

Chino Valley Unified School District



LYLE S. BRIGGS

K-8 SCHOOL

STUDENT/PARENT HANDBOOK

2022 – 2023

LYLE S. BRIGGS K-8 SCHOOL

11880 Roswell Ave.
Chino, CA 91710

(909) 628-6497 Phone
(909) 548-6085 Fax
www.chino.k12.ca.us/briggs

Office Hours: 7:15 a.m. – 4:15 p.m.

ADMINISTRATION

Principal	Debra Boeve, Ed.D.
Assistant Principal	Kristina Gentry
Assistant Principal	Nicholas Frescas

OFFICE STAFF

Administrative Secretary	Nicole Kemp
Counseling Assistant	Crystal Ogilvie
Attendance Clerk	Sylvia Meyer
Typist Clerk II	Michele Roberts
Bilingual Clerk I	Jesline Claros
Librarian	Julie Palko

SUPPORT STAFF AND HEALTH OFFICE

Counselor	Krista Borgogno
School Psychologist	Cory Pawlowski
Instructional Coach (K-6 th)	Heidi Gross
Nurse	Julianne Dougherty
Health Tech	Amreen Razzak

SCHOOL COLORS

Navy Blue and White

PRINCIPAL'S MESSAGE

August 2022

Hello Briggs Families,

It is my pleasure to welcome everyone back for another great school year! We are excited to have students back in classrooms and hallways filling them with energy and enthusiasm for learning. It is our mission to ensure that every student feels welcomed, connected and a part of the Briggs community. Additionally, we strive to challenge each student to grow in his or her academic abilities. We have wonderful teachers at Briggs who spend hours of planning and creating classroom activities to engage our students in learning. Our teachers utilize research-based best practices and analyze academic data to determine skill level and to set goals for growth.

The first day of school can be full of emotions. Please know that there will be several teachers, staff members, and your administration team visible to guide students as needed. We are a closed campus and kindly ask that you say your goodbyes at the gate. Our K-6 students will be able to meet their teacher(s) during "Meet your Teacher" on August 5, 2022. Jr. High students will have the opportunity to visit campus during "Welcome Back" day to check out materials needed for the first day of school.

One way to remain involved in our school community is to join and/or support our PFA, which provides resources for our teachers to have a room parent, provide additional art programs, assemblies, themed weeks, and host staff appreciation events. PFA is ready to resume events throughout the year that enrich our students' experience at Briggs. Our goal is to maintain a sense of connection that is unique to Briggs. We would love for each family to find a way they can be involved this year.

We hope that you find our website helpful and informative. All the information we send out can also be found on our website. We have also entered dates for all events and activities into the "Calendar" feature of our website. You may also follow us on Twitter: [@Briggs K8](#), Facebook: [Briggs PFA](#) and/or Instagram: [lylesbriggspfa](#).

I am honored to serve as your principal. It is truly a privilege to be a part of a community where parents, teachers, staff members, and students care for each other and strive to build positive relationships that support academic and social-emotional growth.

Once again, welcome back! It is going to be a great year together and Briggs!

With gratitude,



Debra Boeve, Ed.D.

TABLE OF CONTENTS

Bell Schedule	5
Briggs School-of-Choice Parental Agreement.....	7
Safe & Secure Campus	7
Important Dates to Remember	8
Attendance Policy	9
Absences	9
Early Sign-Out	9
Tardies.....	10
Truancy	10
Short-Term Independent Study (IS).....	10
Awards & Character Recognition.....	11
Character Awards.....	11
Effort Awards:	11
Academic Awards.....	12
Reading Awards.....	13
ASB/I.D. Cards	14
Books & Property	14
Campus Expectations.....	14
Playground Expectations	15
Cell Phones/Electronic Devices	16
Positive Behavior Intervention and Supports	16
The First 24 Days of School	17
Other Means of Correction	19
Curriculum & Instruction.....	21
Academic Grading Policy:.....	22
Academic Honesty Policy:.....	22
Citizenship/Work Habits Grades	22
English Language Development:.....	24
Gifted Program (GATE)	24
Homework Policy	24
Make-Up Work	25
Report Cards	25
Disaster Preparedness	25
Dress Code	26
Briggs Dress Code Contract.....	27
Health Services	28

Communicable Diseases	28
Emergency Cards	Error! Bookmark not defined.
Home/School Communication.....	29
8 th Grade Promotion.....	29
Lost & Found	29
Lunch and Breakfast Procedures	30
Parent/Teacher Conferences	30
Academic and Behavioral Interventions	31
Class Parties	31
Problem Solving/Complaint Procedures.....	31
Parent Opportunities	32
Transportation/Traffic Safety.....	32
Drop Off Procedures (A.M.):.....	32
Pickup Procedures (P.M.)	33
Maps and Additional Information	27
School Compacts	40
Parent Engagement Policy	46

Briggs Panthers

22-23 Bell Schedule

Regular Bell Schedule 1 st – 6 th Grade		
School Begins	8:00	
1 st -3 rd Recess	9:47	10:00
4 th -6 th Recess	10:25	10:38
1st-3rd Lunch	11:40	12:20
4th-6th Lunch	12:40	1:20
1 st -3 rd Recess	1:25	1:38
Dismissal	2:40	

Kindergarten	
School Begins	8:00
Dismissal	11:20
Lunch Service not needed	

Minimum Day Bell Schedule (Wednesdays)				
Kindergarten		1 st – 6 th Grade		
School Begins	8:00	School Begins	8:00	
Dismissal	11:20	Lunch 1-3	9:35	10:05
Lunch Service not needed		Lunch 4-6	10:25	10:55
		Dismissal	11:30	

Regular Bell Schedule 7 th & 8 th Grade		
Period 1	8:00	9:06
Period 2	9:10	10:04
Nut Break	10:04	10:14
Period 3	10:18	11:12
Period 4	11:16	12:10
Announcements	12:10	12:14
Lunch	12:14	12:44
Per 5	12:48	1:42
Per 6	1:46	2:40

Minimum Day Bell Schedule (Wednesdays) 7 th & 8 th Grade		
Period 1	8:00	8:26
Period 2	8:30	8:56
Period 3	9:00	9:26
Period 4	9:30	9:56
Announcements	9:56	10:00
Lunch	10:00	10:30
Period 5	10:34	11:00
Period 6	11:01	11:30

AM Rally Bell Schedule 7 th & 8 th Grade		
Period 1	8:00	8:48
AM Assembly	8:52	9:40
Period 2	9:44	10:32
Period 3	10:36	11:24
Nut Break	11:24	11:30
Period 4	11:34	12:22
Period 5	12:26	1:14
Announcements	12:46	1:16
Lunch	1:18	1:48
Period 6	1:52	2:40

BRIGGS SCHOOL-OF-CHOICE PARENTAL AGREEMENT

Parental responsibilities for having students attend Briggs as a school-of-choice include:

- Emphasizing with your children the importance of proper student behavior in accordance with the School-Wide Expectations of responsibility, respectfulness, and safety.
- Modeling high moral standards, respect, courtesy, and patriotism for the school community.
- Observing all school policies discussed in this handbook and in the CVUSD Parent and Student Information Handbook.
- Adhering to school hours: students are on time to school each day and have a strong attendance record. All student illness must be reported to the school within five (5) school days.
- Supporting each student's responsibility to complete and return homework and maintain positive study habits in the home setting.
- Attending Back to School Nights, parent conferences, student study team meetings, student attendance review meetings, and Open House, and all other meetings related to the school or the student.
- Monitoring school news via the school website, School Loop messages, and individual teacher webpages where applicable
- Joining the Parent Family Association (PFA), participating in school events and fundraising, and volunteering for service events for the school, in the classroom, or for PFA.

Briggs K-8 is an alternative school available through the Intra-District Transfer process. Transportation services are not provided by the District to students attending Briggs. Renewal of a student transfer may be revoked due to noncompliance with the agreement items stated above as well as student behavior and attendance.

SAFE & SECURE CAMPUS

Safety is a priority at our school. When visiting Briggs during school hours, please adhere to the *Penal Code Section 627.3* which requires that all visitors to a public school must check in at the office and provide the following information: Name, Address, purpose for visit and proof of identity. Individuals listed on student emergency cards may pick up students under emergency circumstances.

IMPORTANT DATES TO REMEMBER

First Day of School

Mon, Aug 08 for all students

Last Day of School

Thurs, May 25 for Gr. K-8

Grading Schedules

1st Tri Progress Reports:

K-6: Fri, Sept 16

*7/8: Fri, Sept 16

1st Tri Report Cards:

K-6: Tues, Nov 8

*7/8: Tues, Nov 8

2nd Tri Progress Reports:

K-6: Thurs, Dec 15

*7/8: Thurs, Dec 15

2nd Tri Report Cards:

K-6: Wed, Mar 1

*7/8: Wed, Mar 1

3rd Tri Progress Reports:

K-6: Thurs, Apr 6

*7/8: Thurs, Apr 6

3rd Tri Report Cards:

K-6: Tues, May 23

7th: Tues, May 23

8th: Tues, May 16

NO SCHOOL on the

following dates:

Mon, Sep 05: *Labor Day*

Wed, Nov 11: *Veterans Day*

Mon-Fri, Nov 21-25:

Thanksgiving Break

Fri-Tues, Dec 16-Jan 3:

Winter Break

Mon, Jan 16: *Martin Luther*

King, Jr. Day

Mon, Feb 13: *Lincoln's*

Birthday

Mon, Feb 20: *Washington's*

Birthday

Mon-Fri, Mar 27 – Mar 31:

Spring Break

Fri, Apr 7: *School Closed*

Parent Conferences

Parent Conference Dates are Minimum Days

➤ Mon-Fri, Sept 26-Sept 30

**Note: Parents may request a conference during the parent conference dates.*

Extra Minimum Days

8/8

10/31

12/15

5/25

**Gr. 7 & 8 Progress Reports and Report Cards mailed within 10 days of these dates.*

Lyle S. Briggs K-8 is a PBIS Gold Model School

Lyle S. Briggs K-8 has been implementing Positive Behavior Intervention Support (PBIS), which supports the recognition of positive behaviors while intervening to correct problematic behaviors. This school-wide effort is a collaborative, research-based approach used to develop a positive culture in our school and the community. PBIS emphasizes reinforcement of positive behaviors thereby promoting meaningful and long-lasting behaviors needed throughout life. The overall goal is to build a safe environment in which positive behavior is most effective. Positive relationships, with peers and adults, allow for more academic instruction and overall success. Students demonstrating the Panther's expectations are recognized by receiving Panther Perks, which are used as currency for prizes at the end of every week. Students are recognized by all staff members for making positive choices with a Panther Perk. As Panther Perks are accumulated, students can shop at Pawblo's Cart. We expect our Panthers to "**Be Respectful, Be Responsible, and Be Safe**" as the basis for examining all behaviors at Lyle S. Briggs K-8 and beyond.



DATA CONFIRMATION

EMERGENCY CONTACTS: Each student must have current emergency contacts in Aeries every school year. Contacts can be updated through the Aeries Parent Portal Data Confirmation at the beginning of the year. Be sure to update current home, work, and cell phone numbers, as well as e-mail addresses currently. Please list a minimum of two local persons (at least 18 years of age) who may act for parents when parent or guardian cannot be reached for an illness or emergency and may provide transportation. Emergency contacts are only used in case of an emergency by the school, for early sign out procedures please refer to the information under the “Early Sign-out” section.

ATTENDANCE POLICY

For students to get the most out of their educational experience at Briggs, they are expected to be at school on time each day and prepared to learn. Attendance awards and recognition are our goal for every student. Students are recognized for strong attendance with regular classroom-based rewards, as well as assembly recognition. Please visit the school website for our calendar of events and ways that you can get involved on campus.

ABSENCES: If a student is absent, it is the parent’s responsibility to contact the office *prior* to their child’s return to school using any one of the following four methods:

1. Call the main office at (909) 628-6497.
2. Use the school website for Absence Reporting
3. Send a written note signed by the parent to the office with all the following information:
 - i. Date the student is returning to school
 - ii. Date of absence
 - iii. Student’s full name and grade level
 - iv. Reason for absence
 - v. Teacher name
4. Send a note from the doctor, or have the doctor send a fax at (909) 548-6085 detailing the day and time of the absence.

Per the CVUSD Parent Handbook:

- Parent verification of absence must be completed within five (5) school days of the student’s return to school. On the sixth day, the absence becomes a truancy.
 - Students are allotted one (1) day to make up missed work for every day of the excused absence.
 - After ten (10) cumulative absences for illness, the school may require a doctor’s note to excuse subsequent absences.
5. Repeat absences will result in progressive discipline. Every 3rd and 6th unexcused or unverified absence, students will participate in Panther PRIDE Lab. On the 10th absence Administration will contact the student’s parents to discuss interventions that could prevent further absences. A referral for a SARB hearing will be considered, as necessary.

EARLY SIGN-OUT: Students are engaged in learning activities throughout the entire school day and will not be released during the last 30 minutes. Parents are encouraged to arrange doctor and dentist appointments during after school hours. If a parent needs to sign out their child early for any reason,

they will do so in the main office. Students will not be released during normal school hours to anyone without parent notification to the office. A valid I.D. is required to sign-out all students.

