

# Success in Junior High



**Welcome TJHS Promoting Class of 2024!**



**Robert Nelson**  
Principal



**Onyema Anyanwu**  
Assistant Principal  
7<sup>th</sup> Grade



**Michelle Bonnema**  
Assistant Principal  
8<sup>th</sup> Grade

# **Townsend**

## **Administrative Team**



**Joseph Hurtado**  
School Counselor



**Seth Davis**  
Intervention Counselor

# **Townsend Support Team**

# ABOUT TOWNSEND



- ▶ 2013 & 2001 California Distinguished School
- ▶ 37 teachers / 83 staff members
- ▶ 875 students (7<sup>th</sup> and 8<sup>th</sup> grade)
- ▶ 36 Years of Excellence





# Be YOU



- ▶ Maintain overall health of your body
- ▶ Maintain a meaningful network of relationships
- ▶ Pursue knowledge, good decisions, and solutions to problems
- ▶ Maintain a positive self-concept and deal constructively with feelings
- ▶ Develop a set of beliefs, principles, or values that give meaning or purpose to your life

# PTSA COMMITTEES:

- ▶ Red Ribbon Week (October)
- ▶ Student Store (weekly)
- ▶ Fundraising
- ▶ Hospitality  
(August/October/May)
- ▶ Library Support (August/May)
- ▶ PTSA membership/sponsorship



# HOW TO SUPPORT PTSA





- ▶ Attend once per month PTSA meetings
- ▶ PTSA Committee Participation
- ▶ Think N Local partners, family dinner nights
- ▶ Volunteer: Snack Shack, Dances, Teacher Appreciation activities, other on-campus events
- ▶ Officers still need to be elected for 2023-24; we will also need officers for the 2024/25 school year
- ▶ Consider shadowing / supporting this year's officers



# SUPPORT NEEDS ON CAMPUS

- ▶ **Playground Supervisor position (Lunch Supervision 11:45 – 1:30)**
- ▶ **4 AVID Tutor positions (2 days/week for Periods 5 & 6)**
- ▶ **Apply at [www.edjoin.org](http://www.edjoin.org), (909) 628-1202 x1129 for questions**

## Playground Supervisor - POOL




*"Excellence in Education"*


### About the Employer


**Our Vision:**  
United together, the Chino Valley Unified School District staff, parents/guardians, community, and Governing Board work to provide an educational environment whereby:


Our students possess the personal and academic skills to be successful, responsible and productive. They are motivated, self-confident, and life-long learners. They exhibit integrity and contribute to the well-being of their communities. They successfully solve problems using their intellectual capacity and appropriate technology tools. They respect the ideas of other people, while holding true to their own convictions. Students recognize that academic achievement is essential to competing in the global economic setting. They face the future knowing that their goals are within their reach, by continuing their education and through their individual commitment and hard work.

**Mission:**  
The Chino Valley Unified School District provides all students a rigorous and relevant education in a safe learning environment.

 Tweet

 Share

 Print



### Chino Valley Unified School District

#### Application Deadline

Until Filled

#### Date Posted

4/21/2022

#### Contact

Nereyda Raygoza  
(909) 628-1202 1129

#### Number of Openings

Not Specified

#### Salary

Salary: \$15.00 per hour.

#### Length of Work Year

See details listed.



# FIRST DAY OF SCHOOL – AUGUST 7

- ▶ School starts at 9:12 a.m.
- ▶ Dismissal at 3:15 p.m.  
(Every Wednesday is Early Release at 2:18 p.m.)
- ▶ Students will report to the Media Center to find their name and first period room number
- ▶ Students will receive their Class Schedule during 1<sup>st</sup> period
- ▶ PE clothes will be sold through their PE class (\$25)
- ▶ Classes are balanced during the first 3 weeks
  - ▶ Schedule changes are common during this time

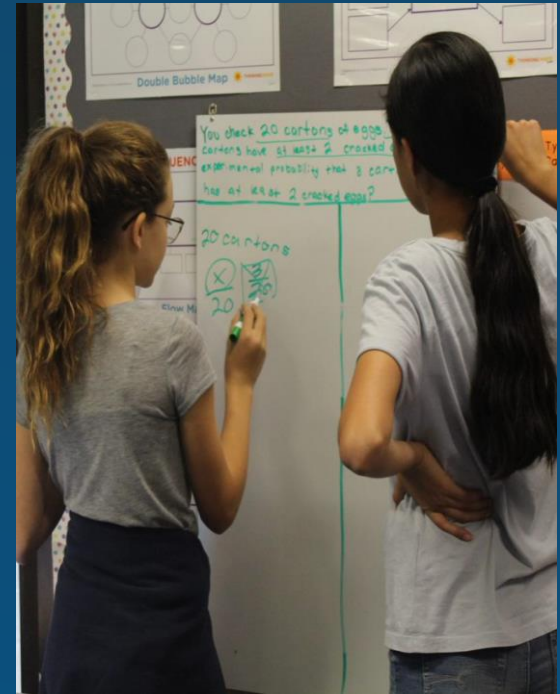
# ELECTIVE WHEEL

- ▶ Art
- ▶ Drama
- ▶ Life Essentials
- ▶ Piano Lab
- ▶ Woodshop



# YEAR LONG ELECTIVES:

- ▶ **AVID\*\***
- ▶ **Beginning/Intermediate/Advanced Band**
  - ▶ Brass, woodwinds, percussion
- ▶ **Choir**
- ▶ **Medical Detectives (8<sup>th</sup> grade)**
- ▶ **Leadership/Yearbook\*\***
- ▶ **Teacher Aide/Library Aide/Office Aide (8<sup>th</sup> grade)**





# HONORS CLASSES

- ▶ **Approximately ½ of classes are comprised of GATE identified students, and the remaining seats are filled with students identified with “Standard Exceeded” scores on the 6<sup>th</sup> Grade Essential Standards**

# Assessment for ELA/Literacy

- ▶ Language Arts
- ▶ Science
- ▶ History



- **Accelerated Math 7 (separate placement criteria)**



# ADVANCED CLASS

## ▶ Accelerated Math 7

- ▶ Students meeting the placement criteria complete 7<sup>th</sup> and 8<sup>th</sup> Grade Math in one year
- ▶ Successful students will take Integrated Math 1 during 8<sup>th</sup> Grade year (Freshmen level class)
- ▶ Students scoring “Standard Exceeded” on the Grade 6 Math Essential Standards Assessment will be placed in Accelerated Math 7

