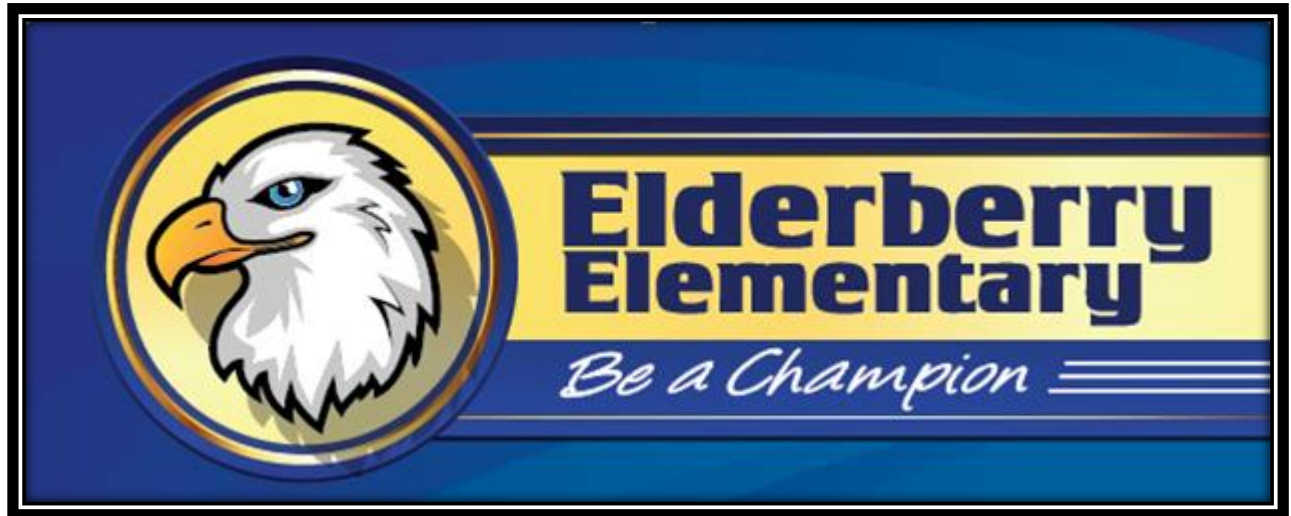


Elderberry Elementary School  
Family Handbook  
2023-2024



Arai Morales, Principal  
Judy Kingsley, Assistant Principal

Updated August 2023

# ONTARIO-MONTCLAIR SCHOOL DISTRICT

## Elderberry Elementary School

950 N. Elderberry Ave.  
Ontario, CA 91762  
909-986-0108

**“Our Community, Our Children, Our Commitment, Our Future”**

### **Board of Trustees**

Trustee Area 1: Flora Martinez

Trustee Area 2: Elvia M. Rivas

Trustee Area 3: Kristen “Kris” Brake

Trustee Area 4: Sarah S. Galvez

Trustee Area 5: Sonia Alvarado

### **Superintendent**

Dr. James Q. Hammond

### **Cabinet**

Phil Hillman, Chief Business Official

Hector Macias, Deputy Superintendent, Human Resources

Robert Gallagher, Assistant Superintendent, Learning & Teaching

Alana Hughes-Hunter, Assistant Superintendent, SELPA & Equity

### **Director of the West Learning Region**

Christiane Ayoub-Garcia

### **Administration**

Arai Morales, Principal

Judith Kingsley, Assistant Principal

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# STAFF ROSTER ELDERBERRY SCHOOL 2023-2024

Arai Morales, Principal, Main Office  
Judy Kingsley, Assistant Principal, RM 20

## TRANSITIONAL KINDERGARTEN (TK)

Gloria Torres, Rm 74  
Sandy Reyes, Inst. Aide

## KINDERGARTEN

Njeri Ndicu, RM 72  
Laura Keshavjee, RM 73  
Laurie Evenhuis, RM P3

## KINDERGARTEN INCLUSION

Emily Roche/Ashleigh Wood, P4  
Shelby Lakin, Inst. Aide

## FIRST GRADE

Dennis Kelly, RM 32  
Jennifer Sutton, RM 33  
Randi Muehlen, RM 31

## FIRST - THIRD SDC

Jewel Landeverde, Inst. Aide

## SECOND GRADE

Brandie Zuk, RM 13  
Adrianna Macias RM 22  
Amanda Sanchez RM 12

## THIRD GRADE

Bryan Dugan, P9  
Anna Maria Hollinger, P13  
Tracey Miller, P11

## FOURTH GRADE

Cristina Andre, RM 53  
Javier Larios, RM 51  
Roger Nelson, RM 42

## FIFTH GRADE

Cassandra Castellon, RM 43  
Jasmine Saunders, RM 53  
Andrew Soper, RM 62

## SIXTH GRADE

Roxanne Hernandez, P5  
Maria Perez, RM 41  
Anthony Contreras, P7

## OFFICE SUPPORT STAFF

Saundra Luna, Admin. Assist.  
Vivian Serrano, Office Assist.  
Ashley Confer, Office Assist.

## HEALTH OFFICE:

Dana Smith, Nurse  
Maria Solano, Health Aide

## SUPPORT STAFF:

Meagan Irwin, TOA, RM 60  
Lisa Baird, TOA, Coach P6  
Andria Metz, Library Technician, P2  
Alex Castaneda, Campus Mentor, P12

## SPECIAL EDUCATION STAFF:

Michelle Cox, RSP, P10  
Guadalupe Jimenez-Gonzalez, RSP Aide, P10  
Karen Sipple, Speech/Lang. Pathologist, RM 44  
Nicole Dorsey, Speech Aide, RM 44/RM 75  
Traci Franco, Speech/Lang. Pathologist  
Ernesto Valdez, Psychologist, RM OLD CAFE

## CUSTODIAL STAFF:

Jose Valenzuela, Lead Custodian  
RJ, Custodian  
Hailey, Custodian

## CAFETERIA STAFF:

Olga Mayorga, Cafeteria, MPR

## DISTRICT SUPPORT STAFF:

Vacant, Music, Rm 63  
Carri Fredericks, PE Lead

## FOURTH-SIXTH SDC

Melissa Deligiannis, RM 61  
Angie Leal, Aide, RM 61

## Montclair After School Program (MAP)

Destiny Santacruz, Lead  
Viriahelyn Calvillo, Lead  
MPR Stage Room

## YMCA:

Sandra Robles

## ELOP

Edilia Robles, RM 63

## INTERVENTION

Lisa Inga, RM 11  
Aida Mercado, Inst. Aide, RM 11  
Adrian Villaman, Res. Sub., RM 23

## OUTREACH

Lorena Cabrera, ORC, RM 71  
Brianna Santos, SFOA, RM P12  
Gabriella Carrillo, SFOA, RM P8

## RESIDENT SUB

Yuvana Oie

## PROCTOR STAFF

Angie Angel, Proctor  
Rhonda Holmes, Proctor  
Christina Santana, Proctor  
Diana Chavez, Proctor  
Stefanie Gomez, Proctor  
Epifania Navarro, Proctor  
Patricia Vega, Proctor