TARDIES: On school days, the front gates close during the following times:

<i>Daily Entrance Times</i>	<i>Minimum Day Entrance Times</i>
<ul style="list-style-type: none">• 8:00AM for Junior High (grades 7 through 8)• 8:00AM for Elementary (grades K through 6)	<ul style="list-style-type: none">• 8:00AM for Junior High (grades 7 through 8)• 8:00AM for Elementary (grades K through 6)

If a student is late, they will go to the main office to be marked tardy before entering class. If the student is more than 30 minutes late, parents must accompany them to the office to sign them in. Repeated tardies will result in progressive discipline. Every 3rd, 6th, and 9th tardy students will participate in Panther PRIDE Lab. On the 10th tardy, Administration will contact parent to discuss interventions that could prevent further tardies. After the 12th tardy, parents will receive a referral for a SART meeting with school administration.

PANTHER P.R.I.D.E. LAB

The Panther P.R.I.D.E. Lab serves the purpose of facilitating a goal setting and reflection for students who have either made poor behavioral choices while at school or have excessive tardies and/or absences to school. Students are assigned to the lab via approval from the Administrative Team (i.e. 30 minutes for every third tardy or for frequent displaying defiant or rude behaviors during school, etc...). Assigning students time is intended to supplant punitive measures such as detention and is another example of what we do differently here at Briggs to serve the needs of our students.

TRUANCY: The main office runs monthly reports to ensure the student body maintains CVUSD's average attendance rate of 97%. For those students that fall below this threshold, *Attendance Intervention Meetings* are scheduled at administration's discretion. As Briggs is a school of choice, renewal of a student's Intra-District transfer may be revoked due to poor attendance.

State Department of Education mandates that schools follow the Attendance Laws. The state has defined truancy as follows:

Education Code Section 48260 (a): Any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.

SHORT-TERM INDEPENDENT STUDY (IS): This program is designed for the student who will be away for a planned minimum of five (5), to a maximum of twenty (20) school days. In order to be eligible for IS, a student's parent must request IS no less than five (5) working days in prior to their child's first absence day. This request can be done by contacting the Main Office at (909) 628-6497 or sending an email to the attendance clerk.

All work must be completed and returned to school the first day after the student exits the IS program. This may involve emailing the work to the student's teacher(s) and the attendance clerk or

delivering the IS work at the main office. Independent Study is a voluntary program that takes a commitment on the part of both the parent and student.

ADDRESS CHANGE: If your current address has changed, you must contact the office to update the information. Address changes can only be submitted through the office with a change of address form and a current utility bill for proof of residency

AWARDS & CHARACTER RECOGNITION

Award assemblies are held at the end of each trimester for grades K-8. Students are eligible for the following rewards at the end of each grading period.

CHARACTER AWARDS: Our staff is committed to CONTINUOUS IMPROVEMENT and strives to achieve EXCELLENCE in our school climate and culture. Each month we will focus on a Briggs character theme.

Student of the Month: Each month teachers in grades K-8 select a student. These students will receive certificates, and other items

- **August- Citizenship**
- **September- Cooperation**
- **October- Commitment**
- **November- Integrity**
- **December- Compassion**
- **January- Respect**
- **February- Confidence**
- **March- Self-Control**
- **April- Team-Spirit**
- **May- Perseverance**

Panther Perks: Students are recognized for following schoolwide expectations which include being responsible, respectful, and safe.

- As Panther Perks are accumulated, students can shop at Pawblo's Cart during their lunch time on Friday.

EFFORT AWARDS: These student recognitions are awards on a trimester basis.

- **“Habits of Success” Award (1st-6th)** – Perfect Record of Citizenship - ALL 4's on Report Card in ALL areas of Habits of Success (including both Playground and Classroom Behavior) and NO office referrals; all “Os” in Junior High
- **“Regularly Brought in Homework” Award (1st-6th)** – Perfect Record of Homework Completion 4's in Homework; NO homework demerits in Junior High
- **“Perfect Attendance” Award (1st-8th)** – Perfect Trimester Attendance - Bell to Bell (Beginning to the end of EACH school day). ALL tardies will count against this award. Students picked up from school after 3:15pm on Monday, Tuesday, Thursday, Friday and/or 12:00pm Wednesday, will also be disqualified from this award. Jr. High students must not be late to their assignment classes.

- **Perfect Panther Triple Pennant (1st-6th):** Recipients of “Habits of Success”, “Regularly Brought in Homework”, and “Perfect Attendance” Awards for *all three trimesters* will receive a Perfect Panther Pennant” to be presented at the final Awards Assembly at the end of the school year. These students will also get their name on the “Perfect Panther Honoree” Board in the MPR.

ACADEMIC AWARDS

Panther Pride Recognition (Kindergarten): Six students from each Kindergarten class will be recognized, at the end of each trimester, for exceptional progress/growth in the following:

- Academics
- Behavior/Overall Citizenship
- Social-Emotional Growth

Panther Pride Recognition (1st-6th grades):

- Demonstrating Exceptional Growth – Students who are progressing towards proficiency in all core areas.
- Roaring with Excellence - Students who demonstrate consistency in proficiency or exceeds proficiency in all core areas.

Honor Roll (7-8 grades):

- Each trimester students with a GPA of 3.0-3.99 will receive a Silver Honor Roll - Academic Award Certificate at our Awards Assembly. At the end of the year, they will receive special recognition if they have been on the Honor Roll all year.
- Each trimester students with a GPA of 4.0 will receive a Gold Honor Roll - Academic Award Certificate at our Awards Assembly. At the end of the year, they will receive special recognition if they have been on the Gold Honor Roll all year.
- At the end of the year 8th grade students’ eligibility is determined by current grading timeline as outlined by CVUSD for Trimester 3. Seventh grade students will be recognized at the first assembly of the following school year.

Note: Grades 7-8 may not have any “D” or “F” grades and may not have more than 1 “N” or a “U” in citizenship

President’s Award for Educational Excellence (8th grade only): This award is presented at the Promotion Ceremony. The purpose of this National Award is to recognize academic success. To be eligible for this award an 8th grade student must meet the following criteria:

Gold Award

- 3.50 GPA for each of the 3 trimesters in grade 7 and the 1st and 2nd trimesters in grade 8
- All academic grades “C” or better
- All citizenship marks “O” or S” only

Silver Award

- 3.33 GPA for each of the 3 trimesters in grade 7 and the 1st and 2nd trimesters in grade 8
- All academic grades “C” or better
- All citizenship marks “O” or S” only
-

READING AWARDS: Board Policy According to AR 6154(b): Elementary students shall be required to read 15-20 minutes every day in addition to regularly assignment homework. Junior High school students shall be required to read a minimum of 30 minutes every day in addition to regular scheduled homework.

To encourage and support daily reading outside of school, Briggs implements the Accelerated Reader (AR) program. Accelerated Reader serves to monitor and assess reading practice. Accelerated Reader assesses each student's reading level, provides non-fiction articles, recommends books and provides progress reports for the student, teachers, and support staff. This aids in pinpointing readings for students after evaluating the results of accelerated reading tests. Teachers can direct students who are struggling with concepts or comprehension to activities and assignments that focus on the areas of difficulty. An accelerated reading test helps prevent students from tackling reading material that is too advanced while determining when students need to be challenged with more difficult literature.

AR Awards/College Bound K-6 Reading Program

- Briggs students are required to read at school/home and accumulate Accelerated Reader (AR) points to help them achieve their ELA standards. To encourage/reward our students for participating in AR, Briggs have developed the AR-College Bound Reading Rewards Program.
- Students are given a certificate at the trimester awards ceremony when they reach milestones in their AR Reading. These milestones are represented by the following levels:



**Briggs K-6 Accelerated Reader
College Bound Reading Program**

	Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th
HS Diploma	5	20	30	40	50	60	70
Associates Degree	10	40	50	75	90	100	120
Bachelors Degree	15	60	80	100	125	150	175
Masters Degree	20	80	100	125	150	175	200
Doctorate	35	130	150	175	200	225	250

Note: Details and rules of the program will be given to students by their teachers and the librarian.

- There is also *AR-College Bound Awards Week* in May, which will allow students to participate in activities/rewards for each level they have achieved.
- All students who have earned their AR “Doctoral Degree will be added to the Briggs Library “Doctoral Wall”.

I.D. CARDS

It is the student's responsibility to keep his/her I.D. card in a safe place and to have it available to show at school functions. These cards are also needed to check out books in the library for Jr. High students.

BOOKS & PROPERTY

Books, equipment, and materials are loaned to students by the school district. Students are required to keep books in good condition. If schoolbooks, equipment, or materials are lost or damaged beyond normal wear, the student will be held financially responsible, and restitution will be required. To keep books in good condition, books should be covered with non-adhesive book covers at all times. Failure by 8th grade students to return textbooks may result in disqualification from the 8th Grade Send-off Ceremony.

K-6 Chrome Book Check-out:

- All students will be checked out a Chrome Book through Destiny.
- Chrome Books will be stored in the classrooms for on campus use. (K-6 will not be taking Chrome Books home).
- Usage Agreements will be made available electronically and at the checkout location.

Jr. High Chrome Book Check-out:

- All students will be checked out a Chrome Book through Destiny.
- Students transport to and from school.
- Usage Agreements will be made available electronically and at the checkout location.

CAMPUS EXPECTATIONS

To ensure better campus safety CVUSD schools utilize the *Raptor Visitor Management System*. Part of keeping students and faculty safe is knowing who is always in our building and the Raptor system will allow us to do that. The Raptor system will better allow us to track visitors, contractors, and volunteers in our schools and provide us with a safer environment for our students and staff. Upon entering the Briggs campus, visitors will be asked to present a valid state-issued ID, which will be scanned into the system. The Raptor system only scans the visitor's name, date of birth and photo for comparison with a national law enforcement database. Additional visitor data from the driver's license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles. Therefore, any other information on the ID is not scanned by the system and is not accessible to any of the users. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. All parents, volunteers and visitors must have a Raptor badge to enter campus.

Our goal is to provide a positive learning environment for our students. Any actions that take away from the learning environment is not allowed. Students are responsible for knowing and following all rules at Briggs.

1. Campus opens at 7:30am. Students will remain at the covered lunch tables until supervision on black top begins.
2. Students are always to remain in designated areas. They are not to loiter in the halls, bike rack, or restroom areas. They may not be in classrooms, library, computer lab, or MPR without the direct supervision of a teacher or staff member. All students must eat lunch and snacks in their designated areas only.
3. In order to leave class to go to the restroom, office, nurse, library, or other approved destinations teacher permission is required.
4. To aide in keeping our campus clean, chewing gum is not allowed on campus.
5. Selling items on campus is prohibited unless approved by an administrator.

6. Students are always expected to keep their hands to themselves. Unsafe play is not allowed: pretend fight, wrestle, tackle, play “keep away”, etc.
7. Students shall refrain from hugging, hand holding, and displays of overt affection.
8. Non-school related items are not allowed onto campus without permission from Administration or the classroom Teacher. This includes, but is not limited to laser pens, permanent markers, various electronic devices, fidget devices, etc. ***The school is NOT responsible for locating, repairing, or replacing any personal property.***
9. Cell phones will only be used during class for a specific short-term activity facilitated by a teacher requesting phones if the student’s Chrome Book is not available. (For example - Kahoot It Quiz).
10. Dress code will be enforced. Dress code violations include the following: Excessively Ripped Jeans, Shirts/Sweatshirts with inappropriate messages, Flip flops/slides, etc.
11. Cell phones will be zipped in backpacks before lunch. (Teachers will supervise this)
12. Headphones are only to be used on campus during the school day for SBAC, ESA, FastBridge, etc.
13. Flowers, balloons, birthday items, etc. are not allowed at school during the school day.
14. Students may only run-in designated play areas. Students are informed about where the designated play areas are located for their grade level.
15. Students waiting for siblings must remain in designated areas. Loitering on campus or in front of our neighbors’ yards is not permitted.
16. Parents/family members please refrain from double parking or parking across the street and calling your student into the street to meet you.
17. Appropriate, respectful language will always be used with all adults and fellow students on campus. Name calling, teasing, or using any language which is derogatory toward a specific gender, ethnicity, culture, or sexual orientation is NOT allowed.

Behavior identified as harassment or bullying is not tolerated and will have immediate consequences per Education Code and Board Policy.

PLAYGROUND EXPECTATIONS/GENERAL EXPECTATIONS

- K-6 personal belonging, including backpacks, textbooks, etc. will be placed on the student’s class line before 100 Mile Club and after lunch. Jr. High students will hold on to their belongings in the morning; Jr. High students will “bag drop” their backpack to their 5th period class before going to lunch.
- 1st – 6th grade students on the playground will “freeze” when the 7:55 am bell rings. When the teacher on duty dismisses students by zones, students are to WALK to their designated area.
- Hallways are to be clear of students.
- Put your room# and name on equipment.
- 100 Mile Club Lanyards are to be kept in backpacks.
- Before school and at lunch 1st-6th grade students place their lunch bags and backpacks neatly on their line-up area.
- After students eat lunch-students exit to the playground by way of their respective hallway.
- Rainy day-student will keep backpack with them.
- Use appropriate equipment/balls for activity.
- Hold equipment/balls when walking to line.
- Students stay on the blacktop
- Science hallways are out of bound.

