

# Parent-Student Handbook

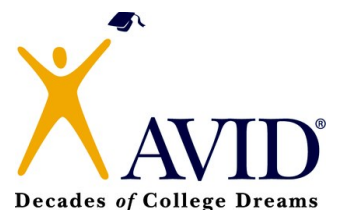
2019-2020



**Bon View Elementary**  
2121 S. Bon View Ave.  
Ontario, CA 92821

**Front Office: 909-947-3932**  
**Fax: 909-930-6751**

**Website: [omsd.net/bonview](http://omsd.net/bonview)**  
**Email: [Cristina.Raskovic@omsd.net](mailto:Cristina.Raskovic@omsd.net)**  
**Twitter: [@BonView\\_OMSD](https://twitter.com/BonView_OMSD)**



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# Ontario-Montclair School District

950 West D Street  
Ontario, CA 91762 (909)459-2500

## **BOARD OF TRUSTEES**

*Samuel P. Crowe*  
*Michael C. Flores*  
*Sarah Galvez*  
*Elvia M. Rivas*  
*Alfonso Sanchez*

*Meetings of the Ontario-Montclair Board of Trustees are held on the first and third Thursdays of every month in the Central School Auditorium (corner of Sultana Avenue and G Street in Ontario). The agenda for the meeting is available for your inspection at the Homer Briggs Education Center or at Bon View School. Regular meetings begin at 7:00 p.m. The public is invited to attend and participate in Board Meetings.*

## **DISTRICT ADMINISTRATION**

*Dr. James Q. Hammond*  
*Superintendent*  
*Mrs. Tammy Lipshultz*  
*Assistant Superintendent, Learning & Teaching*  
*Mr. Hector Macias*  
*Assistant Superintendent, Human Resources*  
*Mr. Phil Hillman*  
*Chief Business Official*

# *Bon View Mission Statement*

**The mission of Bon View is to develop globally minded, inquiring, and knowledgeable scholars. We aim to cultivate caring, life-long learners that will create a better world through intercultural understanding and respect.**

# *IB Mission Statement*

**The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.**

# *International Baccalaureate Program*

The International Baccalaureate® (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12. The PYP transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond.

Informed by research into how students learn, how educators teach, and the principles and practice of effective assessment, the programme places a powerful emphasis on inquiry-based learning.

By choosing to implement the PYP, Bon View will develop students' academic, social and emotional wellbeing, focusing on international-mindedness and strong personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning.

The programme incorporates local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. The themes include 'who we are', 'where we are in place and time' and 'how the world works'.

(<https://www.ibo.org/programmes/primary-years-programme/what-is-the-pyp/>)

## *The Global Scholar Pledge*

**I pledge to be a Global Scholar.**

**I will strive to be**

**A thinker,**

**Open-minded,**

**Principled,**

**Balanced,**

**Reflective,**

**An inquirer,**

**Caring,**

**A communicator,**

**Courageous,**

**And Knowledgeable,**

**I will take meaningful action for myself and for  
others.**

# School Hours

## **FRONT OFFICE HOURS**

7:00 A.M. – 4:00 P.M.

## **STUDENT ARRIVAL**

### **South Gate**

Gate opens at 7:30 A.M. for students eating breakfast or early arrivals

### **North Gate**

Gate opens at 7:45 A.M.

## **DAILY SCHEDULES**

### **Preschool Schedule**

AM Preschool Class  
7:30 A.M. – 10:45 A.M.  
PM Preschool Class  
11:45 A.M. – 3:00 P.M.

### **Transitional Kindergarten Schedule**

Monday-Friday  
8:00 A.M. – 11:45 A.M.

### **Kindergarten Schedule**

Monday, Wednesday-Friday  
8:00 A.M. – 1:40 P.M.  
Tuesday  
8:00 A.M.- 1:20 P.M

### **1<sup>st</sup>-6<sup>th</sup> Grade Schedule**

Monday, Wednesday, Thursday, Friday  
8:00 A.M. – 2:40 P.M.  
Tuesday  
8:00 A.M.- 1:25 P.M.

## **MINIMUM DAYS**

### **Parent Conference Week, etc.**

1<sup>st</sup>-6<sup>th</sup> 8:00 A.M. – 12:30 P.M.

\* PK and TK schedules remain the same

### **Last Day of School**

TK 8:00 AM-11:15 AM  
Kinder-6th 8:00 AM-11:45 AM

## **BREAKFAST**

### **TK - 6<sup>th</sup> Grade**

7:30 A.M. – 7:50 A.M.

\*AM TK offered breakfast only

### **AM Preschool**

8:00 A.M.-8:20 A.M.

### **2<sup>nd</sup> Chance Breakfast**

1<sup>st</sup>-2<sup>nd</sup> 9:45 A.M.- 10:00 A.M.  
3<sup>rd</sup>-4<sup>th</sup> 10:00 A.M.-10:15 A.M.  
5<sup>th</sup>-6<sup>th</sup> 10:15 A.M.-10:30 A.M.

\* Students may only eat one school breakfast per day

## **RECESS SCHEDULE**

### **Before School Recess**

7:45 A.M.-7:57 A.M.

### **Morning Recess**

Kinder 9:15 AM-9:30 AM/9:30 AM-9:45 AM  
1<sup>st</sup>-2<sup>nd</sup> 9:45 A.M.- 10:00 A.M.  
3<sup>rd</sup>-4<sup>th</sup> 10:00 A.M.-10:15 A.M.  
5<sup>th</sup>-6<sup>th</sup> 10:15 A.M.-10:30 A.M.

### **Afternoon Recess**

1<sup>st</sup>-3<sup>rd</sup> 1:15 P.M.-1:30 P.M.

## **LUNCH SCHEDULE**

PM Preschool 1:20 P.M.-1:40 P.M.  
Kinder 11:45 AM-12:30 PM  
1<sup>st</sup>-3<sup>rd</sup> 11:00 AM-11:45 AM  
4<sup>th</sup>-6<sup>th</sup> 12:30 AM-1:15 AM

\*Lunch schedules are altered for Minimum Days.

# School Staff

Office and Support Staff			
<b>Principal</b>	Mrs. Cristina Raskovic	<b>Head Custodian</b>	Mr. Santino Rivera
<b>Elementary Administrator</b>	Mrs. Josefina Avila	<b>Custodian</b>	Mr. Mario Macias
<b>Office Manager</b>	Mrs. Esmeralda Quintero	<b>Custodian</b>	Mrs. Mercedes Velez
<b>Office Clerk</b>	Mrs. Theresa Castillo	<b>Lead Cafeteria</b>	Ms. Tonia Howard
<b>Office Clerk</b>	Mrs. Edith Raigoza	<b>Cafeteria</b>	Mr. Tommy Keith
<b>School Nurse</b>	Mrs. Brenda Palafox	<b>Cafeteria</b>	Mrs. Elba Medina
<b>Health Clerk</b>	Ms. Renee Magallanes	<b>THINK Together Lead</b>	Ms. Nora Para
<b>School Psychologist</b>	Mrs. Wendy Flores	<b>Music Teacher</b>	Mr. Daniel Salcido
<b>Speech Therapist</b>	Ms. Karen Caparelli	<b>IB P.E. Teacher</b>	Mr. Drew Shandro
<b>IB Coordinator</b>	Mrs. Minerva De Leon	<b>IB Music Teacher</b>	Mr. Daniel Silva
<b>Campus Mentor</b>	Mr. Arturo Alanis	<b>Library Assistant</b>	Ms. Mia Buis
<b>Outreach Consultant</b>	Mrs. Denise Rapa	<b>IB Spanish Teacher</b>	Mr. Kyle Wallis
<b>Intervention Teacher</b>	Mrs. Jenna Russ	<b>Head P.E. Teacher</b>	Ms. Jennifer Cook
Preschool		TK and Kindergarten	
Ms. Elizabeth Del Real (AM)	Room 1	Dr. Cynthia Lopez-Elwell (TK)	Room 8
Mrs. Joann Botello (PM)	Room 1	Mrs. Theresa Baird	Room 7
Ms. Roxanna Miramontes	PK Aide	Mrs. Darlene Shay	Room 8
Ms. Ana Valdez	PK Aide	Mrs. Michelle Hamilton	Room 9
		Mrs. Odalys Pereida	Room 6
		Ms. Cassandra Magallanes	Kinder Aide
		Ms. Alyssa Blande	Kinder Aide
First Grade		Second Grade	
Mrs. Jeanetta Bell	Room 4	Mrs. Lucie Aguilera	Room 5
Mrs. Kathy Johnson	Room 28	Mrs. Nancy Davis-Salazar	Room 27
Mrs. Katie Gross	Room 29	Mrs. Veronica Jimenez	Room 3
Mr. Michael Salazar	Room 30	Ms. Stacey Beeson	Room 10
Third Grade		Fourth Grade	
Ms. Yolanda Palma	Room 11	Mrs. Roelle Costello	Room 33
Mrs. Bevin Ferree	Room 14	Mrs. Socorro Ferrer	Room 31
Mrs. Heather McLain	Room 12	Mrs. Angela Pratt	Room 32
Mrs. Heather Young	Room 13		
Fifth Grade		Sixth Grade	
Ms. Erika Machado	Room 17	Ms. Marjorie Cerone	Room 19
Mrs. Shawna Viramontes	Room 16	Mrs. Traci Scott	Room 18
Mr. Abel De Casas	Room 15	Mrs. Toi Bolden	Room 20
Special Education		Proctors	
Mrs. Debbie Roose-Baker	Room 34	Ms. Maria Valenzuela	Ms. Anabella
Ms. Serina Alex	SDC Aide	Ms. Reyna Perez	
Mrs. Marci Dean	Room 21	Ms. Gloria Oliva	
Mrs. Hortensia Diaz	RSP Aide	Ms. Michelle Capilla	

