

# Online Academy Parent Handbook



2022-2023



# Principal's Message

## ONLINE ACADEMY

1515 S. Bon View Ave., Ontario, CA 91761

Office: (909) 930-6740

Fax: (909) 930-6299

## BOARD OF TRUSTEES

Elvia M. Rivas

Kristen Brake

Sonia Alvarado

Sarah S. Galvez

Flora Martinez

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James Q. Hammond, Ed.D.

*Superintendent*

Melissa Betzer, Ed.D.

*Acting Principal*

August 2022

Dear Parents/Guardians,

Welcome to the 2022-2023 school-year! My name is Melissa Betzer, and it is my honor to serve as Acting Principal of the Online Academy. I look forward to working with each of you as we work collectively to ensure that our students are successful in the Online Academy and beyond.

I'm excited to work with all of our educational partners, including the families we serve, and look forward to the successes that this year will bring to each of our students. At the Online Academy we are committed to providing our students with a high quality education through a variety of instructional platforms. We are confident that your children will thrive in their virtual classrooms.

As a parent, you are a valued partner and we are committed to keeping in constant contact with you. Our primary communication with you will be via Parent Square. On Parent Square you will be able to communicate with your child's teacher as well as receive important classroom and school announcements. I encourage you to also check our website and Twitter for updates..

This is going to be a rewarding school year! I hope to see you at my "Coffee with the Principal" and other school-wide events. I look forward to meeting and working with you all. Please know that I have an "open door policy" and strive to make myself available for parent input.

In Partnership,

*Dr. Melissa Betzer*

***Please review the information in this handbook with your student.***

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## 2022-2023 Calendar of Events

August 10, 2022	First Day of School
August 17, 2022	Back to School Night
September 5, 2022	Labor Day-No School
October 10, 2022	No School
November 4, 2022	Minimum Day
November 11, 2022	Veterans Day-No School
November 14-18, 2022	Parent Teacher Conferences
November 21-25, 2022	Fall Break-No School
December 23, 2022	No School
December 26-January 6	Winter Break-No School
January 2-6, 2023	Winter Break-No School
January 16, 2023	Martin Luther King Jr. Day-No School
February 13, 2023	Lincoln's Birthday-No School
February 20, 2023	Presidents' Day-No School
March 10, 2023	Minimum Day
March 20-24, 2023	Parent Teacher Conferences
March 27-31, 2023	Spring Break-No School
April 12, 2023	Open House
May 22, 2023	8th Grade Promotion
May 25, 2023	Kinder & 5th Grade Promotion
May 25, 2023	Last Day of School

# OFFICE INFORMATION

## Office Hours

Our school office is open Monday-Friday from 7:30-3:30 pm. You may call any time at (909) 930-6740 . If the office is closed, you will be prompted to leave a message. Phone messages are returned within 24-48 hours.

## Office Staff

Acting Principal–Dr. Melissa Betzer

Office Manager–Elvia Guillen

Office Assistant–Carolina Silva

TOA-Jonathan Guajardo

Special Education TOA-Martha Rothwell

Resident Substitute Teacher-Amy Becerra

## Requests to Speak with an Administrator

Dr. Melissa Betzer, Acting Principal, has an open door policy. It is my pleasure to serve you and your child. I am happy to speak with you in person, over the phone, or via Zoom about any need or concern you might have. Although I have an open door policy, I am not always available when a parent requests to speak with me; in which case we follow the protocol below.

When a parent requests to speak with an administrator (either by phone or in person), the office staff member will talk with the parent to identify the parent’s need. Next, the office staff member will check the availability of the administrator or designee. If an administrator or designee is available, he/she will meet with the parent to discuss the parent’s needs and develop a plan of action. The administrator or designee will then follow up with the parent as needed. If the administrator or designee are not available, the office staff member will ask parents questions to obtain as much information as possible regarding the parent’s need and will fill out a message slip and leave it for the administrator. The administrator or designee will respond and contact the parent within 24-48 hours.