# Bell Schedule for 2023-24

## Daily Bell Schedule Elderberry Elementary 2023-2024

M/W/Th/F	Tuesday	Conference Week/ Back-to-School/Open House/Community Event Day	Last Day of School
<b>TRANSITIONAL KINDERGARTEN</b> 7:45-9:30 Instruction (105) 9:30-9:45 Recess (15) 9:45-10:45 Instruction (60) 10:45-11:30 Lunch (45) 11:30- 12:30 Instruction (60) 12:30 Dismissal (225)	<b>TRANSITIONAL KINDERGARTEN</b> 7:45-9:30 Instruction (105) 9:30-9:45 Recess (15) 9:45-10:45 Instruction (60) 10:45-11:30 Lunch (45) 11:30- 12:30 Instruction (60) 12:30 Dismissal (225)	<b>TRANSITIONAL KINDERGARTEN</b> 7:45-9:30 Instruction (105) 9:30-9:45 Recess (15) 9:45-10:45 Instruction (60) 10:45-11:15 Lunch (30) 11:15-12:15 Instruction (60) 12:15 Dismissal (225)	<b>TRANSITIONAL KINDERGARTEN</b> 7:45-9:30 Instruction (105) 9:30-9:45 Recess (15) 9:45-10:00 Instruction (15) 10:00-10:15 Lunch (15) 10:15 -11:30 Instruction (75) 11:30 Dismissal (195)
<b>AM KINDERGARTEN</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-11:15 Instruction (75) 11:15-12:00 Lunch (45) 12:00- 12:30 Instruction (30) 12:30 Dismissal (225)	<b>AM KINDERGARTEN</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-11:15 Instruction (75) 11:15-12:00 Lunch (45) 12:00- 12:30 Instruction (30) 12:30 Dismissal (225)	<b>AM KINDERGARTEN</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-11:00 Instruction (60) 11:15-11:45 Lunch (30) 11:30-12:15 Instruction (45) 12:15 Dismissal (225)	<b>AM KINDERGARTEN</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-10:15 Lunch (15) 10:15 -11:30 Instruction (75) 11:30 Dismissal (195)
<b>PM &amp; INCLUSION KINDERGARTEN</b> 9:40-10:45 Instruction (65) 10:45-11:00 Recess (15) 11:00-12:30 Instruction (90) 12:30-1:15 Lunch (45) 1:15-2:25 Instruction (70) 2:25 Dismissal (225)	<b>PM &amp; INCLUSION KINDERGARTEN</b> 7:45-9:15 Instruction (90) 9:15-9:30 Recess (15) 9:30-11:00 Instruction (90) 11:00-11:45 Lunch (45) 11:45- 12:30 Instruction (45) 12:30 Dismissal (225)	<b>PM &amp; INCLUSION KINDERGARTEN</b> 7:45-9:15 Instruction (90) 9:15-9:30 Recess (15) 9:30-11:00 Instruction (90) 11:00-11:30 Lunch (30) 11:30- 12:15 Instruction (45) 12:15 Dismissal (225)	<b>PM &amp; INCLUSION KINDERGARTEN</b> 7:45-9:15 Instruction (90) 9:15-9:30 Recess (15) 9:30-9:45 Instruction (15) 9:45 - 10:00 Lunch (15) 10:00 -11:30 Instruction (120) 11:30 Dismissal (195)
<b>1<sup>ST</sup> GRADE</b> <b>1-3<sup>RD</sup> GRADE SDC</b> 7:45-9:30 Instruction (105) 9:30-9:45 Recess (15) 9:45-10:55 Instruction (70) 10:55-11:40 Lunch (45) 11:40-1:00 Instruction (80) 1:00-1:15 Recess (15) 1:15-2:25 Instruction (70) 2:25 Dismissal (325)	<b>1<sup>ST</sup> GRADE</b> <b>1-3<sup>RD</sup> GRADE SDC</b> 7:45-9:30 Instruction (105) 9:30-9:45 Recess (15) 9:45-10:55 Instruction (70) 10:55-11:40 Lunch (45) 11:40-1:10 Instruction (90) 1:10 Dismissal (265)	<b>1<sup>ST</sup> GRADE</b> <b>1-3<sup>RD</sup> GRADE SDC</b> 7:45-9:30 Instruction (105) 9:30-9:45 Recess (15) 9:45-10:15 Instruction (30) 10:15-10:45 Lunch (30) 10:45-12:15 Instruction (90) 12:15 Dismissal (225)	<b>1<sup>ST</sup> GRADE</b> <b>1-3<sup>RD</sup> GRADE SDC</b> 7:45-9:30 Instruction (105) 9:30-9:45 Recess (15) 9:45 -10:15 Instruction (30) 10:15 -10:30 Lunch (15) 10:30 -11:30 Instruction (60) 11:30 Dismissal (195)
<b>2<sup>ND</sup> GRADE</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-11:05 Instruction (65) 11:05-11:50 Lunch (45) 11:50-1:00 Instruction (70) 1:00-1:15 Recess (15) 1:15-2:25 Instruction (70) 2:25 Dismissal (325)	<b>2<sup>ND</sup> GRADE</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-11:05 Instruction (65) 11:05-11:50 Lunch (45) 11:50-1:10 Instruction (80) 1:10 Dismissal (265)	<b>2<sup>ND</sup> GRADE</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-10:25 Instruction (25) 10:25-10:55 Lunch (30) 10:55-12:15 Instruction (80) 12:15 Dismissal (225)	<b>2<sup>ND</sup> GRADE</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00 -10:30 Instruction (30) 10:30 -10:45 Lunch (15) 10:45 -11:30 Instruction (45) 11:30 Dismissal (195)
<b>3<sup>RD</sup> GRADE</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-11:20 Instruction (80) 11:20-12:05 Lunch (45) 12:05-1:00 Instruction (55) 1:00-1:15 Recess (15) 1:15-2:25 Instruction (70) 2:25 Dismissal (325)	<b>3<sup>RD</sup> GRADE</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-11:20 Instruction (80) 11:20-12:05 Lunch (45) 12:05-1:10 Instruction (65) 1:10 Dismissal (265)	<b>3<sup>RD</sup> GRADE</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00-10:35 Instruction (35) 10:35-11:05 Lunch (30) 11:05-12:15 Instruction (70) 12:15 Dismissal (225)	<b>3<sup>RD</sup> GRADE</b> 7:45-9:45 Instruction (120) 9:45-10:00 Recess (15) 10:00 -10:45 Instruction (45) 10:45 -11:00 Lunch (15) 11:00 -11:30 Instruction (30) 11:30 Dismissal (195)
<b>4<sup>TH</sup> GRADE</b> 7:45-10:00 Instruction (135) 10:00-10:15 Recess (15) 10:15-11:25 Instruction (70) 11:25-12:10 Lunch (45) 12:10-1:10 Instruction (60) 1:10 Dismissal (265)	<b>4<sup>TH</sup> GRADE</b> 7:45-10:00 Instruction (135) 10:00-10:15 Recess (15) 10:15-11:25 Instruction (70) 11:25-12:10 Lunch (45) 12:10-1:10 Instruction (60) 1:10 Dismissal (265)	<b>4<sup>TH</sup> GRADE</b> 7:45-10:00 Instruction (135) 10:00-10:15 Recess (15) 10:15-10:50 Instruction (35) 10:50-11:20 Lunch (30) 11:20-12:15 Instruction (55) 12:15 Dismissal (225)	<b>4<sup>TH</sup> GRADE</b> 7:45-10:00 Instruction (135) 10:00-10:15 Recess (15) 10:15 -11:00 Instruction (45) 11:00 -11:15 Lunch (15) 11:15 -11:30 Instruction (15) 11:30 Dismissal (195)