# General Information

**BREAKFAST/LUNCH PROGRAM** Bon View has a free breakfast and lunch program. The cost for meals will be determined by OMSD Nutrition Services. The breakfast and lunch consists of a balanced menu following federal guidelines for the nutritional needs of children. Beginning in the 2018-2019 school year, Bon View qualified as a Provision II school, therefore allowing all students to participate in the free lunch program. Due to this, all students must complete and turn in the lunch application form. Your child is issued a personal meal account number (lunch number) at the beginning of the school year. They will need to enter this number every time they receive a meal. Please help your child memorize this number as soon as possible so that they will be able to move quickly through the meal line.

**SECOND CHANCE BREAKFAST** Students who were unable to eat breakfast before school may choose to eat breakfast during their morning recess. Second chance breakfast is free of charge to Bon View students. Students may not eat second chance breakfast if they ate a school breakfast that morning before school. Students who wish to eat second chance breakfast should go directly to the cafeteria at the beginning of their recess time.

**SNACKS** In accordance with the Wellness Policy of OMSD (BP 5030), Bon View school encourages families to prepare individual and healthy snacks for children that they bring and eat at school. Some examples of healthy snacks include: yogurt, fruit, vegetables, baked potatoes, cheese, crackers, etc. Snacks are not required.

**LUNCH DROP-OFF** Students who prefer to eat a lunch brought from home should come to school with their lunch. It is important that students name is written on the lunch bag or pail so that it can be identified. Lunches that are dropped off should be dropped off prior to the child's scheduled lunch period. This will allow the front office to coordinate taking the lunches to the lunchroom with adequate time for student lunch times.

**DONATIONS** We will always accept and do appreciate donations to support our instructional programs and material needs on an ongoing basis. Donations are NOT required. Items that are typically useful to our teachers include Kleenex, pencils, paper, crayons, and other classroom supplies. Please contact your child's teacher if you are interested in donating. Monetary donations from a parent or community organization require prior board approval and inquiries may be made through the front office.

**EMERGENCY FORMS** Emergency forms are required for each child. This form is maintained in the office and must have a current phone number where the parent/guardian can be reached during school hours. It is required that there are two contacts in the event we can't reach parents. Please be sure this information is kept up to date in our office. Information on the forms will enable the school to proceed efficiently in case of illness, accident, or emergency.

**COURT DOCUMENTS** The school is legally obligated to follow the court orders set forth by a judge if such documents are in the possession of the school. The school will abide by any valid court documents received. Court documents that are expired are not valid. For the safety of our students, please ensure that the front office has a copy of all current court documents.

**COMMUNICATION** Bon View communicates with parents in a variety of ways. Each month, the school sends a newsletter through the Class Dojo application. We encourage all parents to connect with the school via the Class Dojo/School Story application which will allow parents to view information about your child's class and the school. We often post reminders through this application and the application can be viewed on your smartphone or through the internet. Newsletters are also posted on our school website at [www.omsd.net/BonView](http://www.omsd.net/BonView). We also participate on Twitter. You can follow our handle at @BonView\_OMSD. We also send communication through text and phone calls through the Blackboard Connect system. Please ensure that your phone numbers are up to date. Lastly, we send home flyers as needed and do our best to send them on Tuesdays. All students receive a school folder. Parents should check the folder on a daily basis for important information. Normally, school flyers are sent home on Tuesdays, and classroom information is sent home any day of the week. Please check our Marquee for weekly events and our bulletin board located next to the front office for important information as well.

**PARENT CONCERNS** Although we strive to ensure that all of our parents and students have a positive experience at Bon View, we understand that parents and students may have concerns at times. In order to ensure that your concern is addressed appropriately and timely, we ask that you please communicate your concerns directly to your child's teacher leaving a message with the front office, via email or class dojo. You may also come in to the front office to complete a Parent Concern Form. The concern form will be directed to the teacher or appropriate staff member. In the event that you continue to have concerns, please don't hesitate to communicate with the front office to set up an appointment to meet with an administrator.



**INCLEMENT WEATHER** Recess and outside activities, including PE, will be held indoors in the event it is raining or the weather has reached temperatures above 94° F. In extreme temperatures, students are provided frequent water breaks.

**EMERGENCY PREPAREDNESS** Bon View provides emergency kits, water, food and supplies to support our student body in case of an emergency. Drills are conducted regularly as required by law to assure the safety of the children. These include fire drills, earthquake preparedness drills, and those dealing with dangerous intruders on and off campus. Children are guided along the safest possible route to a designated assembly area.

**FIELD TRIPS** From time to time trips to different locations are arranged for the purpose of providing students with firsthand knowledge that is related to areas of study. All field trips are conducted in accordance with procedures outlined by the Ontario-Montclair School District. All trips are preceded by parent notification as well as parental consent. All students will be transported either by District or vendor buses. Drivers will be certified as being properly licensed and insured. All trips will be supervised by one or more certificated member of the Bon View staff, with the desired supervision ratios being ten students to one adult.

**LEAVING THE SCHOOL GROUNDS** No child is permitted to leave the school grounds during school hours. Parents must sign out a child in the office before being released. Early pick-up is discouraged as it poses a significant disruption to instructional time. If a child must leave during the day, only a parent or designated person listed on the Emergency Form can come to check out the child from the school office and must have an Identification Card. Children waiting for parents after school must be picked up at school and not at other locations within the school or community. Children are not allowed to be released to the park without adult supervision before or after school hours.

**LOST AND FOUND** Lost articles may be claimed at the Lost and Found rack located adjacent to the MPR. Please mark your child's name on their possessions, clothing, lunch boxes, etc. The school does not assume responsibility for the loss or damage of any property that children bring to school. Lost and found items are donated to charity at the end of each year.

**CELL PHONES** Students must have their phones turned off and out of sight while on campus. Cell phones may be confiscated if they are found turned to the "ON" position during the school day and/or are out and visible. Parents will be called to pick up confiscated cell phones. Repeated occurrences will result in disciplinary action which may include the loss of the privilege of having a cell phone on campus.

**MESSAGES AND DELIVERIES TO STUDENTS** We value instructional time and limit the amount of disruptions to classrooms so that students are able to get the best learning experience. Please try to communicate with teachers via the class dojo application for the quickest turn around time. In emergency situations, we do our best to get messages to teachers and students, however, we cannot guarantee that these messages get delivered due to the high amount of traffic in the front office as well as the different schedules classrooms have. Lunches that are delivered will be placed in the cafeteria with their name on it. All other items will be placed in the teacher's box and picked up within 24 hours.

**PARENT VOLUNTEERS** We encourage parent/family volunteers to come to our campus and support our classrooms, front office, and library. Volunteers must submit an application and be cleared through the district process. Volunteers will also be asked to attend a volunteer training prior to beginning and abide by the school volunteer guidelines. After volunteers have been cleared, they must first be approved by the teacher or office to enter the campus. Please make prior arrangements with your child's teacher or specific staff member for the day and time you plan to arrive to volunteer. Teachers will enter your name as an expected visitor and you will be able to sign in and enter the designated location. We value instructional time, therefore if your name is not entered into the system as an expected volunteer for that day, we will gladly leave the teacher a message to contact you to make arrangements for a future volunteer session.

**CLASS CELEBRATIONS** All persons providing beverages and snacks for class celebrations and school sponsored events shall be to provide items that adhere to the wellness policy. Bon view requires that you make prior arrangements with the teacher before planning a celebration. Celebrations will not be allowed without prior permission. We value instructional time, therefore, if parents are not listed as expected visitors, the front office will gladly leave a message for the teacher to contact them after school hours. Treats for celebrations must be store bought and individually packaged, and meet the wellness policy requirements. Items that do not meet the wellness policy requirements will not be allowed into the classroom. Due to the wellness policy, Bon View encourages parents to provide treats that do not involve edibles, such as pencils, erasers, stickers, etc. A book donation to our school or classroom library is always a good option as well.