# STUDENT SCHEDULES

## **Monday/Wednesday/Thursday/Friday**

<b>Daily Schedule</b>	<b>TK/Kindergarten</b>
School Begins (Live Instruction/Synchronous)	8:15 am
Recess	9:30-9:45 am
Live Instruction (Synchronous)	9:45-11:45 am
Lunch	11:45-12:30 pm
Dismissal	11:45 pm

Daily Schedule	TK/Kindergarten
School Begins (Live Instruction/Synchronous)	8:15 am
Recess	9:30-9:45 am
Students work on their own (Asynchronous)	12:30-1:00 pm

**Monday/Wednesday/Thursday/Friday**

	1st, 2nd, 3rd Grade	4th & 5th Grade	6th-8th Grade
School Begins Live Instruction (Synchronous)	8:15-9:30 am	8:15-9:30 am	8:15-10:30 am
Recess	9:30-9:45 am	9:30-9:45 am	10:30-10:45 am
Live Instruction (Synchronous)	9:45-11:15 am	9:45-11:15 am	10:45-11:30 am
Lunch	11:15-12:00 pm	11:15-12:00 pm	11:30-12:15 pm
Live Instruction (Synchronous)	12:00-1:30 pm	12:00-1:30 pm	12:15-1:30 pm
Recess	1:30-1:45 pm		
Students work on their own (Asynchronous)	1:45-2:55 pm	1:30-2:55 pm	1:30-2:55 pm

**Tuesday**

Daily Schedule	TK/Kindergarten
School Begins (Live Instruction/Synchronous)	8:15-9:30 am
Recess	9:30-9:45 am
Live Instruction (Synchronous)	9:45-11:45 pm
Lunch	11:45-12:30 pm
Students work on their own (Asynchronous)	12:30-1:00 pm

## Tuesday

	1st, 2nd, 3rd Grade	4th & 5th Grade	6th-8th Grade
School Begins (Live Instruction/Synchronous)	8:15-9:30 am	8:15-9:30 am	8:15-10:30 am
Recess	9:30-9:45 am	9:30-9:45 am	10:30-10:45 am
Live Instruction (Synchronous)	9:45-11:45 am	9:45-11:45 am	10:45-11:30 am
Lunch	11:45-12:15 pm	11:45-12:30 pm	11:30-12:15 pm
Students work on their own (Asynchronous)	12:15-1:40 pm	12:30-1:40 pm	12:15-1:00 pm synchronous  1:00-1:45 asynchronous

School is in session every day except on holidays and during vacations, as indicated on the school calendar (see the 2022-2023 Calendar of Events on page 5).

## GENERAL INFORMATION

### Instructional Program

We value every minute of our instructional program. We refrain from interrupting class time for parents to speak with their child either in person or by phone. Please help us by ensuring students are in a quiet space and are not interrupted during their live instruction.

Each time we call a classroom, the instruction for all students is interrupted. Please leave messages for your student before lunch. This allows us to put a message in the teacher's mailbox for your child without interrupting the classroom. We appreciate your understanding and cooperation to help us maintain our instructional programs. If there is a concern, please ask to speak with an administrator.

## SAFETY

### Parking Lot Safety

Enter the parking lot only at the marked entrance. To ensure your child's safety, we require that you accompany your child when walking through the parking lot. Additionally, we require that students, parents and staff use the crosswalks to avoid accidents and injuries. Lastly, please DRIVE SLOWLY AND CAUTIOUSLY through the parking lot.

### Comprehensive School Wide Safety Plan

The Online Academy implements a comprehensive school wide safety plan that meets the requirements of the state, district, and local police and fire departments in an effort to keep children safe. All Mariposa staff members are provided safety training annually. Additionally, the Ontario Police and Fire Department conduct annual safety assessments of the campus. The safety plan is updated yearly and includes a

disaster plan for earthquakes and fires. It also includes a plan for violent intruders (VIPER). Fire, earthquake, VIPER and lockdown drills are conducted each month with all students and all staff. Students and staff practice the appropriate procedures for each type of drill in accordance with state, district, and local police and fire departments.

Evacuation routes and an evacuation map are included in the safety plan and evacuations are also practiced during the monthly safety drills. OMSD provides emergency supplies. In the event of an emergency, all Online Academy staff will follow the safety plan. Any students on campus will be monitored and cared for at school until the district or local authorities direct Online Academy staff to release students to parents. At that time, school personnel will release students. Anyone picking up students must be listed on the student's Emergency Card and show appropriate ID.

## STUDENT ATTENDANCE

### Attendance

Parents are responsible for ensuring that their child/children attend school regularly in accordance with California law. Children who have excessive absences or tardies will be referred to the support team. Except for medical reasons, ALL students must attend school every day. Parents must report absences either by phone, (909) 930-6740, or by sending an email to the office at [onlineacademy@omsd.net](mailto:onlineacademy@omsd.net). Continued tardies and absences will be referred to the district School Attendance Review Board (SARB).

### Attendance Policies

Absence email must include the following information:

1. Child's name
2. Teacher name
3. Reason for absence
4. Date of absence
5. Parent or guardian's name

The following are considered excused absences:

- Illness
- Family emergency (example: death in immediate family)
- Doctor/dental appointment

The following are unexcused absences:

- Vacation
- Personal problem
- Lack of child care
- Rainy day

### Tardiness

All students are expected to be logged in on time everyday. This means that students are expected to be logged into Zoom and ready for class by their grade level start time.