- Release from Zones: Freeze when the bell rings with feet together and hands on their side. Students wait for teacher directions.
- Snacks are to be eaten on the wall closest to their assigned zone.

CELL PHONES/ELECTRONIC DEVICES

We recognize the rights of parents to provide their child a cell phone. However, when your child brings a cell phone or other electronic devices on campus, he/she must adhere to the following policies:

1. Students suffering from an illness during the school day must go through the nurse's office for medical attention. Students are not permitted to contact parents via cell phone prior to notifying the health office of an illness. Students are not allowed to circumvent the health office to contact a parent.
2. Incorporating technology into the school curriculum is a part of Common Core State Standards. Cell phones and other electronic devices may be used in the classroom as an instructional tool per teacher instruction/discretion only. The teacher will monitor and supervise cell phone usage in the classroom as applicable.
3. Cell phones and other electronic devices must be turned OFF and kept in the students backpack during common times after the start of the school day (recess, lunch, passing periods etc.).
4. Cell phones are to be turned off when entering a classroom.
5. Cell phones and other electronic devices may NOT cause a disruption to the educational program or school activity. A disturbance caused by such devices will result in confiscation and disciplinary action. Briggs K-8 is not responsible for locating, repairing, or replacing any lost electronic devices.
 - **First offense:** cell phone/electronic device is confiscated and may be picked up, in school office, by the student after school on the day of the offense.
 - **Second offense:** cell phone/electronic device is confiscated and may be picked up by the parent, in school office, after school on the day of the offense.
 - **Third offense:** cell phone/electronic device is confiscated and may be picked up, in school office, by the parent the day after the offense during after school hours only.
 - **Fourth offense:** cell phone/electronic device is confiscated and may be picked up by the parent, in the school office from an administrator. The student and parent will meet with the administrator to discuss an appropriate intervention and/or disciplinary consequences.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

The Positive Behavior Intervention and Supports (PBIS) at Briggs is designed to ensure that each student can learn in a safe and secure environment. PBIS is a framework to identify needs, develop strategies, and evaluate practice toward building a positive school culture. PBIS is a process for teaching children appropriate behavior and providing the supports necessary to sustain that behavior. With PBIS implementation, if a child does not readily demonstrate the expected behaviors, schools do not view this as an opportunity to punish. In fact, this is an opportunity to re-teach the expected behaviors. In this way we can support students that struggle with behavior in the same way that we support students that struggle with reading and math.

Our School-Wide Expectations for all grade levels are:

Be Respectful

Be Responsible

Be Safe

THE FIRST 24 DAYS OF SCHOOL: *Days 1-8* Students will be taught **School-Wide Expectations** by Location. This is designed to show all students' positive behavior in various school environments.

Days 9-24 Students will be taught **Classroom Survival Skills** designed to show positive behaviors in the classroom with 16 specific skills.

Students who consistently follow these rules will be rewarded on an individual and school-wide basis. **Verbal praise, Student of the Month, and Panther Perks** are some examples of the ways students may be recognized for showing their Panther Pride.

These character traits will be taught using the **Second Step Curriculum**. Our student of the month recipients will be selected based on exhibiting the respective character trait and are celebrated during school-wide Spirit Assemblies.

POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS) AS A PANTHER:

PBIS at Briggs is designed to help ensure each student can learn in a safe and secure environment. Consequences from PBIS best practices is about teaching students' appropriate behaviors in addition to teaching academic content.

Students will earn Panther Perks for meeting schoolwide expectations about responsibility, respect, and safety. During the day all staff looks for students who are displaying these expectations, and students will be recognized with a Panther Perk, and they can redeem these for various rewards and prizes.

REFERRAL PROCESS

In the classroom, each teacher will develop his/her own classroom matrix. Behaviors that interfere with instruction and/or student learning will be documented and mediated by the classroom teacher using a school-wide discipline ladder and Classroom **INCIDENT LOG**. The teacher will contact a parent/guardian via phone, email, or in-person to inform and dialog about the behavior and intervention used. The **INCIDENT LOG** is also used by the Noon Grounds and Administration during recess and lunch time.

Office Discipline Referral (ODR)

3 Incident Logs = MINOR REFERRAL

Briggs Student Incident Log

Student Name _____ Grade _____ Date ____/____/____ Time _____ Teacher/Staff Member _____

Location	Problem Behavior	Parent Communication - Required
<input type="checkbox"/> Amphitheater	<input type="checkbox"/> Was not Respectful	<input type="checkbox"/> Contacted parent on ____/____/____ via _____
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Defiance	<input type="checkbox"/> Phone call <input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Other: _____
<input type="checkbox"/> Classroom # _____	<input type="checkbox"/> Disagreeing inappropriately	
<input type="checkbox"/> Chapel	<input type="checkbox"/> Inappropriate language	
<input type="checkbox"/> Lunch	<input type="checkbox"/> Disrespectful/profanity to _____	
<input type="checkbox"/> Office	<input type="checkbox"/> Dress code violation	
<input type="checkbox"/> PE Area	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Playground		
<input type="checkbox"/> Restrooms		

INCIDENT LOG #1
Teacher-Parent Communication and Dialogue

Briggs Student Incident Log

Student Name _____ Grade _____ Date ____/____/____ Time _____ Teacher/Staff Member _____

Location	Problem Behavior	Parent Communication - Required
<input type="checkbox"/> Amphitheater	<input type="checkbox"/> Was not Respectful	<input type="checkbox"/> Contacted parent on ____/____/____ via _____
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Defiance	<input type="checkbox"/> Phone call <input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Other: _____
<input type="checkbox"/> Classroom # _____	<input type="checkbox"/> Disagreeing inappropriately	
<input type="checkbox"/> Chapel	<input type="checkbox"/> Inappropriate language	
<input type="checkbox"/> Lunch Area	<input type="checkbox"/> Disrespectful/profanity to _____	
<input type="checkbox"/> Office	<input type="checkbox"/> Dress code violation	
<input type="checkbox"/> PE Area	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Playground		
<input type="checkbox"/> Restrooms		

INCIDENT LOG #2
Teacher-Parent Communication and Dialogue

Briggs Student Incident Log

Student Name _____ Grade _____ Date ____/____/____ Time _____ Teacher/Staff Member _____

Location	Problem Behavior	Parent Communication - Required
<input type="checkbox"/> Amphitheater	<input type="checkbox"/> Was not Respectful	<input type="checkbox"/> Contacted parent on ____/____/____ via _____
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Defiance	<input type="checkbox"/> Phone call <input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Other: _____
<input type="checkbox"/> Classroom # _____	<input type="checkbox"/> Disagreeing inappropriately	
<input type="checkbox"/> Chapel	<input type="checkbox"/> Inappropriate language	
<input type="checkbox"/> Lunch Area	<input type="checkbox"/> Disrespectful/profanity to _____	
<input type="checkbox"/> Office	<input type="checkbox"/> Dress code violation	
<input type="checkbox"/> PE Area	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Playground		
<input type="checkbox"/> Restrooms		

Teacher Intervention(s)

Counseled student
 Reaught SecondSTEP lesson
 Provided corrective teaching
 Developed a behavior contract with student and parent
 Restricted or lost privilege activity
 Sent to another classroom w/instructional support
 Other action taken: _____

White: Attach to Minor Referral Yellow: Parent Guardian Pink: Intervention Counselor

INCIDENT LOG #3
Teacher-Parent Communication and Dialogue
AND
MINOR REFERRAL
Administration-Parent Communication, Dialogue, and Documentation in Aeries Guidance

Minor Offense: Briggs Student Referral Form

Student Name _____ Grade _____ Date ____/____/____ Teacher/Staff Member _____

Problem Behavior		
<input type="checkbox"/> Was not Respectful <input type="checkbox"/> Defiance <input type="checkbox"/> Disagreeing inappropriately <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Disrespectful/profanity to peers <input type="checkbox"/> Other: _____	<input type="checkbox"/> Was not Responsible <input type="checkbox"/> Not on task <input type="checkbox"/> Academic dishonesty <input type="checkbox"/> Excessive talking <input type="checkbox"/> Disrupting instruction <input type="checkbox"/> Dress code violation <input type="checkbox"/> Other: _____	<input type="checkbox"/> Was not Safe <input type="checkbox"/> Not working with others <input type="checkbox"/> Property misuse <input type="checkbox"/> Running/Horseplay <input type="checkbox"/> Other: _____
Additional Comments		

Referring Teacher's Signature _____
 Administration Signature & Date documented in Aeries _____

White: Administration Yellow: Teacher

After a student receives three (3) incident logs from a teacher, he/she will be issued a **MINOR REFERRAL** and be sent to Administration. The Administrator will counsel, document the referral in Aeries, contact a parent/guardian, and take further action as needed.

A **MAJOR REFERRAL** will be issued to a student for a violation under Education Code 48900s, which may include:

- Fighting or Assault
- Destruction of property
- Possession/use of tobacco or drugs
- Theft of school/private property
- Bullying
- Committed an obscene act
- Weapon
- Threatening others

- Sexual harassment

Action(s) taken may include but not limited to, suspension, and/or recommendation of expulsion.

MAJOR Offense: Briggs Student Referral Form

Student Name _____ Grade _____ Date _____ Time _____

Major Offense (Ed Code)	Detailed Description of Incident
<input type="checkbox"/> Fighting or Assault <input type="checkbox"/> Destruction of property <input type="checkbox"/> Possession/use of tobacco or drugs <input type="checkbox"/> Theft of school/private property <input type="checkbox"/> Bullying <input type="checkbox"/> Committed an obscene act <input type="checkbox"/> Weapon <input type="checkbox"/> Threatening others <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Other: _____	<i>Include the location, time, faculty, staff, and/or students involved:</i>

Contact Office/Administration to retrieve student & Referral

Referring Faculty/Staff Printed Name _____
 Referring Faculty/Staff Signature _____ Date _____

OTHER MEANS OF CORRECTION: The School Leadership Teams develop a documented discipline system that is integrated with the district’s Code of Conduct. When problem behavior occurs, students are provided with a full continuum of supports to address the behavior. If students do not respond, the intensity of the support increases. Most problem student behaviors either have an academic or social base. Academic success is prevailing when properly addressing the root causes of behavior. Parents are an important part of PBIS implementation. Schools encourage parents to use the same expectations and rules that the school teaches. This common language creates consistency and a unified support for expected student behavior. Parents are asked to discuss the common rules and expectations and post them at home for easy reference. Children thrive when they have consistent, predictable expectations and consequences.

Other Means of Correction include:

- Academic and/or Behavior Intervention Plans
- Community service / Restitution
- Cool down / Time out
- Detentions-teacher and/or administrator discretion
- Educational projects and/or reflective tasks
- In-School suspension
- Loss of Privileges
- Restorative practices
- Safe School Ambassador mediation
- Skill-building course (Second STEP)
- Small group and/or individual counseling

The function of the student’s behavior is always considered when determining discipline strategies. Briggs’ staff considers the **Three Pillars of Effective Discipline:**

- **Reflective:** The student should be reflecting & gaining insight into their behavior.
- **Restorative:** The student should have an opportunity to repair the relationships or items that were damaged.
- **Instructional:** The student should gain specific knowledge and practice skills that will help them in the future with their behavioral management.