Revised June 2023

**Daily Bell Schedule**  
**Elderberry Elementary 2023-2024**

<p><b>5<sup>TH</sup> GRADE</b></p> <p>7:45-10:00 Instruction (135)  10:00-10:15 Recess (15)  10:15-11:50 Instruction (95)  11:50-12:35 Lunch (45)  12:35-2:25 Instruction (110)  2:25 Dismissal (340)</p> <p><b>6<sup>TH</sup> GRADE</b>  <b>4-6<sup>TH</sup> GRADE SDC</b></p> <p>7:45-10:20 Instruction (155)  10:20-10:35 Recess (15)  10:35-12:15 Instruction (100)  12:15-1:00 Lunch (45)  1:00-2:25 Instruction (85)  2:25 Dismissal (340)</p>	<p><b>5<sup>TH</sup> GRADE</b></p> <p>7:45-10:00 Instruction (135)  10:00-10:15 Recess (15)  10:15-11:50 Instruction (95)  11:50-12:35 Lunch (45)  12:35-1:10 Instruction (35)  1:10 Dismissal (265)</p> <p><b>6<sup>TH</sup> GRADE</b>  <b>4-6<sup>TH</sup> GRADE SDC</b></p> <p>7:45-10:20 Instruction (155)  10:20-10:35 Recess (15)  10:35-12:15 Instruction (100)  12:15-1:00 Lunch (45)  1:00-1:10 Instruction (10)  1:10 Dismissal (265)</p>	<p><b>5<sup>TH</sup> GRADE</b></p> <p>7:45-10:00 Instruction (135)  10:00-10:15 Recess (15)  10:15-11:10 Instruction (55)  11:10-11:40 Lunch (30)  11:40-12:15 Instruction (35)  12:15 Dismissal (225)</p> <p><b>6<sup>TH</sup> GRADE</b>  <b>4-6<sup>TH</sup> GRADE SDC</b></p> <p>7:45-10:20 Instruction (155)  10:20-10:35 Recess (15)  10:35-11:20 Instruction (45)  11:20-11:50 Lunch (30)  11:50-12:15 Instruction (25)  12:15 Dismissal (225)</p>	<p><b>5<sup>TH</sup> GRADE</b></p> <p>7:45-10:00 Instruction (135)  10:00-10:15 Recess (15)  10:15-11:10 Instruction (55)  11:10-11:25 Lunch (15)  11:25-11:30 Instruction (5)  11:30 Dismissal (195)</p> <p><b>6<sup>TH</sup> GRADE</b>  <b>4-6<sup>TH</sup> GRADE SDC</b></p> <p>7:45-10:20 Instruction (155)  10:20-10:35 Recess (15)  10:35-11:15 Instruction (40)  11:15-11:30 Lunch (15)  11:30 Dismissal (195)</p>
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# Calendar

## ONTARIO-MONTCLAIR SCHOOL DISTRICT 2023-2024 District Calendar

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days 0 To Date: 0						

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days 17 To Date: 17						

### July 2023

July 4 Independence Day

### August 2023

Aug 4-8 Teacher Preparation Days  
Aug 9 First Day for Students

### September 2023

Sept 4 Labor Day

September 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Student Days 20 To Date: 37						

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Student Days 21 To Date: 58						

### October 2023

Oct 2-6 Middle School Parent Conf.  
Oct 9 Non-School Day

### November 2023

Nov 10 Veterans Day  
Nov 13-17 Elementary School Parent Conf.  
Nov 20-24 Thanksgiving Break

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days 16 To Date: 74						

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Student Days 15 To Date: 89						

### December 2023

Dec 22 Non-School Day  
Dec 25-30 Winter Break

### January 2024

Jan 1-5 Winter Break  
Jan 15 Martin Luther King Jr. Day

January 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student Days 17 To Date: 106						

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
Student Days 19 To Date: 125						

### February 2024

Feb 12 Lincoln's Birthday  
Feb 19 Presidents' Day  
Feb 26-29 Middle School Parent Conf.

### March 2024

Mar 1 Middle School Parent Conf.  
Mar 18-22 Elementary School Parent Conf.  
Mar 25-29 Spring Break

March 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days 16 To Date: 141						

April 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days 22 To Date: 163						

### April 2024

No Holidays

### May 2024

May 23 Last Day for Students  
May 24 Teacher Preparation Day  
May 27 Memorial Day

May 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days 17 To Date: 180						

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Student Days 0 To Date: 180						

### June 2024

June 19 Juneteenth

Elem. Schools 1st Trimester : 56 days 10/27/2023  
2nd Trimester: 70 days 03/01/2023  
3rd Trimester: 54 days 05/23/2024

Middle Schools 1st Progress Report 9/22/2023  
2nd Progress Report 11/3/2023  
1st Semester: 89 days 12/21/2023  
1st Progress Report 2/23/2024  
2nd Progress Report 4/19/2024  
2nd Semester: 91 days 05/23/2024

First/Last Day for Students  
All Schools/Offices Closed  
All Schools Closed  
Teacher Preparation Days

Board Approved: December 15, 2022

# Discipline Policy

The staff and students of Elderberry Elementary School are proud of our school. As a staff, we are committed to providing a safe, secure, and orderly environment for one another. The Discipline Plan has been developed at Elderberry based on PBIS, or Positive Behavior Interventions and Supports, for the students' safety and to help them develop self-discipline and responsibility.

Parents, school staff, and students work together to maintain a safe, secure, and orderly school. Shared cooperation and expectations between home and school will ensure that each student reaches his/her fullest potential. The purpose of the school Discipline Plan is for each student to be responsible for his/her own behavior. We also want children to be aware of both positive and negative consequences they can expect for positive and negative decisions.

BE A CHAMPION!

*Champion Pledge*

*"Champions are respectful, responsible, honest and strive for academic excellence!"*

## **CHAMPION CHARACTER AND BEHAVIOR**

Champion Behavior is all about trying your very best, making good choices and learning from mistakes! Elderberry Champions are:

1. Respectful
2. Responsible
3. Honest
4. And Strive for Academic Excellence

## **ELDERBERRY POSITIVE BEHAVIOR - INCENTIVES/REWARDS**

\*Individual and Classroom rewards will be determined by school staff and include:

Academics:

Honor Roll Celebration Each Trimester

Attendance:

- Perfect Attendance Certificates and Rewards
- Strive for 5 – individual rewards
- Monthly Grade level competition
- Monthly upper and primary grades competition

Behavior

- Champion Tickets
- Class Shout Outs
- Student Store

## **THREE STEP APOLOGY**

Sometimes we make mistakes/poor choices and hurt others by our actions or words. In these cases, an apology would be in order. Follow these 3 simple steps when apologizing to others:



1. State specifically why you are sorry.
2. Make a commitment to never make that same mistake or poor choice or again.
3. Ask the person for forgiveness.

### **BEHAVIOR TICKETS AND LEVEL CONTRACTS**

Students will receive an Office Discipline Referral (ODR) if they have violated a school and/or classroom rule. These rules, written on the ticket, were established to help facilitate a safe campus and safe learning environment for all. Office Discipline Referrals are NOT, in themselves, part of a student's permanent record. If your student receives an ODR, please take the opportunity to talk with your son/daughter and explain the importance of following established/expected school behaviors. Please sign and return the white copy of the Office Discipline Referral to the teacher. Infractions of rules are categorized as Minor or Major on the Office Discipline Referral.

**Minor Infractions:** Three Office Discipline Referrals for Minor Infractions will trigger a Major ODR I Conference/Contract, and two more ODRs after that will trigger a Major ODR II Conference/Contract. Two more Behavior Tickets after a Major ODR II will trigger a Major ODR III Conference/Contract. Minor Infractions, which may result in detention or other appropriate consequences, could include:

1. Rough Play
2. Not following rules/directions
3. Use of foul language
4. Rudeness to others
5. Misuse of equipment
6. Enforcement of classroom discipline plan

**Major Infractions:** The Elderberry School Staff reserves the discretion to place a student on a Major ODR 1 contract after one Office Discipline Referral for a Major Infraction and Major ODR II after an additional ODR for a Major Infraction. A student can be placed on a Major ODR III contract if they receive one more ODR for a Major Infraction while already on a Major ODR II contract. Major Infractions are behaviors which violate the California Education Code section 48900 and will result in immediate action including detention, possible removal from the playground or classroom, ODR conference, administrative action, and/or suspension/expulsion. Major Infractions could include:

1. Fighting or threatening others
2. Disrespect to adult
3. Racial Discrimination or sexual harassment
4. Destruction or theft of school or personal property
5. Possession of dangerous object

### **SCHOOL RULES**

All school rules and expectations apply during regular school hours and also: 1. During school-related activities taking place on/off campus and during or outside of class time. 2. When students go to and from school. 3. During the after-school programs. Any student/child whose behavior or manner of dress/appearance disrupts or potentially can disrupt school activities, per admin discretion, will be subject to disciplinary action. Any adult whose behavior or manner of dress/appearance disrupts or can potentially disrupt school activities, per admin discretion, will be prohibited from campus and/or school activities.