Repeated tardiness is considered truancy under California law. Students are not eligible for Perfect Attendance recognition if they are tardy.

## Perfect Attendance:

Students qualify for the Perfect Attendance Award each trimester and at the end of the school year if: they have one (1) absence; must be made up at a Saturday School, 0 tardies and 0 early outs for the entire trimester/ school year.

## STUDENT ACADEMICS

### Meeting with Teachers

All teachers are available to meet with parents throughout the year. Formal Parent Teacher Conferences are scheduled twice a year (Parent Conference Week takes place during November and March for all students. Teachers send home appointment letters to work with parents/guardians to set up conference appointments. If you need to meet with a teacher prior to the formal Parent Teacher Conference, please feel free to set up an appointment with the teacher. You may call or stop by the office to make an appointment. Conferences can be scheduled in the morning before class starts or after school. You may also contact our teachers via email or Parent Square. Teacher email addresses are available on our school website: <https://www.omsd.net/Onlineacademy>

### Report Cards and Parent Teacher Conferences

The Online Academy staff is committed to partnering with parents in the education and well-being of all our students. In an effort to provide parents information regarding their child's progress, report cards are completed three times each year; two of these report cards involve parent conferences.

Parent Teacher Conference appointments are scheduled for twenty minutes and during this time the classroom teacher provides an update on your child's academic progress along with the report card. Teachers provide grades for each of the following subject areas: English Language Arts, Math, Writing, Social Studies, Science, Visual and Performing Arts, and Physical Education.

### Internet Access and Appropriate Use

The Ontario-Montclair School District believes in the educational value of technology and recognizes its importance for supporting curriculum, instruction and management. Parents must sign and return the "Acceptable Use of Technology Agreement" for each of their children. This form outlines the guidelines for student use of computers, the Internet and cell phones. It is the district's intent to protect students, staff and volunteers from inappropriate information by:

- Meeting/exceeding all state and federal content filtering guidelines.
- Requiring adult supervision and monitoring of student internet use.
- Directing each user to accept personal responsibility for managing the resources appropriately.

### Homework

Homework is required per School Board Policy. Each teacher will notify parents of homework assignments and expectations early in the year. Please read the homework policy for each of your child's teachers (they may differ). We ask that parents supervise homework and to follow-up regarding any notices of any missed homework.

## College & Career Ready

We are focused on preparing our students for success in college, their careers, and the 21st century. We provide students instruction based on the Common Core State Standards for English Language Arts and Mathematics. These standards are also taught through integration of Social Studies and Science concepts. We have identified the following focus areas to implement the Common Core State Standards: critical (close) reading, writing across the curriculum, collaborative conversations and teamwork, English Language Development, use of technology in a variety of capacities, and understanding of conceptual math and automaticity of math fluency standards. These are all critical skills that our students must develop to be ready for their college education and future careers.

We encourage students to think like scholars. It is important that our students come to school prepared with their materials and homework. We want our students to be able to think deeply about their learning and consider multiple perspectives. We support students in setting their own personal academic goals to help them meet their highest potential. We want our students to persevere through difficult concepts and situations to lead them to academic excellence.

## AWARDS, CELEBRATIONS & INCENTIVES

### Celebrations

Throughout the year, students will participate in celebrations. Celebrations include: Trimester Awards, receiving points for the virtual PBIS store, Behavior, Attendance, etc.

### Attendance Incentives

Students and/or classrooms are rewarded for coming to school on time each day. The class in each grade level with the highest attendance rate will be recognized each month.

## STUDENT BEHAVIOR

### PBIS Behavior Expectations

The Online Academy is a PBIS school (Positive Behavioral Interventions & Supports). We expect our students to follow our 3 school-wide PBIS expectations: (1) Be Respectful, (2) Be Responsible and (3) Be Safe. A copy of the PBIS classroom matrix and discipline plan is sent home during the first week of school and discussed at Back to School Night. The PBIS school wide matrix is posted as a resource for students to view.