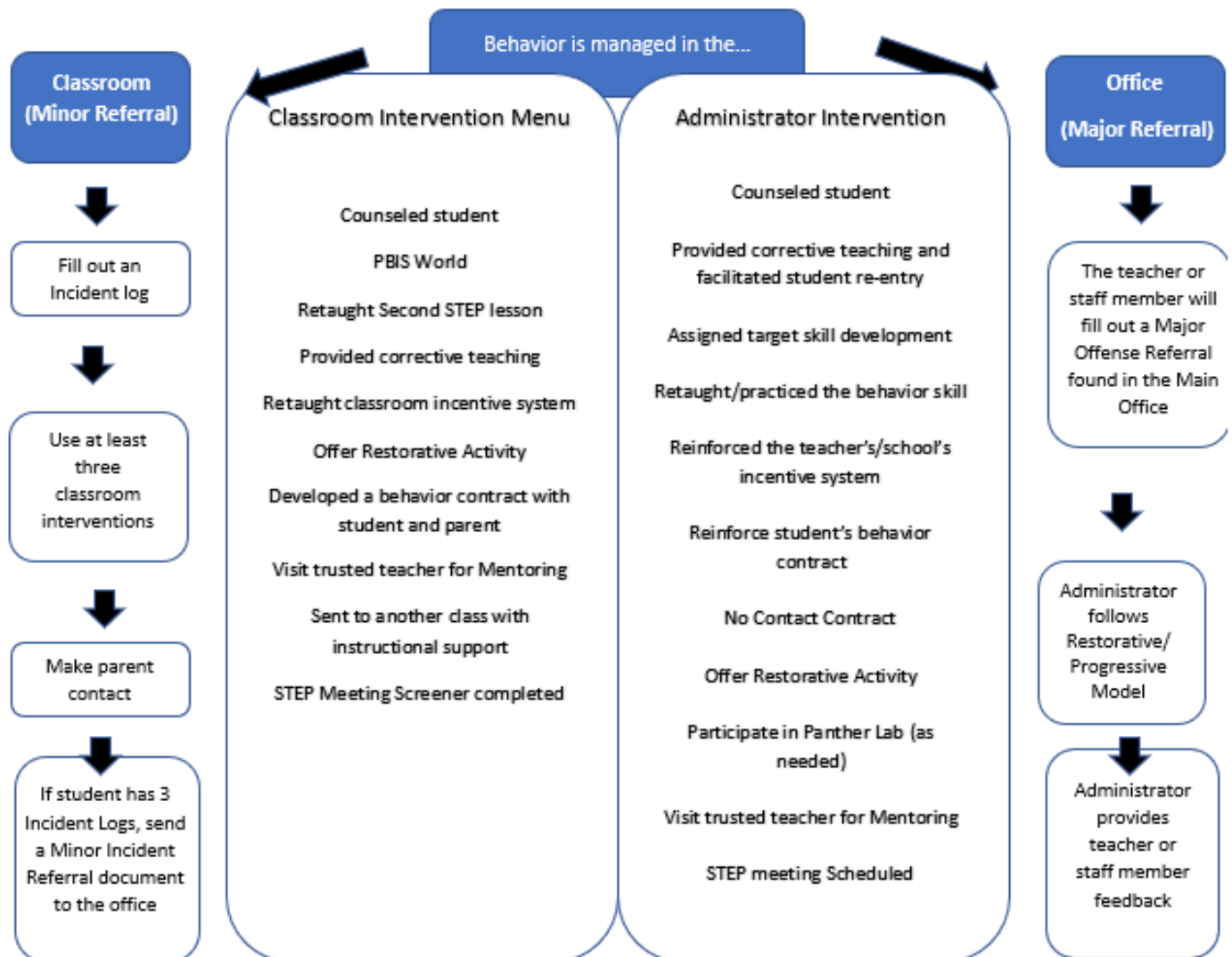
2022-2023 Briggs Discipline Flow Chart

Teacher Managed Behaviors

Disrespect/profanity to peers	Mute mic when entering
Dress code violation	Defiance
Excessive talking	Task Avoidant
Disrupting instruction	Running/Horseplay
Academic dishonesty	Phone misuse
Breakout Room Etiquette	Property misuse
Disagreeing inappropriately	

Administrator Managed Behaviors

Destruction of Property	Bullying
Profanity toward staff	Threatening others
Possession of stolen property	Sexual harassment
Committing an obscene act	Fighting
Brandishing a weapon	
Possession/Use of Tobacco/Drugs	
Ethnic/culturally inappropriate language	



Target Behaviors and Discipline Ladder at Briggs K-8

Level 1 Behaviors	Level 1 Consequences
<p><u>Be Safe</u></p> <ul style="list-style-type: none"> Unsafe behavior not resulting in injury (e.g., running in hall, horseplay) Unsafe playground behavior (e.g., misusing equipment, breaking game rules) <p><u>Be Respectful</u></p> <ul style="list-style-type: none"> Talking, calling out, making noise during instruction, minor disruption Teasing or disrespectful tone/words not involving profanity toward student Inappropriate gestures/body language not involving vulgarity toward student Non-aggressive touch Using others' materials without permission <p><u>Be Responsible</u></p> <ul style="list-style-type: none"> Out of seat, assigned location in room Not following directions (minor) Off-task Not completing assignments Not prepared for class Careless work Possession/playing with non-school items Not taking care of materials 	<p align="center">Level 1 Consequences (Classroom managed)</p> <ul style="list-style-type: none"> Warned student Brief student-teacher conference Provide corrective re-teaching Retaught/practiced behavior Reinforce teachers/school's incentive system Restricted or lost privilege (loss of free time, recess, seat choice) Called parent <p>Note: for repeated level 1 behaviors not responding to level 1 consequences, level 2 consequences may be appropriate</p>
<p align="center">Level 2 Behaviors</p> <p><u>Be Safe</u></p> <ul style="list-style-type: none"> Unintentional behavior resulting in injury Out of assigned area (unsupervised) <p><u>Be Respectful</u></p> <ul style="list-style-type: none"> Arguing with staff, disrespectful tone/words toward staff profanity not directed toward people Inappropriate gestures/body language not involving vulgarity toward adult <p><u>Be Responsible</u></p> <ul style="list-style-type: none"> Not following directions (insubordination) Possession of others' property without permission (low value) 	<p align="center">Level 2 Consequences (Classroom managed)</p> <ul style="list-style-type: none"> Use of level 1 consequences adjusted for more significant behaviors Phone call home by teacher and/or student Parent-teacher-student conference Behavior contract Time out in another class Detention Benched in Office Teacher completes Request for Assistance for PBIS coach <p>Note: for repeated level 2 behaviors not responding to level 2 consequences, level 3 consequences may be appropriate (in consultation with administration)</p>
<p align="center">Level 3 Behaviors</p> <p><u>Be Safe</u></p> <ul style="list-style-type: none"> physical attack on student/staff possession/use of illegal/dangerous substance possession of weapon leaving school grounds <p><u>Be Respectful</u></p> <ul style="list-style-type: none"> repeated harassment of student profanity directed toward student/staff verbal or written attack/threat toward student/staff vulgar gestures sexual harassment <p><u>Be Responsible</u></p> <ul style="list-style-type: none"> property destruction theft (beyond items of nominal value) 	<p align="center">Level 3 Consequences (Administration managed)</p> <ul style="list-style-type: none"> Office referral with appropriate documentation—implementation of district discipline options, including suspension. Parent-teacher-administrator-student conference Referral to Tier 2 Team (by administration)

CURRICULUM & INSTRUCTION

The curriculum is consistent with Chino Valley Unified School District materials and follows the Common Core State Standard. Special emphasis is placed on student achievement within a well-balanced educational program. Parent conferences and/or STEP conferences will be scheduled to

meet with the parents of students needing academic or social-emotional in order to develop goals and an academic assistance plan tailored to the student's needs.

ACADEMIC GRADING POLICY: AR 5121(a) states that grades for achievement shall be reported each grading period as follows:

Graders K-6th - Student Progress is measured on Performance Level:

- **4 - Extending** - Student has an in-depth understanding of grade level performance standards expected at this point of the year.
- **3 - Achieving** - Student is consistently meeting the grade level performance standards expected at this point of the year.
- **2 - Progressing** - Student is partially meeting the grade level performance standards expected at this point of the year.
- **1 - Beginning/Standard Not Met** - Student is not yet meeting grade level performance standards expected at this point of the year.
- **X - Not Applicable** - This standard or group of standards was not assessed during this time period.

Grades 7th-8th:

Course Content	Work Habits/Effort/Behavior
A Advanced 90-100%	O Outstanding
B Proficient 80-89%	S Satisfactory
C Basic 70-79%	N Needs Improvement
D Below Basic 60-69%	U Unsatisfactory
F Far Below Basic 0-59%	

For grades 6 – 8: Per district policy, a GPA of 2.0 or greater is required to participate in extracurricular activities. This includes athletics, dances, and promotion activities. The most recent reported school-issued grade of progress will determine GPA every 6 weeks.

ACADEMIC HONESTY POLICY: Cheating, which includes: using notes or textbook when not allowed, copying someone else's work, allowing someone else to copy your work, taking credit/handing in someone else's work- including, but not limited to on-line resources and other reference materials- (plagiarism), etc. will result in a grade of zero for the assignment, a 1- hour after school detention (for Gr. 3-5) or two 1-hour after school detentions (for Gr. 6-8) and an "N" in citizenship for that class/subject during which the infraction occurs. A second offense will result in a "U" in citizenship for that class/subject and further disciplinary actions.

CITIZENSHIP/WORK HABITS GRADES

A student with Outstanding (O) citizenship/work habits meets all the standards of satisfactory citizenship/work habits and...

- | | |
|-------------------------------------|--|
| • Works independently | • ALWAYS on task |
| • Is a positive role model | • Actively participates in class |
| • Helps others | • Completes ALL assignments |
| • Solves problems | • Gives ALL assignments very best effort |
| • ALWAYS follows school/class rules | • Exceeds quality of work expectations |
| • ALWAYS is prepared for class | |

A student with SATISFACTORY (S) citizenship/work habits...

- Respects others
- Has a positive attitude
- Pays attention
- Is cooperative
- Is on time
- Dresses appropriately
- Regularly follows school rules
- Is prepared for class
- Willingly participates in class
- Is consistently on task
- Follows directions
- Is organized
- Completes assignments on time
- Meets quality of work expectations
- Observes school academic honesty policy

A student who needs to IMPROVE (N) citizenship/work habits will display one or more of the following...

- Talks excessively
- Is disrespectful to others
- Is uncooperative
- Uses inappropriate language
- Has a poor attitude
- Displays disruptive behavior
- Has 4 or more tardies to class
- Is off task
- Dresses inappropriately
- Receives discipline referrals
- Is in violation of school academic honesty policy
- Is occasionally unprepared for class
- Is disorganized
- Is missing numerous assignments
- Often turns in assignments late
- Avoids class participation
- Quality of work is occasionally below expectations

A student with UNSATISFACTORY (U) citizenship/work habits will display one or more of the following...

- Is defiant to school authority
- Intimidates others
- Has 5 or more tardies to class
- Is consistently disruptive
- Fails to follow class rules
- Consistently violates school rules
- Commits a suspendable act
- Is consistently unprepared
- Quality of work is unacceptable
- Rarely participates in class
- Is in violation of school academic honesty policy, second offense

ENGLISH LANGUAGE DEVELOPMENT: Students who are not yet proficient in English, due to their second language, are placed with teachers who have special training in providing language experiences that will help these students learn English. Our goal is to have English Learners become proficient in English as quickly as possible.

GIFTED PROGRAM (GATE): The Chino Valley Unified School District is committed to educational programs that recognize and serve students' diverse needs and talents. The purpose of our Gifted and Talented Education Program (GATE) is to provide a stimulating environment with opportunities for capable students to achieve their highest potential. GATE identified students in grades 2-6 are placed in a GATE cluster class at that grade level. All GATE students are expected to master the State Curriculum Standards, but the curriculum will be differentiated to provide challenging activities. 7th and 8th grade GATE students will be placed in GATE/Honors classes for Language Arts and Social Studies. All teachers are required to provide enriching activities for these students.

Parents may request GATE screening by calling the office and talking to the GATE coordinator. However, please be aware there will be an established deadline for a GATE screening at which point additional requests will be delayed until the following school year. Recently, CVUSD has adopted a policy in which all 2nd grade students participate in a universal GATE screening to identify qualified participants.

HOMEWORK POLICY: Homework has a definite place in the Briggs School 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 to complete assigned projects.

It is imperative that parents support the teacher's efforts. 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 amounts of time listed below represent the total daily AVERAGE for homework which will be assigned Monday through Thursday nights as directed by District Board Policy AR 6154 (a & b):

1 st Grade	10-20 minutes/day
2 nd Grade	20-30 minutes/day
3 rd Grade	30-45 minutes/day
4 th -8 th Grade	60-90 minutes/day

An additional 15-20 minutes (for Grades 1-6) or 30 minutes or more (for Grades 7 & 8) of reading is required in addition to regularly assigned homework.

Any homework brought in after the beginning of the school day will be regarded as LATE and will be placed in the teacher's mailbox. If a student is tardy, the homework must be turned in when the student enters the class, or the assignment is considered late. Teachers will not accept late homework or assignments for full credit unless the student had an excused absence. Students are expected to:

- Insert homework assignments in folders/planner daily.
- Turn in completed class work and homework on time.
- Complete all assignments neatly and as accurately as possible.
- Take all books, assignments, notes, and personal belongings with them when leaving the classroom at the end of the day.
- Come to school prepared with all needed materials and/or supplies (ie. Homework, paper, pencil, binder, etc.)

Missing/incomplete homework assignments for students in **Grades 7 & 8** will be recorded as lowered points in their grade calculations.

Students in **Grades 1-6** will receive Habits of Success marks that reflect submission and completed homework assignments.

MAKE-UP WORK: For each day of absence, students will have one day to make up the work assigned during the student's absence. In case of prolonged absence, the teacher may choose to create individual make-up work contracts including alternative assignments, tests, and due dates. All make-up work must be completed in a timely manner. This does not apply to long-term projects with a specific due date.

Make-up work may be requested from the office only when your child has been absent for three or more consecutive days. If you call the office by 9:00 a.m. on the third day of absence to request work, the teacher(s) will make every effort to have the work in the office by the end of the school day for pick-up.

Please do not send siblings or other students to the classroom unexpectedly to ask for missed work. ALL homework requests must be made through the office.

REPORT CARDS

Grades K-6: parents are informed of student's progress via trimester report cards. Copies of these report cards are placed in each student's cumulative file and are sent home with the student if the parent release form has been signed giving the child permission to bring it home. Parents must return the signed envelope to indicate the report card was received.