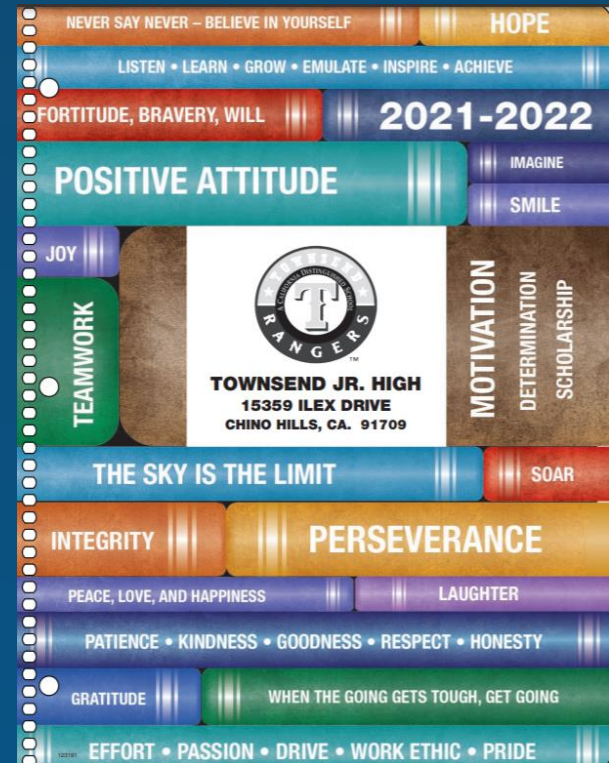
# AGENDA AND HOMEWORK

## ► Agenda

- Provides an organizational tool to keep track of assignments, projects, and upcoming assessments
- Please check your child's agenda nightly for quality assignment completion
- Provides a communication link between home and school

## ► Homework

- Provides the necessary practice to be prepared for assessments, projects, chapter tests, and much more



# GRADING

- ▶ Grade based on mastery of grade-level standards
- ▶ 60-75% Assessments/Projects, 25-40% Assignments
- ▶ No extra credit
- ▶ Progress reports at 6 weeks
- ▶ Trimester grade (permanent) every 12 weeks
- ▶ 2.0 GPA required to participate in extracurricular activities
  - ▶ School dances, competitions - band/dance/color guard, leadership, drama performances, intramural sports, & fieldtrips

# ACADEMIC RALLIES

## CELEBRATION OF ACADEMIC ACHIEVEMENT

- ▶ Rallies are held each trimester
  - ▶ 4.0 Gold Honor Roll
  - ▶ 3.0 to 3.9 Silver Honor Roll
  - ▶ 2.0 to 2.9 Ranger Pride
  - ▶ B.U.G. Award (Bring Up Grades)
  - ▶ Community Service
  - ▶ Be YOU Award of Excellence
- ▶ Through the rallies, we spotlight academic successes, positive character traits, and resilience





# Student Involvement & Activities

## GET INVOLVED & BE RECOGNIZED

- ▶ National Junior Honor Society
- ▶ Fitness Club
- ▶ Volleyball Club\*
- ▶ Basketball\*
- ▶ Marching Band, Jazz Band, & Drumline
- ▶ Drama Club\*
- ▶ Color Guard
- ▶ Dance Team
- ▶ School Dances
- ▶ Spirit Days
- ▶ Lunch Competitions
- ▶ Student of the Month




# Student Involvement & Activities

## GET INVOLVED & BE RECOGNIZED


- ▶ Be YOU initiative – [www.chino.k12.ca.us/beYOU](http://www.chino.k12.ca.us/beYOU)
  - ▶ Be the best version of yourself: Physically, Socially, Emotionally, Intellectually, Spiritually
- ▶ Change the World – Everyone can do 5 hours!
- ▶ Impact Your Future – Be a 21<sup>st</sup> Century Learner
  - ▶ Regular reading practice at/above your Lexile level

LEXILE TEXT RANGES TO GUIDE READING	
GRADES	LEXILE TEXT RANGE
11-12	1185L-1385L
9-10	1050L-1335L
6-8	925L-1185L
4-5	740L-1010L
2-3	420L-820L
1	190L-530L

# Student Supports on Campus

- ▶ **Counselor – Mr. Hurtado**
    - ▶ Academic concerns & peer conflict
  - ▶ **Intervention Counselor – Mr. Davis**
    - ▶ Social-emotional support, Tier 2 referral
  - ▶ **Take-Control Lunch**
  - ▶ **Intervention period for ELA and Math**
  - ▶ **Before-school intervention (December-April)**
- 
- Several white diagonal lines of varying lengths and thicknesses are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

# 6 WEEK PROGRESS REPORT AT-RISK CONFERENCE

- ▶ Week of October 2<sup>nd</sup>
  - ▶ Good indication of how your child is adjusting to junior high
  - ▶ Meet with teacher, student, and parent
  - ▶ Implement interventions offered at school
  - ▶ Let's work as a team to create a *positive learning experience*
- 
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# STAY CONNECTED

## ► Communication

► **Website** – [www.chino.k12.ca.us/townsend](http://www.chino.k12.ca.us/townsend)