## Online Learning Academy Behavior Expectations Matrix

	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small Group Activities (Breakout Rooms)	Technology (Equipment)	Homework
Responsible	Be on time and ready to learn Have materials ready and completed assignments	Listen attentively to your teacher Follow directions Be present	Ask questions aloud when you have them Try your best Be present	Encourage peers to stay on topic Complete work together Be present to task assigned	Start class charged or plugged in Use device with clean hands	Check assignments daily Ask for help when you don't understand
Respectful	Video on at all times Audio off Use kind words and faces	Video on at all times Voice Level 0-2	Video on at all times Voice Level 0-2 Answer questions aloud on cue	Video on at all times Voice Level 0-2 One speaker at a time: wait or use chat to respond when others are talking	Handle device with care Use all equipment properly Charge device when battery is low	Let your teacher know if you can't complete an assignment
Safe	Choose a distraction free space	When you need help (raise hand or use chat) for questions	Mute yourself when not speaking	Respect others' opinions and viewpoints	Only use approved sites Keep your passwords safe	Take a break from technology throughout the day

Voice Levels  
0-No Voice  
1-Whisper Talk  
2-Partner Talk  
3-Public Voice  
4-Crowd Voice

Universal Hand Signals  
Restroom-Sign Language R  
Water-Sign Language W

## Minor Problem Behavior Definitions

Situations that a teacher can address without the help of the office and other support staff. Documentation typically happens after a first warning has been issued without having the desired change in behavior.

<b>Abusive/ Inappropriate Language</b>	<ul style="list-style-type: none"> <li>Profanity or other inappropriate comment directed at a student, teacher, or staff member</li> </ul>
<b>Physical Contact/ Fighting/ Physical Aggression</b>	<ul style="list-style-type: none"> <li>One student making unwanted, non-accidental (bumping, touching) physical contact with another</li> </ul>
<b>Defiance/ Disrespect/ Disruption</b>	<ul style="list-style-type: none"> <li>Purposeful, non-compliance or refusal to follow instruction and/or routines that temporarily distracts students from learning.</li> <li>Negative, oppositional or disrespectful language that interrupts instruction.</li> <li>Student engages in low-intensity, inappropriate disruption (e.g. talking, joking, whispering, noises).</li> </ul>
<b>Teasing/ Taunting; Bullying/ Harassment</b>	<ul style="list-style-type: none"> <li>Words or actions that are not acceptable for school.</li> <li>Using words to hurt others.</li> </ul>

<b>Property Misuse</b>	<ul style="list-style-type: none"> <li>• Student engages in low-intensity abuse of personal or class property</li> </ul>
<b>Technology Misuse</b>	<ul style="list-style-type: none"> <li>• Student engages in use of technology, personal or school, in an inappropriate, but minor way (e.g., not on approved website, cell phone interrupts class).</li> </ul>

## **Major Problem Behavior Definitions**

<b>Abusive/ Inappropriate Language</b>	<ul style="list-style-type: none"> <li>• Profanity, ethnic/religious slurs, derogatory language directed at a student, teacher, or staff member.</li> </ul>
<b>Physical Contact/ Fighting/ Physical Aggression</b>	<ul style="list-style-type: none"> <li>• At least two students mutually engaged in serious physical contact (punching, kicking, scratching, hair pulling, hitting with object).</li> <li>• One student making serious physical contact upon another (hitting, punching, kicking, scratching, hair pulling, biting, spitting, hitting with object).</li> </ul>
<b>Defiance/ Disrespect/ Disruption</b>	<ul style="list-style-type: none"> <li>• Refusal to follow staff directions in a manner that classroom learning is significantly disrupted and/or student (or classmates) are placed in an unsafe situation.</li> <li>• Behavior causing a sustained or significant interruption of a class/activity.</li> <li>• Obscene gestures</li> <li>• Leaving room without permission</li> </ul>
<b>Teasing/ Taunting; Bullying/ Harassment</b>	<ul style="list-style-type: none"> <li>• Student intimidates, manipulates, or threatens others (often aggressively) using negative speech and/or action that target ethnicity, disability, gender, religion, or other personal characteristics</li> <li>• Harassment is the sustained verbal, written, or physical attacks based on ethnicity, disability, gender, religion, or other personal characteristics.</li> </ul>
<b>Property Misuse</b>	<ul style="list-style-type: none"> <li>• Deliberately breaking or impairing the usefulness of school property.</li> <li>• Deliberately breaking or impairing the usefulness or another's student's or staff member's personal property.</li> <li>• Participating in an activity that results in the</li> </ul>

	substantial destruction or disfigurement of property.
<b>Technology Misuse</b>	<ul style="list-style-type: none"> <li>• Student engages in inappropriate use (during the school day without teacher permission) of cell phone, music/video players, camera, personal electronic devices, and/or computer.</li> </ul>

## Addressing Problem Behavior

### System for Correcting Behavior

Adult behavior when providing corrections is:

- Calm
- Consistent
- Brief
- Immediate
- Respectful

Strategies to respond to inappropriate behavior:

<b>Correction Technique</b>	<b>Words/Actions for Adults</b>
Prompt	Provide verbal and/or visual cue.
Redirect	Restate the matrix behavior.
Reteach	State and demonstrate the matrix behavior. Have students demonstrate. Provide immediate feedback.
Provide Choice	Provide an alternate task that still accomplishes the same instructional objective. For example: another location, different order of task completion, alternate supplies or different types of activity.
Conference	<ol style="list-style-type: none"> <li>1. Use a positive, private and quiet voice.</li> <li>2. Describe the problem.</li> <li>3. Describe the alternative behavior.</li> <li>4. Tell why the alternative is better.</li> <li>5. Practice.</li> <li>6. Provide Feedback.</li> </ol>

# Online Academy Behavior Referral Process



# Behavior Management Flow Chart in Action

## **Problem Behavior-Student uses inappropriate language**

Teacher decides that it is a teacher-managed behavior and that he/she will take tangible action. The tangible action chosen is to call the parents.

### **Student/Teacher interaction:**

- Teacher addresses the student privately in a Zoom breakout room using a calm and respectful voice.
- Teacher: “Your language is inappropriate. I will not tolerate cursing in the classroom. You need to use other words when you are angry or you may be asked to work in a breakout room alone. The consequence for this behavior will be a phone call home. If it happens again I will take more serious actions.”

### **Student has used inappropriate language on several occasions:**

- 1st time - teacher provides immediate corrective feedback and reteaches expected behavior
- 2nd time - teacher writes MDR, reviews expectations and calls home
- 3rd time - teacher writes an MDR, reviews expectations, and keeps student for a break to write a reflection in a shared Google Doc
- 4th time - teacher writes an MDR, calls home, and assigns student to write a reflection in a shared Google Doc during next break
- 5th time - teacher submits Request for Assistance Form As Needed for Tier 2 Supports and Interventions, attaches documentation (Previous MDRs, student reflections)
- The administrator receives the Request for Assistance and sees the teacher has taken three tangible actions. The parents are aware of the problem and the student has served two reflection breaks. The next step would be at the administrator’s discretion.

### Major Infractions

The offenses listed below are violations of the California Education Code and may result in suspensions of up to 5 days.

- Fighting or threatening to cause physical harm to another person
- Possession of matches, lighter, knife, firearm, firecrackers, cigarettes, dangerous objects or simulations thereof
- Possession or use of tobacco, alcohol, or drugs
- Throwing rocks or other objects at people, vehicles, or buildings
- Destruction or theft of school or personal property; graffiti
- Habitual profanity or vulgarity
- Disrupting school activities, or defying the authority of school personnel
- Committing sexual harassment
- Intimidating a witness
- Attempting infliction of physical injury
- Making terrorist threats
- Harassment of pupil or group of pupils
- Participating in an act of hate violence

## PARENT COMMUNICATION

We understand that communication between the home and school is critical. We provide parents with regular updates regarding school information, events, minimum days, etc. in several ways. All information is provided in both English and Spanish.

### Newsletter

Each month the principal sends out a newsletter. The newsletter provides information about relevant topics and events occurring at The Online Academy.

### Flyers:

Flyers will be sent home in English and Spanish with important information and dates.

### Parent Square:

You can message teachers with questions and/or comments. Please allow teachers 24-48 hours to respond to your message. If it is urgent, call the school office. We often send automated phone calls and/or text messages home in English and Spanish with important information. New this year we will offer text messages with information and updates.

## PARENT INVOLVEMENT OPPORTUNITIES

We believe that parents and community partnerships are critical to student success. We invite you to participate in the educational experiences of your child. We have many opportunities for parents and families to become involved at the Online Academy. Spanish translation and is provided for parent meetings.

### School Site Council (SSC)

This parent group meets regularly throughout the year and represents parents and community members. Each year elections are held for officer positions. Parents may participate as an elected officer or attend the meeting as a member of the SSC. All parents are welcome to attend our SSC meetings. The SSC plays a vital role in the planning, implementation and evaluation of the School Plan and the Online Academy's state funded programs.

### Site English Learner Parent Advisory Committee (SELPAC)

This parent group meets three times during the year and represents parents of students who are English Language Learners. All parents are welcome to attend our SELPAC meetings. The SELPAC plays a vital role in the planning, implementation and evaluation of our English Learner Program. The SELPAC makes recommendations to the SSC regarding our English Learner Program.

### GATE Parent Meetings

This parent group meets three times during the year and represents parents of students who are identified as GATE (Gifted and Talented Education). Parents of GATE students are all invited to attend. During these meetings we provide information, strategies, tips, etc. about our GATE program and the progress of our GATE students.