**PERSONAL HYGIENE** In accordance with Assembly Bill 10 passed in January 2018, all female restrooms are stocked with feminine hygiene products. Students should use these products as necessary. The health office is also available for any personal hygiene questions or needs.

# Drop-off and Pick-up Procedures

We need your help in making our parking lots and surrounding streets a safe for our students. Please adhere to the following guidelines to assure that our students are safe during drop off and pick up times.

## **DROP-OFF:**

- Students may not be on campus prior to 7:30 a.m. Student supervision begins at 7:30 a.m. when the gates are open.
- Breakfast is served between 7:30 a.m. and 7:50 a.m.
- At 8:00 a.m. sharp, the gates are closed and all students arriving at that time must go to the office for a tardy slip. All students must be in their classroom line by 8:00 a.m.
- Students may be dropped off in the north and south parking lots, located on either side of the multi-purpose room. Students should be dropped off along the westside curb only and never from a double parked car in the middle of the traffic lane.
- Busses will drop students off at the curb in front of the school and must be provided the right of way by all vehicles during drop off times.
- All parking is prohibited in the bus zone between 7:00 a.m. and 4:00 p.m.
- Car drop off areas are for unloading only. If you would like to park, please park on Philadelphia or Bon View streets and use the crosswalks at all times. Please do not park in staff parking lots unless you have a handicapped placard.

## **PICK-UP:**

- When picking up students by car after school please use the pick-up lanes in the south and north parking lots or park on the street to walk up to the gates. Please use the parking lot only for curbside pick-up. Please do not exit your car for curbside pick-up.
- Only cars with handicap placards will be allowed to park in the handicap parking stalls.
- Students should be picked up along the curb only and never from a double parked car in the middle of the traffic lane.
- If you park your car across the street, please use the crosswalks when you cross the street to pick up your child, and when you return to your vehicle with your child. Please do not wave or motion for your child to cross the street alone.
- Park along designated curbs on the street only. Double parking is not allowed in the street or parking lots and students should not go between cars to get into your vehicle. Vehicles that are double parked are subject to ticketing.
- The bus loading and unloading area on the curb in front of the school is to be kept clear for busses. Busses MUST be given the right of way at all times as they must adhere to their loading and unloading schedules.
- Students may not wait for rides in the park adjacent to the school.

**WALKERS:** Students with advanced authorization will be given permission to walk home. Please be advised that there is a crossguard at the corner of Philadelphia and Bon View to help students cross safely, however, there is no crossing guard on Bon View Ave. in front of the park. Students in 4th-6th grade will be permitted to walk home with prior parent permission through a permission slip signed at the beginning of the year. Students in younger grades whose parents are requesting that their child walk home must make arrangements to speak with an administrator for approval. Students who are walkers must go straight home. Students may not loiter in the community or the park.

# Dress Code and Prohibited Items

**APPEARANCE** In order to maintain an educational environment that is conducive to learning, we encourage students to “dress for learning” and come to school properly prepared for participating in the educational process. Parents have the primary responsibility to see that students are properly dressed for school. School district personnel have the responsibility of maintaining an environment that is conducive to learning. Adherence to the Ontario-Montclair School District and Bon View adopted Basic Dress Guidelines and Prohibited Items List will help maintain a safe and orderly school environment for our students and keep our school free from threats or the harmful influence of any group or gang which may advocate substance use, violence, or disruptive behavior.

## **DRESS CODE**

1. Closed toe shoes with substantial soles (without wheels) should be worn at all times. Flip-flops, backless shoes, sandals, slippers and high heels or wedges over two inches are prohibited.
2. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off the shoulder or low cut tops, bare midriff or back and skirts or shorts that are shorter than mid-thigh are prohibited.
3. Gang attire of any kind is strictly prohibited. Law enforcement guidelines will be followed.
4. Clothes must fit appropriately. Extremely baggy, loose fitting garments are not allowed and pants cannot sag below the waist or drag on the ground. Belt buckles engraved with initials are prohibited.
5. Clothing, jewelry and personal items (backpacks, purses, etc.) shall be free of writing, pictures or any other insignia which are gang-related, crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate racial, ethnic or religious prejudice. Attitude T-Shirts are to be appropriate for school and must adhere to dress code guidelines. Any image of a person portrayed must also be clothed according to the Bon View dress code.
6. Earrings or other jewelry, which may present a safety hazard or distract from the instructional program are not suitable for school wear. These include but are not limited to dangling hoop earrings larger than ½ inch in circumference, facial piercings, and elongated pointed earrings that protrude from the ear or face.
7. Caps with a brim may be worn as protection against the sun when out-of-doors. They must be worn so the brim is not tipped to the sides or back and not be worn indoors.
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring or gel that would drip when wet. Hairstyle should not impact a student’s ability to see during the instructional day or distract from the learning environment.
9. No make-up is allowed to be worn during the instructional day. Acrylic nails and body glitter is also not permitted.
10. Due to allergies, scented sprays or perfumes are prohibited at school.

**PROHIBITED ITEMS** In the interest of protecting the health and safety of all district students, the following Prohibited Items List has been adopted by the Board of Trustees. The school is not responsible for any lost, damaged, or stolen items.

These items are not allowed at school:

1. Electronic devices including, but not limited to, music players, electronic games, cameras, e-reader, and tablets. With prior written permission of the Principal or designee, these items may be brought to school for special occasions.
2. Gambling devices such as dice, playing cards, etc.
3. Drugs, alcoholic beverages, cigarettes, tobacco, cigarette papers, lighters, pipes, matches, look-alikes, e-pipes and drug paraphernalia.
4. Explosive devices, firecrackers, fire balls, cherry bombs, etc.
5. Weapons, guns, knives, cake cutters, screw drivers, and other dangerous items or realistic simulations of these items.
6. Toys, trading cards, sports equipment, personal electronics and other non school related items. All assistive learning devices are to be agreed upon by the teacher or administrator prior to being used in class. (Ex. fidget spinners)
7. Tagging materials and instruments are prohibited and will be confiscated. Prohibited items include, but are not limited to, permanent markers, aerosol paint containers, etching tools, stickers, or any other instrument used for the purpose of writing graffiti or tagging.

**DRUG FREE ZONE** All OMSD Schools are declared drug-free with zero tolerance for any involvement with drugs on campus. Any student possessing, using, or under the influence of alcohol or other drugs, or selling alcohol, drugs or related paraphernalia will receive serious disciplinary action which may result in an expulsion referral.

# Attendance Policy

**ABSENCES** The California Department of Education states that no child may be legally excused for any reason other than illness, medical appointment, or death in the immediate family. Excused illnesses are those that require a child to stay home until the symptoms are gone (such as fever, diarrhea, or vomiting) or other illnesses that a doctor provides a written notice for an indicates when the student can return to school. Because we cannot risk the health of other students by exposing them to conditions that may cause illness and loss of schooling, the school nurse may require a doctor's release in order for your child to return to school. Absences are only considered excused if they are for an illness, doctor appointment for the child, or for a death in the immediate family. All other absences are considered unexcused. Please bring a doctor's note to excuse a medical illness and contact the front office to provide reason for any absence.

**EARLY RELEASE** If you would like to pick your child up early, you or a designated adult on the Emergency Card must come to the school office to sign your child out. Early release is considered missing instructional time and will be counted against perfect attendance.

**TARDY** Students are tardy if they are not inside the campus gates when the 8:00 a.m. bell rings. The North and South entrance gates will close promptly when the 8:00 AM bell rings. The bells align to the world clock. The California Department of Education states that the only excused tardies are for medical appointments or illness.

**EXCESSIVE ABSENCES, TARDIES, OR EARLY OUTS** Students with excessive absences, tardies, and/or early outs as outlined by the state of California will be monitored and tracked in our attendance system. If student absences, tardies, and/or early outs are deemed excessive, parents will receive written notification, and may be asked to meet with the school or district through the SART or SARB process.

**EXEPTIONAL ATTENDANCE** Research shows that students who attend school regularly are academically successful. Students who achieve perfect attendance for the year will be rewarded. Keep in mind that your child must maintain perfect attendance right up until the day of the reward. Perfect attendance will require students to be at school "Every Minute of Every Day" which means 0 absences, 0 tardies, and 0 early outs. Students may attend Saturday School Make-up Academy (STEAMi Saturdays) to make-up an absence.