► **Aeries Parent Portal** –  
<https://aeriesweb.chino.k12.ca.us>

► **Demographic info, classes, and online grades**

► **Aeries Communications**

► **Receive voice messages, text, email**

► **Smartphone App**

► **Web app feed in Aeries Portal**



# STAY CONNECTED

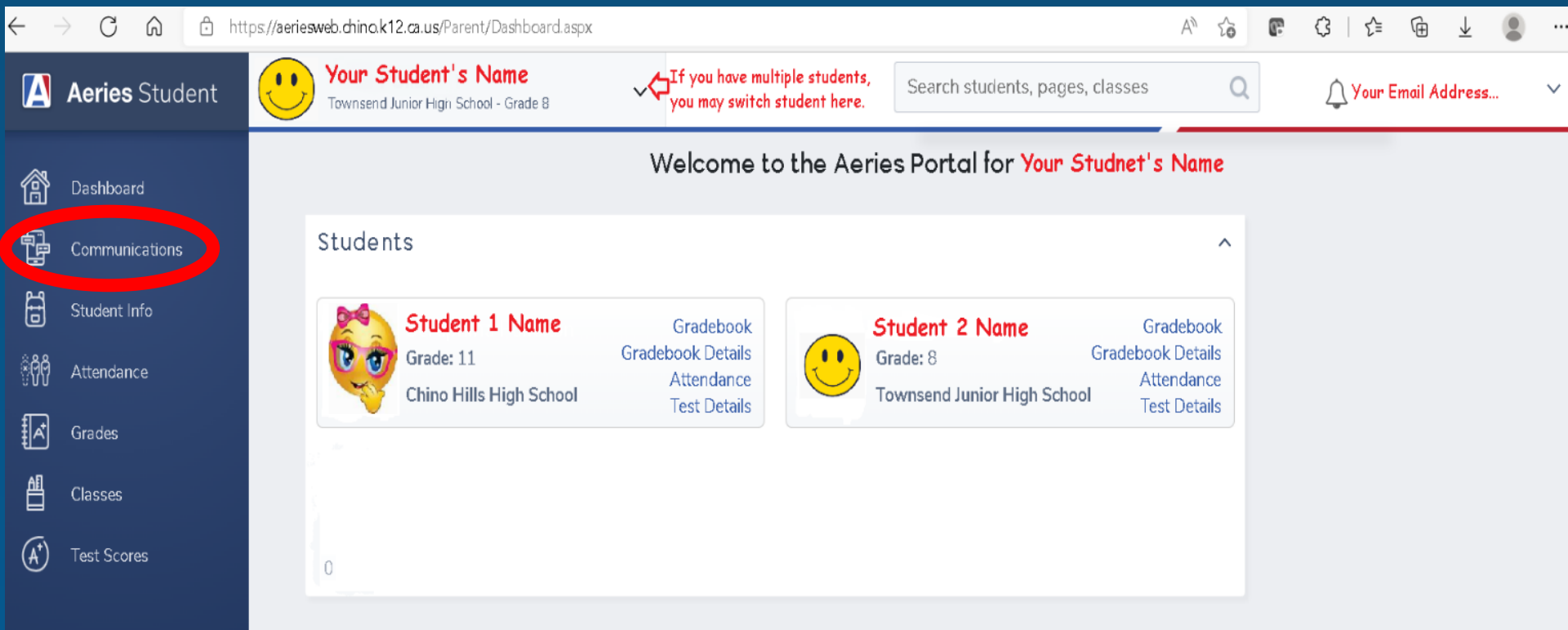
- ▶ **Aeries Communications**

- ▶ **Receive voice messages, text, email**

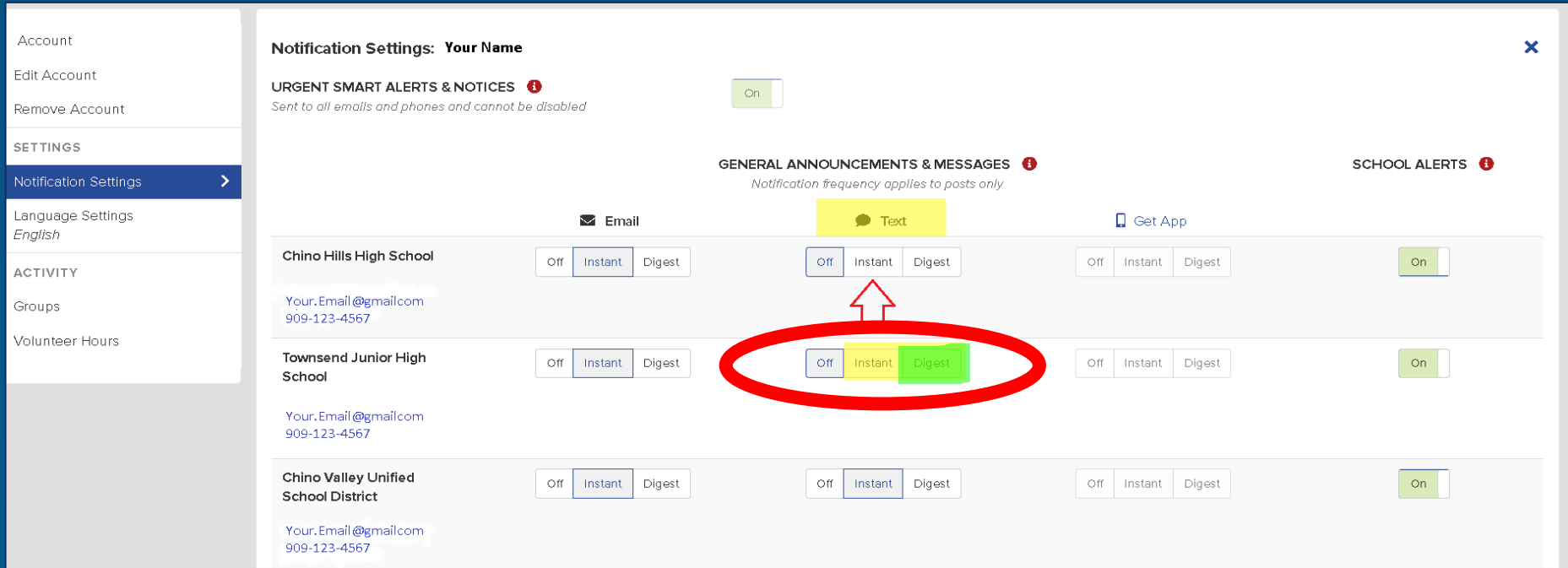
The screenshot displays the Aeries Communications web portal. At the top, there is a header with the Aeries logo, the school year '2019-2020', and a dropdown menu for 'School'. Below the header is a navigation bar with links: 'Dashboard', 'Communications' (highlighted with a green box), 'Student Info', 'Attendance', 'Grades', 'Test Scores', and 'Change Student'. The main content area is divided into two columns. The left column contains 'Aeries Communications' with a dropdown arrow, 'Notification Preferences' (with a 'Do Not Contact' option), and 'General and Emergency Announcements' (with an 'Emergency Announcements' link). The right column features a 'Welcome to the Aeries Portal for [School Name]' message, followed by 'School And District Messages'. This section includes a maintenance notice: 'Aeries will be offline beginning Friday, May 1st from 11:00pm - Saturday, May 2nd at 8:00am for scheduled maintenance. Aeries and Parent/Student Portal account will be unavailable during these maintenance hours.' with a 'District Message' and a timestamp of '4/29/2020 1:21 PM'. Below this is a link to 'Click [HERE](#) for Summer School Information' with a 'School Message' and a timestamp of '4/2/2020 10:19 AM'. At the bottom left, a note states: 'Please allow up to 48 hours for changes to take effect.'

# STAY CONNECTED

- ▶ **Aeries Communications**
  - ▶ **Receive voice messages, text, email**



► **Receive voice messages, text, email**





# STAY CONNECTED

**ROBERT O. TOWNSEND**  
JUNIOR HIGH


SEARCH **ROBERT O. TOWNSEND**



**SELECT A SCHOOL** >

[ABOUT US](#) ▾ [ACADEMICS](#) ▾ [ATHLETICS/ACTIVITIES](#) [CLASSROOMS](#) [PARENTS](#) [STAFF](#) [STUDENTS](#)

## TOWNSEND NEWS AND HEADLINES



**ROBERT O. TOWNSEND  
JR. HIGH SCHOOL**

Adobe Spark

### STAY CONNECTED THROUGH PARENTSQUARE!

ParentSquare is designed to keep parents informed and facilitate participation at schools. To activate your ParentSquare account, enter your Aeries Parent Portal, tap on Communications, and confirm the data you see there. Click "Read More" for more information on getting started.



**Computer Literacy  
for Parents**

Are you interested in learning basic computer skills? This is the class for you! Join this class for FREE. You may bring your laptop or we will provide one.

We will meet monthly to walk on this journey with you through out the school year.

**Fecha:**  
October 6  
November 3  
December 1  
January 8  
February 5

**Time:**  
1 pm to 3:30 pm

**Conocimiento de Computadoras  
para Padres**

¿Está interesado en aprender conocimientos básicos de computación? ¡Esta es la clase para ti! Únete a esta clase de forma gratuita. Puedes traer un computadora portátil o una de las nuestras.


Nos reuniremos mensualmente para caminar en este camino de aprendizaje con usted a lo largo del año escolar.

**Fecha:**  
6 de octubre  
3 de noviembre  
1 de diciembre  
8 de enero  
5 de febrero

**Horario:**  
1 pm to 3:30 pm

### FAMILY ENGAGEMENT CENTER

Want to support your student's learning and build a partnership with school staff? Have a student transitioning from Pre-K to Kindergarten, elementary to junior high, or junior high to high school? The Family Engagement Center offers parents, students, and the CVUSD community workshops all year long. Click Read More to learn more.



**Don't Let This  
Happen to You**

**Follow These  
Chromebook  
Best Practices**

Adobe Spark

### CHROMEBOOK BEST PRACTICES

Keep your school Chromebook happy and healthy or troubleshoot an already glitchy device with this helpful information.