### **DUE PROCESS -PROGRESSIVE DISCIPLINE (ODR or Office Discipline Referrals)**

The Elderberry School Behavior Plan includes a 3 –Level system of due process which would lead to Suspension and/or Pre–Expulsion. Each teacher will review with parents the classroom management system, rules used, and the behaviors or process (ODR–**O**ffice **D**iscipline **R**eferral) that will trigger or initiate a Major ODR I, II, and III . The ODR Process re-sets at the beginning of each trimester with the exception of students who have been suspended during the year.

- Major I** A Major ODR I is a student-teacher conference/contract with a copy of the contract sent home to be signed by the parent and returned to the classroom teacher. A follow up telephone call will result if the note is not returned.
- Major II** A Major ODR II is a student-parent-teacher conference/contract.
- Major III** A Major ODR III is a student-parent-teacher-administrator conference/contract.

**\*NOTE\* ANY SERIOUS OFFENSE AS LISTED IN EDUCATION CODE 48900 MAY BY-PASS Major ODR I AND Major ODR II. SCHOOL ADMINISTRATORS MAY SUSPEND FOR UP TO 5 DAYS FOR EACH SUSPENSION PERIOD.**

# Basic Dress Guidelines /Prohibited Items

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. We are asking your cooperation regarding conformity to the following dress guidelines for students:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive, or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times. [Thongs, backless, or open-toe shoes or sandals are not appropriate. Shoes must be securely fastened.]
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Hair may not be sprayed by coloring that would drip when wet.
5. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.
6. Gang-related apparel is prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities.

In the interest of protecting the health and safety of all students, please note the following Prohibited Items List:

1. Toys, radios, television sets, CD players, cassette players, electronic games and cameras. (With prior written permission of the Principal or designee, these items may be brought to school for special occasions.)
2. Gambling devices—dice, playing cards, etc.
3. Drugs, alcoholic beverages, narcotics, cigarettes, tobacco, cigarette papers, lighters, pipes, matches, look-alikes, and paraphernalia.
4. Explosive devices, firecrackers, fire balls, cherry bombs, etc.
5. Weapons, guns, knives, cake cutters, screw drivers, and/or other dangerous items.
6. Toys which are realistic simulations of guns and knives.
7. Gang/tagging identification paraphernalia, such as—a) Beepers, b) Gloves, c) Rags/Bandanas, d) Plastic hands, e) Felt tip pens and markers, aerosol paint containers, etching tools, or any other instrument used for the purpose of writing graffiti or tagging.

The purpose of these Basic Dress Guidelines and Prohibited Items List and school uniform policies is not to infringe on any individual student's rights to freedom of expression, but rather to encourage students to "dress for success" and come to school properly prepared for participating in the educational process. Again, we ask your support and cooperation in providing a safe and orderly environment in which your children can learn.

# Cell Phone and Smart Watch Policy

Elderberry School follows the district's "Student Use of Cellular Phone Policy" which is included below.

Smart Watches are considered "other electronic communication devices" and fall under this policy.



## Ontario-Montclair School District

### Office of Child Welfare, Attendance & Records

#### Student Use of Cellular Phone Policy (BP 5131, 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, such as a smartwatch 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)**

**In the case of a serious matter or emergency, a school official may ask the student or parent/guardian to view the content of the student's electronic device. This may include inappropriate or illegal access of the district network, software and operating equipment.**

**Please contact your child's school office or the Ontario-Montclair School District's Office of Child Welfare, Attendance & Records for questions or concerns.**

# Suspensions

## SUSPENSIONS

Many behaviors can be successfully managed by the classroom teacher. **However, there will be immediate and consistent intervention/consequences by the administration for any behavior that impedes orderly classroom procedures or interferes with the orderly operation of the school.**

On occasion, individual students will significantly disrupt the school's learning environment and, as a result, violate a portion of the California Education Code. Education Code 48900 defines the following acts as grounds for suspension of up to five (5) days and, in some cases, grounds for possible expulsion:

### **Education Code 48900 (language below is current as of 08/01/2023)**

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (a) (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) Division 10 of the Health and Safety Code,, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant of any kind.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use of possession by a pupil of the pupil's 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 drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- (k)(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (k) (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
- (k)(3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (k) (4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.
- (p)

- (l) Knowingly received stolen school property or private property;
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 or former section 288a of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- (p) . Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
    - (D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - (2) (A) “Electronic act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - (i) A message, text, sound, video, or image.
    - (ii) A post on a social network internet website, including, but not limited to:
      - (I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.



(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

*(Amended by Stats. 2019, Ch. 279, Sec. 2. (SB 419) Effective January 1, 2020.)*

A student may be suspended or expelled for acts that occur at any time, including but not limited to any of the following: (1) While on school grounds, (2) While going to or coming from school, (3) During lunch period, whether on or off the campus, and (4) During, or while going to or coming from, a school sponsored activity.

#### **Suspension by Principal/Designee**

Suspension shall be imposed when other means of correction fail to bring about proper conduct, however, a student, including students with exceptional needs, may be suspended on a first offense for any reason in Education Code 48900 if the student violated subdivision a, b, c, d, or e if the principal/designee finds and declares that the student’s presence causes a danger to person or property, or threatens to disrupt the educational process. As in the case of suspension from class, the student has the right to know the charges and offer an explanation of what happened. In the case that the decision of the principal is to recommend expulsion of a student, further due process is afforded the student and the family.

#### **Suspension by Teacher From Class**

When other means of correction fail to bring about proper conduct, a teacher may suspend a student from class for up to two (2) school days under provisions of Education Code 48910. The student has a right to know the reason(s) for the suspension and to have the opportunity to offer an explanation of what happened. As soon as possible after the suspension, the teacher must notify the parent of the suspension and arrange a parent/guardian/teacher conference regarding the suspension. A teacher may also refer a student to the principal/designee for consideration of suspension from school.

#### **Due Process**

Prior to the decision to suspend a student (except under emergency conditions) an informal conference must be held with the principal or principal/designee and pupil to afford the pupil an opportunity to know what he/she is accused of and to tell his/her side. The parent shall be notified as soon as possible by telephone or other reasonable means of the decision to suspend a student. A Notice of Suspension must be mailed to the pupil’s parent/guardian.

# Bullying and Harassment Policy



## ONTARIO-MONTCLAIR SCHOOL DISTRICT

Office of Child Welfare, Attendance & Records

### Legal Notice for Pupils & Parents/Guardians Regarding OMSD Bullying and Harassment Policy

The Ontario-Montclair School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of a person's disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activities on campus and may include acts occurring off campus during non-school hours.

Bullying is defined as any *severe or pervasive* physical or verbal act or conduct, including communications made in writing or by means of an electronic act, known as cyber-bullying, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has, or can be reasonably predicted to have, the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

#### REPORT IT

Any student who has been a victim of bullying or harassment, or someone who has witnessed bullying or harassment, on school grounds, during school activities, going to and coming from school, or when applicable, off-campus during non-school hours, is highly encouraged to report the incident. Students should immediately contact an administrator, counselor, teacher or other school staff member to report an incident. Students who wish to remain anonymous may report an incident by completing a Bullying/Harassment Incident Form and submitting it to any school staff member. These forms are available in the school office or online at the OMSD District website.

#### INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The student who reports the complaint shall have an opportunity to complete a Bullying/Harassment Incident Form, providing details of the event, including the identity of the alleged perpetrator, a detailed description of the event, known witnesses, and anyone else they have shared the information with. Within 10 school days of the reported incident, the principal or designee shall provide a written response to the complainant and his/her parent/guardian. The report shall include the administrator's findings, decision, as well as the rationale for the decision. If the student or parent/guardian is in disagreement with the outcome of the investigation, an appeal may be filed at the Department of Child Welfare, Attendance & Records at 950 West D Street, Ontario, CA 91762.

#### TRANSFER REQUEST

A child that has been reported as the victim of a violent offense as defined by state law is entitled to transfer to another school within or outside of the district, under California Education Code 46600 § (b). Placement at a requested school is contingent upon space availability. Transfer requests can be obtained at the Department of Child Welfare, Attendance & Records located at 950 West D Street, Ontario, CA 91762.

#### For questions and concerns, contact:

**Hugo Lopez, Director**  
Child Welfare, Attendance & Records  
950 West D Street  
Ontario, CA 91762  
(909) 418-6477  
[hugo.lopez@omsd.net](mailto:hugo.lopez@omsd.net)

# Student Attendance Policy

*Establishing a routine of outstanding attendance and punctuality are critical to student achievement. Research shows that students with outstanding attendance habits do better on tests, earn better grades, are more likely to complete high school, attend college, and get better jobs as adults.*

All students are required by state law to attend school daily. The only legal exceptions for absence from school are illness, medical necessity, and funeral services for a member of the immediate family. All absences must be verified by a note or phone call from the child's parent or guardian. These are due when a student returns to school and can be turned in to the office. All unverified absences are considered truant/unexcused. **A student is considered "truant" when they have 3 or more unexcused absences or tardies.**

**Please have your child arrive to school no later than 7:40 a.m.** Staff is on duty beginning at 7:15a.m. Students seated after 7:45 a.m. will be considered tardy. Tardiness due to doctor or dental appointments will be excused only when the school is provided with an original note, signed and dated by the doctor's office.

**For safety reasons, students may enter campus no earlier than 7:15 a.m.**

This school year, it is our goal at Elderberry to increase daily student attendance to 97.7% for the school year. As parents, you play a very important role in setting the importance of daily school attendance. This year we will have several continuing attendance incentives and interventions as listed below.

## **PERFECT ATTENDANCE RECOGNITION**

***Perfect Attendance:*** Each trimester, students with Perfect Attendance will be rewarded. A student may have **no more than 3 tardies and/or early outs per trimester and 0 absences to be recognized for perfect attendance.** An absence may be made up by attending 1 Saturday School.

## **INTERVENTIONS/CONSEQUENCES**

***Attendance Letters:*** If absences or tardies become truant or excessive, attendance letters will be sent home and may require a conference with an administrator.

***School Attendance Review Team (S.A.R.T.):*** If excessive absences or tardies continue to accumulate, a meeting will be scheduled with the student and parent to address the situation and to identify steps for improving the student's attendance.

***School Attendance Review Board (S.A.R.B.):*** In the event that the above steps do not result in improvement, the student and parent will be referred to the OMSD S.A.R.B. This meeting is held in the presence of district officials, probation officers, a District Attorney Representative, and a Department of Child Services representative to address the situation. A contract will be signed by the parent and S.A.R.B. to improve attendance.

## **STRIVE FOR FIVE**

We are very excited about our new **STRIVE FOR FIVE** attendance incentive program, and wanted to share some related information with you.

### **What is it?**

STRIVE FOR FIVE is a program to reward good attendance. The goal is for each student and family to strive for only five or fewer absences in the entire school year. There are 180 days of school. Attending school 175 days or more means your student would have a 97% attendance rate for the year.

### **How does it work?**

Throughout the school year, the students who have less than 5 absences cumulatively will get to participate in a fun activity celebrating their success. We have announced the first fun event, which will be water games! Many of the students are excited about being able to participate.

In counting absences for our STRIVE FOR FIVE incentives, a student can make up an absence by attending one of our Academic Make-Up Academies (aka Saturday School).

# Student Recognition

We believe that high achievement requires high expectations. Throughout the year, Elderberry Elementary recognizes student achievement in a variety of ways:

## **HONOR ROLL:**

Each trimester students in grades 1-6 will earn membership to the Elderberry Honor Roll for receiving a “3” or “4” trimester grade in all areas. Honor Roll Certificates will be presented at a special assembly for Honor Roll students. Parents will be notified of the recognition and assembly time about a week prior.

## **CHAMPION OF THE MONTH RECOGNITION:**

Each teacher selects students based on character traits and/or academic achievement.

## **CHAMPION TICKETS:**

Champion Tickets are given to students by Elderberry Staff members for outstanding achievement, demonstration of positive behavior choices and school service. Champion Tickets are used in the Student Store to purchase rewards of the student’s choice.

**BE A CHAMPION!**

# General Information

## **EMERGENCY CARDS**

Parents are required to fill out an emergency card every year. It is very important for the safety of your child that the emergency card is kept up-to-date. The emergency card is used by the office in the event you child becomes ill or has an accident at school.

**ANY CHANGES OF ADDRESS, TELEPHONE NUMBER, PARENT'S WORK OR NAME OF PEOPLE WHO HAVE PERMISSION TO PICK UP YOUR CHILD SHOULD BE REPORTED TO THE SCHOOL OFFICE IMMEDIATELY**

## **BIKES & SCOOTERS AT SCHOOL (Grades 3rd-6th):**

All bikes must be securely locked (space is limited) during the day and must be **walked** on and off campus. Scooters are allowed and must be **walked** on and off campus. Bike and/or scooter privileges will be taken away if rules are not followed. Skates, and skateboards are not allowed and will be taken away and held until an adult picks it up. Remember, there is only a limited amount of bike spaces, and **it is the law that ALL students wear safety helmets when riding a bicycle or a scooter.**

## **LOST AND FOUND:**

The Lost and Found is kept in the quad. Please ask your children to check it frequently in the event they have lost an item of clothing, lunch box, etc. Placing your child's name on personal items is important. At the end of each trimester, items still remaining in the Lost and Found will be donated to charity.

## **VISITORS/VOLUNTEERS TO CAMPUS:**

Elderberry would like to extend an open invitation to all parents who want to come visit our school.

However, due to safety concerns, Elderberry is a closed campus. All parents, guardians, volunteers, or other persons wishing to visit our campus must check in and out at the front office using a photo ID. Communication should be made with the teacher prior to volunteering in the classroom. Volunteer packets are available in the front office and must be completed in order to volunteer in the classroom or on field trips.

## **RELEASE OF CHILDREN:**

The law requires that children not be released to anyone other than their legal parents, guardians or persons stated on their emergency card. If you desire otherwise at any time, please inform the office in writing. Court papers indicating legal custody must be shown to the School Administrator to prevent release to a parent not having custody. ***Release of students to parents during the school day must follow this procedure:***

1. The parent goes to the office and gives child's name and room number to the office staff.
2. The parent signs the sign-out sheet in the office.
3. Parent must present photo ID upon request.

## **LUNCH/BREAKFAST:**

Elderberry will be serving breakfast and lunch daily during the school year. Breakfast is served beginning at 7:15. Please see the front office or cafeteria lead with any questions. Breakfast and lunch is free to all students in 2023-24.

## **MEDICATION AT SCHOOL:**

All medication taken at school must be authorized by a doctor. The district requires that:

1. All medication be brought in its original container to the health office
2. Properly labeled by the pharmacy
3. Registered with the school Health Office
4. Given with a signed parent and doctor consent, using the district form
5. Brought to the school by a parent or guardian and **NEVER** in the possession of the student.
6. All over-the-counter medication must be given by parent/guardian and must not be in the possession of the student.

### **PARENT CONFERENCES/REPORT CARDS:**

Report cards are issued three times each year. Parent conferences are scheduled two times per year. . Through this process, parents and teachers may work more closely toward helping the child in any areas of need. Parents may also request a meeting with the teacher at any time. Please schedule this meeting by calling the front office or emailing the teacher.