## **SATURDAY MAKE-UP ACADEMY (SMUA)**

Students are encouraged to make up learning time missed due to absences by attending STEAM Saturdays (Science, Technology, Engineering, Art, Math). All students will be invited to attend, however, only students with absences will be able to make-up the absence by attending. Additionally, only a certain amount of students without absences will be allowed to attend and will be taken on a first come, first serve basis. There are monthly opportunities to attend STEAM Saturdays which run from 8:00 a.m. to 12:00 p.m. During this sessions, students will be participating in learning S.T.E.A.M. content that align with the Common Core State Standards. Students may not make up a future absence by attending Saturday School. **Please note: Saturday Academy will not count toward Perfect Attendance rewards.**

**INDEPENDENT STUDY AGREEMENT** If a student should need to be absent for a longer period of time (1 or more weeks), a written independent study master agreement may be requested. Participation must be voluntary by the pupil and the parents and must be approved on behalf of the school administration. Student approved departure from school must be for no less than five (5) consecutive days. The agreement shall be completed prior (at least 5 days) to the student starting in the program. Work assigned must be equal to a full school day and returned completed on or before the date following the contract end date. Independent study does not count towards perfect attendance.

# Health Office

**SCHOOL NURSE** A school nurse is assigned to Bon View weekly and a health assistant is scheduled daily. You will be called if your child becomes ill and is unable to return to class. When there are no apparent symptoms of an illness, we will have a child rest and return to class. Parents will be notified of any accident that requires follow-up care. You may see an "Ouch Report" which will indicate that the child was seen by the health office that day. All parents should make sure that up-to-date emergency information is on file.

**ACCIDENTS** The Board of Trustees of the Ontario-Montclair School District does not assume any responsibility for accidents or injuries to a child participating in any school activities. Due care is always exercised to prevent accidents. A VOLUNTARY STUDENT ACCIDENT INSURANCE POLICY IS OFFERED TO ALL STUDENTS FOR A NOMINAL PREMIUM. The form will be sent home during the first few weeks of school. It is required that we have phone numbers where parents can be reached and the phone number of two contacts in the event we can't reach parents. Please be sure this information is kept up to date in our office.

**CHILD ABUSE AND NEGLECT** By law, all school employees must report every incident of suspected or reported child abuse to the San Bernardino County Children and Family Services. School staff members may briefly question a child and are required to report any incidents of reported abuse indicated by the child. Legal reference is the California Education Code - 44690-44691 - Child Abuse Detection.

**CONTAGIOUS DISEASE** Students who are ill with any kind of contagious or infectious disease should be kept home for their own and other students' protection. Please notify the school if your child contracts a communicable disease. Re-admission to school after having contracted a contagious disease will follow State law requirements and may require a doctor's note.

**DENTAL CLINIC** A dental screening will refer children who are eligible for emergency or clinic dental care at San Antonio Community Hospital. Parents must qualify for these services for which a small fee is charged.

**ORAL HEALTH ASSESSMENT** California state law states your child must have a dental check-up during his/her first year in public school. The appropriate section of the oral health assessment form must be completed by your dentist and submitted with registration materials.

**VISION AND HEARING TESTS** The Nurse will test students in Kindergarten, second grade and in fifth grade, RSP and SDC students as well as new students. Students referred by parents, teachers, or principal will be tested also. First grade males are screened for color-blindness only.

**IMMUNIZATIONS** For the safety of all students, certain immunizations are required by State law. These include Polio, Diphtheria, Pertussis, Tetanus (DPT or TD), Rubella (German 3-day measles), and Mumps. Pupils may be exempted only for medical reasons or personal belief. Students not exempted must have immunizations to attend school. A new state law requires all students entering seventh grade after July 1999 to be immunized for hepatitis B (a series of three immunizations over six months) and have a second immunization for measles, mumps and rubella. The law mandates that students must be "current" with these immunizations prior to admission to seventh grade. Shots may be provided by the family physician or by the San Bernardino County Health Department. (1647 E Holt Boulevard, Ontario, California (909) 458-9716).

**MEDICATION** If your child requires medication during the day, a signed parent permission and Doctor's Certification form must be on file in the office. Medication will be administered in the office and will be secured. The child is responsible for remembering when it is time to take his/her medication. Parents are to deliver the medication to the school in person. **DO NOT SEND IT WITH THE CHILD.**

**SPECIAL HEALTH PROBLEMS** Please contact the Principal or School Nurse if your child has a special health problem that might require a special program to be planned for him/her. Teachers are notified of students in class with health problems.

# Academic Programs

## INTERNATIONAL BACCALAUREATE (IB) PYP

Bon View Elementary is an International Baccalaureate World School. The IB Primary Years Programme (PYP) is the elementary level of the IB education, which transitions to the Middle Years Programme and culminates in the Diploma Programme at the high school level. IB is not a curriculum, but a model and structure for presenting the standards that is the same in over 5,000 schools in 147 countries. PYP students experience the curriculum in the form of six trans-disciplinary units of instruction, repeated every year, such as "Who we are" and "How the world works." Our Mission as an International Baccalaureate World School is to develop knowledgeable and globally conscious lifelong learners. Intercultural understanding and social responsibility are the foundation of our rigorous and integrated standards-based academic program. With parent and community support we have changed many aspects of our instructional and character programs.

One central component of our IB program is the learner profile. The learner profile represents the ideals we hope our students will embody and exhibit on a daily basis through their interactions with others and their environment. Below is a definition of each of the ten IB learner profiles. IB students are:

**Inquirer:** They acquire the skills necessary to conduct inquiry and research and show independence in learning.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance.

**Thinker:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicator:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the

perspectives, values and traditions of other individuals and communities.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others.

**Risk-taker:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**THEMES** The IB Program organizes instruction and inquiry within several themes which are How We Organize Ourselves, Sharing the Planet, Where we are In Place and Time, Who we are, How we Express Ourselves, and How the World Works.

**ACTION** Action is another essential element of our school-wide program. Our trans-disciplinary units aim to invoke a sense of responsibility on the part of our students and create an environment where they are empowered to take action to make their world a better place for everyone. Support your child's efforts to connect to their world and discuss the actions that they take in and out of the classroom to improve the world they live in.

**EXHIBITION** In the sixth grade year of the PYP Programme, students participate in a culminating project known as Exhibition. Students are required to engage in a collaborative inquiry process that involves: identifying, investigating and offering solutions to real-life issues or problems. The entire sixth grade class under the guidance of their teachers was divided into cooperative groups of three to five students to encourage collaboration among learners. The students are assigned the trans-disciplinary theme and then asked to develop their own topics and central ideas that connect to the theme. This inquiry based approach to education allows students to create their own learning task, conduct thorough research and then demonstrate it through a visual representation, a written component and a presentation.

## **ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

This year, Bon View is launching the AVID program in grades PK-6. Students will begin to learn how to organize their materials and assignments, effectively utilize their daily agenda and calendar, take 2 or 3 column notes, and create and identify levels of questioning. Additionally, AVID encourages the use of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) within every lesson. The components of the AVID program align with and enhance our current IB Program and better prepare our students for college and career.

**GIFTED AND TALENTED EDUCATION (GATE)** Students identified as GATE are clustered into one class per grade level and are provided instruction by a GATE certified teacher. At Bon View, students may be identified as GATE in grades 2-6. All students in grade 2 receive the GATE assessment in January to determine qualification. Students in grades 3-6 can begin the process of identification through teacher or parent recommendation.

**HONOR ROLL** Students in 4th-6th grade will be eligible for Honor Roll. Students who achieve grades of all 3s and/or 4s on their report card will earn the honor roll award and will be honored at our trimester assemblies.

**ENGLISH LANGUAGE DEVELOPMENT** All students in grades TK-6 participate in 30 minutes of designated English Language Development (ELD) time. During this time, students are grouped into clusters based on their language ability level as demonstrated on the state language assessment and classroom observation. This time provides students with the opportunity to advance their skills in the English Language through Reading, Writing, Verbal, and Listening skills. Students who are designated English Only based on the Home Language Survey will also receive support in advancing their academic language skills during this time. Students who are designated English Learners (EL) will be given the ELPAC test each year until they become reclassified Fluent English Proficient.

**PHYSICAL EDUCATION** All students must be given an average of 100 minutes of physical activity each week. Students are provided with two PE blocks each week for about an hour each block. Bon View PE is scheduled on Mondays and Tuesdays each week. Students should wear comfortable shoes and clothes on these days. Additionally, students rotate through IB PE on certain Friday's throughout the year.

**INTERVENTION** Intervention services may be offered during the year to a specific number of students depending on grade level and academic ability. Some intervention services are offered during the school day by the classroom teacher or support staff and others are offered after school. Spaces are often limited and students are invited to participate based on their academic performance. Please see your child's teacher for more information regarding intervention and your child's academic level.