# STAY CONNECTED

## ► Communication

### ► Instagram

#### ► @townsendrangerpride

### ► PTSA Facebook

#### ► TownsendRangers

facebook



townsendrangerpride

@townsendrangerpride

Instagram



townsendrangerpride

Follow

1,332 posts 920 followers 305 following

Townsend Junior High School

Official Instagram for Townsend Junior High School Spirit, showing pride as Rangers every day in every way.

[forms.gle/aQDbanXo4FEqJoP6](https://forms.gle/aQDbanXo4FEqJoP6)



Ranger Ro...



Ranger Spirit



beYOU



Leadership



Yearbook



Service



Virtual Rally



**TJHS Ranger Pride**

1,239 Tweets



Follow

**TJHS Ranger Pride**

@TJHSRangerPride

Official Twitter for Townsend Junior High School Spirit, showing pride as Rangers every day in every way.

Chino Hills, CA [chino.k12.ca.us/Page/59](https://chino.k12.ca.us/Page/59) Joined March 2017

109 Following 99 Followers


# TEACHER COMMUNICATION

- ▶ Jr. High teachers have 165+ students (5 or 6 classes)
- ▶ If 3 don't turn in homework each period = 15-18 students
- ▶ 15 calls at average of 20 minutes each =
- ▶ 5 hours of calls + grading & preparation for next day and family time
  - ▶ Not realistic communication for Jr. High teachers

## Suggestion:

- ▶ Check the Aeries Portal and Google Classroom online to monitor your child's grades
  - ▶ Email teacher or message through Aeries
  - ▶ Schedule a parent conference
- 

# PARENT ROLE

- ▶ Be an advocate for your child
  - ▶ Talk to the teacher first
  - ▶ Call or Email teacher for concerns or questions
    - ▶ Make an appointment to visit the classroom or set up a conference
  - ▶ Monitor the student agenda
  - ▶ Keep the school informed
  - ▶ Sign in through the office w/photo ID when on campus and pick up visitor badge
  - ▶ Log in to the Aeries Portal to monitor progress
- 
- Several white lines of varying lengths and angles are drawn in the bottom right corner of the slide, creating a modern, abstract graphic element.



# WHAT TO EXPECT FROM YOUR CHILD

- ▶ They will test your rules----be strong
- ▶ Don't accept everything they tell you as fact
- ▶ Know where they are and who they are with
- ▶ Expect them to take responsibility for actions and academics
- ▶ Teach them to be proactive with teacher communication and advocating for themselves
- ▶ Check in with them on a daily basis
  - ▶ Gain insight into his/her view of themselves
  - ▶ Determine how much he/she is engaged with others

# STUDENT BEHAVIOR

- ▶ High Standards & Expectations
  - ▶ We will work as a team to help guide your child through the junior high years
  - ▶ Know everything about your child
    - ▶ Pay attention to your child's friends and their cell phone
      - ▶ Texts, pictures/video, and Instagram/SnapChat/Discord/photo vault
    - ▶ Be on the lookout for peer pressure/changes in behavior (fighting, drugs, vaping, alcohol)
    - ▶ Call us, and we will call you
- 
- Several white lines of varying lengths and angles are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

# SUPPORT PROGRAMS

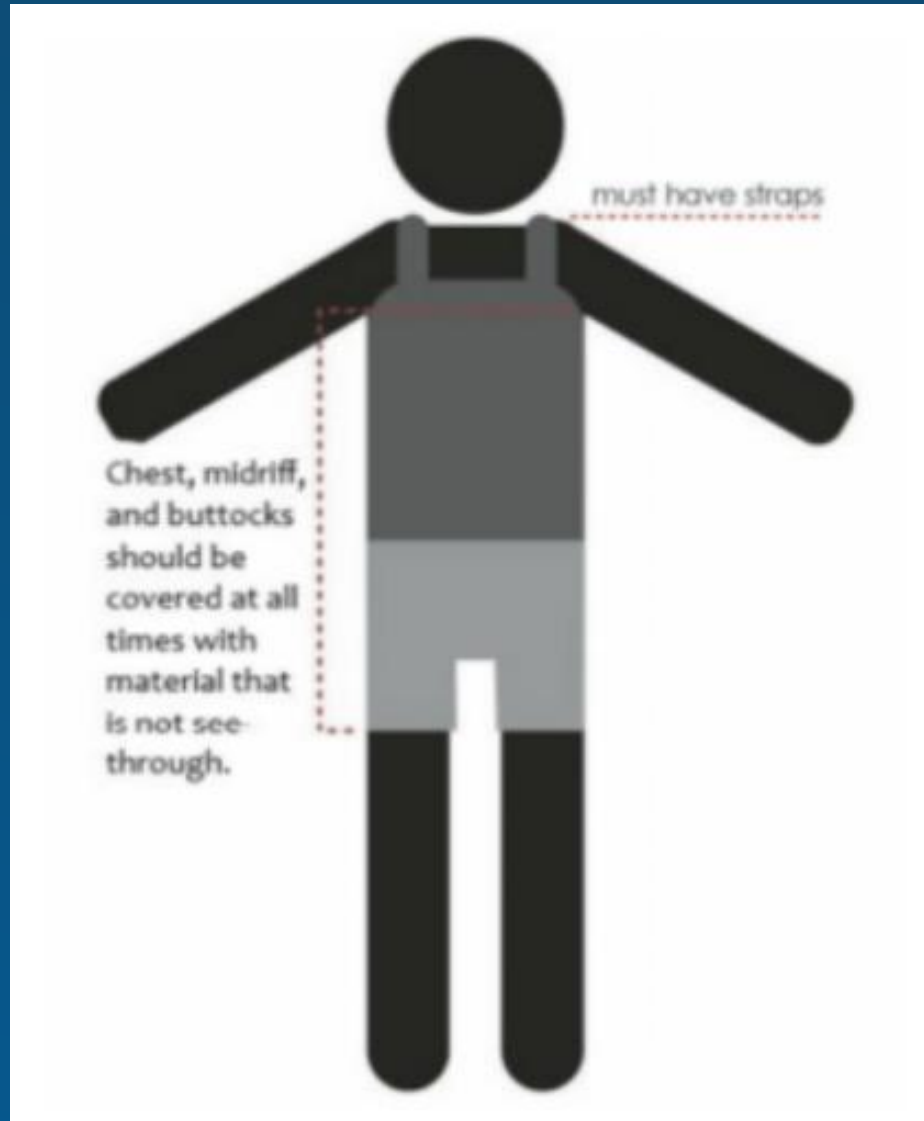
- ▶ **Multi-Tiered Systems of Support for Academics & Behavior**
  - ▶ **Townsend Expectations: Be Safe, Respectful, Responsible**
  - ▶ **Second Step – curriculum for pro-social behavior**
- ▶ **Safe School Ambassadors**
- ▶ **Assemblies focusing on character, resilience, anti-bullying**
- ▶ **“Don’t Start Tobacco” – Anti-smoking (Fall)**
- ▶ **“Project Alert” – Anti-drug/alcohol/vaping (Winter)**
- ▶ **Chino Human Services Counseling**
- ▶ **Clean Sweep School – supported by Chino Hills Sheriff**
  - ▶ **Interquest Canine Detection Service (JHS & HS campuses)**