Grades 7 & 8: parents are informed of student progress via a six-week progress report and a trimester report card. The trimester grade is recorded in the student's permanent record file and will be the final grade earned from the course. Both the progress report and the end of trimester report card will be mailed to the student's home address.

In addition, 7th and 8th grade parents have access to their student's progress and grades via Aeries.net. Contact your student's teacher for information regarding your personal password procedures. If you do not have Internet access, please contact the teacher or the school office.

DISASTER PREPAREDNESS

The Chino Valley Unified School District Disaster Plan outlines procedures that will be used to protect your child if a disaster occurs during school hours. The school district and/or the site will conduct drills at various times with school personnel in addition to drills performed in conjunction with local law enforcement agencies. In the event of a natural disaster or civil disruption, the principal shall retain students at the building when:

- The District office specifically advises the principal not to release students.
- The reports generated over the radio on the Emergency Broadcast System indicate, in the principal's analysis, that it is unsafe to release children.
- It is apparent to an ordinary, reasonably prudent person using common sense that due to fallen electrical wires, uprooted trees, damaged streets, broken gas lines or water mains, or any other damage that would impede the ability of an average adult to safely traverse a route home, it is unsafe to leave the building.

In the event it becomes necessary to retain students, all efforts will be made to provide for and maintain a safe environment pending release of students to their parent or persons listed on the emergency card.

DRESS CODE

It is the expectation at Briggs that students be dressed and groomed in a manner that will reflect personal pride, modesty, and attention to personal hygiene and cleanliness. In addition, school dress should be suitable and comfortable for normal school activities, conducive for learning, and must not be disruptive to the educational process. 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. Students must be wearing appropriate clothes upon arrival to campus, until they are off campus, and during all other school activities. To promote school spirit, it is suggested that students wear the following on these days:

- *Wednesday*: Briggs spirit wear/club wear
- *Friday*: Class College T-shirt, or any t-shirt directly related to a college or a branch of the military.

BRIGGS DRESS CODE CONTRACT

Student Name: _____ Grade: _____ ID: _____

1. Shoes must be worn.
2. Clothing which allows undergarments to be seen is not permitted. Spaghetti straps or camisoles must be covered with a sweater or jacket. Tank tops must be 2 inches wide on the shoulder.
3. Halter, tube or strapless tops, or bandeaus are not permitted. It is not permitted to show excessive skin.
4. Clothing, jewelry and personal items (hats, backpacks, gym bags, notebooks, water bottles, etc.) shall:
 - a. ...be free of writing, pictures or any other insignia which are crude, vulgar, profane, or sexually suggestive.
 - b. ...not bear images of, or promote the use of, drugs, alcohol, tobacco, or weapons.
 - c. ...not promote criminals, criminal activity, gangs, gang activity, or violence. No gang-related attire.
 - d. ...not advocate racial, ethnic, or religious prejudice.
5. Clothing or grooming that is obscene or defamatory, or that incites students to create a clear and present danger of the commission of unlawful acts on school premises, or the violation of school regulations, or the substantial disruption of the orderly operation of the school is not permitted.
6. Jewelry or accessories, which advocate or cause disruption on campus and/or other acts of violence, may be used as weapons, or create a health or safety hazard are not permitted.

As no list of dress guidelines can be written that will anticipate all potential dress and/or grooming concerns, in case of questionable dress the Principal or designee will make the final decision. Below are some examples of dress code violations:

- *Image of a scantily clad person on shirt*
- *Low plunging shirt*
- *Overly/excessively tattered jeans or oversized pants that hang below the waist; points deducted as applicable*
- *Flip flops/slides, etc.*
- *Pajamas, slippers, men's undershirt tank tops*
- *Any items with marijuana suggestive images printed throughout (i.e. palm trees or palm tree leaves)*
- *Lacey or see-through clothes*
- *Bandana hanging from back pocket or tied around a limb*
- *Clothes that show mid-section or the buttocks*

CHANGE OF CLOTHING: Briggs students who violate this dress code contract will be required to change into their gym clothes. If gym clothes is not available, the child's parent will be contacted by the main office to bring a suitable replacement.

DRRESS CODE DISCIPLINE

1 st Violation	Dress Code Contract initialed by student, contract copy sent home to parent, student issued a warning, student changes into appropriate clothing if available.
2 nd Violation	Dress Code Contract signed by student and parent, contract copy sent home to parent, student issued a second warning, student changes into appropriate clothing if available.
3+ Violations	Progressive discipline at the discretion of an Administrator.

I have reviewed and agree to comply with the above Briggs Dress Code Contract.

1st Violation

2nd Violation

Student Initials Date Student Signature Date Parent/Guardian Signature Date

1st violation: Contract copy sent home.

2nd violation: Contract copy sent home.

HEALTH SERVICES

A **School Nurse** is on our campus on a rotational basis. She is a registered nurse with an advanced degree in nursing and holds a Health Services Credential issued by the state. Her duties include: evaluating the health needs of students, and planning appropriate actions; screening students for vision, hearing, orthopedic, and dental problems; counseling parents and students on special health concerns; coordinating communicable disease control programs; serving on Special Education evaluation teams; acting as resource for health information and referrals; teaching health education.

A **Health Technician** is on campus five days each week, for five hours a day. Her duties include: administering first aid and approved medications; contacting parents when students are ill; maintaining health records and emergency cards; notifying parents of State mandated health requirements (immunizations, physical exams, etc.); assisting in communicable disease control; consulting or contacting the nurse when needed.

If your child wakes up with any of the following symptoms: fever, vomiting, and/or diarrhea, please keep them home from school. Students need to be free from fever (temperature above 100 degrees), vomiting, and diarrhea for at least 24 hours **WITHOUT medication** before returning to school. When students are not in class, they miss valuable instructional time. However, if a student is too ill to remain in class, he/she should ask the teacher for a referral to the Health Office, and parents will be contacted to come to school. Parents have five (5) days to contact the school to excuse a student due to illness.

Medications (including aspirin, Motrin, Tylenol, cough medicine or drops, stomachache remedy, ear/eye drops, medicated chap stick) **MAY NOT be brought to school** unless the health office has received written and signed instructions from your doctor. A medication administration form must be on file in the health office, signed by the doctor and the parent before a medication may be given at school. Forms can be obtained from our office before your doctor visit. Medications that need to be administered while students are on a field trip will have the same requirements as those given at school. Any medication authorized to be given at school must be received in the original, labeled container. The label must have the student's name and the medication orders the doctor wrote on the Medication Administration Form.

COMMUNICABLE DISEASES

The school should be notified if your child has a communicable disease. Some guidelines regarding return to school after a communicable disease include:

- **Chicken Pox** - Return to school about a week after the rash first appears. All pox eruptions must be crusted, but not gone from the body. Incubation period is 14-21 days. An individual from the health office or an office staff member must check the child before returning to class.
- **Influenza and Colds** - Return to school if fever-free for 24 hours, and there are no severe respiratory symptoms. Students with constant or severe coughing, sneezing, and runny noses should be kept at home to rest.
- **Impetigo** - Return to school if under treatment and lesions are covered with Band-Aids. Child must be cleared by the School Nurse or have a note from the doctor.
- **Head Lice** - Return to school after treatment with lice shampoo (RID, NIX, Clear, A-200, etc.; Kwell is not recommended by the Health Department) and all nits (eggs) removed from hair. Health Office must check the child's head before going to class.

Please come with your child to have his/her head checked. Parents should check family members' heads carefully.

- **Ringworm** - Return to school if under treatment and lesions are covered and are healing well. Child must be cleared by the School Nurse or have a note from the doctor.
- **Pinkeye** -Return to school after symptoms have disappeared and/or after treatment with prescription eye drops for 24 hours.

HOME/SCHOOL COMMUNICATION

For ecological and budgetary benefits, home/school communication has become paperless through the school website (<https://www.chino.k12.ca.us/Page/51>). The website will have the most current information regarding PFA, school-wide, and classroom specific events and activities that will be occurring on our campus. It also has an on-line absence reporting feature, school lunch menus, bell schedule, handbook, and calendar. All families are expected to utilize our website as it is accessible wherever there is Internet availability (home, school library, public library, worksite, etc.).

If you have any questions that cannot be answered by accessing the website, please contact the Main Office.

Only in cases of serious need/emergency will students be allowed to use the school phone as such practice interferes with conducting school business in the office. Students are responsible for remembering homework, class materials, lunches or lunch money, etc., and will not be allowed to call parents to bring these items. Please do not call the office and ask that a message be given to your child unless it is an extreme emergency. Late items will not be delivered to classrooms.

Please DO NOT try to “catch” the teacher after school as teachers may have pre-arranged appointments, duties or meetings to attend. If you need to speak to your child’s teacher, call or email the teacher to arrange a convenient time.

8TH GRADE PROMOTION

Our 8th grade students participate in several end-of-the-year activities including a promotion ceremony in June. Students must meet the following criteria in order to be eligible (per Board Policy) to participate in the promotion ceremony and other 8th grade activities at the end of the year.

- 2.0 G.P.A.
- No more than two “U” in citizenship
- No excessive discipline problems. Frequent discipline infractions may result in disqualification from Promotion Ceremony or related activities. Site administration will determine eligibility for the Promotion Ceremony or related activities in light of any disciplinary consequences.

LOST & FOUND

Please mark your child’s clothing. The school is not responsible for personal items brought to school. Lost items such as coats, sweaters, and lunch pails are located on clothes racks inside the MPR entrance; small items will be kept in the office. Please check for lost items

throughout the school year. Unclaimed articles will be sent to various charities approximately every six (6) weeks.

LUNCH AND BREAKFAST PROCEDURES

Students are to remain on campus during lunch. Lunches may only be dropped off before 11 AM for individual students. Third party deliveries, whole pizzas, or communal food will not be accepted. Free and reduced lunches are available to those who meet income requirements. Required lunch forms can be filled out online at: <https://cvusd.rocketscanapps.com/>. Students are responsible for paying for their cafeteria lunch before school begins in the morning or at first recess, in the school office. Please be sure your child has a lunch or lunch money when he/she leaves home in the morning. Clearly labeled late lunches will not be delivered to the classrooms but will be put into the “late lunchbox” in the office. Students are responsible for checking with the noon ground supervisors to see if their late lunches have been brought in. Parents may not sit at the lunch tables with students during breakfast and lunch time.

FREE Universal Meals in 2022/2023

The California Department of Education (CDE) has approved free meals for all students attending in person learning. All students will continue to have access to free, healthy, and nutritious meals in the 2022/2023 school year. We encourage households not enrolled in the Community Eligibility Provision (see below) who participate in the Free or Reduced-Price Meal Program to re-apply for benefits for the 2022/2023 school year regardless of the CDE's approval for free meals. This will ensure the continuation of free or reduced-price benefits in the event CDE lifts their approval for free meals.

Eating Area Rules

- All students must sit while eating (minimum of 15 minutes before moving to playground).
- Students are expected to pick up all trash around them and when leaving the lunch area, deposit it in trash cans. We are a community to a clean and safe campus!
- Students are instructed to raise their hand and wait until the noon ground supervisors to dismiss them from the covered tables.
- 1st - 6th grade classes walk to the lunch area with their teacher.
- Students are to stay by their lunch while seated at the lunch tables, and remain seated in one place with their feet underneath the table.
- Students are to talk quietly, respectfully, and use proper table manners.
- Students may not sit on the outside perimeter of the tabled area.

The noon ground supervisors are responsible for maintaining order during the lunch period. They are to be treated with respect and their instructions and directions are to be followed. This is both at the lunch tables and on the field area.

Failure to follow these lunch procedures may result in school disciplinary consequences.

PARENT/TEACHER CONFERENCES

Parent, Teacher, Student Conferences may be requested and scheduled based on teacher availability.

- Teachers shall provide parent(s) or guardian(s) the opportunity to have a conference to discuss the student's achievement regarding progress made in the courses of study, work

habits/effort, citizenship/behavior and achievement in passing minimum proficiency standards as per Education Code 51216.

- AR 5121(d) indicates that teachers are to keep parents duly informed of their student's progress is the responsibility of each teacher. Whenever it becomes evident to a teacher that a student is in danger of failing a course and/or at any time a student's grade falls below 65% a teacher will notify parents by phone, mail, email, or conference. Teachers shall document this notification.
- The refusal of the parent/guardian to attend the conference or to respond to the written or weekly updates shall not preclude failing the pupil at the end of the grading period:
 - (cf.5123 - Promotion/Acceleration/Retention)
 - (cf. 6020 -Parent Involvement)
- As each student's needs are unique, an individualized intervention plan will be drafted during these conferences along with specific action steps to monitor progress.

ACADEMIC AND BEHAVIORAL INTERVENTIONS

District-wide all CVUSD school utilizes a Multi-Tier System of Supports (MTSS) for Academics (A) and Behavior (B). MTSS A/B is a prevention-based framework of team driven, data based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence based practices applied at the classroom, school, district, region, and state level. We strive to ensure that every student receives equitable academic and behavioral support that is culturally responsive, matched to need, and developmentally appropriate, through layers that increase in intensity from universal (every student) to targeted (some students) to intensive (few students). We know students are most successful when there is a cooperative effort between parents and school personnel. In a spirit of shared responsibility, the Student and Teacher Excellence Program (STEP) meets at school, exploring and problem solving, in order to help students. Parents are an important part of this team. The STEP team is a process of general education. The team reviews individual student's concerns and plans ways of handling those concerns in the regular classroom. Concerns are discussed by you and your child's teacher(s) have regarding their academic and behavioral success. A STEP meeting may be initiated to implement a support plan for a student to promote academic and/or behavioral success. STEP meeting can be requested by either teacher/administration, or parent.

