stand in line quietly Keep hands and feet to self Use good table manners 	<ul style="list-style-type: none"> Stand in alphabetical order Pick up your trash after you eat Use indoor voice level 	<ul style="list-style-type: none"> Eat your own food Walk while carrying your tray Eat at the tables
PLAYGROUND	<ul style="list-style-type: none"> Take turns Show great sportsmanship Listen to adults 	<ul style="list-style-type: none"> Follow rules of the game Use equipment correctly Line up when bell rings 	<ul style="list-style-type: none"> Keep hands to self Walk on the blacktop Resolve conflicts appropriately
RESTROOM	<ul style="list-style-type: none"> Quietly wait your turn Take care of school property Give privacy to self and others 	<ul style="list-style-type: none"> Keep the restroom clean Wash your hands Get in, get out 	<ul style="list-style-type: none"> Walk in and out of the restroom Tell an adult if there is a problem
LIBRARY	<ul style="list-style-type: none"> Speak in a quiet voice Place books on the shelves when finished Handle books gently 	<ul style="list-style-type: none"> Enter/Exit library quietly Return books that are checked out Follow directions of the adult 	<ul style="list-style-type: none"> Sit in designated seats Keep hands, feet, and objects to self Walk at all times
MUSIC	<ul style="list-style-type: none"> Raise your hand to speak Practice good listening skills Handle musical instruments gently Respect others' personal space 	<ul style="list-style-type: none"> Enter/Exit room quietly Pass out & return music properly Practice musical instruments 15 mins. per day Follow through with teacher's directions 	<ul style="list-style-type: none"> Sit in designated seats Walk in classroom Keep room clean Keep hands, feet, and other objects to self



Howard Cattle Elementary School CLASSROOM EXPECTATIONS

	RESPECTFUL	RESPONSIBLE	SAFE
ARRIVAL  DISMISSAL	<ul style="list-style-type: none"> Follow directions the first time given Be polite Use kind words 	<ul style="list-style-type: none"> Be on time and ready to act Be prepared with materials 	<ul style="list-style-type: none"> Walk purposefully Respect others' personal space and objects Wait your turn
 WHOLE GROUP	<ul style="list-style-type: none"> Follow directions the first time given Raise hands for questions or comments Remove hats 	<ul style="list-style-type: none"> Be an active listener Participate appropriately Take notes 	<ul style="list-style-type: none"> Stay in your work zone Respect others' personal space and objects
 TRANSITIONS	<ul style="list-style-type: none"> Follow directions the first time given Be polite 	<ul style="list-style-type: none"> Keep materials in the proper area Be ready quickly 	<ul style="list-style-type: none"> Walk Respect others' personal space and objects
 GROUP	<ul style="list-style-type: none"> Listen to others Accept differences Encourage others with kind words Take Turns Share 	<ul style="list-style-type: none"> Use time wisely Participate equally Complete Work 	<ul style="list-style-type: none"> Use materials correctly Respect others' personal space and objects
 INDEPENDENT WORK	<ul style="list-style-type: none"> Follow directions the first time given Ask appropriately for help 	<ul style="list-style-type: none"> Stay focused and on task Persevere to complete assigned tasks Complete Work 	<ul style="list-style-type: none"> Stay in your work zone Respect others' personal space and objects

VOICE LEVEL:

0

1

2

3



Howard Cattle Elementary School

Behavior Referral Process

In-person or Online

Behavior is managed in the...

Classroom

Minor Discipline/Citation



Use at least three classroom interventions



If interventions are not effective, then write up a Classroom Incident Log (CIL)



Does the student have 4 or more incidents in the same trimester, and you have made parent contact?



Write an ODR and send student to the office during non-instructional time



Classroom Interventions	Administrator Interventions
<input type="checkbox"/> 5:1 positive praise <input type="checkbox"/> Reteach expected behavior <input type="checkbox"/> Practice expected behaviors <input type="checkbox"/> Tangible recognition <input type="checkbox"/> Modified assignments <input type="checkbox"/> Seat change <input type="checkbox"/> Student conference <input type="checkbox"/> Redirection <input type="checkbox"/> Proximity <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Verbal and non-verbal prompt <input type="checkbox"/> Contact Parent via phone, email, or app <input type="checkbox"/> Parent conference <input type="checkbox"/> Extra assistance <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Provide a structured choice <input type="checkbox"/> Rethinking letter <input type="checkbox"/> Buddy classroom timeout <input type="checkbox"/> Restrict use of chat box	<input type="checkbox"/> Positive corrective feedback <input type="checkbox"/> Reteach expected behavior <input type="checkbox"/> Conference with student in-person or online <input type="checkbox"/> Check for progress <input type="checkbox"/> Remove obstacles for student <input type="checkbox"/> Collect student data <input type="checkbox"/> Behavior groups <input type="checkbox"/> Parent phone call <input type="checkbox"/> Parent conference <input type="checkbox"/> Behavior Multi-flow reflection <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Behavior contract <input type="checkbox"/> Counseling referral in-person or virtual <input type="checkbox"/> STEP referral <input type="checkbox"/> In-house suspension <input type="checkbox"/> Suspension <input type="checkbox"/> Check-in/Check-out



Office

Office Discipline Referral (ODR)