### **TEXTBOOKS**

Your child will be issued textbooks for use during the school year. The following rules apply to the use of school textbooks:

- 1) Books are loaned to students for use during the school year free of charge, including consumable workbooks and are expected to be returned in the same condition as when received (except workbooks) less normal wear and tear. Each pupil is held responsible for the proper care of materials loaned to him/her. Failure to pay for lost or damaged books will result in report cards being held.
- 2) If books are lost or destroyed while issued to the student, the school must be reimbursed for the cost of the book before another can be issued.
- 3) It is the policy of Elderberry School to follow the provision of section 48904 of the Education Code, which states that schools may "...withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the pupil or the pupil's parents or guardian has paid for the damages...". Parents will be notified if their child is required to pay for a lost or damaged book. The prices for books on the California State Instruction Materials Price List range from approximately \$5.00 to approximately \$100.00.

### **NUTRITION POLICY**

New state guidelines were established that further regulate what students can be given to eat at school. They are based on nutritionally sound principles that promote healthy living and learning. The Ontario-Montclair School District took these new guidelines and developed a new, nutritional policy.

The staff at Elderberry School applauds this renewed emphasis toward better health for our students – your children. We ask that parents not bring any items no longer permitted. These include cakes, cookies, candy, sodas, or any homemade goods. If you would like to bring a food item to a classroom, it is now especially important that you speak with the teacher beforehand. She/he will suggest **items that are now permitted**, such as fruit bars, baked chips, graham crackers, pretzels, yogurt, nuts and 100% fruit juices. She/he will also be able to plan when that item can be shared.

Thank you for your cooperation with this new policy. The children of Elderberry School will be healthier, stronger – and therefore even better learners – as a result of our cooperation.

### **HOMEWORK POLICY:**

Homework assignments will be made based on the Ontario-Montclair School District's Homework Policy: Daily homework assignments should normally include an average of one-half hour at the primary level (1-3), and one hour at the intermediate level (4-6), 3-4 days per week. Our staff will choose these carefully from various areas in the curriculum where the need is determined. These tasks will be prescribed to strengthen and apply objectives previously taught.

### **OTHER SCHOOL SERVICES:**

- ☐ **Health Services:** School Nurse and/or Health Aide are available to assess and attend to the health needs of the students.
- ☐ **Psychologist:** On campus part-time to assist staff in diagnosing and meeting special needs of students.
- ☐ **Speech/Language Therapist:** On campus daily to assist student with speech and language problems.

- **Instrumental Music Teacher:** On campus part-time to instruct instrumental music programs.
- **Resource Specialist Teacher:** On campus daily to instruct students with specific diagnosed learning disabilities.
- **Bilingual Support:** Teachers and aides on campus to assist our non– and limited-English speaking students and families.
- **GATE Program:** Classroom oriented program to extend/enrich learning for identified gifted and talented students.
- **Extended Day:** Think Together is an afterschool program available to students K-6. Information is available in the front office. The YMCA offers a child care program for our students at a nominal fee.
- **Computer Education:** One-to-one computer access helps students develop knowledge, skills and attitudes allowing them to function effectively in a technological society. All students must fill out a “User Agreement Form.”
- **Library:** Students will visit the school library on scheduled days where they will be able to check out reading level appropriate books for a week or two at a time. Teachers and the librarian will assist in the selection of books as needed.
- **Mentors/Counseling:** Available to assist students with their social and emotional well-being.



# Promotion/Retention

The Governing Board expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and includes strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement.

Ontario-Montclair School District Board Policy  
*Promotion, Acceleration/Retention*

## Promotion/Retention Guidelines

### *An Overview*

Educational failure is a crisis for any student, any learning organization, and society. Pupil Promotion and Retention legislation is designed to ensure that schools continually monitor student achievement and support those students who are at-risk of retention. Data from classroom instruction and in-class intervention as well as from extended learning programs are recorded in order to provide a global view of their academic progress. This academic information, along with social/emotional or health considerations, and parent's input provide the basis for determining appropriate educational interventions.

Every child is entitled to receive comprehensive instruction in core academic subjects provided by highly qualified teachers. Research demonstrates that direct, systematic instruction, using materials that offer multiple opportunities for guided and independent practice, frequent monitoring of academic progress, early intervention, and intensive supplemental instruction will ensure academic achievement. The Pupil Promotion and Retention legislation (Ed. Code Section 48070) as well as the Ontario-Montclair School District Board Policy (BP 5123) state that students who are at risk of failing be identified as early as possible in order to receive supplemental instruction to accelerate academic growth.

The Ontario-Montclair School District Student Achievement Review Process (Guidelines for Promotion/Acceleration/Retention) provides sites with the guidelines and forms for monitoring student achievement. These documents include forms for recording intervention data, forms for creating an intervention plan with the parent at conference time, guidelines for gathering documentation for presentation to the Student Success Team, guidelines for contents of the Student Achievement Review Folder (Green Folder) and the Promotion-Retention Recommendation form used to record student placement.

Providing students with a consistent, coherent instructional program that provides appropriate and timely interventions, offers intensive supplemental instruction on targeted skills, and establishes a partnership with parents will promote academic achievement and ensures all students are prepared for the challenges of the next level of learning.

Teaching and Learning Division  
Ontario-Montclair School District  
*Student Achievement Review Process*

# Title 1 Parent Involvement Policy

## **Title I School-Level Parental Involvement Policy Elderberry Elementary**

**2023-2024**

*Elderberry Elementary* has developed a written Title I parental involvement policy with input from Title I parents. *Input is collected from parents through various parent meetings.* It has distributed the policy to parents of Title I students. *The policy will be distributed with the beginning of the year packet that is sent home with all students. It will be given to new students after the first day with enrollment packets.* 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 Elderberry Elementary, the following practices have been established:

- The school convenes for 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 is done at our Coffee with the Principal, where the principal shares a Power Point presentation to families.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
- Title 1 presentation is shared at the Coffee with the Principal meeting.
- 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.
- Principal reviews data, and seeks input from parents from School Site Council, Coffee with the Principal, SELPAC, GATE, and Special Education parent Committee.
- The school provides parents of Title I students with timely information about Title I programs.
- Elderberry Elementary provides information about Title I programs during SELPAC, Coffee with the Principal, School Site Council, and Gate Parent meetings and Special Education meetings.
- The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents of Title 1 students are available to participate in the decisions making process relating to the education of their children at School Site Council, GATE Parent meetings, Coffee With The Principal, Student Study Team meetings, and parent engagement committee meetings.

### **School-Parent Compact**

*Elderberry Elementary* 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, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities

# Title 1 Parent Involvement Policy

for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

- Parent input is taken to jointly develop the school-parent compact. The compact is distributed with the beginning of the year information or as students enroll throughout the school year.

## **Building Capacity for Involvement**

*Elderberry Elementary* 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 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 of Title 1 students are given information regarding the curriculum used at school, the assessments used to measure student progress, and the proficiency levels students are expected to meet during Back to School Night, School Site Council, Coffee With The Principal, Parent Conferences, Open House, and Student Study Team Meetings, (and at any time a parent requests a meeting with teacher and, or administration.)
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. This training is provided through graded level parent workshops and parent conferences.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- 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. Parent workshops and parent education opportunities are offered throughout the year at the school site and through the district parent center.
- 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. All written parent notices and ConnectEd messages are sent in English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents. Parents are surveyed to determine focus areas appropriate each year. Parent input is also collected at all parent meetings.

## **Accessibility**

*Elderberry Elementary* 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. All parent meetings and notifications are translated in Spanish. Information is distributed to appropriate groups or school-wide depending on the topic and purpose of the meeting.