CLASS PARTIES

Class parties at school are limited to four: Fall, Winter, Valentine's, and End-of-Year. Food for parties MUST comply with the district's Wellness policy available on the district website. Parties will be limited to an hour.

School policy prohibits birthday parties or bringing in treats for birthdays at school. Invitations or flyers to private parties may **NOT** be distributed at school.

PROBLEM SOLVING/COMPLAINT PROCEDURES

We suggest parents take these steps to resolve school related problems:

- Get the facts; discuss them with your child.
- Communicate with your child's teacher via phone or email.
- Meet with the teacher to create a plan to resolve the problem.

- Give the plan a chance to succeed.
- Call, write, or email an administrator to seek a resolution if the plan did not succeed.

Concerns may be shared in writing with a teacher or an administrator at any time. We will contact you promptly and will try to resolve the concern as quickly as possible.

PARENT OPPORTUNITIES

- **School Site Council (SSC)** meetings are held during the year. Elections are held in the spring for members who serve two-year terms. The SSC is responsible for curriculum, budget decisions, and current school issues within the School Improvement Program.
- **English Learner Advisory Committee (ELAC)** The purpose of ELAC is to advise the principal and site staff on programs and services for English learners.
- **Parent Faculty Association (PFA)** is actively involved at Briggs. PFA meetings are held the third Thursday of each month at 1:30 p.m. The PFA members serve the school by sponsoring activities, volunteering time, and providing financial support to the school. Refer to Parent Organizer or school website for information.
- **School Smarts Parent Academy** is a program conducted during the Fall in which parents are presented with information to encourage involvement in the school community and take an active role in their student’s education.
- **HOPE Family Engagement Center** offers CVUSD families the following services: Parent education, counseling, preschool referrals, food and clothing, application assistance for insurance. Please see Briggs/CVUSD website under “Parents” tab; “Parent and School Partnership” for more information.

TRANSPORTATION/TRAFFIC SAFETY

Parents are responsible for providing transportation to and from school as in accordance to school hours. School buses or other District vehicles will transport field trips/other activities away from school. District policy states students traveling to a field trip/sports activity destination on a school bus must also return to school on the school bus.

DROP OFF PROCEDURES (A.M.):

- The campus will be open at 7:30 a.m. daily.
- All student drop-off will take place in the NORTH LOOP.
- The outside lane of the NORTH LOOP is intended for continuous traffic flow with the designated drop-off area within the DROP-OFF/PICK-UP ZONE curb area only.
- Parents may also drop students off curbside along Roswell. Students dropped off on the eastern side of Roswell must use the designated crosswalk.
- If you plan on walking your student up to the school, you must first park your vehicle.
- AM Kinder Drop-off is in the NORTH LOOP.
- All vehicles exiting the NORTH LOOP will turn “right” onto Roswell to head southbound.

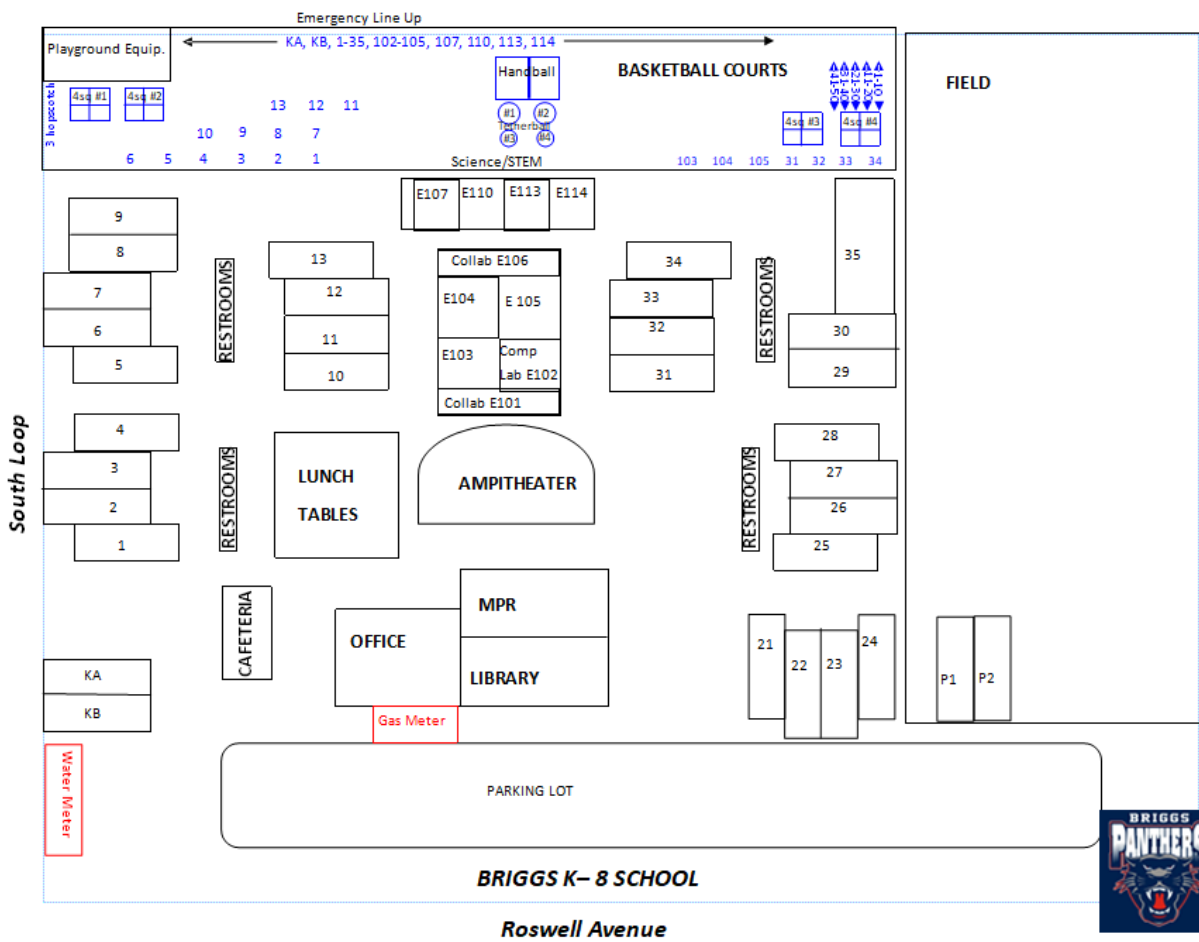
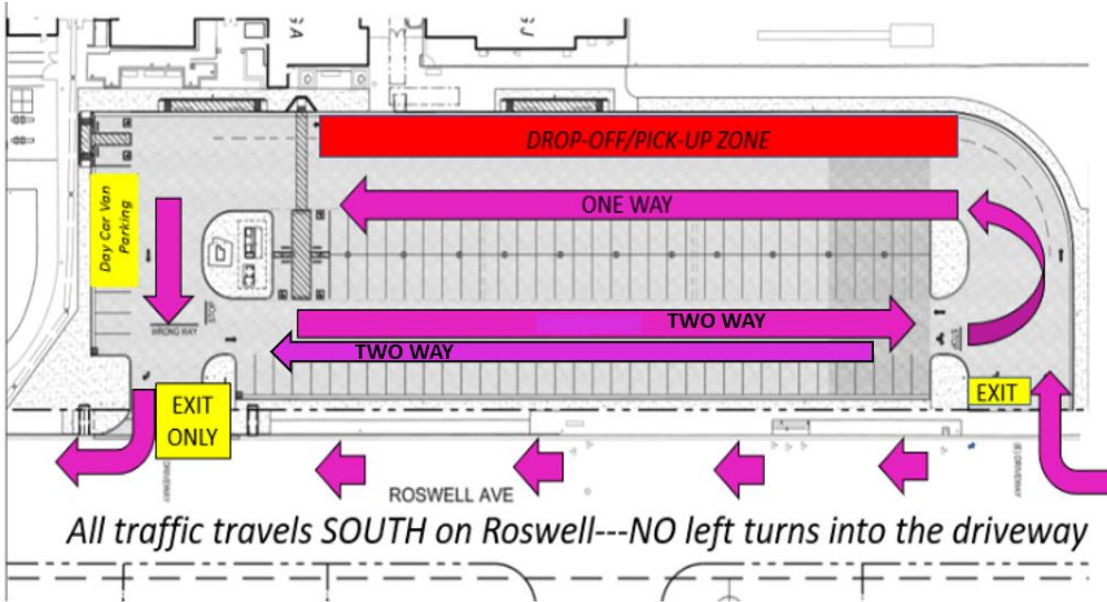
Unattended vehicles are not permitted to be stopped in the outside lane of the NORTH LOOP.

DROP-OFF AND PICK-UP PROCEDURES

- **Teachers Escort class to pick-up area.**
 - **Kindergarten** will be pick-up at the Kindergarten gate. Teacher will release student to family member.
 - **1st-3rd** Exit South Loop for pick-up; if you have a 1st-3rd sibling, go to South loop.*****interim accommodations for 1st-3rd student to be pick-up in front of the school with 4th-8th grade until South Loop construction is completed.**
 - **4th-6th** Exit side gates to the front of the school.
 - **Jr. High** If you have a sibling in grades K-3rd, proceed to the South Loop to meet sibling who will be in a designated area with his/her teacher.
 - **Daycare** in front of school; Kindergarten area. Vans have designated parking.
 - Students wait in designated area.
- Please remember to say your goodbye at the gate as only students will be permitted on campus. Any parents or visitors coming on campus must check in though the office and be screened though the Raptor System.
- When dropping of students, we asked that you drop them in the front of the Jr. High gate **ONLY**. You will pull all the way up to the cross walk and make sure your student is ready to exit the car when you stop. We asked that you do not exit your car with your student.
- To ensure your student's safety do not double park (or stop anywhere in the parking lot) and ask your student to cross the parking lot or walk between cars to get to the entrance gate. **THIS IS NOT SAFE**. If you are not able/ or chose not to use the drop-off and pick-up lane, you may use the sidewalk.
 - The drop-off and pick-up line moves quickly when procedures are followed.
 - This will expedite morning and after school drop-off and pick-up.
- Briggs enrollment is approximately 775 students; Remember everyone in line is also dropping-off or picking-up his/her student. Your patience and support are necessary and appreciated.

*Enter the parking lot traveling south on Roswell *All traffic in the loop is *one way* *The south driveway is an exit only.

Thank you for modeling and reinforcing the importance of following all school rules and procedures.



Chino Valley Unified School District
GROUNDS FOR SUSPENSION AND EXPULSION

**I. Cause for Discipline
Education Code 48900**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole, or attempted to steal, school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. "Hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "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 pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network Internet Web site including, but not limited to:
 - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii) An act of cyber sexual bullying.
 - (I) For purposes of this clause, cyber sexual bullying means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (II) For purposes of this clause, cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

- 48900.2 Committed sexual harassment as defined in EC 212.5. The conduct described in EC 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence.
- 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Education Code 48900.7

- (a) Made terroristic threats against school officials or school property, or both. (Applies to all grade levels.)
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Education Code 48915

- (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.
 - (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - (C) Unlawful possession of any controlled substance, except for one of the following:
 - (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - (ii) The possession of over the counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another. [PC 240] A battery is any willful and unlawful use of force or violence upon the person of another. [PC 242]
- (b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil on any of those acts shall be based on a finding of one or both of the following:
 - (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory, but it is an offense for which suspension, or expulsion may be imposed.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance.
 - (4) Committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of Section 48900.
 - (5) Possession of an explosive.
- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
 - (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (l), or (m) of Section 48900, or Section 48900.2, or 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

II. Behavior on School Buses

Because school bus passengers' behavior can directly affect their safety and the safety of others, riders shall follow the instructions and directions of the bus driver at all times. (AR 5131.1) In the case of a severe violation or repeated offense, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

III. Student and Parent/Guardian Acknowledgement

I have received a copy of, have read, and agree to comply with Education Code 48900, Education Code 48915 and Behavior on School Buses.

Student's Signature

Student's Printed Name

Date

Parent/Guardian's Signature

Parent/Guardian's Printed Name

Date

UNIFORM COMPLAINT PROCEDURES

The Board of Education recognizes the District's responsibility to comply with applicable state and federal laws and regulations governing educational programs. The District shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, and shall seek to resolve those complaints in accordance with the District's uniform complaint procedures.

The District shall use the uniform complaint procedures to address any complaint alleging unlawful discrimination, harassment, intimidation, or bullying in District programs and activities based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaints alleging the District's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities, the requirements for the development and adoption of a school safety plan, and state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs.