## Students with Disabilities (SWD)

This parent group meets three times during the year and represents parents of students who have IEPs (Individualized Education Plan). Parents of students in Speech, RSP and SDC are all invited to attend. During these meetings we provide information, strategies, tips, etc. about our Special Education programs.

## Coffee with the Principal

Coffee with the Principal is a wonderful opportunity for parents to meet with the principal in a casual setting to discuss concerns and the progress of the school. Coffee with the Principal meetings are scheduled regularly throughout the school year.

## Parent Volunteers

We appreciate and encourage parents to volunteer in a number of ways at the Online Academy. We have parents volunteering to take projects home for teachers, chaperone field trips, help with school events and much more. In order to volunteer, parents must come into the office to complete and/or update a Parent Volunteer Application. Once the application is approved by school staff, the office staff notifies the parent that they are able to begin volunteering.

# Parent Involvement Policy

## Title I School-Level Parental Involvement Policy

### Online Academy

*The Online Academy* has developed a written Title I parental involvement policy with input from Title I parents. *A variety of parent groups shared their input and ideas through collaborative conversations with school staff including teachers, non classroom staff members and administrators.* It has distributed the policy to parents of Title I students. *The policy is provided to parents in multiple ways. It is included the Student Parent Handbook, posted on the school website, distributed to each family in writing (both English and Spanish) and reviewed annually by the School Site Council* The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Title I Program**

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - *This occurs at the beginning of the school year during our School Site Council Meeting.*
  - *Meeting dates and times are communicated to parents via telephone calls, school newsletters, monthly parent involvement calendars, Parent Square communication, and flyers.*
  - *To the extent possible, information is translated in the languages represented within the school.*

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - *Meetings are held at times when parents are most likely and able to attend. Parents provide input to the school regarding the best time for parent participation in these meetings.*
  - *The majority of meetings are held in the morning so that parents are able to help their child log into school and join the meeting.*
  - *Some meetings could be held in the afternoon so that they can ensure their child(ren) have completed their synchronous schooling for the day.*
  - *Providing parent education workshops focused on high parent interest topics and/or those authorized under Title I. (School choice, Program Improvement, school-parent compact, district wide policies, and use of Title funds)*
  - *Conducting alternative conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school as needed.*
  - *Initiating phone contacts as needed with those parents who would benefit from targeted workshops.*
  
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review\*, and improvement of the school's Title I programs and the Title I parental involvement policy.\*
  - *Parents are invited to participate in the organization, planning and review of the programs through a variety of school based parent meetings. During these meetings parents work with school staff to review the implementation of the programs/services outlined in the Single School Plan for Achievement three times during the year.*
  - *The Parental Involvement Policy is updated annually to meet changing needs of parents and the school through a variety of school based parent meetings.*
    - ✓ *School Site Council Meetings (SSC)*
    - ✓ *School English Learner Parent Advisory Committee(SELPAC)*
    - ✓ *Coffee with the Principal Meetings*
    - ✓ *Back to School Night*
    - ✓ *Parent Teacher Conferences*
    - ✓ *Annual Title I Services Meeting*
    - ✓ *Monthly Newsletter*
    - ✓ *Monthly Parent Involvement Calendar*
  
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - *Parents are informed about the curriculum and assessments and expectations for student achievement through a variety of school based parent meetings. During these meetings parents work with school staff to review the implementation of the programs/services outlined in the Single School Plan for Achievement three times during the year.*
    - ✓ *School Site Council Meetings (SSC)*
    - ✓ *School English Learner Parent Advisory Committee (SELPAC)*

- ✓ *Coffee with the Principal Meetings*
- ✓ *Back to School Night*
- ✓ *Parent Teacher Conferences*
- ✓ *Annual Title I Services Meeting*
- ✓ *Monthly Newsletter*
- ✓ *Monthly Parent Involvement Calendar*

- 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.

*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

## School-Parent Compact

The Online Academy distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, 2 times a year for parent-teacher conferences; reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

The Online Academy involves parents in the development of the School Parent Involvement Policy and Parent-School Compact.

