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It is such a joy to welcome you to Benchley-Weinberger Elementary School. Last school year we focused on joy, collaboration and building strong relationships. This year we will build on that foundation with the long-term vision of Deeper Learning. Deeper Learning is what happens when learning experiences are at the apex of Real-World Learning, Strong Relationships and Learner Agency. Additionally, we have a short term mission of strengthening our literacy program; specifically adding phonics to our K–2nd grade schedule.

This is going to be a great year of learning and growing!

Mindy Ahrens
Principal

Eric Wilson
Associate Principal
Schedule at a Glance

M/T/TH/F

7:25am– School gates open, running club begins
7:40am– Classroom doors open
7:45am– Tardy bell, school gates locked, instruction begins

9:25–9:40– UTK Recess
9:45–10:05– K–5 Recess

11:15–11:55 UTK, 1st Lunch & recess
11:40–12:20 K, 2nd, 3rd Lunch & recess
12:05–12:45 4th, 5th Lunch & recess

2:20pm– Students are dismissed
2:35pm– School gates locked, students brought up to office

WEDNESDAYS– MINIMUM DAYS

7:25am– School gates open, running club begins
7:40am– Classroom doors open
7:45am– Tardy bell, school gates locked, instruction begins

9:25–9:40– UTK Recess
9:45–10:05– K–5 Recess

10:45–11:05– UTK, K, 1st Lunch
11:05–11:25– 2nd, 3rd Lunch
11:25–11:45– 4th, 5th Lunch

11:45am– Students are dismissed
noon– School gates locked, students brought up to office
Communications Magnet

Benchley-Weinberger has had a communications focus for over 20 years. All students receive specific instruction in interpersonal communication, artistic communication and digital communication. This happens in classrooms as teachers infuse collaboration, fine and digital art and technology skills into the day. Students also attend Media class twice a month to deep dive into various topics such as video production, coding, and safe computer usage. We often celebrate our learning through public presentations, performances and displays of our work. Several examples can be viewed on our YouTube Channel (click here).
TO BE AN INCLUSIVE COMMUNITY WHO SUPPORTS ALL STUDENTS’ NEEDS, SPECIFICALLY THOSE FROM MARGINALIZED GROUPS, WITH ANTI-BIASED POLICIES AND PRACTICES.

MISSION: Our work in progress for the next several years

01
We will support all families by altering and differentiating our practices, policies and procedures to meet our students’ needs. Specifically we will extend additional support to students and families from marginalized communities and multilingual families.

02
Benchley-Weinberger will foster an inclusive community that incorporates and celebrates the knowledge and ways of being of historically marginalized races and peoples into daily curriculum.

03
Together we will examine educational policies in our environment to ensure we dismantle systemic inequities against students from marginalized communities and will co-create anti-biased and anti-racist policies.

04
The BW community will recognize and understand the impact of race in our school and society through PD and courageous conversations.
POLICIES

Safe. Inclusive. Student-centered.
MORNING ARRIVAL

7:25am - Supervision and Running Club begin. School gates open.
7:40am - First bell rings for students to go to class.
7:45am - Instruction begins. All school gates are locked.

TARDY POLICY

If students arrive after 7:45am, they will need to enter school through the front office and receive a tardy pass.

ATTENDANCE

Regular and prompt attendance is required. Students who are absent fall behind in their academic skills and miss important learning opportunities. If a student is absent, a parent must call the attendance office at (619) 344-4000 before 7:30 a.m., to submit their absence. When leaving information, state your child's name, room number, reason for absence, and your relationship to the child.

Students who will be absent from school for 5 days or more should obtain an independent study contract from the front office one week prior to the absence.

RUNNING CLUB & BREAKFAST

For safety reasons, do not send children to school prior to 7:25am, unless your child is enrolled in YMCA. Students arriving on campus between 7:25-7:45 will either participate in running club and/or may receive a no-cost breakfast in the cafeteria. Playground and play structures are closed in the morning.

Family members are encouraged to run or walk laps with our students and should be off campus by 7:50 unless signed in as an approved volunteer.

TRUANCIES

Students who are habitually absent from class or are tardy by more than 30 minutes will meet with the school counselor and administrator and may be referred to the Student Attendance Review Board Office of the San Diego Unified School District.
**M/T/Th/F - 2:20pm  Wednesdays - 11:45am**

It is important that all students be promptly picked up at dismissal or go directly home at the end of the school day unless attending an organized after school program. Use of playground equipment before and after school is prohibited. Those students not with a parent or guardian within 15 minutes of dismissal will come to the front office to contact a parent. Chronically late pickups will result in a meeting with the school counselor, administrator and may be referred to School Police. Phone messages about end of the day pick up arrangements should not be made during the last 20 minutes of school as delivery of last minute messages cannot be guaranteed.