This complaint procedure will be disseminated to all employees, in written form, and a signed certification by the site/department administrator will be obtained. This procedure is being provided as part of the parent/pupil information packet distributed annually to parents/guardians at the beginning of the first semester of each school year. Additionally, the procedure will be posted at a prominent place at each school site and at the district office and will become a part of every employee and pupil handbook.

Complaint forms are available at each school site and district office.

Compliance Officers

The Board of Education designates the following compliance officer(s) to receive and investigate complaints and ensure district compliance with law:

Wayne M. Joseph
Superintendent
(909) 628-1201 ext. 1100

Grace Park, Ed.D. (Compliance Officer)
Assistant-Superintendent, Human Resources
(909) 628-1201 ext. 1111

Chino Valley Unified School District
5130 Riverside Drive • Chino, CA 91710
(909) 628-1201

At the direction of the compliance officer additional district administrators will assist in investigations within their area of expertise.

The compliance officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (5 CCR 4622)

Filing of Complaint

A complaint concerning unlawful discrimination may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)

Response

Unless extended by written agreement with the complainant, the compliance officer or designee shall prepare and send to the Superintendent and the complainant a written report of the district's investigation and decision (findings) within 60 days of the district's receipt of the complaint (5 CCR 4631).

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school's single plan for student achievement
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710
WORKSHOPS PROVIDED:
EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO...
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE AWARENESS

Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>
909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Grade Level Activities
- School Site Council
- English Learner Advisory Committee
- Family Math/STEAM Night
- Partnership for Learning Network
- Parent Advisory Committee
- Picture Person Program
- Back to School Night/Open House
- Awards Ceremonies

Social-Emotional Development and Growth

- PFA Involvement
- Volunteering in Class
- Fall Family Festival
- 100 Mile Club
- Second Step Lessons
- MTSS-B class Lessons
- Panther Perks from Home

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Phone calls
 - School/Teacher website
 - school marquee
 - Parent Square
 - school agendas
 - Teacher-Home Communication App
 - **Home to School**
 - Phone calls
 - email
 - parent-teacher meetings
 - school agendas
 - Teacher-Home Communication App
- www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2022-2023



KINDERGARTEN

Always walk through life as if you have something new to learn and you will.
Victoria Howard

Lyle S. Briggs K-8 School
11880 Roswell Avenue
Chino, CA 91710
(909) 628-6497

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment. Staff, parents, families, and students are connected and engaged at their school to ensure student success. All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. Supports teachers and classified staff in the classroom including Professional Development training, materials for students and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high-quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

In the classroom, Kindergarten teachers will focus on effective instruction and these high-impact strategies to support school goals:

Academic Goal

- Use Reading Eggs to strengthen reading skills and comprehension
- Use DL to strengthen math skills.
- Have students answer questions about key details of text and read aloud
- Implement STEAM activities into curriculum
- Utilize thinking maps across the curriculum

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Recognize students for positive character traits through awards such as Panther Perks and Student of the Month, and weekly behavior awards

English Learner Goal

- Use extensive guided reading and writing program and the Wonders Curriculum
- Assign group projects to create culminating experiences

At Home

I will provide these activities and/or supports at home to support my child's learning this year.

Academic Goal

- Work with your child online on our Keyboarding - All the Right Type Program
- Read to children to support language development
- Follow up on homework to ensure it is completed on a daily basis
- Ask your child to retell the events of the day in sequential order at least two times per week
- Review letter sounds and sight words daily
- Help your child use Phonics skills to read "Learning Dynamics Books" on a daily basis
- Encourage and praise children when they are meeting behavioral and social expectations

If you would like to volunteer, participate in, and/or observe a classroom, please contact your child's teacher.

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compact:

- Link to goals of the school's single plan for student achievement
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:
EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO...
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE AWARENESS

Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>
909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Grade Level Activities
- School Site Council
- English Learner Advisory Committee
- Family Math/STEAM Night
- Partnership for Learning Network
- Parent Advisory Committee
- Picture Person Program
- Back to School Night/Open House
- Awards Ceremonies

Social-Emotional Development and Growth

- PFA Involvement
- Volunteering in Class
- Fall Family Festival
- 100 Mile Club
- Second Step Lessons
- MTSS-B class Lessons
- Panther Perks from Home

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Phone calls
 - School/ Teacher website
 - school marquee
 - Parent Square
 - school agendas
 - Teacher - Home Communication App
 - **Home to School**
 - Phone calls
 - email
 - parent-teacher meetings
 - school agendas
 - Teacher - Home Communication App
- www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2022-2023



FIRST GRADE

*Always walk through life as if you have
something over to lose and you will.
Victor Howard*

Lyle S. Briggs K-3 School
11880 Roswell Avenue
Chino, CA 91710
(909) 628-6437

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment. Staff, parents, families, and students are connected and engaged at their school to ensure student success. All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. Supports teachers and classified staff in the classroom including Professional Development training, materials for students and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success.

This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBIS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high-quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

In the classroom, First Grade teachers will focus on effective instruction and these high-impact strategies to support school goals:

Academic Goal

- Engage students in group projects with an emphasis on STEAM
- Teach basic coding and use a variety of apps
- Reading groups to improve reading strategies
- Utilize thinking maps across the curriculum
- Focus on Essential Standards

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Recognize students for positive character traits through awards such as Panther Perks and Student of the Month, and weekly behavior awards

English Learner Goal

- Use extensive guided reading and writing program and the Wonders Curriculum
- Assign group projects to create culminating experiences

At Home

Activities at home to support what my child is doing at school:

Academic Goal

- Log on to Wonders ConnectEd at home
- Practice on Reflex Math, Reading Eggs, Headprout, and Razz Kids
- Encourage your child to work on IXL at home
- Read stories with your child on a nightly basis and encourage participation in Accelerated Reader (AR)
- Use flashcards to practice sight words
- Check that your child completes homework on a nightly basis

Non-Academic Goal

- Reinforce positive behavior at home
- Keep a line of communication between school and home

English Learner Goal

- Read all weekly stories and review vocabulary words sent home
- Encourage conversation about the work done each day

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school's single plan for student achievement
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
 Adult School, Room 25
 12970 Third St. Chino, CA 91710
WORKSHOPS PROVIDED:
 EL PARENT ACADEMY
 12 POWERS OF FAMILY BUSINESS
 PARENTS AS PARTNERS
 TRANSITIONS TO...
 COMPUTER LITERACY
 FAMILY LITERACY PROJECT-COLLEGE
 AWARENESS
 Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>
 909 628-1201 ext. 5601
 (Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Grade Level Activities
- School Site Council
- English Learner Advisory Committee
- Family Math/STEAM Night
- Partnership for Learning Network
- Parent Advisory Committee
- Picture Person Program
- Back to School Night/Open House
- Awards Ceremonies

Social-Emotional Development and Growth

- PFA Involvement
- Volunteering in Class
- Fall Family Festival
- 100 Mile Club
- Second Step Lessons
- MTSS-B class Lessons
- Panther Perks from Home

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Phone calls
 - School/Teacher website
 - school marquee
 - Parent Square
 - school agendas
 - Teacher - Home Communication App
 - **Home to School**
 - Phone calls
 - email
 - parent-teacher meetings
 - school agendas
 - Teacher - Home Communication App
- www.chino.k12.ca.us/briggs

Chino Valley Unified School District

OME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2022-2023



SECOND GRADE

Always walk through life as if you leave something new to learn and you will.
 Victoria Howard

Lyle S. Briggs K-3 School
 11880 Roswell Avenue
 Chino, CA 91710
 (909) 628-6497

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment. Staff, parents, families, and students are connected and engaged at their school to ensure student success. All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. Supports teachers and classified staff in the classroom including Professional Development training, materials for students and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high-quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

Second grade teachers will focus effective instruction and these high-impact strategies to support school goals:

Academic Goal

Math:

- Daily math instruction, teaching how to make sense of problems, using the Standards for Mathematical Practices to achieve Common Core State goals.
- Reading:
 - Instruction with an emphasis on reading closely and analytically to comprehend literary and informational text, using text evidence.
- Writing:
 - Daily writing across all curricular areas using Thinking Maps.
 - Direct interactive instruction in sentence and paragraph writing.
- Physical Education: Direct instructional minutes as per state code.
- **Non-Academic Goal**
 - Positive behavior systems, including PBS and Second Step Instruction. Emphasis on Be Safe, Be Responsible, Be Respectful.
- **English Learner Goal**
 - 30 minutes of daily Designated English Language Development Instruction (DELD)
 - Strategies used for oral language development such as pair share, visuals, and read-alouds
 - Utilize sentence frames to support speaking in complete sentences

Second graders will participate in many activities using the 4 C's (Communication, Collaboration, Critical Thinking, and Creativity).

At Home

I will provide these activities and/or supports at home to support my child's learning this year.

Academic Goal

- Support your child in meeting their goals in Accelerated Reading and fluency of addition/subtraction math facts.
- Ensure that your child reads every night for 20 minutes and completes the Weekly Reading Log.
- Practice speaking/writing in complete sentences.
- Ensure that homework is done completely, neatly, and accurately.
- Use 10L at home to strengthen math and ELA skills.

Non-Academic Goal

- Make illness the only excuse for an absence.
- Reinforce the positive behavior model used in class.
- Communicate with teacher as needed and volunteer as available.

English Learner Goal

- Ensure that your child is speaking in complete sentences.
- Encourage your child to use programs on classlink to help them with their studies.

At home, I will reinforce classroom learning by checking my child's work for accuracy, neatness, and completeness.

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compact:

- Link to goals of the school's single plan for student achievement
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710
WORKSHOPS PROVIDED:
EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO...
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE AWARENESS
Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>
909 628-1201 ext. 5601
(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Grade Level Activities
- School Site Council
- English Learner Advisory Committee
- Family Math/STEAM Night
- Partnership for Learning Network
- Parent Advisory Committee
- Picture Person Program
- Back to School Night/Open House
- Awards Ceremonies

Social-Emotional Development and Growth

- PFA Involvement
- Volunteering in Class
- Fall Family Festival
- 100 Mile Club
- Second Step Lessons
- MTSS-B class Lessons
- Panther Perks from Home

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Phone calls
 - School/Teacher website
 - school marquee
 - Parent Square
 - school agendas
 - Teacher-Home Communication App
 - **Home to School**
 - Phone calls
 - email
 - parent-teacher meetings
 - school agendas
 - Teacher-Home Communication App
- www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2022-2023



THIRD GRADE

Always walk through life as if you have something new to learn and you will. Victor Howard

Lyle S. Briggs K-3 School
11880 Roswell Avenue
Chino, CA 91710
(909) 628-6497

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment. Staff, parents, families, and students are connected and engaged at their school to ensure student success. All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. Supports teachers and classified staff in the classroom including Professional Development training, materials for students and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high-quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

In the classroom, 3rd grade teachers will focus effective instruction and these high-impact strategies to support school goals:

Academic Goal

- Log on to class Links and the technology apps
- Use Reflex math to strengthen
- ELA/Wonders Units will include technology-based components and projects
- Provide a variety of PBL/STEAM activities
- Store and share work in Office 365 and Google Drive accounts

Non-Academic Goal

- Deliver Second Step Lessons
- Use a variety of forms of technology as a communication tool
- Post classroom and school-wide expectations
- Use of classroom agenda and binder system for accountability
- Assign students jobs in the classroom

English Learner Goal

- Implement 30 minutes of designated ELD time (writing, listening, and speaking)
- Encourage students to answer in complete sentences
- Use anchor charts, Thinking Maps, and binder notes to introduce concepts and skills

At Home

Activities at home to support what my child is doing at school:

Academic Goal

- Encourage your child to practice all assigned 3rd grade computer programs at home
- Practice with your child speaking and writing in complete sentences when completing homework
- Encourage daily reading at the appropriate level at home
- Review new vocabulary at home and use as part of your daily conversations (math tool)
- Sign up for all forms of communications (Aeries, class and school websites, Class Dojo, Accelerated Reader)
- Check your child's homework on a daily basis, check and sign agendas
- Have your child on a binder system that has folders by subject. Make sure they are organized and cleaned out weekly at home
- Join PFA and participate in school events
- Assign your child jobs at home

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compact:

- Link to goals of the school's single plan for student achievement
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
 Adult School, Room 25
 12970 Third St. Chino, CA 91710
WORKSHOPS PROVIDED:
 EL PARENT ACADEMY
 12 POWERS OF FAMILY BUSINESS
 PARENTS AS PARTNERS
 TRANSITIONS TO...
 COMPUTER LITERACY
 FAMILY LITERACY PROJECT-COLLEGE
 AWARENESS

Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>
 909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Grade Level Activities
- School Site Council
- English Learner Advisory Committee
- Family Math/STEAM Night
- Partnership for Learning Network
- Parent Advisory Committee
- Picture Person Program
- Back to School Night/Open House
- Awards Ceremonies

Social-Emotional Development and Growth

- PFA Involvement
- Volunteering in Class
- Fall Family Festival
- 100 Mile Club
- Second Step Lessons
- MTSS-B class Lessons
- Panther Perks from Home

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- School to Home
 - Phone calls
 - School/Teacher website
 - school marquee
 - Parent Square
 - school agendas
 - Teacher-Home Communication App
 - Home to School
 - Phone calls
 - email
 - parent-teacher meetings
 - school agendas
 - Teacher-Home Communication App
- www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2022-2023



FOURTH GRADE

Always walk through life as if you have something new to learn and you will.
 Victor Howard

Lyle S. Briggs K-8 School
 11880 Roswell Avenue
 Chino, CA 91710
 (909) 628-6497

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment. Staff, parents, families, and students are connected and engaged at their school to ensure student success. All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. Supports teachers and classified staff in the classroom including Professional Development training, materials for students and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.
Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBIS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high-quality curricula and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a safe and secure school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

In the classroom, 4th grade teachers will focus effective instruction and these high-impact strategies to support school goals:

Academic Goal

- Implement STEAM activities into curriculum
- Utilize thinking maps across the curriculum
- Support student collaboration in the classroom through group activities and partner work
- Assign in class projects that students will complete using technology such as power point or Office 365

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Promote Academic/Absentee Awards
- Post classroom and school-wide expectations

English Learner Goal

- Teach vocabulary in depth using multiple modalities
- Implement 30 minutes of designated ELD time (writing, listening, and speaking)
- Encourage students to answer in complete sentences
- Teach students context clues to help them independently figure out the meanings of words
- Provide writing opportunities to extend student learning and understanding of the content material

At Home

I will provide these activities and/or supports at home to support my child's learning this year.