- The school notifies parents about the School Parent Involvement Policy in an understandable and uniform format.
- The school distributes the policy in a language that parents can understand.
- The school makes the Parent involvement Policy available to the local community.
- The school annually updates the Parent Involvement Policy to meet the changing needs of the parents and the school.
- The school adopts the school-parent Compact as a component of the School Parental

## Involvement Policy.

### **Building Capacity for Involvement**

The Online Academy engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides parent information workshops during the school year and provides additional information in newsletters, Coffee with the Principal, and/or on the school website; and/or by communicating with parents through the use of direct mail, family involvement nights, and telephone messages.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - The school offers ongoing, monthly parent workshops to teach parents about the State’s academic content standards, as well as strategies that parents can implement with their students in order to develop the skills to meet their grade level standards. Parent workshops are also offered to inform parents about changes to state assessments, as well as providing information on preparing students for state assessments.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
  - In order to assist teachers in working with parents, the school provides professional development, articles and newsletters, guidelines for parent-teacher conferences, and resource materials and brochures.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  - The school provides an opportunity for parents to enroll students in Transitional Kindergarten and Kindergarten in the Spring prior to the start of the school year.
  - The school invites program members to participate in professional development activities.
  - The school conducts meetings involving parents and program participants to discuss development and assessment needs of individual children.
  - The school invites outside agencies and program members to participate in parent family nights and parent workshops held during the school year.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  - The school provides informational phone messages, flyers, letters, and documents translated into Spanish.
  - The school’s website contains information in English and in Spanish.
  - All parent meetings, conferences, and workshops are conducted in English and Spanish as needed.
- The school provides support for parental involvement activities requested by Title I parents.

## Accessibility

The Online Academy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- The school holds regular School English Learner Parent Advisory Committee (SELPAC) meetings in order to include parents of English Learners in the development of the school plan and programs.
- The school holds parent meetings, each trimester, for parents of GATE (Gifted and Talented Education) students and Special Education students, in order to provide information and to receive parent input and feedback about these specific programs.

## OMSD WELLNESS POLICY

The Ontario-Montclair School District Board of Trustees has adopted the following student wellness policy:

The Ontario-Montclair School District recognizes the link between student health and learning, and has developed a Wellness Policy for the District that promotes student health and creates a healthy learning environment for students. The Wellness Policy sets goals for health education, physical activity, nutrition standards and other school based activities designed to promote student wellness. Below is a listing of approved foods and beverages and unapproved foods and beverages. Students, parents and staff must follow the wellness policy when sending lunches, snacks and/or birthday celebration foods to school.

FOOD		DRINKS	
Approved	Unapproved	Approved	Unapproved
<ul style="list-style-type: none"> <li>• Fresh fruit &amp; vegetables</li> <li>• Baked chips</li> <li>• Whole grain breads and crackers</li> <li>• Pretzels</li> <li>• Graham crackers</li> <li>• Nuts and seeds (consider allergies before giving out nuts)</li> <li>• Frozen juice bars (100%)</li> <li>• Reduced fat and reduced sugar ice cream</li> </ul>	<ul style="list-style-type: none"> <li>• Candy</li> <li>• Chewing gum</li> <li>• Snow cones, water ices</li> <li>• Non-baked chips</li> <li>• Fried foods</li> <li>• Cookies</li> <li>• Cakes</li> <li>• Muffins</li> <li>• Donuts</li> <li>• Candy coated popcorn</li> </ul>	<ul style="list-style-type: none"> <li>• Fruit-based drinks with no less than 50 percent fruit juice and no added sweeteners</li> <li>• Vegetable-based drinks with no less than 50 percent vegetable juice and no added sweeteners</li> <li>• Drinking water with no added sweeteners</li> <li>• Milk (two percent fat, one percent fat, nonfat, soymilk, rice milk or other similar non dairy milk)</li> <li>• Electrolyte replacement beverages containing no more than 42 grams of sugar per 20 oz.</li> </ul>	<ul style="list-style-type: none"> <li>• Soda or other carbonated drinks</li> <li>• Water with added sweetener</li> </ul>

## OMSD STUDENT DRESS CODE

The Ontario-Montclair School District Board of Trustees has adopted the following dress code guidelines:

In order to maintain an educational environment that is conducive to learning, we encourage students to “dress for success” and come to school properly prepared for participating in the educational process. Parents have the primary responsibility to see that students are properly attired for school. School district personnel have the responsibility of maintaining proper and appropriate conditions conducive to learning. These guidelines are given below. This will provide a safe and orderly school environment for our students and keep district schools free from threats or harmful influence of any groups or gangs which advocate substance use, violence, or disruptive behavior.

1. Closed toed shoes with substantial soles will be worn at all times. Flip-flops, backless shoes, or sandals are not acceptable. Heels or wedges greater than 2 inches in length are not permitted.
2. Clothing shall cover and conceal all undergarments at all times and be appropriate for weather conditions. Tops must be at least two inches wide at the shoulder. Clothing will be no shorter than mid-thigh.
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. **Ripped jeans are not allowed.** Belt buckles engraved with initials are prohibited.
5. Clothing, jewelry and personal items (backpacks, fanny packs, 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.
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.
7. Hats may be worn as protection against the sun when outdoors. They must be worn so the brim is not tipped to the sides or back. **No markings, graphics, or logos may be displayed on head wear.**
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring or gel that would drip when wet. Hair coloring, if worn, must be the color of natural hair. Hairstyle should not impact a student’s ability to see during the instructional day.
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. Hand sanitizers should be odorless.