**LEAVING CAMPUS EARLY**

Leaving during the school day is discouraged and will reflect as a partial absence on the student’s attendance record. We understand there are times when you will need to take your child home early, but encourage you to make appointments for your child outside of school hours. Any person picking up a student from BW during school hours must present a photo ID and their name must appear on the current enrollment card. Students will not be called to the office until the adult picking them up has arrived in the office.

**BEFORE & AFTER SCHOOL CHILD CARE**

The YMCA child care program is available before school (6:30am) and after school (6pm) each weekday for a fee. Scholarships may be available. Contact the program directly for enrollment. [For more information click here.](http://www.eastcounty.ymca.org)

Phone: 619-273-4475  E-mail: www.eastcounty.ymca.org

**AFTER SCHOOL ENRICHMENT CLASSES**

Enrichment classes such as art, yoga, soccer, chess, etc. are also offered after school for grades K-5th. These programs are independent of BW Elementary, and it is the responsibility of the parent/guardian to communicate directly with the after school program for registration, payment, changes to pick up, concerns or questions related to your child’s time and activity in that program. All school rules apply to any person who remains on school grounds. [For more information and a list of classes click here.](http://www.eastcounty.ymca.org)
HEALTH OFFICE

Each year the school nurse must perform state and district required health assessments and collect mandated health forms. BW is staffed with a health technician or a nurse five days per week. Please contact the health office if you have questions regarding the mandated tests that need to be conducted each year, to report student injuries, to share doctor’s orders, allergies or any other pertinent health information.

REQUIRED VACCINES

At the time of registration, the school is required to have proof that your child has received all currently due immunizations. UTK students must meet the requirements within 30 days of their 4th birthday. Your child will be excluded from attending school if these requirements are not met.

FOOD ALLERGIES

Please report student food allergies immediately upon registration and each year to your child's teacher. Students with nut allergies may sit at our no-nut table at lunch and snack time. Bringing food during classroom celebrations is at the teacher’s discretion. Food must be store bought, teacher approved and allergy information reviewed in order to provide a safe environment for all children.

MEDICATION

Prescription medication can only be given at school if the following guidelines are met:

- A “Physician’s Recommendation for Medication” form from our health office must be completed by parent and physician at the beginning of each new school year and before a new medication or a different dosage is given.
- An “Asthma Action Plan” form from our health office must be completed by parent and physician for inhalers to be given at school.
- Medication is in the original container and kept in the health office until medication is gone or discontinued.
Communication

SCHOOL COMMUNICATION

All official school news will be communicated either through email or phone calls. At the end of most weeks, a School Newsletter will be sent to families through the email address listed on the Powerschool system. Students will also be given a red folder each year to house school work, homework and informational fliers. Be sure to maintain all phone numbers, emails and contact information in PowerSchool.

TELEPHONE MESSAGES & STUDENT ITEMS

Occasionally, students will forget items at home and parents may choose to bring the forgotten item to school. In order to build responsibility in all children, this should be a rare occurrence. If your child forgets items at home on a regular basis, work together to develop the routines that enable them to remember their items each day. In order to minimize the disruption to the learning environment, personal messages and items for students or staff will be left for pick up at recess and lunch times. Classrooms will not to be interrupted during instructional time except in an emergency.

EMERGENCY CONTACTS

Names and phone numbers must be on file of those persons who are legally empowered to take charge of an injured child in the event that the parent(s) cannot be reached. Failure to provide this information could result in a call to emergency services. This information must be kept current. Make sure to notify those on your contact list that they may be called in emergencies.

LEGAL PAPERWORK

In order for BW Elementary to honor any legal custody orders, copies of all court papers must be on file in the front office. They must be kept up to date; expired court orders cannot be enforced.

STUDENT RECORDS

Please reach out to our registrar, kkilby@sandi.net or call the school office to request student records.

VIDEO/MEDIA POLICY

We are a communications focus school and we request that you sign the Universal Form you receive in your packet to allow students to be photographed and video-taped for school projects, performances, yearbook, etc. We never use full names of students when publishing photo or video projects.
Student policies

BATHROOM POLICY

All students are encouraged to use the restroom before school and during recesses. Using the restroom during class time means a student is missing learning time. Students will be allowed to use the restroom during class time if needed. If bathroom use during class time becomes excessive you will be notified so that you may work with your child and their teacher to address the concern.