Write ODR & send with student to administrator



Administrator determines intervention



Administrator follows through on intervention



Administrator provides teacher feedback & family is contacted

Teacher Managed Behavior	Administrator Managed Behavior
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance/disruption <input type="checkbox"/> Property misuse <input type="checkbox"/> Minor dress code <input type="checkbox"/> Minor peer conflict <input type="checkbox"/> Minor technology violation <input type="checkbox"/> Other	<input type="checkbox"/> Inappropriate/abusive language <input type="checkbox"/> Physical aggression/fighting <input type="checkbox"/> Defiance/disrespect <input type="checkbox"/> Destruction of school property <input type="checkbox"/> Severe dress code <input type="checkbox"/> Harassment/bullying <input type="checkbox"/> Severe electronic violation <input type="checkbox"/> 4th Classroom Incident <input type="checkbox"/> Other

Chino Valley Unified School District

Howard Cattle Elementary School Parent and Family Engagement Policy 2022-2023

School Policy Engagement:

Howard Cattle recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Howard Cattle shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting to inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parent opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Howard Cattle in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. *Howard Cattle* will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan, and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. Howard Cattle's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area**. The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community

partnership activities and celebrate successes. This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Howard Cattle will support these home-school partnerships by using the following **six types of engagement**:

1. ***Parenting.*** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. *Howard Cattle* will conduct Parent Nights to educate parents on the family's role in education (i. e. how to help your child in math, how to help your child with homework), as well as All Pro Dads to strengthen family bonds.
2. ***Communication.*** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. *Howard Cattle* will communicate upcoming events and education information in English through flyers, phone blasts, text message alerts, marquee, and the school website. Electronic communication can be translated into a parent's home language using the language setting on the home computer. Translators are accessible through parent volunteers and staff, in Spanish, to support *Howard Cattle's* diverse school community.
3. ***Volunteering.*** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. *Howard Cattle* will conduct a PFA Meet and Greet to encourage parents to volunteer in the classroom, Art Palette, PFA, room parent, School Site Council, Odyssey of the Mind, GATE, and ELAC groups.
4. ***Learning at Home.*** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. *Howard Cattle* will implement Accelerated Reader, Pearson Math, Lexia, DreamBox, and Office 365 for practice at home. Other activities will also include a Family Math and Family Science/Engineering nights.
5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. *Howard Cattle* will conduct regular PFA, ELAC, GATE, and School Site Council meetings to ensure parent participation in the decision-making process.
6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. *Howard Cattle* will maintain a parent information center in the office to provide literature and brochures for activities and programs such as monthly PFA Dinner Nights, Chino Human Services, Box Tops for Education, and other business partners.

Building Capacity for Parent Engagement

The *Howard Cattle* school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children

- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Howard Cattle and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(Revised May 2022)

YOU KNOW YOU ARE A NO EXCUSES UNIVERSITY STUDENT

IF...

YOU DREAM BIG!

You are **COURAGEOUS** because you will work hard to earn your success.



You know that
After High School Comes College.

You have a plan for your future.

You are **COLLABORATIVE**, because you are learning how to work with your peers, teachers, family and community.

You are **COLLEGE and CAREER CRAZY** because you love to learn and you want to know about all of the opportunities you can pursue after you graduate from High School.

You are **CREATIVE**, because you push yourself to use your knowledge and experience to build new ideas.

You are CHARACTER CENTERED because you know you must treat others how you want to be treated.

You set short term and long-term goals.

You are COMMITTED to building your Bridge to College by developing your character and being proficient or advanced in Reading, Writing and Math.

YOU KNOW YOU ARE A NO EXCUSES UNIVERSITY TEACHER

IF...

You believe that every child deserves the opportunity to be educated in a way that prepares him/her for college.

YOU ARE COMMITTED TO COLLABORATING WITH YOUR COLLEAGUES TO GET THE BEST RESULTS.

You take responsibility for the results of your work and share ideas with other NEU Teachers on NEU Connect.

You know who you are as a NEU School and what you are trying to accomplish.

You know your school has the power to prepare every one of your students for a happy and successful future.

You offer extra support to all of your students, both in and out of the classroom, based on their individual needs.



You know that the data you collect must be *easily accessible, openly shared, and deliberately arranged* to drive your instruction.

You use information you gain from assessments of your students to generate success for your students.

You believe that all of your students are capable of meeting academic standards in reading, writing, and math.

You are committed, courageous, collaborative, creative, character centered and college and career crazy!

YOU KNOW YOU ARE A NO EXCUSES UNIVERSITY PARENT

IF...

You help your child establish long term and short-term goals.

You provide your child with opportunities to explore their passions, discover their talents and identify their unique gift.

YOU MODEL STRONG CHARACTER TRAITS FOR YOUR CHILD WHEN S/HE IS AND IS NOT LOOKING.



You talk to your child every day about their accomplishments and what they intend to accomplish the next day.

You read to your child and you allow them to see you use reading to enhance your life.

You hold your child accountable for their decisions.

You encourage your child to dream big.

You partner with your child's NEU School and work with your child's Teachers to help your child grow.

YOU PROVIDE A SAFE AND NURTURING ENVIRONMENT AT HOME THAT ALLOWS YOUR CHILD TO FEEL LOVED AND SUPPORTED.

You demonstrate for your child what hard work looks like and how it's used to achieve your goals.