- Check the Aeries Portal Weekly
- Ask your child questions about their day and encourage them to answer in complete sentences
- Make sure homework gets done on a nightly basis. You can help your child with homework by setting aside a special place to study, establishing a regular time for homework, and removing distractions such as the television and social phone calls during homework time.
- Use classroom/school resources. Be aware what the school/classroom has to offer: school/classroom websites, AR, IXL, All The Right Type - Keyboarding Program, Pearson Math & Wonders
- Encourage your child to read. Know your child's reading level and encourage them to appropriately challenge themselves to read chapter books at a minimum of half a grade level above
- Attend parent teacher conferences and keep in touch with your child's teacher
- Volunteer at your child's school and/or join your school's parent-teacher group

If you would like to volunteer, participate in, and/or observe a classroom, please contact your child's teacher!

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compact:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710
WORKSHOPS PROVIDED:
EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO...
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE AWARENESS
 Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>
909 628-1201 ext. 5601
 (Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Grade Level Activities
- School Site Council
- English Learner Advisory Committee
- Family Math/STEAM Night
- Partnership for Learning Network
- Parent Advisory Committee
- Picture Person Program
- Back to School Night/Open House
- Awards Ceremonies

Social-Emotional Development and Growth

- PFA Involvement
- Volunteering in Class
- Fall Family Festival
- 100 Mile Club
- Second Step Lessons
- MTSS-B class Lessons
- Panther Perks from Home

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Phone calls
 - School/Teacher website
 - school marquee
 - Parent Square
 - school agendas
 - Teacher-Home Communication App
 - **Home to School**
 - Phone calls
 - email
 - parent-teacher meetings
 - school agendas
 - Teacher-Home Communication App
- www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT

2022-2023



FIFTH GRADE

Always walk through life as if you have something new to learn and you will.
Victor Howard

Lyle S. Briggs K-3 School
11880 Roswell Avenue
Chino, CA 91710
(909) 628-6497

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment. Staff, parents, families, and students are connected and engaged at their school to ensure student success. All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. Supports teachers and classified staff in the classroom including Professional Development training, materials for students and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBIS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high-quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

In the classroom, 5th grade teachers will focus effective instruction and these high-impact strategies to support school goals:

Academic Goal

- Implement STEAM activities into curriculum
- Utilize thinking maps across the curriculum
- Integrate computer skills using Chromebooks
- Use All the Right Type, Accelerated Reader, Wonders ConnectEd, Reflex Math and Pearson Easy Bridge Computer programs
- Teach word processing, Power Point, keyboarding skills, and Office 365

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Recognize students for positive character traits through awards such as Panther Perks and Student of the Month, and weekly behavior awards

English Learner Goal

- Use extensive guided reading and writing program and the Wonders Curriculum
- Assign group projects to create culminating experiences
- Group students according to level of instruction to meet the desired instructional goals
- Implement 30 minutes of designated ELD time

At Home

Activities at home to support what my child is doing at school:

Academic Goal

- Check the Aeries Portal Weekly
- Make technology available at home or bring your child to school early to utilize computers
- Encourage your child to complete technology assignments at home
- Read with your child daily and ask your child questions to check comprehension
- Allow ELD students to listen to books on tape to model fluency (borrow at the library)
- Review your child's agenda nightly
- Review homework for completion and accuracy
- Read Teacher's comments or graded assignments and follow up questions
- Attend Parent nights and school functions
- Check teacher website on a weekly basis
- Volunteer as often as possible
- Be aware and support the school's discipline program
- Encourage positive interactions with teachers, peer, and family members
- Ask your student how their day was.

If you would like to volunteer, participate in, and/or observe a classroom, please contact your child's teacher.

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school's single plan for student achievement
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES Family Engagement Center

Adult School, Room 25
12970 Third St. Chino, CA 91710
WORKSHOPS PROVIDED:
EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO...
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE AWARENESS

Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

Student Learning

- Grade Level Activities
- School Site Council
- English Learner Advisory Committee
- Family Math/STEAM Night
- Partnership for Learning Network
- Parent Advisory Committee
- Picture Person Program
- Back to School Night/Open House
- Awards Ceremonies

Social-Emotional Development and Growth

- PFA Involvement
- Volunteering in Class
- Full Family Festival
- 100 Mile Club
- Second Step Lessons
- MTSS-B class Lessons
- Panther Perks from Home

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Phone calls
 - School/ Teacher website
 - school marquee
 - Parent Square
 - school agendas
 - Teacher- Home Communication App
 - **Home to School**
 - Phone calls
 - email
 - parent-teacher meetings
 - school agendas
 - Teacher- Home Communication App
- www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2022-2023



SIXTH GRADE

*Always walk through life as if you have
something new to learn and you will
Vivamos Howard*

Lyle S. Briggs K-3 School
11880 Roswell Avenue
Chino, CA 91710
(909) 628-6497

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment. Staff, parents, families, and students are connected and engaged at their school to ensure student success. All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. Supports teachers and classified staff in the classroom including Professional Development training, materials for students and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success. This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBIS implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high-quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

In the classroom, 6th grade teachers will focus effective instruction and these high-impact strategies to support school goals:

Academic Goal

- Require students to type assignments
- Utilize thinking maps across the curriculum
- Utilize technology in the classroom (Classlink and BigIdeasMath.com)
- Implement collaborative learning with peers
- Require use of programs such as: word processing, Power Point, keyboarding skills, and Office 365

Non-Academic Goal

- Use the Second Step Curriculum to show students how to cooperate with others
- Recognize students for positive character traits through awards such as Panther Perks and Student of the Month, and weekly behavior awards

English Learner Goal

- Use extensive reading and writing program in conjunction with the Wonders Curriculum
- Chunk assignments
- Provide timely feedback on all assignments
- Group students according to level of instruction to meet the desired instructional goals
- Implement 30 minutes of designated ELD time

At Home

Activities at home to support what my child is doing at school:

Academic Goal

- Check the Aeries Portal Weekly
- Ensure that all book reports, essays, and monthly projects are typed
- Promote and help your child utilize the online math textbook for support
- Review completed assignments with your child
- Check your child's reading fluency and comprehension by listening to your child read for 30 minutes every day
- Ask clarifying questions to check for understanding of what your child read
- Review proper behavior with your child and model proper behavior
- Reinforce at home the behavior requirements that are expected at school
- Ensure students have access to technology

Student Goal(s): I will have a growth mindset and remember to try my best in everything I do.

If you would like to volunteer, participate in, and/or observe a classroom, please contact your child's teacher.

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710
WORKSHOPS PROVIDED:
EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO...
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE AWARENESS
 Family Engagement Center Link:
<http://www.chino.k12.ca.us/Page/8882>
 909 628-1201 ext. 5601
 (Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

- Student Learning**
- Grade Level Activities
 - School Site Council
 - English Learner Advisory Committee
 - Family Math/STEAM Night
 - Partnership for Learning Network
 - Parent Advisory Committee
 - Picture Person Program
 - Back to School Night/Open House
 - Awards Ceremonies
- Social-Emotional Development and Growth**
- PFA Involvement
 - Volunteering in Class
 - Fall Family Festival
 - 100 Mile Club
 - Second Step Lessons
 - MTSS-B Class Lessons
 - Panther Perks from Home

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Phone calls
 - School/ Teacher website
 - school marquee
 - Parent Square
 - school agendas
 - Teacher - Home Communication App
 - **Home to School**
 - Phone calls
 - email
 - parent-teacher meetings
 - school agendas
 - Teacher - Home Communication App
- www.chino.k12.ca.us/briggs

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2022-2023



SEVENTH AND EIGHTH GRADE

Always walk through life as if you have something new to learn and you will.
Victor Howard

Lyle S. Briggs K-8 School
11880 Roswell Avenue
Chino, CA 91710
(909) 628-6497

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment. Staff, parents, families, and students are connected and engaged at their school to ensure student success. All students are prepared for college and career beyond graduation.

School Goals

Academic: Goal 1: High-Quality Teaching and Learning Environment. Supports teachers and classified staff in the classroom including Professional Development training, materials for students and release time. Allocation includes, Professional Development of Choice, Release days for PLC Planning, and Classroom Supplies.

Non-Academic: Goal 2: Connections to and Engagement at School ensure student success.

This supports parent involvement, school climate, and students feeling safe in school. This is accomplished by workshops for parents, assemblies, MTSS-B/PBB implementation, bilingual clerk (community liaison), and second step lesson completion.

English Learner: Goal 3: Preparation for College and Career. This goal supports all students but focuses on EL and SPED intervention, which includes, an Intervention teacher, STEP meetings, specific materials, and Professional Development.

Our school provides high-quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to create a welcoming, safe school environment.

Teachers, Parents, Students Shared Responsibility for Learning

In the Classroom

In the classroom, 7th & 8th grade teachers will focus effective instruction and these high-impact strategies to support school goals:

Academic Goal

- Engage students in Project Based Learning that is cross-curricular and incorporates technology
- Challenge students' learning environment through STEAM activities
- Allow students to demonstrate their understanding through the use of Informal/Formal assessments, posters, and group presentations
- Foster a student's individual potential and ensure students are well equipped for the world around them

English Learner Goal

- Use structured, collaborative grouping configurations to develop ELA/literacy skills and cross-curricular standards
- Frontload Vocabulary
- Require students to annotate text
- Use manipulatives in Math
- Provide multiple opportunities to access information in a variety of ways.

Activities students will do to support their learning:

- Students will come prepared to learn, with necessary tools & seek help/guidance when needed, to further improve their academic success.
- Students will use 21st Century skills to organize, plan, and support learning to meet grade level expectations.

At Home

- Utilize the AERES Parent Portal to access your child's grades, attendance, and behavior
- Contact teachers and counselor to maintain an open line of communication via email/phone and review other resources available.
- Be present! Establish time at home to discuss school, daily experiences, and positive interactions.
- Structure a routine for your child that fosters attention to completing homework, maintaining a healthy lifestyle, and attending school on a daily basis.
- Take time to listen to understand your child, and negotiate family tasks and chores.
- Check your child's school work, school supplies, and back pack routinely to establish an expectation of success.
- Attend school events, join decision-making committees, and participate in parent workshops.

I will reinforce classroom learning by, upholding the school's attendance and homework policies.

Chino Valley Unified School District

Briggs K – 8 School

Parent and Family Engagement Policy

2022-2023

School Policy Engagement:

Briggs K - 8 School 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**. Briggs K - 8 School shall jointly develop with, and distribute to, parents of Title I and Non-Title I 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 I programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents’ 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 Briggs K - 8 School 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. Briggs K - 8 School 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. Briggs K – 8 School’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.

Briggs K - 8 School 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. Briggs K - 8 School will provide parent informational classes and meetings to support our family's needs. We will also update parents on all relevant district education classes that are offered to support our families.
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. Briggs K - 8 School will inform parents through a variety of methods including phone calls, email, AERIES communications (Parent Square), Peachjar (digital flyers), and teacher communication tools such as Class Dojo.
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. Briggs K - 8 School will support the PFA which encourages parents to be involved in their students school career by volunteering in classes, at events, and participating in meetings for their student.
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. Briggs K - 8 School developed parent and student expectations at home using our PBIS matrix, this allows a continuity in expectations at home and school. The school also encourages students to use the tutoring service found as a tile on their classlink webpage.
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. Briggs K - 8 School will offer many opportunities such as the PFA, CSSP, SSC, ELAC, GATE, and parent teacher conferences to encourage participation in the decision making of their child's education. Through these meetings we will solicit feedback from parents and also members of the community.

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. Briggs K - 8 School will parents with resources should the need arise such as the CARE center, Counseling services (Chino Human Services or MTSS-B), and the Family Engagement Center.

Building Capacity for Parent Engagement

The Briggs K - 8 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, Briggs K - 8 School 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 2019-2020)