# TOWNSEND POLICIES

- ▶ **Student/Parent Handbook can be found online and printed in student agenda**
  - ▶ **Dress Code** - [www.chino.k12.ca.us/townsenddresscode](http://www.chino.k12.ca.us/townsenddresscode)
  - ▶ **Cell Phone Policy** – [www.chino.k12.ca.us/townsendcellphonepolicy](http://www.chino.k12.ca.us/townsendcellphonepolicy)
  - ▶ **Gum Citations**
- ▶ **Progressive Discipline:**
  - ▶ **Counseling, Warning, Reflection, Parent Contact, after-school detention, Saturday Work Study**



# DRESS CODE AT TOWNSEND



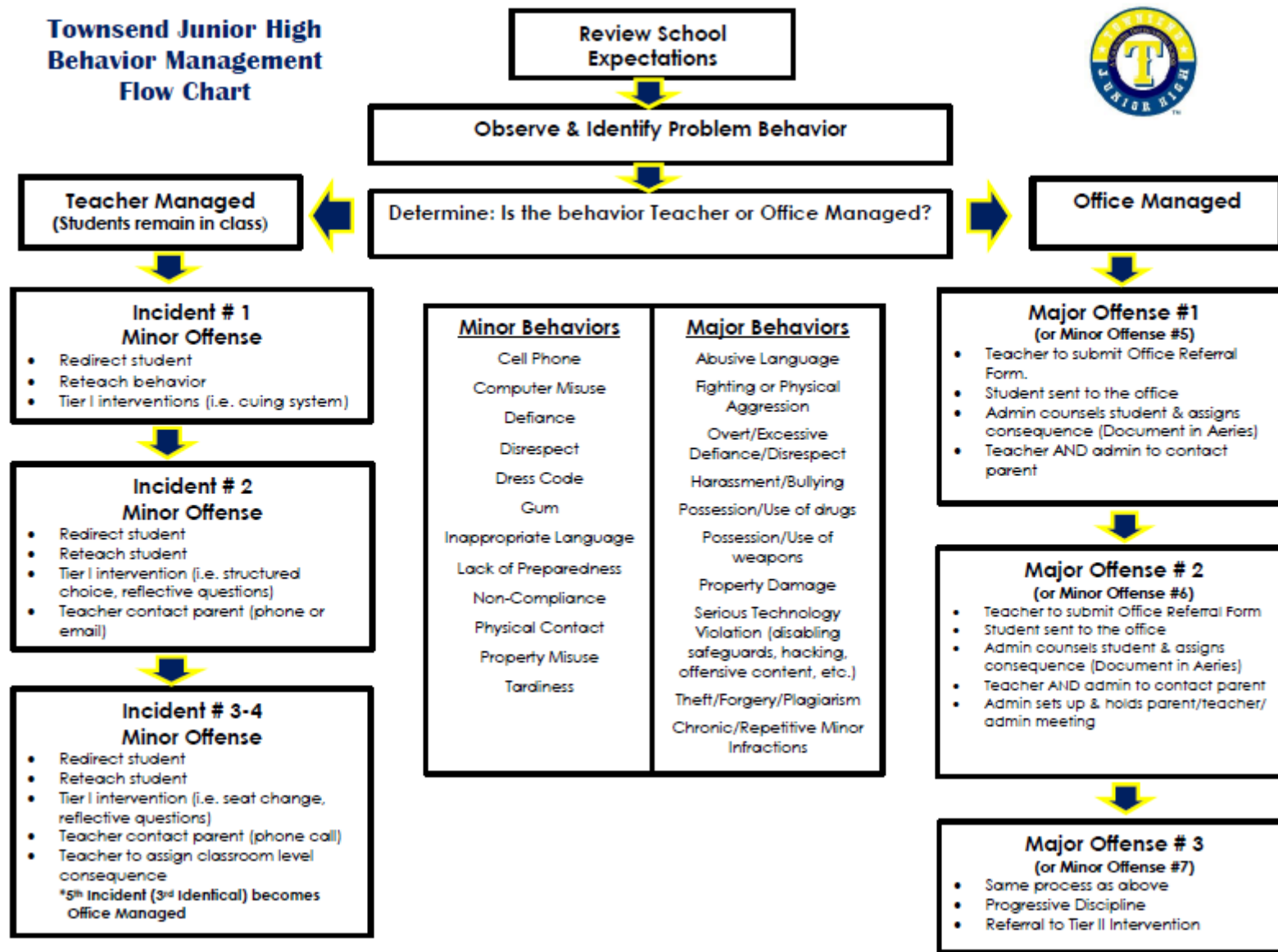
# TOWNSEND EXPECTATIONS

## Townsend School-wide Expectations

	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<b>Quads</b>	<ul style="list-style-type: none"> <li>Walk at all times and finish food &amp; drinks at the lunch tables</li> <li>Keep hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language and be polite when passing classroom doors and windows</li> <li>Be mindful of others &amp; your surroundings and maintain a 2-foot voice</li> </ul>	<ul style="list-style-type: none"> <li>Place all trash into the trash cans</li> <li>Report inappropriate behavior</li> </ul>
<b>Lunch Table</b>	<ul style="list-style-type: none"> <li>Choose one seat and remain seated there until leaving the tables</li> <li>Keep backpacks and feet underneath the table</li> </ul>	<ul style="list-style-type: none"> <li>Listen and follow adult instruction</li> <li>Be inclusive and prevent peers from eating alone</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself and put ALL trash in the trashcans</li> <li>Stay in designated areas and be quiet near classrooms</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>Keep facilities clean</li> <li>Report inappropriate behavior</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' privacy</li> <li>Throw trash into the trash cans</li> </ul>	<ul style="list-style-type: none"> <li>Use resources properly</li> <li>Flush the toilets</li> </ul>
<b>Blacktop</b>	<ul style="list-style-type: none"> <li>Play under control and maintain personal space</li> <li>Play with 10 or less people per court</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language and have good sportsmanship</li> <li>Follow all adult directions</li> </ul>	<ul style="list-style-type: none"> <li>Play with adult supervision</li> <li>Stop play at the bell and return all equipment</li> </ul>
<b>Media Center</b>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to yourself</li> <li>Walk at all times and only enter when supervised or with permission</li> </ul>	<ul style="list-style-type: none"> <li>Be polite when passing classroom doors and windows</li> <li>Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Move calmly, quietly, and quickly</li> <li>Be mindful of others and your surroundings</li> </ul>
<b>Assemblies</b>	<ul style="list-style-type: none"> <li>Remain seated at all times and keep hands, feet, and objects to yourself</li> <li>Walk at all times and maintain personal space</li> </ul>	<ul style="list-style-type: none"> <li>Be polite and courteous</li> <li>Listen attentively and follow all adult instructions</li> </ul>	<ul style="list-style-type: none"> <li>Walk with your class to your designated seating area</li> <li>Remain seated with your class</li> </ul>
<b>Office</b>	<ul style="list-style-type: none"> <li>Keep doorways clear and enter one student at a time</li> <li>Politely wait your turn in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>Speak softly</li> <li>Use "please" and "thank you."</li> </ul>	<ul style="list-style-type: none"> <li>Bring requested items to the appropriate staff member who called you</li> <li>Ask questions if you are not sure where to go or what to do</li> </ul>
<b>Computer Lab</b>	<ul style="list-style-type: none"> <li>Keep backpacks under the desk</li> <li>Enter the room calmly</li> </ul>	<ul style="list-style-type: none"> <li>Treat equipment like you own it</li> <li>Keep computer settings as is without changing</li> </ul>	<ul style="list-style-type: none"> <li>Push chairs in before exiting</li> <li>Logout of computers and clean up after yourself</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>Walk carefully and quietly</li> <li>Push chairs in before leaving the area and leave furniture in place</li> <li>All students must be in a seat unless looking for a book</li> </ul>	<ul style="list-style-type: none"> <li>Speak softly</li> <li>Handle computers, books, and equipment with care; treat it like you own it</li> <li>Food and drinks are not allowed</li> </ul>	<ul style="list-style-type: none"> <li>Computers are used for research and class assignments only</li> <li>Return materials on-time to avoid charges</li> <li>Logout of computers and clean up after yourself</li> </ul>