HOMEWORK POLICY

Meaningful homework is assigned on a regular basis to reinforce or extend subject matter, to develop good study habits, to encourage responsibility, and to provide families with an opportunity to monitor their child’s work. The amount and kind of homework assigned will vary according to grade level and course material. It is the student’s responsibility to strive to do his/her best and to complete all assignments on time.

HOME READING

At BW, all students are expected to read a minimum of 15 – 30 minutes at home each night depending on grade level. Daily reading will significantly increase a student’s academic achievement. Track Panda Pages reading progress through the Beanstack App on your child’s Clever page.

CELL PHONES

Students may possess and use cell phones and other electronic signaling devices on school grounds while under the supervision of school district employees before and after school only. These devices must be carried on the student’s person, kept out of sight, and turned off during the school day. Cell phones are carried at students’ own risk. School officials will take the device away from students if used during the times not permitted and parents will be required to pick the phone up. Repeated unauthorized use of such devices may lead to disciplinary action. The school is not responsible for lost or stolen electronic devices. Audio or video recording of staff, other students or school grounds without permission is never permitted.
BREAKFAST & LUNCH

A no-cost breakfast is served daily starting at 7:25am and closes at 7:40 each morning. Hot lunch is also served daily at no cost. All students are expected to eat lunch unless different arrangements have been agreed upon with parents. All questions concerning food service should be directed to the cafeteria manager: bwcafe@sandi.net

HEALTHY SNACKS

BW Elementary staff cares about students and encourages children to bring healthy foods for snack time.

- Encouraged: Fruit, Vegetables, Nutrition Bars, Cheese & Crackers, Yogurt
- Discouraged: Donuts, Chips, Cookies, Candy, Cupcakes, Hot Cheetos
- Students are not permitted to bring soda or candy to school.

LUNCHTIME EXPECTATIONS

1. Teachers will escort students to lunch. Students that brought their lunch should proceed directly to a table. Students purchasing hot lunches will continue through to the cafeteria to purchase lunch.
2. Students will remain seated at tables until dismissed.
3. Students are responsible for picking up lunch trash and throwing it away once they have been dismissed.
4. Students are to remain at a voice level 0 or 1 while in the lunch area.
5. Students are to walk in the cafeteria area (not hop, skip or jump).

STUDENT BIRTHDAYS

No external items, treats, or gifts may be brought in by students or parents to celebrate birthdays.

In our ongoing commitment to foster an inclusive and balanced learning environment, we kindly ask for your support in adhering to the guidelines. Our policy promotes a sense of unity while reducing disparities that can arise from items being brought from outside. Our collective efforts create an environment where every student feels valued and celebrated.
The purpose of a school dress code is to keep the school environment safe and focused on instruction. Students are to be appropriately dressed at all times. Students engage in physical education activities daily, so clothing should be comfortable and enable participation without being immodest.

1. Caps, clothing or accessories with suggestive or vulgar words, logos, or designs that advertise or promote violence, drugs, gangs, alcohol, tobacco, sex or other illegal items are not allowed.

2. For safety, please wear regular athletic shoes with low heels and soles to allow participation in daily physical activities. All footwear must remain securely on the foot. Clogs, flip-flops, high heels, open toes, boots with heels, and shoes not fitted or strapped at the heel are not allowed.

3. Clothing which is immodest or tends to disrupt the educational process is inappropriate, including half shirts, halter tops, muscle tops (that do not cover the shoulder), tube tops, mini-skirts, micro-shorts, or clothing made from transparent material. Midriffs may not be exposed and straps on tops must be at least one inch wide. Shorts are encouraged to be worn under dresses to allow for athletics. “Short-shorts” or tight shorts should not be worn.

4. If students are not dressed for success, parents will be contacted and asked to bring a change of clothing to school. If parents cannot be contacted, students will be sent to the health office for a change of clothing.

5. Teacher/Administrative discretion may be used in determining appropriate school attire.

**LOST ITEMS**

Please label all jackets, sweatshirts, lunch boxes, and water bottles with your student’s first and last name and room number. The lost and found area is located near room 1. Lost valuables are kept in the office. The lost and found cart will be cleared out at the end of each semester and all items will be donated.
FAMILY INVOLVEMENT
CAMPUS VISITATION POLICY

To ensure the safety of our students and staff, campus visitors and volunteers must first sign in at the office and wear a visitor’s name badge on site at all times. A visitor or volunteer must make a pre-arranged appointment with the classroom teacher in order to be allowed in the classroom. Other spaces, including the library, cafeteria, or auditorium, must be given permission from the Principal. The teacher, principal, or designee has the right to deny visits or require that visitors are accompanied by another staff member. If a visitor is determined by the principal or designee to be a distraction or disruption to the classroom or school environment, he or she will be asked to leave immediately and may be mandated to stay away from school grounds for a period of time.