## OMSD Prohibited Items

**The Ontario-Montclair School District Board of Trustees has adopted the following prohibited items guidelines:**

In the interest of protecting the health and safety of all district students, the following Prohibited Items List has also been adopted by the Board of Trustees. These items are not allowed at school.

1. Electronic devices including but not limited to iPods, electronic games, cameras, e-readers, tablets. With prior written permission of the principal or designee, these items may be brought to school for special occasions.
2. Cell phones are permitted at school but must be powered off during school hours and placed in a backpack or pocket so it is not visible to others.
3. The school is not responsible for any lost, damaged, or stolen items.
4. Gambling devices- dice, playing cards, etc.
5. Drugs, alcoholic beverages, narcotics, cigarettes, tobacco, cigarette papers, lighters, pipes, matches, look-alikes, and paraphernalia.
6. Explosive devices, firecrackers, fire balls, cherry bombs, etc.
7. Weapons, guns, knives, cake cutters, screw drivers, and/or other dangerous items.
8. Toys which are realistic simulations of guns, knives, or other dangerous objects.
9. Gang/tagging identification paraphernalia, such as rags/bandanas, felt tip pens and markers, aerosol paint containers, etching tools, or any other instrument used for the purpose of writing graffiti or tagging.

The school is not responsible for any personal items brought from home. We want all students to be safe. If a student has something in a pocket or backpack that doesn't belong at school, he/she should immediately notify a teacher or other school official.

## OMSD Student Cell Phone Policy

**The Ontario-Montclair School District Board of Trustees has adopted the following student cell phone policy (BP 5121, BP & AR 5145.12):**

California law allows student possession and limited use of cell phones and other electronic communication devices while at school. Students must, however, obey the following district guidelines as well as individual school rules for use.

- Students may possess or use cell phones and other electronic communication devices on a school campus provided that such devices do not disrupt the educational program, or any school activity, and are not used for illegal or unethical activities such as cheating on assignments or tests.
- Electronic communication devices shall be turned off and kept out of sight during class time, or at any other time, as directed by a school employee, except where deemed medically necessary or when otherwise permitted by a teacher or administrator.

- Students shall not be prevented from using their cell phone in case of an emergency, except where that use inhibits the ability of school district employees to effectively communicate instructions for the safety of students.
- Students shall not use cell phones or other electronic communication devices with camera, video or voice recording function, in a way or under circumstances which infringe the privacy rights of other students and adults and without express permission from a school employee (BP 5131).
- Violations of this policy shall be subject to each school's progressive discipline plan. If a student's use of an electronic communication device causes a disruption, a school district employee on the first offense may direct the student to turn off the device or give a verbal warning to the student. On subsequent offenses, the employee may confiscate the device and return it to the student at the end of the class period, school day or activity. Continued violations could result in confiscation and hold for parent pick-up and loss of permission to possess the device on campus, except where deemed medically necessary. Students may be subject to additional disciplinary measures when their use of an electronic communication device violates individual school rules (BP 5131).
- Students are responsible for personal electronic communication devices they bring to school. The district shall not be responsible for loss, theft or destruction of any such device brought onto school property, except that it shall be the responsibility of the school to ensure the safekeeping of any confiscated devices. Confiscated electronic communication devices shall be stored by school district employees in a secure manner (BP 5131).

Students may NOT use cell phones for personal/non-academic use while at school. If a parent needs to contact their child, they must call the office. Cell phones can be held for students at the office or by the teacher so they will not be lost or stolen during the school day. The school is not responsible for any personal items brought from home.

**First Violation:** Phone confiscated from student. Student allowed to pick up phones at the end of the instructional day. Documentation in student discipline file as a warning.

**Second Violation:** Phone confiscated from student. Parent must pick up cell phone from the school office. Documentation in student discipline file.

**Third Violation:** Phone confiscated from student. Parent must meet with site administrator to pick up phone. Documentation in student discipline file.

**Fourth Violation:** Progressive discipline for defiance/violation of school rules according to site discipline plan.

## **Board Policies**

### **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:

Hugo Lopez  
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, childbirth, 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 schoolsponsored 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 ageappropriate 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 GenderNonconforming 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 GenderNonconforming Students, Policy Brief, February 2014

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

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#### FIRST AMENDMENT CENTER

#### PUBLICATIONS

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#### NATIONAL SCHOOL BOARDS

#### ASSOCIATION PUBLICATIONS

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

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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