# PROGRESSIVE DISCIPLINE

## Townsend Junior High Behavior Management Flow Chart



# DEFINED MISBEHAVIORS

Teacher-Managed Behaviors		Office-Managed Behaviors	
Defiance / Non-Compliance	Student engages in brief or low-intensity failure to follow directions or talks back. Student ignores staff request; head down on desk; initially ignores a request but does comply.	Defiance / Non-Compliance	Student engages in refusal to follow directions or talks back. After repeated direction, student refuses to comply.
Disrespect	Student delivers low-intensity, socially rude or dismissive messages to adults or students. Spontaneous, thoughtless. Redirection is possible.	Disrespect	Student delivers high-intensity socially rude or dismissive messages to adults or students. Intentional talking back and/or socially rude interactions; walking out of class; arguing with teacher; no redirection possible.
Disruption	Student engages in low-intensity, inappropriate disruption. Inappropriate behavior (tapping on desks, whistling, inappropriate noises/sounds).	Disruption	Student engages in behavior causing substantial disruption in a class or activity. (sustained loud talk, yelling/screaming, noise with materials, horseplay/roughhousing, and/or sustained out-of-seat behavior). Repeated or potentially dangerous disruption (throwing sharp or heavy objects).
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines. Violation is fixable (i.e. turning a shirt inside out, zipping up a sweatshirt).	Dress Code Violation	Student wears clothing that does not fit within the dress code guidelines. Violation is not fixable, student must change into PE clothes (i.e. offensive and/or puts down a subgroup, gang-related, drug/alcohol/sexual references, contains dangerous objects, too revealing).
Inappropriate Language	Student engages in low-intensity instance of inappropriate language. Not directed at a staff member (i.e. 2 students talking & teacher overhears one student say to the other, "man that's f***ed up...that guy is an a**hole!").	Abusive Language/ Inappropriate Language/ Profanity toward staff	Verbal messages that include swearing, name calling, insults, or use of words in an inappropriate way. Directed toward someone, whether adult or student (i.e. A student in class points to one of his peers across the room & shouts, "That guy is an a**hole. I'm going to f*** him up after school!")
Physical Contact	Student engages in non-serious but inappropriate physical contact. Childish horseplay (chasing each other, tripping, throwing paper, pencils). PDA (touching, kissing).	Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g. hitting with an object, kicking, hairpulling, scratching, etc.). Serious or extreme repeated or potentially dangerous disruption (throwing sharp or heavy objects).
Property Misuse	Student engages in low-intensity misuse of property. Non-permanent writing on desk/chair/table, inappropriate drawing or stickers on outside of notebook/binder.	Property Damage	Student participates in an activity that results in destruction or disfigurement of property. Tagging/graffiti/vandalism of school property or another student's property.
Tardy	Student arrives at class after the bell (or signal that class has started).	Tardy	Tardy is not counted as a Major Behavior and will be handled by the Attendance Clerk. The 5 <sup>th</sup> tardy to school results in an attendance contract. 3 <sup>rd</sup> tardy to period 2-7 results in Office Referral.
Technology Violation	Student engages in non-serious, but inappropriate use of cell phone, camera, or computer. Electronic devices/cell phones may be used during class at teacher's discretion & supervision.	Technology Violation	Student engages in inappropriate use of cell phone, camera, or computer. Purposefully hiding a laptop, sharing offensive material, shooting/sharing fight videos. Bypassing/disabling safeguards, hacking. Not handing over technology device or handing it to another student.
		Bullying	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling. Asserting power over someone.
		Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. Legal "hate" language.
		Inappropriate Display of Affection	Student engages in verbal and/or physical gestures/contact of a sexual nature to another student/adult.
		Theft / Forgery / Plagiarism	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission; or claims someone else's work as their own
		Use/Possession of Weapons	Student is in possession of a knife, firearm (real or look alike), or other object readily capable of causing bodily harm.
		Other Office-Managed behaviors not listed above include Arson, Shooting/Bomb Threat, False Alarm, Use/Possession of Alcohol/Drugs/Tobacco, Use/Possession of Combustibles.	



# DOCUMENTATION AND DISCIPLINE



## Self-Check



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Period: \_\_\_\_\_

1. I was observed not upholding the following Townsend Expectation(s): (circle)

**BE SAFE**

**BE RESPECTFUL**

**BE RESPONSIBLE**

2. Describe what happened: \_\_\_\_\_

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3. What is your plan for improvement?