Video and photography by families or visitors is prohibited on campus except during public school events such as award programs, ceremonies and special events. Photos that are taken on campus during these events, containing images of children other than your own, should only be shared on social media with the permission of those children’s parents. Administration has the right to prohibit videotaping, audio taping and photography at any time.

VOLUNTEER REQUIREMENTS

Volunteers are an important part of the BW community and we welcome all adults to volunteer in supporting the educational program at BW. All volunteers must complete the volunteer packet from the main office including a TB test. All volunteers must sign in and out each day they are on campus to volunteer and wear a volunteer badge.
Volunteer Expectations

To ensure the safety of all of our students, all parents are expected to abide by the following standards:

- Parents are not permitted to reprimand students who are not their own children while on campus. If a parent has a concern about another child’s behavior, they need to bring that concern to a BW staff member.
- Parents interacting with their own children must still follow BW school discipline policy. Screaming or otherwise disrupting a peaceful school environment is never permitted on campus. The principal or designee has the authority to restrict access to the campus to any adults who cause a disruption to a positive school environment.
- Parents are to maintain student confidentiality while on and off campus at all times. At times, a parent may observe another student’s work, informal assessment data or behavior challenges. Topics like this should be kept private and should not be discussed with others for any reason. Gossiping hurts our students and creates a toxic community.
- The possession or consumption of alcoholic beverages while on our school campus or during events when students are present is strictly forbidden and is a misdemeanor offense. This misdemeanor offense is applicable to all adults including volunteers and visitors during all times.

FIELD TRIP CHAPERONES

Field trips are designed to provide an educational learning opportunity for the students. All teachers select field trips with the learning objectives in mind, and they design the parameters of the field trip accordingly.

- Siblings are not allowed on any field trip. If alternate child care cannot be arranged, please let the teacher know so they can contact another chaperone.
- All chaperones must have completed the volunteer packet and have approval prior to the trip.
- Teachers will determine the number of volunteers needed and only that number will be allowed to attend. Escorting your child separately is not a part of the field trip experience and will not be permitted.
- Parents will need to sign their students out as absent if they plan on being separated from the class during the course of the field trip.
- All volunteers must follow the routes of the field trip set forth by the teacher. It is not permissible to make any additional stops or detours when traveling to, from, or during a field trip.
CLASSROOM OBSERVATIONS

BW urges all families to visit their child’s classrooms throughout the year in order to become more familiar with the teaching methods and materials used. The San Diego teachers’ contract requires a 24-hour notice prior to visits; please make appointments directly with the teachers. In order to maintain the instructional program in the classroom, all observations will be limited to 30 minutes. During the observation, parents are to refrain from conversing with the students and staff, so their focus can remain on the classroom learning. Teachers and Principal have the right to deny any visits that they determine disruptive.

CLASSROOM CONCERNS

All classroom concerns must be discussed with the classroom teacher before seeking assistance from the principal per the San Diego teachers’ contract. Contact the teacher directly to schedule an appointment to discuss any classroom concerns. Please avoid discussions during drop off or pick up to share concerns. These should be avoided since this is not a private setting and can lead to misunderstandings.

TEACHER REQUESTS

Class placement is an arduous process that creates balanced classrooms each school year. Placement is based on a variety of factors and it is done systematically as well as with great personal care, always putting student needs in the forefront of each decision. Due to the complexities of this process, teacher requests will not be honored.

PARENT-TEACHER CONFERENCES

Fall Parent Conference Days in November are for all families. All parents should schedule a time to meet with teachers during this conference time. Spring Conference Days take place in March on an as-needed basis. Teachers may need to meet for additional conferences throughout the year. Parents are also welcome to initiate conferences as are students.
**Engagement Opportunities**

**CLASSROOM VOLUNTEERS**

Classroom volunteers assist with various projects including reading with students, supporting small groups of students as they develop a deeper content understanding and assisting the teacher with classroom projects.