**STUDENT STUDY TEAM (SST)** If the parent/guardian or the teacher notice academic, behavior, health, or socio-emotional concerns, the teacher may refer the student to the Student Study Team (SST). Once classroom interventions have taken place, the teacher may request an SST meeting with the parent, teacher, administrator, Outreach Consultant and other support staff. The team will review the concerns together and make necessary arrangements to support the student.

**SPECIAL EDUCATION** Bon View has several Special Education programs including Resource Specialist Program (RSP), Speech, and Special Day Class (SDC). The district offers a variety of special needs programs, such as vision therapy and adaptive PE. Students must qualify for any Special Education programs through a psycho-educational evaluation. Such an evaluation is normally started through the SST process. If you have a concern regarding your child, please communicate your concerns to your child's teacher immediately.

## ***Bon View School Language Policy***

### **Language Beliefs:**

At Bon View School we believe that all teachers are language instructors. All students are language learners. Each student has his or her own background and their unique contributions. We believe that recognizing and supporting our students' languages is crucial to their development. Bon View has made a commitment to our students and parents to provide a learning community that promotes and supports language diversity.

### **Identification:**

Mother tongue languages and students that are in need of additional services provided through ELD instruction will be identified at the beginning of the school year or when the student enters Bon View. All students that are listed as speaking another language other than English will be tested on the English language Proficiency Assessments for California (ELPAC) which includes two tests: Initial and summative, as required by the state of California. There is an initial test followed yearly by a summative assessment until student is reclassified. By identifying our language populations we are able to inform our teachers and staff so that we can strengthen our learning community and integrate language support into instruction.

### **Scope and Sequence:**

The scope and sequence of the language program is determined by state mandated requirements, Common Core State Standards. All CCSS, NGSS, History-Social Science standards are aligned to each grade level Units of Inquiry that includes "Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet".

### **Language Instruction:**

#### ***Classroom Instruction:***

All instruction at Bon View is done in English; language is the foundation of our curriculum. If other languages come about during instruction they will be addressed and students will be encouraged to inquire. Students are instructed in all areas of language arts. Teachers are expected to create a print rich environment, teach with best practice strategies, and to set a model for all students. Students learn from not only their teacher but their peers and their experiences with language.

#### ***ELD Instruction:***

Students that qualify as English Language Learners (ELL) are given English language instruction at their instructional level daily. ELL students are assessed using the guidelines in our assessment policy.

#### ***Assessing Language Learning:***

District, school and state-mandated language assessments (Foundational Skills, Fluency, Writing, RI, CAASP, ELPAC) are used by Administration, teachers, parents, and students to assess individual and school-wide progress related to language learning. Formative assessments are also used by classroom teachers daily. These assessments are used to inform language and teaching practices within our school. A range of appropriate assessment methods such as portfolios, student led conferences,, writing sample analysis, writing journal, self and peer assessment are used. All teachers consider language development in their planning and assessment, and support language acquisition in their teaching.

#### ***Mother Tongue Support:***

Bon View encourages students to maintain their cultural diversity through their mother tongue at home and at school. Parents have the opportunity to acquire a second language and learn reading strategies that support reading in Spanish or English through the Latino Family Literacy Program that meets once a week. Support of our diverse population both our classrooms and school library provide books in mother tongue languages of our students. Parents are involved with the development of our libraries and are encouraged to share with children the languages that they speak. We often provide speakers to read to the students in languages represented at our school.



## Assessment Policy – Bon View School

### Bon View’s philosophy of assessment

Assessment is a continuous process that allows teachers, parents, and students to identify areas of strength and areas that need improvement. It also helps us measure the effectiveness of the program. At Bon View Elementary we believe that through assessment we can strengthen teaching and guide the learning process for our students.

#### Assessing: How do we discover what students have learned?

<p>Purpose for assessment</p> <ul style="list-style-type: none"> <li>• To understand learners</li> <li>• To set goals, growth plan</li> <li>• To track progress and growth</li> <li>• To understand students prior knowledge</li> <li>• To plan for inquiry</li> <li>• To understand students learning in the context of the lines of inquiry into the central idea</li> </ul>	<p>What is assessed?</p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Understanding of concepts</li> <li>• Mastering of skills</li> <li>• Decision to take action</li> <li>• Demonstration of the attributes of the PYP student profile</li> <li>• Student progress and performance in the following subject areas: Mathematics, English Language Arts, English Language Development,, Social Studies, Science, Personal, Social and Physical Education as required by the Federal</li> </ul>
<p>When do assessments take place?</p> <ul style="list-style-type: none"> <li>• <u>Formative assessments</u> are interwoven with daily learning and help teachers and students find out what the students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other.</li> <li>• <u>Summative Assessment</u> will assess the conceptual understandings within central ideas of each transdisciplinary theme.</li> <li>• Rubrics, checklists, portfolios, anecdotal records will be used to record responses as a means of authentic assessment.</li> <li>• IB Learner profile will be reported will be reported at parent conferences in the fall and spring and at the end of the school year. Conferences in the spring are parent/teacher and student led). The Learner Profile report will be attached to the student report card.</li> <li>• State Testing CAASP (California Assessment of Student Performance and Progress) is administered to students in grades 3-6 in the Spring</li> <li>• 5<sup>th</sup> Grade State of California Physical Education Assessment</li> <li>• Exhibition - takes place at the end of 6th grade. Students celebrate what they have learned.</li> </ul>	<p>Effective Assessment Practices</p> <p>A range of assessment formats are used to represent a balanced observation of each child and what they know, understand and can do in relation to the content being assessed.</p> <p>Allows students to:</p> <ul style="list-style-type: none"> <li>• Identify individual strengths</li> <li>• See the progress they have made</li> <li>• Identify goals for reaching expectations</li> <li>• Understand what needs to be improved</li> <li>• Share their learning and understanding with others</li> <li>• Receive feedback on their learning</li> <li>• Provides a motivating force that encourages the personal pursuit of excellence</li> <li>• Expressing points of view and understanding</li> </ul> <p>Allows teachers to:</p> <ul style="list-style-type: none"> <li>• Inform every stage of the teaching and learning process</li> <li>• Create instructional plans to guide inquiry</li> <li>• Define expectations and outcomes for student and teacher lead inquiry</li> <li>• Collect other quantitative and qualitative data</li> <li>• Acquire data that can be used to inform students, teachers, grade levels, school, and community</li> <li>• Support and develop collaborative reflective teaching practices on student performance and progress</li> <li>• Observe if students can apply their</li> </ul>

	<p>understanding to related contents</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Allows parents to:</p> <ul style="list-style-type: none"> <li>• Provide a window into learning and what is happening in school</li> <li>• Observe and track student progress and development</li> <li>• Provide opportunities to support outside of school</li> <li>• Celebrate student learning</li> <li>• Understand the goals teachers have for each student</li> </ul>
<p>Site Performance Assessments</p> <ul style="list-style-type: none"> <li>• Summative assessments</li> <li>• Summative Unit and Module assessment</li> <li>• Diagnostic Assessment (phonics survey, sight words, phonemic awareness inventory)</li> <li>• Writing/Performance tasks</li> <li>• Class projects</li> <li>• Beginning of the Year Fluency</li> <li>• 6<sup>th</sup> grade exhibition – students must show the five elements of the curriculum through a transdisciplinary unit of inquiry that includes ongoing assessment of each individual student’s contribution to and understanding of exhibition and a summative assessment and reflection on the event itself.</li> </ul>	<p>Ontario-Montclair School District Assessments</p> <ul style="list-style-type: none"> <li>• ELPAC (English Learner)</li> <li>• OMSD Foundational ELA Unit Assessments and Fluency Assessments</li> <li>• OMSD ESGI Reading and Math (for TK and Kinder)</li> <li>• OMSD Math Interim benchmark</li> <li>• RI (Reading Inventory for grades 2-6)</li> <li>• CogAT ( Cognitive Abilities Test to screen for Gifted and Talented Program eligibility in 2nd grade)</li> <li>• CAASP (California Assessment of Student Performance and Progress) in ELA and Math</li> <li>• NGSS (Next Generation Science Standards) 5<sup>th</sup> grade</li> <li>• OMSD Kinder Assessment/Fluency targets</li> </ul>
<p>Reporting: How we choose to communicate information about assessment</p> <ul style="list-style-type: none"> <li>• Data is reported to students through formative assessments, daily dialogue, one/one discussions</li> <li>• Staff and students receive daily/weekly/monthly feedback on assessments.</li> <li>• Foundational and fluency (including ESGI) assessments, Reading Inventory, Math benchmark reviewed by grade level and administration.</li> <li>• Teachers informs parents through written and digital classroom communication</li> <li>• Parent/teacher/student led conferences</li> <li>• Report cards each trimester</li> <li>• AVID Binders: AVID—Advancement Via Individual Determination—fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms</li> <li>• Learner Profile Progress Report each trimester</li> <li>• Learner Profile reflections/student learning over time in portfolios that are shared with parents</li> </ul>	<p>Portfolios are</p> <ul style="list-style-type: none"> <li>• A collection of student learning, chosen and organized throughout the academic year using grade level essential agreements.</li> <li>• Portfolios are stored in the classroom/given to next teacher at the beginning of the following school year. Collected work is kept until 6<sup>th</sup> grade.</li> <li>• Displayed for parents during student led conferences</li> <li>• Portfolios can document student action over the student years at school.</li> </ul>