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**Own it**



**Fix it**



**Move on**

# Townsend Referral Log

Student: \_\_\_\_\_ Staff: \_\_\_\_\_ Grade: \_\_\_\_\_

<b>1<sup>st</sup> Incident</b>	<b>Date:</b>	<b>Time:</b>
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention(s) Administered</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad: _____ <input type="checkbox"/> Hallway: _____ <input type="checkbox"/> Restroom <input type="checkbox"/> Lunch Table <input type="checkbox"/> Media Center <input type="checkbox"/> Blacktop <input type="checkbox"/> Locker Room <input type="checkbox"/> Library	<input type="checkbox"/> Not following instructions <input type="checkbox"/> Not staying on task <input type="checkbox"/> Disagreeing inappropriately <input type="checkbox"/> Not working well with others <input type="checkbox"/> Disrupting others <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other _____	<input type="checkbox"/> Utilized pre-correction techniques <input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Re-taught/practiced skill <input type="checkbox"/> Identified environmental factors <input type="checkbox"/> Established a behavioral cue/prompt <input type="checkbox"/> Teacher detention/8 <sup>th</sup> period <input type="checkbox"/> Contacted parent __/__/__
<b>2<sup>nd</sup> Incident</b>	<b>Date:</b>	<b>Time:</b>
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention(s) Administered</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad: _____ <input type="checkbox"/> Hallway: _____ <input type="checkbox"/> Restroom <input type="checkbox"/> Lunch Table <input type="checkbox"/> Media Center <input type="checkbox"/> Blacktop <input type="checkbox"/> Locker Room <input type="checkbox"/> Library	<input type="checkbox"/> Not following instructions <input type="checkbox"/> Not staying on task <input type="checkbox"/> Disagreeing inappropriately <input type="checkbox"/> Not working well with others <input type="checkbox"/> Disrupting others <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other _____	<input type="checkbox"/> Utilized pre-correction techniques <input type="checkbox"/> Clarified how behavior did not meet expectations <input type="checkbox"/> Student Self-Check <input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Re-taught/practiced skill <input type="checkbox"/> Identified environmental factors <input type="checkbox"/> Established a behavioral cue/prompt <input type="checkbox"/> Teacher detention/8 <sup>th</sup> period <input type="checkbox"/> Contacted parent __/__/__
<b>3<sup>rd</sup> Incident</b>	<b>Date:</b>	<b>Time:</b>
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention(s) Administered</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad: _____ <input type="checkbox"/> Hallway: _____ <input type="checkbox"/> Restroom <input type="checkbox"/> Lunch Table <input type="checkbox"/> Media Center <input type="checkbox"/> Blacktop <input type="checkbox"/> Locker Room <input type="checkbox"/> Library	<input type="checkbox"/> Not following instructions <input type="checkbox"/> Not staying on task <input type="checkbox"/> Disagreeing inappropriately <input type="checkbox"/> Not working well with others <input type="checkbox"/> Disrupting others <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other _____	<input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Re-taught/practiced skill <input type="checkbox"/> Modified environmental factors <input type="checkbox"/> Identified possible motivation for misbehavior <input type="checkbox"/> Met with team/student to identify supports <input type="checkbox"/> Collaborated with __team__ counselor __admin__ <input type="checkbox"/> Conference with parent __/__/__ <input type="checkbox"/> Other _____
<b>4<sup>th</sup> Incident</b>	<b>Date:</b>	<b>Time:</b>
<b>Location</b>	<b>Problem Behavior</b>	<b>Staff Intervention(s) Administered</b>
<input type="checkbox"/> Classroom <input type="checkbox"/> Quad: _____ <input type="checkbox"/> Hallway: _____ <input type="checkbox"/> Restroom <input type="checkbox"/> Lunch Table <input type="checkbox"/> Media Center <input type="checkbox"/> Blacktop <input type="checkbox"/> Locker Room <input type="checkbox"/> Library	<input type="checkbox"/> Not following instructions <input type="checkbox"/> Not staying on task <input type="checkbox"/> Disagreeing inappropriately <input type="checkbox"/> Not working well with others <input type="checkbox"/> Disrupting others <input type="checkbox"/> Property misuse <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Other _____	<input type="checkbox"/> Provided a structured choice <input type="checkbox"/> Re-taught/practices skill <input type="checkbox"/> Modified environmental factors <input type="checkbox"/> Identified possible motivation for behavior <input type="checkbox"/> Met with team/student to identify supports <input type="checkbox"/> Collaborated with __team__ counselor __admin__ <input type="checkbox"/> Conference with parent __/__/__ <input type="checkbox"/> STEP Referral <input type="checkbox"/> Other _____
<b>5<sup>th</sup> Incident (or 3<sup>rd</sup> Identical) - See Attached Office Referral Form</b>		

# Townsend Office Referral Form

BE SAFE! BE RESPECTFUL! BE RESPONSIBLE!

Student: \_\_\_\_\_ Referring Staff: \_\_\_\_\_

Time of Incident: \_\_\_\_\_ Date of Incident: \_\_\_\_\_ Grade: \_\_\_\_\_

Location	Problem Behavior	Environmental Factors	Possible Motivation
(Check only 1)	(Check only 1)	(Check only 1)	(Check only 1)
<input type="checkbox"/> Classroom	<b>Major Offense</b>	<input type="checkbox"/> Adult request/directive	<input type="checkbox"/> Gain peer attention
<input type="checkbox"/> Quad: _____	<input type="checkbox"/> Fighting	<input type="checkbox"/> Oral instruction	<input type="checkbox"/> Gain adult attention
<input type="checkbox"/> Hallway: _____	<input type="checkbox"/> Destruction of property	<input type="checkbox"/> Individual seat work	<input type="checkbox"/> Gain/obtain item
<input type="checkbox"/> Restroom	<input type="checkbox"/> Profanity toward staff	<input type="checkbox"/> Group work	<input type="checkbox"/> Gain/obtain activity
<input type="checkbox"/> Lunch Table	<input type="checkbox"/> Possession of stolen property	<input type="checkbox"/> Managing materials	<input type="checkbox"/> Avoid peers
<input type="checkbox"/> Media Center	<input type="checkbox"/> Bullying	<input type="checkbox"/> External interruptions	<input type="checkbox"/> Avoid adults
<input type="checkbox"/> Locker Room	<input type="checkbox"/> Committed obscene act	<input type="checkbox"/> Classroom transitions	<input type="checkbox"/> Avoid seat work
<input type="checkbox"/> Blacktop	<input type="checkbox"/> Weapon:	<input type="checkbox"/> Passing period	<input type="checkbox"/> Avoid group work
<input type="checkbox"/> Library	<input type="checkbox"/> Other:	<input type="checkbox"/> Teasing from peers	<input type="checkbox"/> Avoid scheduled event
<input type="checkbox"/> Gate	<b>Chronic Minor Offense</b> (Attach Referral Log)	<input type="checkbox"/> Changes to routine	<input type="checkbox"/> Other:
<input type="checkbox"/> Bus area	Failure to:	<input type="checkbox"/> Guest visitor/speaker	
<input type="checkbox"/> Other:	<input type="checkbox"/> Follow instructions	<input type="checkbox"/> Substitute teacher	
	<input type="checkbox"/> Stay on task	<input type="checkbox"/> Assembly	
	<input type="checkbox"/> Accept feedback/correctives appropriately	<input type="checkbox"/> Unstructured time	
	<input type="checkbox"/> Disagree appropriately		
	<input type="checkbox"/> Work well with others		
	<input type="checkbox"/> Properly use materials		
	<input type="checkbox"/> Use appropriate language		
	<input type="checkbox"/> Other:		

Provide a behaviorally specific description:

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Others involved in the incident: \_\_\_\_\_

Last parent/guardian contact: \_\_\_\_\_

Referring Staff Signature: \_\_\_\_\_

Administrator Comments

**Skill Development:**

- ☐ Identified Academic Deficits
- ☐ Identified Environmental Factors/Motivation
- ☐ Identified Behavior Skill Deficits
- ☐ Provided Corrective Teaching
- ☐ Scheduled follow up meeting
- ☐ Assigned Adult mentor

- ☐ Assigned Detention (lunch)
- ☐ Assigned Detention (after school)
- ☐ Assigned On-Campus or Reverse Suspension
- ☐ Assigned Suspension from school
- ☐ Referred to counseling
- ☐ Developed Behavior Support Plan

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

White: Office

Yellow: Guardian

Pink: Teacher

# ATTENDANCE

- ▶ Every Wednesday is early release – 2:18 p.m.
- ▶ 9 Minimum Days throughout the year – 1:48 p.m.
- ▶ Attendance is important! We cannot teach students if they are not here
- ▶ Make doctor and dentist appointments after school hours
- ▶ Contact office if student will be absent 5 or more days for independent study (2 weeks notice)
- ▶ Email teachers for assignments if absent 3 days or fewer
  - ▶ Office staff will only collect assignments for students absent 3 consecutive days
- ▶ Please plan vacations after school is out