**SCHOOL SITE COUNCIL**

The SSC develops, reviews, and monitors our School Site Plan for student achievement. Parents serve a two-year term. The SSC/SGT meetings are open to everyone. Minutes and agendas are posted in the display cabinet on the front of the office and in the staff workroom. [More information click here](#)

**PTA (PARENT TEACHER ASSOCIATION)**

The PTA/Foundation fundraises for student achievement and plans school-wide community building events such as Halloween Happening. We are thankful for our PTA for also providing back to school supplies for all BW students. Meetings: second Tuesday of the month at 7:45am [Website click here](#)

**FOUNDATION**

Our Foundation fundraises for higher capital improvements on campus such as installing a large turf field and purchasing media equipment. Events like the annual Gala and Jog-a-thon help make these purchases happen. Meetings: first Tuesday of the month at 6pm [Website click here](#)

**PANDA READING PARTNER**

Parent Reading Partners read with students throughout the school year in order to build a love for reading.

**EQUITY & INCLUSION TEAM**

Join our Equity & Inclusion team to support the creation of inclusive, diverse events and activities on campus. Meetings: third Tuesday of the month at 6pm

**PAPA PANDAS**

A group for Dads (and anyone who wants to join) to get together and plan BW events such as movie nights and Panda Prom. [Website click here](#)
At Benchley-Weinberger Elementary, we all strive to be Pandas With Heart: *Lifelong upstanders who make a positive impact in their community.* The BW staff helps students embody this vision by teaching the character traits of being Kind, Respectful and Responsible from UTK to 5th grade. We believe that every student at BW has the right to learn in a safe, inclusive environment. When these rights are threatened or taken away, the staff will act to protect students and their rights. It is every student’s responsibility to follow the expected student behavior codes and advocate for themselves and others by reporting unkind, disrespectful and irresponsible actions to adults.
Teaching the vision

SELF AWARENESS
Being a Panda with Heart starts with self-awareness; the ability to understand our own emotions, thoughts, and values and how they influence our behavior. We can ask ourselves am I being...

- Kind?
- Responsible?
- Respectful?

Being a Teacher with Heart means that we don’t just teach this to students, we consider these questions ourselves.

BEING AN UPSTANDER
Upstanders are students who speaks up for, helps and supports other students who are being harmed. We teach students at BW to notice harm and immediately tell an adult. Bystanders stand by and watch, but Upstanders act! More resources here: Upstander lessons and resources

MAKING A POSITIVE IMPACT
Students are encouraged to make a positive impact in their classrooms, at school, in the local and world-wide community through project-based learning, classroom and school-wide jobs and school clubs. On a day-by-day basis each of us makes an impact with simple things like picking up a piece of trash and in big ways like showing a new student around.

Ways to make a positive difference

Social Justice Standards

BUDDIES
Cross grade level buddies is a tradition loved by students, teachers and parents alike. Typically UTK & K students are buddied with 5th grade, 1st and 3rd, 2nd and 4th. During buddy time you might see buddies reading together, playing games, completing art projects and celebrating each other’s learning. sh and in big ways like showing a new student around.
IDENTITY

We are lucky enough to teach your child at a beautiful time in their life, from 4-10 years old, as their identity is being shaped. We creating many opportunities for students to explore and share their identity which supports self-awareness and empathy towards others.
WHAT DOES BEING KIND MEAN?

- Being friendly, helpful, and considerate towards others
- Treating people with care and respect, sharing, and being a good friend
- Taking actions that promote fairness, justice, and goodwill
- Making choices that benefit not only oneself but also the people and the world around us

BEING KIND LOOKS AND SOUNDS LIKE...

- Keeping hands, feet and objects to self before, during and after school
- Using kind words to solve conflicts on the playground and in class
- Taking turns on playground equipment, during games and in the classroom
- Celebrating others students’ learning by paying attention to what they have to say and applauding during presentations, performances and assemblies
- Inviting others to play the game you’re playing
- Standing up for someone who is left out or being teased
- Solving problems on campus such as trash on the ground even if it’s not yours

BEING UNKIND LOOKS & SOUNDS LIKE...

- Profanity, name-calling, racial slurs, comments on another’s body, and verbal put-downs both in-person and online.
- Fighting, pushing, and/or shoving
- Inappropriate remarks about someone’s body, sexual innuendos, touching or suggestive postures are all considered harassment.

These are all unacceptable behaviors before, during, or after school and will result in disciplinary action.
BEING DISRESPECTFUL LOOKS & SOUNDS LIKE...

- Throwing food or other objects at others or on the ground
- Vandalism—painting, drawing, or writing graffiti on or outside of the school campus. Parents will be required to pay for damages resulting from vandalism
- Bringing any play weapons on campus including water shooting devices
- Playing inside the bathrooms, looking under stalls, using staff restrooms. These are considered violations of privacy.
- Taking pictures or video of other students, staff, or campus grounds without permission

These are all unacceptable behaviors before, during, or after school and will result in disciplinary action.
WHAT DOES BEING RESPONSIBLE MEAN?