# Title 1 Parent Involvement Policy

## Política de Participación de los padres a nivel escolar del Título I

### Escuela Primaria Elderberry

2023-2024

*La Escuela Primaria Elderberry ha desarrollado por escrito las aportaciones de la Política de Participación de los Padres del Título I. Las aportaciones se recaudan de la opinión de los padres en una serie de reuniones. La política se ha distribuido entre los padres de alumnos del Título I. La política será distribuida en el paquete de inicios del ciclo escolar el cual se envía a los hogares con los alumnos con los paquetes de inscripción. La política describe los medios para llevar a cabo los requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118(a)-(f) inclusivo].*

#### Participación de los padres en el programa de Título I

Para hacer partícipes a los padres en el programa del Título I en la Escuela Primaria Elderberry, se han establecido las prácticas a mencionadas a continuación:

- La escuela convoca a una reunión anual para informar a los padres de alumnos del Título I acerca de los requisitos de dicho título I y sobre el derecho de los padres de involucrarse en el programa del título I. Esto se lleva a cabo en la reunión de café con la directora, donde la directora les muestra a las familias una presentación de "power point".
- La escuela ofrece una cantidad de reuniones flexibles del título I, como, por ejemplo reuniones por la mañana o por la tarde.
- La presentación del Título 1 se muestra en la reunión de café con la directora.
- La escuela incluye a los padres de los alumnos del Título I de manera organizada, continua y oportuna en la planificación, revisión\*, y mejora de la escuela en los programas de Título I y la política de participación de los padres del Título I.
- La Directora revisa los datos y procura obtener las aportaciones de los padres del Consejo Escolar, Café con la directora y del Comité de padres de SELPAC, GATE y del Comité de Educación Especial.
- La escuela le proporciona a los padres de los estudiantes del Título I información oportuna acerca de los programas del Título I.
- La Escuela Primaria Elderberry provea información acerca de los programas del Título I en los eventos de Café con la Directora, Concilio Escolar, Reuniones de Padres de Gate, SELPAC, y reuniones de Educación Especial.
- La Escuela ofrece oportunidades de reuniones regulares que le permite a los padres participar en la toma de decisiones relacionadas a la educación de sus hijos en el Consejo Escolar, reuniones de padres de SELPAC, GATE, café con la directora, reuniones del Equipo del Éxito Estudiantil, y las reuniones del comité de participación de los padres. Los padres de los estudiantes del Título I en la reunión del Consejo Escolar

#### Acuerdo entre la Escuela y los Padres

La Escuela Primaria Elderberry reparte el acuerdo a los padres de los alumnos del Título I. El acuerdo el cual ha sido elaborado conjuntamente con los padres, describe la manera en que los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de la mejoría en el logro académico estudiantil. En él se describen formas específicas en las que la escuela y las familias se unirán para ayudar a los niños a conseguir altos estándares académicos del Estado. Aborda los siguientes elementos requeridos, así como otros temas sugeridos por los padres de los alumnos del Título I.

La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de primera calidad.

Translated by Mariela Alvarado OMSD Senior Translator

# School-parent Compact

## School-Parent Compact for Achievement

### 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 ensure 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 and participate in their child's learning

### Jointly Developed

The families, students, and staff of Elderberry School Site Council and parent advisory committees meet multiple times a year to discuss student learning needs based on current grade-level and district data. Our School-Parent Compact for Achievement is revised based on these discussions. Teachers identify home learning strategies for students and share these strategies with parents. Parents are encouraged to contribute in the process. Then students and teachers identify ways to support learning goals.

**Building Partnerships** If you would like to volunteer in a classroom, please contact our front office at: or (909) 986-0108.

### Activities to Build Partnerships

- Elderberry Elementary School holds parent meetings including "Coffee with the Principal", SSC (School Site Council) and SELPAC (Site English Learners Parent Advisory Committee) to actively communicate updates and topics relevant to families. Special guest speakers and presentations are shared.
- Support staff work with parents needing assistance with social or emotional issues.
- Parents participate in school and district committees and involvement activities.
- The Parent Engagement Center is provided with materials to aid parents in their work as volunteers. The Center serves as a hub for parent volunteers to meet and engage with one another.
- Various family engagement opportunities are calendared throughout the year to build relationships and fundraise for student incentives. Events include: Jog-a-thon, Spring Festival, Field Trips, Grade level parent workshops, Back to School Night, Open House and parent conferences.

### Communication about Student Learning

- Elderberry's OMSD website and email
- Coffee with the Principal
- ConnectEd phone system
- Elderberry Newsletters
- Back to School Night
- Open House
- Parent-Teacher Conferences November & March (Student Achievement Report/CCSS)
- Progress Reports (Fluency for primary grade, RI - Reading Inventory for 2<sup>nd</sup> – 6<sup>th</sup> grade)

Do you have questions about child's progress?  
Contact your child's teacher by phone at (909) 986-0108

### SCHOOL-PARENT COMPACT FOR ACHIEVEMENT



**Elderberry Elementary School**  
**950 North Elderberry Avenue**  
**Ontario, CA 91762**  
**Phone: (909)986-0108 Fax: (909)459-2741**

**Principal:** Arai Morales  
**Elementary Administrator:** Judy Kingsley



## Our Goals for Student Achievement

### District Goals

1A

1. 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.
2. Increase the number 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

1. The percent of students, including all subgroups (e.g. English Learners, students with disabilities, Foster Youth, gifted and talented, and socioeconomically disadvantaged) reaching or exceeding grade level expectations in all core content areas will increase each year.
2. All Elderberry students will be monitored to identify learning gaps and then provided with appropriate interventions.
3. 15% of English Learners will become reclassified based on reclassification criteria.

## Teachers, Parents, Students—Together for Success

### The Teacher's Role

1B

- All students receive equal access to the core curriculum (CCSS) through high-quality instruction by utilizing research-based strategies
- Maintain a classroom with clear academic and behavioral standards, goals, and expectations
- Assign daily homework that supports the core curriculum
- Throughout the day, all students' needs are met through flexible grouping in Universal Access and English Language Development.
- Teachers work collaboratively in Professional Learning Communities to plan curriculum, monitor student progress through examining student work, and guide instruction in their grade level.
- Response to Intervention (RTI) at Elderberry includes teacher progress monitoring of at-risk students to identify student academic needs early and implement appropriate interventions for student success.
- Teachers set goals with students to improve Lexile levels in reading after examining assessment data.

### The Family's Role

2

- Monitor homework; ensure student is reading at least 20-30 minutes every day.
- Provide a quiet place for studying
- Ensure student is arriving at school on time, well-rested, and ready to learn.
- Read all the communications sent from the school and respond when appropriate
- Attend parent-teacher conferences and parent trainings to learn more about your child's education
- Support teacher's and school's behavioral expectations
- Set limits and monitor your child's use of social media sites, videogames, and time spent watching television.
- Read and refer to the school's parent handbook
- Have a dialogue daily with your student about their school day and ongoing projects.

### The Student's Role

3

Elderberry Elementary students joined staff and parents to develop ideas about how they can succeed in school and reach their goals in reading, math, and behavioral expectations:

- Come to Elderberry every day on time ready to learn.
- Give my family all school communications.
- Take responsibility for my own learning while working collaboratively with others and when doing independent tasks.
- Complete all class work and homework assignments on time and to the best of my ability.
- Be a positive participant, act respectfully, work responsibly in a safe environment at all times and locations within our community.
- Know and work towards meeting my Lexile goal by the end of this school year.
- Be a Champion!

\* Numbers correspond to sections in the *School-Parent Compact Guide to Quality*.

Note: Adapted by the Title I Policy and Program Guidance Office, California Department of Education, with permission from the Connecticut State Department of Education. 2010. *Dust Off Your Old School-Parent Compact: Ten Steps to Success for Developing Title I Family-School Compacts*. Available at <http://www.schoolparentcompact.org>.