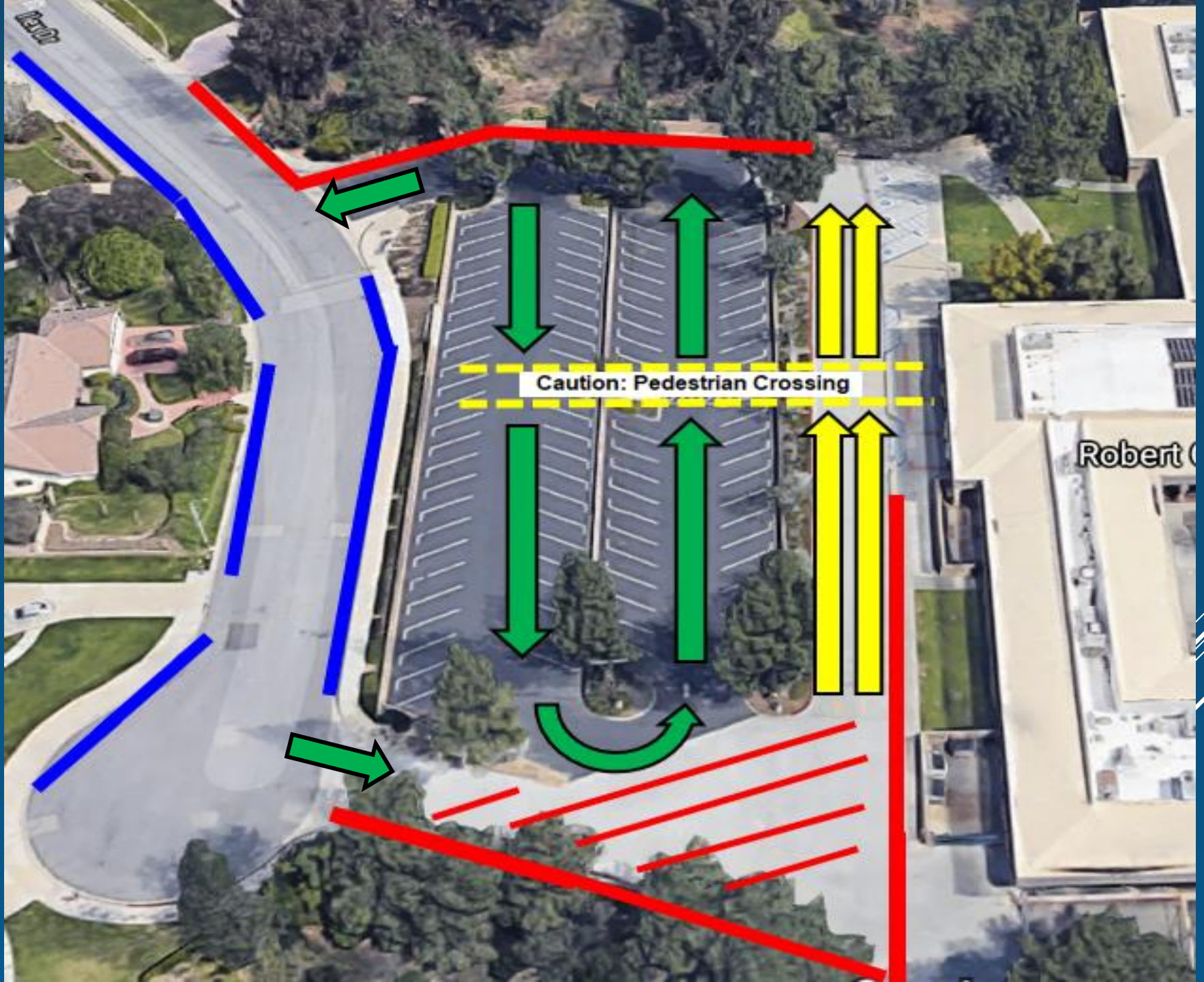
# IMPORTANT REMINDERS:

- ▶ Contact our health office if your child is on medication or has an inhaler
- ▶ Student drop off ---- Hawthorn, Duke, Ilex
  - ▶ See Traffic Maps for Pick Up and Drop Off on the Townsend website
- ▶ U-turns on Ilex are dangerous and not permitted
- ▶ No double parking to load/unload in the street
- ▶ Students are safe waiting in front of school not on the corner of Glen Ridge
- ▶ School is out at 3:15 p.m. and students should go directly home unless involved in a program









Caution: Pedestrian Crossing

Robert C

# DATA CONFIRMATION

- ▶ **Annual registration documents are completed electronically in Aeries Parent Portal**
- ▶ **Data Confirmation opens July 5 in Aeries Parent Portal**
- ▶ **6 items for parents to update**
  - ▶ **1. Family information**
  - ▶ **2. Student Information**
  - ▶ **3. Contacts, emergency contacts**
  - ▶ **4. Annual documents**
    - ▶ **a. Bullying/Harassment Procedures**
    - ▶ **b. Grounds for suspension/expulsion**
    - ▶ **c. CVUSD Parent & Student Handbook acknowledgement of Rights & Responsibilities**
    - ▶ **d. Student Health History (needs to be printed and filled out)**

# DATA CONFIRMATION

- ▶ **5. Authorizations**
  - ▶ **Demographic information, network use, photo consent, etc.**
- ▶ **6. Final Data Confirmation**
  - ▶ **Print Emergency Card**
    - ▶ **2 pages: Cover sheet and Signature Page**

**\*\*Parent brings the Emergency Card printout AND the completed Student Health History to the office during Summer Orientation**

# IMPORTANT DATES:

- ▶ **Summer Orientation Dates:**
  - ▶ **Monday, July 31 8am-12pm (A-L)**
  - ▶ **Tuesday, August 1 8am-12pm (M-Z)**
- ▶ **August 7 - First day of school**
  - ▶ **9:12 start with dismissal at 3:15**
  - ▶ **Immunizations must be current**
    - ▶ **TDAP booster (on/after 7<sup>th</sup> birthday)**
    - ▶ **2 doses of Varicella (by 4-6 years old)**
- ▶ **Minimum Day: August 15**
- ▶ **School Portraits: August 21**
- ▶ **Back to School Night: August 30 (6-8pm)**



# FRIENDLY REMINDERS

- ▶ **Concerns related to academics – Contact the Counselor**
  - ▶ **Mr. Hurtado – 7<sup>th</sup> & 8<sup>th</sup> Grade**
    - ▶ **[Joseph\\_Hurtado@chino.k12.ca.us](mailto:Joseph_Hurtado@chino.k12.ca.us)**
  - ▶ **Concerns related to student behavior – Contact the Assistant Principal or Intervention Counselor**
  - ▶ **Mr. Anyanwu – 7th Grade**
    - ▶ **[Onyema\\_Anyanwu@chino.k12.ca.us](mailto:Onyema_Anyanwu@chino.k12.ca.us)**
  - ▶ **Mrs. Bonnema – 8th Grade**
    - ▶ **[Michelle\\_Bonnema@chino.k12.ca.us](mailto:Michelle_Bonnema@chino.k12.ca.us)**
  - ▶ **Mr. Davis – Intervention Counselor**
    - ▶ **[Seth\\_Davis@chino.k12.ca.us](mailto:Seth_Davis@chino.k12.ca.us)**
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# Looking Forward to Next Year!