# Positive Behavior Interventions and Supports (PBIS)



## Bon View Elementary

Thinker  
Open-Minded  
Principled  
Balanced  
Reflective  
Inquirer  
Caring  
Courageous  
Communicator  
Knowledgeable

LIBRARY/LAB	CAFETERIA	ARRIVAL/ DISMISSAL	HALLWAYS/ COURTYARD	PLAYGROUND	RESTROOMS
<ul style="list-style-type: none"> <li>• Enter and exit quietly</li> <li>• Be caring with resources</li> <li>• Inquire about the world through technology and books</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in assigned area</li> <li>• Walk at all times</li> <li>• Eat your own food</li> <li>• Keep food on trays</li> <li>• Leave area clean</li> <li>• Raise your hand for help</li> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Use walkways</li> <li>• Walk at all times</li> <li>• Go directly to destination</li> <li>• Wait politely</li> <li>• Listen and follow directions</li> <li>• Make safe choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use walkways</li> <li>• Walk at all times</li> <li>• Go directly to destination</li> <li>• Pick up trash</li> <li>• Carry equipment</li> <li>• Talk quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Stay in designated area</li> <li>• Follow game rules</li> <li>• Use equipment correctly</li> <li>• When the bell rings freeze and take a knee</li> <li>• Include others</li> <li>• Pick up trash</li> <li>• Work together to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Use restroom, flush, and wash hands</li> <li>• Respect privacy</li> <li>• Return promptly</li> <li>• Leave restroom clean</li> <li>• Use inside voice</li> <li>• Report problems to an adult</li> </ul>

## TOP BRIC<sup>3</sup>K

**PBIS** Positive Behavior Interventions and Supports (**PBIS**) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success (sjusd.org). Through the PBIS philosophy, Bon View plans to teach appropriate behaviors, reward positive behaviors, and develop a fair system to handle inappropriate or unsafe behaviors. The overall goal is to create a positive educational environment for all students.

**BEHAVIORAL EXPECTATIONS** T.O.P. B.R.I.C<sup>3</sup>.K. is our new acronym which will help students understand and learn the behavioral expectations for a successful school experience as well as for a successful future. These words are our IB Learner Profile Attributes and are the core values of the IB Philosophy and program. T.O.P. B.R.I.C<sup>3</sup>.K. stands for the following terms:

**Thinker** **Open-Minded** **Principled** **Balanced** **Reflective** **Inquirer** **Communicator** **Courageous** **Caring** **Knowledgeable**

**BEHAVIOR INCENTIVES** Bon View's Behavior Plan includes positive behavior recognition. This positive recognition plan is designed to recognize students who maintain positive and appropriate behavior and do not receive Behavior Reflection Forms (BRF). In addition to positive behavior incentives included in their individual classroom level behavior plan, students may also earn Global Scholar Tickets for demonstrating the ideal behaviors of an International Baccalaureate student. Some incentives students may earn include periodic:

- Drawings for prizes
- PBIS Global Scholar student store
- Global Scholar Parties during lunch time

**BEHAVIOR REFLECTION FORM (BRF).** When school expectations are not followed, a student may receive a Behavior Reflection Form (BRF). The teacher will keep a copy on file in the classroom. A copy is also sent home to the parents to sign and return to the teacher. Students who receive BRFs may lose the opportunity to participate in school or class incentives throughout the school year. Consequences may include behavior coaching, reflection time, community service, etc. BRF's are a tool for communication within the school campus and to parents/guardians.

**PROGRESSIVE DISCIPLINE PLAN** Our primary goal is to provide a safe and orderly environment that is conducive to learning. Therefore, each teacher develops and sends home a classroom discipline plan, which outlines classroom rules, including both positive and negative consequences. Please review the plan with your child and inquire with the classroom teacher directly if there are any questions or concerns.

**SEVERE/EXTREME BEHAVIOR INFRACTIONS**

Students who commit behavior that is extreme in nature may bypass the progressive discipline system and may result in an immediate suspension or further disciplinary action.

**GROUND FOR SUSPENSION AND EXPULSION** Per Education Code, students may be subject to suspension or expulsion for committing any of the following acts:

E.C. 48900

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053 et seq., alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol 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) Stolen or attempted to steal school property or private property.
- h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.



E.C. 48900.2

Students are also subject to suspension or recommendation for expulsion if they have committed sexual harassment as defined in Education Code 212.5 provided that the conduct is 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 victim's academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in kindergarten or grades one through three.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district including but not limited to the following circumstances:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

**CLASS SUSPENSION** A teacher may suspend any student from the teacher’s class for the day of the suspension and the day following. An Behavior Reflection Form (BRF) must be completed containing teacher’s interventions prior to the class suspension. The teacher will arrange an alternate location for the student for the time of suspension. In addition, a superintendent, principal, or principal’s designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

	<b>Bon View Elementary</b>	T.O.P. B.R.I.C.K. Thinker Open-Minded Principled Balanced Reflective Inquirer Caring, Communicator, Knowledgeable
<b>BEHAVIOR REFLECTION FORM</b>		
Student: _____		
Grade: _____	HR Teacher: _____	Date: _____ Time: _____ Issuing Staff: _____
For Classroom Teacher Use: Please indicate the number of BR Forms completed:		
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3/Level 1 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6/Level 2 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9/Level 3 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12/Level 4 <input type="checkbox"/>		
<b>INCIDENT LOCATION</b>		
<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Bathroom <input type="checkbox"/> Off-Campus <input type="checkbox"/> Special Event <input type="checkbox"/> Parking Lot <input type="checkbox"/> Other: _____		
<b>INCIDENT DESCRIPTION</b>		
_____ _____ _____		
<b>MINOR PROBLEM BEHAVIORS</b>		
<input type="checkbox"/> Disrespect <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Contact <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse <input type="checkbox"/> Dress Code <input type="checkbox"/> Other: _____		
<b>MAJOR PROBLEM BEHAVIORS</b>		
<input type="checkbox"/> Defiance <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Disruption <input type="checkbox"/> Disrespect <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Harrassment <input type="checkbox"/> Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Inappropriate Contact <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Forgery/Theft <input type="checkbox"/> Possession of: _____		
<b>PERCEIVED MOTIVATION</b>		
<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Peer <input type="checkbox"/> Unknown <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Tasks/Activities <input type="checkbox"/> Avoid Adult <input type="checkbox"/> Other: _____		
Others Involved: <input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Sub <input type="checkbox"/> _____		
<b>ACTION PLAN</b>		
<input type="checkbox"/> Behavior Coaching <input type="checkbox"/> Student Reflection <input type="checkbox"/> Counseled by ORC <input type="checkbox"/> Parent Contact <input type="checkbox"/> Altered Participation <input type="checkbox"/> Reflection Room <input type="checkbox"/> Behavior Plan <input type="checkbox"/> Parent Conference <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Other: _____		
<b>STUDENT REFLECTION</b>		
What did you choose to do? What was your action? What will you choose next time? How will you act in the future?		
_____ _____ _____		
		
Parent Signature: _____		Date: _____
Parent Comments (optional): _____		

Teacher Copy – White   Office Copy – Green   Please Return to Teacher – Yellow   Parent Copy - Pink/Gold

# Global Scholar Ticket

REFLECTIVE

**Balanced**

Caring

**OPEN-MINDED**

**COMMUNICATOR**

Knowledgeable

Principled

Thinker



Risk Taker

**Inquirer**

**Presented to:** \_\_\_\_\_

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

**Issuing Staff:** \_\_\_\_\_

# Parent Involvement Policy

Bon View has developed a written Title I parental involvement policy with input from Title I parents. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

Bon View has distributed the policy to parents of Title I students and we will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Plan:

- Upon enrollment all parents will be provided a copy of the School Parental Involvement Plan.
- A copy of the School Parental Involvement Plan will available at the front office for parents to review.
- The School Parent Involvement Plan will be translated into Spanish for parents of English Language Learners.
- A copy of the School Parental Involvement policy will be posted on the schools website.

## INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

To involve parents in the Title I program at Bon View, the following practices have been established:

Bon View Elementary will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- About their school's participation in Title I

Bon View Elementary will hold a flexible number of meetings at varying times, provide child care during the meetings and conducting home visits when the school deems necessary. These items will be paid for with Title I funding as long as these services relate to parental involvement:

- Meetings will be scheduled at convenient times for parents. Parents will be informed of meetings through our website, monthly newsletters, and Connect Ed. calls in both English and Spanish.
- Determination about what is needed to reach parents will be made by asking feedback from parent volunteers and school staff.
- After meetings, school personnel will evaluate parent participation to determine organization and implementation of future activities.

Bon View Elementary will take the following actions to involve parents of Title 1 students in the joint development and joint agreement of its School Parental Involvement Plan and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- A copy of the Parental Involvement Plan will be made available to all parents prior to their child's enrollment in the program.
- The Parental Involvement Plan will be provided to Title 1 families for suggestions and final approval.
- Title 1 parents will be involved in revising and updating the Parental Involvement plan as needed during scheduled meetings.
- After final adoption, all parents will receive a copy of the Parental Involvement plan.

Bon View provides parents of Title 1 students with timely information about Title 1 programs through the school flyers, monthly newsletter, Connect Ed call in both English and Spanish, as well as through our school website.

Bon View Elementary will update periodically its School Parental Involvement Plan to meet the changing needs of parents and the school:

- Periodic reviews will be scheduled for discussion purposes and consensus of the School Parental Involvement Plan.
- Parents will be invited to attend meetings where Title 1 guidelines will be presented.
- Parents will be offered an explanation of Title 1 requirements and clarified rights of parents to be involved in the Title 1 program.

Bon View Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Parents will receive from the district an individual student report about the performance of their children on the state assessment test. Other district benchmark assessments used to evaluate and assess children's proficiency in math and reading will be available to parents upon request.
- Informational workshops *and handouts* will be provided to parents to encourage understanding of assessment tools, communication tools, and curriculum used by teachers, how to support students at home, and how to support specific student groups. *There will be multiple opportunities for parents to attend meetings throughout the year, and multiple manners of communication will be used to notify parents of such meetings.*
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Bon View Elementary will provide parents of students opportunities for meetings, during parent-teacher conference weeks and upon request, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Teachers and personnel will respond to any such suggestions as soon as practicably possible.
- Parents will be informed as to *how they can volunteer on campus* and how they can help monitor their children's progress with suggested activities they can do at home with their children to improve the achievement level of their children.

# School-Parent Compact

## WHAT IS A SCHOOL-PARENT COMPACT?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards. Effective compacts: Link to goals of the school improvement plan, Focus on student learning skills, Describe how teachers will help students develop those skills using high-quality curriculum and instruction, 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

## JOINTLY DEVELOPED

The parents, staff, and community members of Bon View IB World School meet often throughout the school year to discuss student progress and learning needs. Our School-Parent Compact is updated and revised each year based on stakeholder feedback and input. We welcome our community members to attend any of the following meeting opportunities to share input and learn more about our school: School Site Council (SSC) Meetings, Coffee with the Principal Meetings, GATE Parent Meetings, Special Education Parent Meetings, School English Learner Advisory Council (SELPAC) Meetings. We also encourage parents to contact the school with any questions, comments, or concerns.

## ACTIVITIES TO BUILD PARTNERSHIPS

Bon View strives to provide activities to build a strong partnership with the parent community. We welcome you to attend: Monthly Awards Assemblies, Back to School Night and Open House, PTO Sponsored Events such as Trick or Treat Movie Night, Food Fair, Carnival, etc., Latino Family Literacy Nights, School Functions such as the Talent Show, Halloween Parade, Character Parade, etc., School and Classroom Volunteers.

## COMMUNICATION ABOUT STUDENT LEARNING

If you'd like to be a part of the planning for any schoolwide events or have any ideas on how we can continue to strengthen our partnership, please contact the school. Bon View values two-way communication between school and home in order to afford our families with important information regarding the education of their child. Some of the ways Bon View communicates with families are: Parent Handbook, Monthly School Newsletters, Updates on School Website and Digital Marquee, Various Parent Meetings, Parent-Teacher Conferences held in November and March of each year, Connect Ed Phone Messages

If you have any questions regarding your child's progress or school programs, please don't hesitate to contact your child's teacher.

## DISTRICT GOALS FOR STUDENT ACHIEVEMENT

Increase the number of students, in all subgroups, attaining or exceeding grade level performance expectations on multiple measures, including standardized tests in ELA, math, science, and social studies. Increase the share of students that are college and career ready, the share of English learners that will become English proficient, and the rate of reclassification for English Learners.

## SCHOOL GOALS FOR STUDENT ACHIEVEMENT

To implement a high quality, rigorous instructional program that supports all students' academic and social success through the implementation of the Common Core State Standards, International Baccalaureate Program, and Positive Behavior Intervention System (PBIS). To build global learners who are internationally minded through a rigorous International Baccalaureate program that focuses on inquiry based instruction and leads students to responsible, thoughtful and appropriate action. To provide students with a variety of enrichment opportunities, including but not limited to IB Spanish, IB Physical Education, IB Music, IB Library, and IB Computers.

## TEACHER, PARENTS, STUDENTS-TOGETHER FOR SUCCESS

AS A **STUDENT** I PLEDGE TO: Be on time, attend school every day and be prepared, Complete all class work and homework assignments on time and to the best of my ability, Demonstrate responsibility for my educational progress, Set personal and educational goals for my success, Demonstrate T.O.P. B.R.I.C.<sup>3</sup>. consistently, Work in cooperative and collaborative groups with enthusiasm and positivity, Demonstrate pride in my school through my actions.

AS A **PARENT** I PLEDGE TO: Provide a safe and positive home environment where children are respected, listened to, and supported, Provide a quiet place to study, Model reading for pleasure, Learn to understand what my child/children are expected to learn and support him/her in their learning, Assure that my child/children are at school on time and attend school on a regular basis, Read all of the communications sent from the school and respond when requested, Attend parent-teacher conferences and training sessions to learn more about my role in supporting child/children's education, Set, monitor and encourage personal and educational goals with my child, Support teachers and school classroom rules and discipline, Follow school rules, procedures, and protocols.

AS A **TEACHER** I PLEDGE TO: Communicate to parents in a timely manner regarding student progress, Create and provide a safe and accepting learning environment that promotes teamwork between parents and staff, Have a classroom with clear standards, goals, and expectations, Provide a safe and positive learning environment where children are respected, listened to, and supported, Provide quality curriculum and instruction to ensure that all students are learning and achieving grade level standards, Assign homework that promotes active learning with family interaction, Provide opportunities for differentiation and plan intervention, Set educational goals with and for student success, Follow school rules, procedures, and protocols.

AS AN **ADMINISTRATOR** I PLEDGE TO: Create and promote a welcoming and positive learning environment at our school, Consistently talk with students and parents about the school's mission and goals, Ensure a safe and orderly learning environment, Support the partnership between parents, students, and staff, Provide appropriate in-service and training for teachers and for parents to ensure that students are supported in meeting their goal, Provide training sessions for parents designed to assist them in the support of their child/children's education, Provide opportunities for intervention and differentiation to support student progress, Provide necessary technology to enhance the educational environment for students, Effectively communicate safety protocols to the school community.

# Parent Volunteer Policy

We welcome all parents and community members to volunteer in many ways on our campus. We hope the following guidelines establish a volunteer system that creates a positive, safe climate for all parents, staff, and students. We appreciate your support for our school and your investment in your child's education.

**District Volunteer Policy:** Please ensure that you have completed the District Volunteer Application. Volunteers must have Level 1, 2, or 3 clearance depending on how often you volunteer and your contact with students. Volunteers must submit an application prior to being approved to volunteer. Applications are available in the front office. All parents who volunteer will be screened through the Megan's Law Website. Parents who volunteer on campus will need to provide a current TB test clearance.

**Bon View Volunteer Training:** Several meetings are held annually for volunteer training. Parents must attend one of these meetings in order to volunteer on campus. If a parent is unable to attend the meeting, please contact the school to schedule an individual training.