- Doing the things you are supposed to do, like cleaning up your toys, listening to grown-ups, and taking care of your belongings
- Being a helper and doing your part
- Making thoughtful choices, and being accountable for your actions
- Completing tasks, meeting commitments, and considering the consequences of your decisions

BEING RESPONSIBLE LOOKS & SOUNDS LIKE...

- Cleaning up after yourself in the classroom, at recess and at lunch
- Walking on campus, especially to and from recess, lunch and on the blacktop. Running is permitted on the turf and running track.
- Applying for a school or classroom job
- Before and after school use crosswalks and the safest, most direct route to get home without playing or stopping along the way.
- Using the bathroom and getting a drink at recess so you aren’t missing learning
- Always being where you are supposed to be, not behind buildings or in hallways
- Reporting anything unkind, disrespectful or irresponsible to BW staff members
- Ask questions when you don’t understand

BEING IRRESPONSIBLE LOOKS & SOUNDS LIKE...

- Throwing any dangerous object that could cause serious physical injury and/or damage to property.
- Playing with unsafe items at recess such as sticks and rocks or pretending to play with imaginary weapons such as guns, swords or light sabers.
- Bringing animals to school without permission. District procedures disallow animals to be brought on campus.
- Bringing toys, valuable items or large sums of money to school except with teacher or admin permission. Items will be taken away and returned only to the parent. Lost or stolen items are not the responsibility of the school.
- Bringing dangerous objects such as knives, air pellet guns, gun replicas, or any type of guns are not allowed on campus and may result in expulsion. If you accidentally bring an inappropriate item to school, notify your teacher IMMEDIATELY.

These are all unacceptable behaviors before, during, or after school and will result in disciplinary action.
Safety on the Playground

- Running is not allowed around the structure or on the matting.
- Walk from platform to platform, no jumping onto platforms.
- Tag games are not permitted on or around the structure.
- Do not hang upside down or do flips on the bars.
- Do not walk underneath any overhead equipment.
- No sitting, standing or walking on top of the overhead ladders, parallel bars or chin-up bars.
- Wait until the person in front of you is halfway across the bars before you start and travel in the same direction.
- Do not swing or push anyone using the bars.
- Do not hold the legs of someone that is using the bars.
- If you can’t reach a set of bars, wait until you grow. Don’t have someone lift you.
- Slide down seated, feet first. Do not go down the slide until the person before you, has stepped away.
**SCHOOL-WIDE JOBS**

One way that students can "make a positive impact in their community" is to hold a school-wide or classroom job. Not only does this actually help out the school but it also builds a sense of agency within our learners. They feel connected to our school and important when they contribute to our community. Oftentimes we see behavior improve, absences decrease and even a increase in academic achievement when students take on formal responsibilities.

**JOB STRUCTURE**

School-wide job opportunities will be announced at the beginning of the year Panda with Heart assembly as one way students can "make a positive impact in their community." Job applications will be available outside of Principal Ahrens' office.

**STUDENT TEAMS & CLUBS**

- ASB (Associated Student Body)
- Ambassadors
- Youth Leadership Program
- Comic Book Club
- Robotics

**SCHOOL-WIDE JOB EXAMPLES**

- Soccer refs
- Basketball refs
- Equipment managers
- Photographers
- Tray managers
- UTK/K games managers
- Lunch table monitors
Behavior Strategies

CLASSROOM BEHAVIOR SUPPORTS

In order to provide a supportive learning environment for all students, each teacher will implement a classroom management system that may include the following:

- A posted set of norms
- Counseling the child
- Providing appropriate consequences & rewards that do not publicly shame the child
- Ongoing communication with parents
- Institute academic/behavioral support
- Document the behavior
- Having the child take a break
- Collaborating with support staff
- In extreme circumstances, suspending a student from class for up to two days for seriously disrupting instruction

POSITIVE BEHAVIOR INTERVENTION SYSTEM (PBIS)

If attempts have been made by the classroom teacher to modify the student’s behavior as listed above and expected behavioral changes have not occurred, the student will be given a referral to the counselor and/or admin team. Based upon the seriousness of the problem and number of previous infractions, the counselor/admin team may recommend interventions, including, but not restricted to any of the following:

- Restorative practice conversation
- Anti-litter campaign
- Parent-teacher conference
- Written apology
- Behavior contract
- In-school suspension
- Counseling
- Removal from the regular playground area or assignment to an individual lunch area or assigned recess game
- Referral to Student Study Team (SST)
Restorative Practices

COMMUNITY BUILDING CIRCLES
Facilitating Community Building circles in the classroom is the first and easiest step to building a restorative classroom practice. Daily Community Building Circles are encouraged. Making this a regular practice increases connection, self-identity, social awareness and emotional intelligence. This also builds the habits and culture for when problems need to be brought to the circle.