## **Bon View Volunteer Policy:**

- 1. Make arrangements with Teacher or Staff Member prior to desired volunteer/visit date.** The teacher or staff member will write your name on the volunteer schedule. Only volunteers who have been pre-scheduled will be able to volunteer. Teachers will not be contacted during the school day regarding volunteer inquiries.
- 2. Check-in the front office and wear your sticker at all times.** Always check in at the front office prior to entering the campus. Please bring your state issued ID to check-in the system. The office will have you sign-in and direct you to the volunteer location.
- 3. Stay in designated locations.** Please remain in designated areas. Classroom volunteers should remain in direct supervision of the classroom teacher and office volunteers should remain in the staff workroom or other assigned areas. We ask that you do not exit to the pods, unless using the restroom, to the playground or outside campus areas, or other classrooms, unless otherwise approved. Please use only the adult restrooms located in the office or pod. Please only seek entrance to classroom by the teacher.
- 4. Children.** For safety reasons, parents will not be able to volunteer while caring for children. Parents who are unable to volunteer on campus due to caring for children may still volunteer at home. Please check with your child's teacher or the front office for more information.
- 5. Equipment:** Please follow safe and proper use of all equipment, including copiers, laminators, etc. Please direct any questions regarding the equipment to the office or volunteer staff. The equipment should be used for school related items only.
- 6. Confidentiality.** Please direct any questions or concerns regarding another student to the teacher or to the front office/administrators. Please refrain from approaching other students or communicating with another student's parents regarding any questions or concerns that arise during volunteer time.



# OMSD Student Wellness Policy

## Foods Available on Campus

Only compliant foods & beverages will be sold on campus from 30 minutes before to 30 minutes after the school day. Only compliant snacks will be provided by Nutrition Services to be served during the school day. Only compliant snacks are recommended to be served during the school day. Only compliant foods are recommended for use as rewards.

## Physical Activity

Students will be provided with opportunities for moderate to vigorous physical activity on a regular basis.

## Health and Nutrition Education

Students are provided education with curriculum that emphasizes diet, exercise, and nutrition and will assist them in adopting a healthy lifestyle.

## Staff Support

All Ontario-Montclair School District employees are encouraged to serve as positive role models and are encouraged themselves lead healthy active lifestyles.

## Rewards (Class/Students reward(s) from teacher/staff to student(s))

When rewarding students for academic performance or good behavior, non-food items are recommended. If food items (snack or entrée) are given as a reward, they must meet or exceed SB 12 and SB 965 as listed.

## Fundraising Activities and Food Sales during the School Day

The Superintendent or designee shall not permit the sale of foods by student organizations in a school with any of grades K-8 that is participating in the National School Breakfast or Lunch Program, except when all of the following conditions are met: (5 CCR 15500)

1. The student organization may sell one food item per sale.
2. The specific nutritious food item is approved by the Superintendent or designee.
3. The sale does not begin until after the close of the regularly scheduled midday food service period.
4. The sale during the regular school day is not of food items prepared on the premises.
5. There are no more than four such sales per year per school.
6. The food sold is a dessert-type food, such as pastry, ice cream, or fruit.
7. The food sold is not one sold in the district's food service program at that school during that school day. (cf. 3553 - Free and Reduced Price Meals)

### SB 12 compliant snacks contain

- No more than 35% of calories from fat
- No more than 10% calories from saturated fat
- No more than 35% sugar by weight
- No more than 250 calories per individual food/snack item

### Examples of non-compliant foods:

- Soda or other carbonated drinks
- Water with added sweeteners
- Candy & Chewing gum
- Snow cones, water ices
- Non-baked chips or other fried foods
- Cookies, Cakes, Muffins, Donuts
- Candy coated popcorn

### Complaint entrée items contain

- No more than 400 calories per entrée
- No more than 4 grams of fat per 100 calories
- Entrees do not need to meet the above listed snack standards

### SB 965 compliant beverages

- Fruit-based drinks with no less than 50 percent fruit juice and no added sweeteners
- Vegetable-based drinks with no less than 50 percent vegetable juice and no added sweeteners
- Drinking water with no added sweeteners
- Milk (two percent fat, one percent fat, nonfat, soymilk, rice milk or other similar nondairy milk)
- Electrolyte replacement beverages containing no more than 42 grams of sugar per 20 oz

### Examples of compliant foods:

- Bottled water with no added sweeteners
  - 2%, 1% & Non-Fat Milk
  - 100% Fruit juice
  - Fresh fruit & vegetables
  - Baked chips
  - Whole grain breads and crackers
  - Pretzels
  - Graham crackers
  - Nuts and seeds (consider allergies before giving out nuts)
  - Frozen juice bars (100%)
  - Reduced fat and sugar ice-cream
- This list is not intended to be all inclusive and certain kinds of crackers, popcorn, etc., may not meet the nutritional requirements. Please contact Child Nutrition Services with any questions.

# OMSD Anti-Bullying Policy

The Ontario-Montclair School District is committed to providing a world-class education to all students in safe and respectful school environments that empowers students, staff and families and cultivates partnerships with community, business and non-profit agencies.

## **ANTI-BULLYING POLICY**

1. The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations.
2. School sites will provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance.
3. Parents and students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator.
4. Complaints of bullying shall be investigated and resolved in accordance with site-level due process procedures.
5. Where the principal or designee finds that bullying/sexual harassment occurred, he/she shall take prompt, appropriate action to end the bullying/harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.
6. A student may be subject to suspension or expulsion when it is determined that he/she: engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r)). Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to Education Code 48900.2. Hate violence pursuant to Education Code 48900.3. Harassment, threats, or intimidation pursuant to Education Code 48900.4, (Education Code 32261) Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)
7. A student may be suspended or expelled for any of the acts listed above if the act is related to, but not limited to, a school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district. (Education Code 48900)

If you have any questions regarding this policy, please feel free to contact Mr. Steve Garcia, Director II of Child Welfare and Attendance at (909) 418-6477.

# Ontario-Montclair SD

## Married/Pregnant/Parenting Students

BP 5146

### Students

The Ontario-Montclair School District is required to notify parents and guardians of their rights and responsibilities as prescribed by law. The following message is intended to provide you with the most updated information on the Assembly Bill 302: Lactating Accommodations.

In accordance with state and federal mandates that students regardless of marital status, pregnancy, recovery, currently parenting or gender shall not be harassed, intimidated, bullied or discriminated and the District shall apply no rules against of having access to the same educational and extracurricular opportunities that all other students enjoy. Ontario-Montclair School District recognizes pregnancy, childbirth, and termination of pregnancy, false pregnancy as a temporary condition and has created policies and procedures to ensure educational access and social equity. Pregnant and parenting students shall retain the right to participate in a comprehensive school that includes academic counseling and guidance. Alternative education must be equal to the regular program and is voluntary for a pregnant or parenting student and offered only as an option or necessary for the well-being of the student and child to meet their specific needs. Pregnant and parenting teens must be provided with reasonable accommodations and necessary services that are available to all students with a temporary medical condition. A lactating student will be provided a secure and confidential place to express breast milk and/or breast-feed an infant child and permitted to bring onto campus a breast pump or any other equipment used to express breast milk. This accommodation includes a school's preparedness to provide a designated private and secure room with a power source, other than a restroom, and access to a place to store the expressed milk in a secure and appropriate location. In addition, a student will not incur academic penalty as a result of her use during the school day. District policy will permit a lactating student adequate time to express breast milk and the opportunity to make up any missed work during the time of lactating, pumping, feeding or any related activity necessary for a lactating parent.

Any complaints of discrimination on the basis of pregnancy or marital status should be addressed through the District's Uniform Complaint Process by completing the form online at [www.omsd.net](http://www.omsd.net) or contacting the following school official:

J. Steve Garcia  
Child Welfare, Attendance & Records Office  
950 West D Street, Ontario, CA 91762  
(909) 459-2500 ext. 6477

This includes alleged non-compliance with the requirement to provide reasonable accommodations to pregnant, married, parenting, child birth, recovery and termination of pregnancy. If a complainant is not satisfied with a District's decision or remedy, the complainant may appeal to the Department of Education (CDE) at [www.cde.ca.gov](http://www.cde.ca.gov).

# Ontario-Montclair SD

## Board Policy

### Sexual Harassment

BP 5145.7

#### Students

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 5131 - Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

#### Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

#### Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)  
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex  
48900 Grounds for suspension or expulsion  
48900.2 Additional grounds for suspension or expulsion; sexual harassment  
48904 Liability of parent/guardian for willful student misconduct  
48980 Notice at beginning of term

##### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships  
1714.1 Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

12950.1 Sexual harassment training

##### CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

##### UNITED STATES CODE, TITLE 20

1221 Application of laws  
1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

##### UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

##### CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Board of Trustees to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT

adopted: January 19, 2017 Ontario, California

# Ontario-Montclair SD

## Board Policy

### Nondiscrimination/Harassment

BP 5145.3

#### Students

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or



participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 1330 - Use of Facilities)  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction  
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime  
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972  
12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Board of Trustees to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT

adopted: January 19, 2017 Ontario, California