RESTORATIVE CIRCLES
When conflicts come up between students, a restorative circle allows each person to share
1. What happened.
2. What they were thinking at the time.
3. What they have been thinking since.
4. Who was affected by what happened.
5. What can you do to make things right?

RESTORATIVE DISCIPLINE POLICY
For more severe student actions, BW follows the SDUSD Restorative Discipline Policy. See next page.
The Restorative Discipline Policy establishes a framework for developing, refining, and implementing a culture of discipline conducive to learning at every school in the San Diego Unified School District. This framework is built on school-wide positive behavior support, a culture of positive discipline techniques, and the systemic development of carefully identified rules with the necessary structure for their firm, fair, and consistent implementation.

YOUTH LEADERSHIP TEAM
Each year a group of approximately 20 4th & 5th graders complete 12 weeks of training to lead community building circles. These youth leaders are available to lead circles in your class. Contacts: Emily Mongeon, counselor & Brittanie MacDonald, UTK

CLASSROOM MANAGEMENT SYSTEMS
Classroom Management Systems at BW need to be non-punitive. We avoid systems that publicly shame students. Color charts and clip systems on the walls are not allowed. Individual behavior charts may be needed as children learn the skills of self and social awareness. These should be private systems co-created with the child. We strive for systems that allow for students to understand the impact of their actions and the ability to restore the relationship with the party that was harmed.
# Restorative Discipline Policy - Positively Responding to Students Behavior

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Admin referral but not disciplinary</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Response and interventions provided by classroom teacher or support staff)</td>
<td>(Response and interventions provided by classroom teacher, administration team, or designee)</td>
<td>(Response and interventions provided by Administration Team or designee)</td>
<td></td>
</tr>
<tr>
<td>Disruption - classroom or recess</td>
<td>Habitual disruption</td>
<td>Threat to school safety</td>
<td></td>
</tr>
<tr>
<td>Minor conflict (students arguing, pushing, yelling, name calling)</td>
<td>Habitual Provocality</td>
<td>Major conflict</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of technology</td>
<td>Habitual Dress Code violations</td>
<td>Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense</td>
<td></td>
</tr>
<tr>
<td>Lack of understanding physical boundaries</td>
<td>Habitual conflict between same students</td>
<td>Act of hate violence</td>
<td></td>
</tr>
<tr>
<td>Lying</td>
<td>Harassed, Threatened, or Intimidated Peers</td>
<td>Hazing</td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td>Caused minor injury, except in self defense</td>
<td>Possession of a weapon</td>
<td></td>
</tr>
<tr>
<td>Misuse of school property/equipment</td>
<td>Caused or attempted to cause damage to school or private property</td>
<td>Sexual Harassment</td>
<td></td>
</tr>
<tr>
<td>Off task behavior</td>
<td>Bullying (1st offense)</td>
<td>Possession of nicotine or drugs</td>
<td></td>
</tr>
<tr>
<td>Profanity, not directed at an individual</td>
<td>Committed an obscene act</td>
<td>Major property damage</td>
<td></td>
</tr>
<tr>
<td>Not following directions</td>
<td>Sexual Harassment</td>
<td>Willfully causes serious injury, except self-defense</td>
<td></td>
</tr>
<tr>
<td>Dress code violations</td>
<td>Threatened or intimidated peers or staff</td>
<td>Assault on staff</td>
<td></td>
</tr>
<tr>
<td>Other Level 1</td>
<td>Other Level 2</td>
<td>Theft</td>
<td></td>
</tr>
<tr>
<td>Other Level 2</td>
<td>Other Level 3</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Level 1 Actions
- Review Classroom Expectations
- Thinksheets
- Verbal Restriction
- Re Taught Expectation
- Small Group Restorative Circle
- Whole Group Restorative Circle
- Student repairing the harm/entry activity (community service, helping a staff member, making a school poster)
- Loss of Privileges
- Conference w/ Student
- Break Space (time away)
- Apology
- Parent Conversation
- Date(s) ________________
- Seating Change
- Behavior Contract
- Self Monitoring Tool
- Affective Statements
- When-them strategies
- Other (write below)

### Level 2 Actions
- Check any in Level 1
- Harm Conflict RJ Circle
- Loss of Privileges: (Consequence to fit behavior)
- Community Service
- Detention
- After School Service
- Apology
- Create a Safety Plan
- Daily Behavior Report Card
- Out of Classroom Suspension, 1-2 days
- Other (write below)

### Level 3 Actions
- Check any Level 1 and/or 2
- Functional Behavior Assessment
- Restorative Conferencing w/ Champion (adult mentor)
- Increased access to mentor
- In School Counseling
- Re-entry Practices
- Outside Referrals to Mental Health
- SDPD Contact
- Out of School Suspension 1-3 days - When alternative to suspension and other interventions have been utilized
Future & life ready

We all know that the world has drastically changed and the future we had to be ready for has been disrupted by the immediacy and personalized culture we now live in. Think Amazon, Netflix, AI... information is in the palm of our hands and we can get whatever we need at the snap of a finger. Our children need the knowledge, skills and dispositions to be innovative, collaborative problem solvers; not factory-ready memorizers. This requires a shift in adult mindset, teaching practices and classroom environment.
Skills for future work

More than the 3 R's

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>DISPOSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The theoretical or practical understanding of someone or something.</td>
<td>The capacities and strategies that enable learners to apply knowledge to novel situations, engage in higher order thinking, problem solve, collaborate, communicate effectively, and plan for the future.</td>
<td>The behaviors and ways of being that contribute to learners fulfilling their full potential.</td>
</tr>
</tbody>
</table>
| • World class standards  
• Career and technical education  
• Other content areas and essential literacies  
• Global competence  
• Applied knowledge | • Learning how to learn  
• Time/goal management  
• Critical thinking  
• Problem solving  
• Working collaboratively  
• Communicating effectively  
• Metacognition  
• Self/social awareness and empathy  
• Creativity & innovation | • Agency (self-efficacy)  
• Curiosity  
• Initiative  
• Resilience  
• Adaptability  
• Persistence  
• Leadership  
• Ethical behavior and civic responsibility  
• Self-control |
Deeper Learning

Deeper Learning happens when students experience real-world learning, feel a sense of agency and have strong, trusting relationships with the adults around them.

REAL-WORLD LEARNING
As you can see in the Skills for Future Work diagram, we are teaching for a very different world and an emphasis on learning how to learn is needed more than isolated knowledge. Our students will need the knowledge, skills and dispositions to solve complex problems, innovate and collaborate. In order to teach for this future, learning needs to be rooted in the real complexities of the world. Teaching math through the context of a classroom run business for example or learning about ecosystems through our local Lake Murray develop the deep learning and relevance needed today.

LEARNER AGENCY
Learner Agency can be defined as the combination of 1. students having a say in their experience (voice), 2. taking an active part in the decision-making about their learning experience (choice) and 3. being personally invested in the learning process (responsibility). A beginning step is to build goals with your child. An example of learner agency at BW is the Rainbow Words system used in K-1st grade. Students know exactly which words they know, which ones they are working on and feel a gigantic sense of pride when they reach the next level.

RELATIONSHIP BUILDING
We don’t learn from people we don’t like. This is a bold but true statement. Knowing your child well and building trust between BW staff and families builds the psychological safety needed to move up on Maslow’s Hierarchy of Needs to deep learning. Taking the time to build a trusting relationship is crucial.
Literacy

This year our grade level PLCs and Professional Learning will be focused on literacy and creating alignment across grade levels. K-2nd grade teachers will be incorporating a phonics curriculum this year and UTK-1st grade will use a phonemic awareness curriculum.

LEXIA

Our School Site Council has voted to purchase Lexia again this year for the whole school. This is an adaptive, research based literacy program for all levels of reading. Class time will be provided for Lexia each day. Please continue to use Lexia at home.

Scarborough’s Reading Rope

Language Comprehension (LC)
- Background Knowledge: facts, concepts, etc.
- Vocabulary: breadth, precision, links, etc.
- Language Structures: syntax, semantics, etc.
- Verbal Reasoning: inference, metaphor, etc.
- Literacy Knowledge: print concepts, genres, etc.

Word Recognition (D)
- Phonological Awareness: syllables, phonemes, etc.
- Decoding: alphabetic principle, letter-sound correspondences
- Sight Recognition of familiar words

Fluent word recognition and comprehension.

Incorporates Gough & Tunmer’s (1986) Simple View of Reading.
We are thrilled that you have chosen BW as the school to educate your child. I am joined by the entire incredible team when I say we are so glad you’re part of our BW family.