## Acuerdo entre el Escuela y los Padres para el Rendimiento Estudiantil

### ¿Qué es el Acuerdo entre la Escuela y los Padres?

El Acuerdo entre la Escuela y los Padres por el Rendimiento es un acuerdo que los padres, los alumnos y los maestros crean juntos. Explica cómo los padres y los profesores trabajarán juntos para asegurarse que todos nuestros alumnos alcancen o excedan los estándares del grado que cursan.

Acuerdo Práctico:

- Vincular los objetivos del plan de mejora escolar.
- Se centra en la capacidad de aprendizaje del alumno.
- Describe cómo es que los maestros ayudarán a los alumnos a desarrollar su capacidad de aprendizaje usando el plan de estudios y enseñanza de primera calidad.
- Proporcionarle a los padres estrategias que pueden poner en práctica en el hogar.
- Explica la manera en que los maestros y los padres se comunicarán sobre el progreso de los alumnos.

Describe las oportunidades que tienen los padres de ser voluntarios, observar y participar en el salón de clases

### Lo hemos creado de manera conjunta

Las familias, los alumnos y el personal de la Escuela Primaria Elderberry, el Concilio Escolar y los Comités Consultivos se reunieron cinco veces en el transcurso del año para hablar acerca de las necesidades de la educación de los alumnos basados en los niveles de grado en curso y de la información del distrito. El acuerdo entre la escuela y los padres por el rendimiento de nuestra escuela ha sido analizado basado en estas discusiones. Los maestros identifican las estrategias de instrucción que se les impartirá a los alumnos y informan estas estrategias con los padres. Se les invita a los padres para que aporten su contribución en el proceso. Los alumnos y maestro identifican maneras de respaldar las metas educativas.

**Estableciendo alianzas estratégicas** Si desea ser voluntario, participando y/o haciendo observaciones en el salón de clases, por favor comuníquese a la oficina de la dirección al: (909) 986-0108.

### Actividades para establecer alianzas

- La Escuela Primaria Elderberry lleva a cabo reuniones mensuales para padres tales como "café con el director" y PAC (Comité Consultivo de Padres) para comunicarse de manera constante acerca de las actualizaciones y temas relevantes para las familias. Se informa acerca de las presentaciones y los conferencistas invitados.
- El personal de apoyo trabaja con los padres que necesitan ayuda con problemas socioemocionales.
- Los padres participan en los comités de la escuela y del distrito y colaboran en actividades.
- El centro de colaboración de padres está provisto de materiales para ayudar a los padres en su trabajo como voluntarios. El centro sirve como un eje para padres voluntarios para conocer y relacionarse entre sí. Se programan varios eventos en el transcurso del año para crear relaciones y recaudar fondos para los incentivos de los alumnos. Eventos incluye: Festival de otoño, excursiones, talleres para los padres, noche de regreso a clases, exposición escolar, y conferencia para padres.

### Vías de comunicación acerca del progreso del alumno

- Página de internet y correo electrónico de Elderberry's OMSD
- Café con la Directora
- Sistema de comunicación telefónica de *ConnectEd*
- Boletín informativo de Elderberry
- Noche de regreso a clases
- Noche de exposición escolar
- Conferencias de padres y maestros en noviembre y marzo (Boleta de Calificaciones/CCSS)
- Informe de progreso (Inventario de matemáticas e Inventario de lectura)

¿Tiene alguna duda relacionada con el progreso de su hijo?

Comuníquese vía telefónica con el maestro de su hijo al (909) 986-0108

### Acuerdo entre la Escuela y los Padres para el Rendimiento Estudiantil



**Escuela Primaria Elderberry**  
**950 North Elderberry Avenue**  
**Ontario, CA 91762**

Teléfono: (909)986-0108 Fax: (909)459-2741

Directora: Ms. Morales  
 Sub-directora: Mrs. Kingsley





## Nuestras Metas para lograr obtener el Rendimiento Estudiantil

### Metas Establecidas por el Distrito

1A

1. Aumentar la cantidad de alumnos, en todos los subgrupos, que alcancen o excedan las expectativas de rendimiento de su grado escolar en varias medidas, entre ellas las pruebas estandarizadas de ELA, matemáticas, ciencias y estudios sociales.
2. Aumentar el porcentaje de alumnos que obtendrán estudios universitarios y carrera profesional, el porcentaje de los alumnos aprendices del idioma inglés dominen el idioma y que incremente la tasa de reclasificación de alumnos en el programa de aprendices del idioma inglés.

### Metas Establecidas por la Escuela

1. El porcentaje de alumnos, incluyendo a todos los que pertenecen a los subgrupos (ej. Aprendices del idioma inglés, alumnos con discapacidades, niños en hogares temporales, estudiantes dotados y talentosos, y de bajos ingresos) alcanzar o superar las expectativas del grado que cursan en todas las áreas de contenido el cual se incrementará cada año.
2. TODOS los alumnos de la Escuela Elderberry estarán en observación para identificar la deficiencia del rendimiento estudiantil y posteriormente proporcionarles las intervenciones de enseñanza adecuadas
3. 15% de los aprendices del idioma inglés serán reclasificados bajo el criterio de reclasificación.

## Maestros, Padres, Alumnos— Unidos para lograr el Éxito

### El papel del docente

1B

- Todos los alumnos reciben igualdad de acceso a los estudios básicos (CCSS) por medio de una enseñanza de la más alta calidad utilizando estrategias basadas en investigaciones
- Mantener el salón de clases con claros estándares académicos y de conducta, las metas y las expectativas.
- Asignar diariamente tarea que respalde el plan de estudios primordial.
- A lo largo del día, las necesidades de los alumnos son atendidas mediante grupos flexibles dentro del acceso universal y en el desarrollo del idioma inglés.
- Los maestros trabajan en colaboración en Comunidades de Aprendizaje Profesional para crear el plan de estudios, observar el progreso de los alumnos, y guiar en instrucción según el nivel de grado escolar.
- La respuesta a la intervención (por sus siglas en inglés RTI) en la Escuela Elderberry incluye la observación del progreso estudiantil de los estudiantes que se encuentran en riesgo de reprobar para así poder identificar a los alumnos que necesitan ayuda educativa temprana y así poder poner en práctica las intervenciones adecuadas para que los alumnos logren su objetivo.

### El papel de la familia

2

- Supervisar la tarea; asegurarse que el alumno lea por lo menos de 20 a 30 minutos todos los días.
- Proporcionarle un lugar tranquilo para que pueda estudiar.
- Asegurarse que el alumno llegue a la escuela a tiempo, bien descansado, y listo para aprender.
- Leer toda la publicación que se envía de la escuela y enviar la respuesta en el tiempo adecuado.
- Asistir a las conferencias de padres-maestros y a las capacitaciones para padres para aprender más acerca de la educación de su hijo.
- Respalda al maestro en las expectativas de la conducta.
- Crear límites y supervisar a su hijo en el uso de los medios sociales, videojuegos, y en el tiempo que pasa mirando la televisión.
- Leer y consultar el manual de padres de la escuela.
- Iniciar conversaciones con su hijo acerca de los sucesos en la escuela y proyectos regularmente.

### El papel del alumno

3

Los alumnos de la Escuela Primaria Elderberry se unieron al personal y a los padres para desarrollar ideas sobre cómo pueden tener éxito en la escuela y alcanzar sus objetivos en la lectura, matemáticas y en las expectativas de conducta:

- Legar a la Escuela Elderberry todos los días a tiempo y listos para aprender.
- Darle a mi familia todos los mensajes de la escuela.
- Ser responsable por mi propia educación mientras trabajo en colaboración con los demás y cuando hago trabajos de manera independiente.
- Terminar todo el trabajo de la clase y las tareas a tiempo en lo mejor que sea posible dentro de mi capacidad.
- Ser participante positivo, comportarme respetuosamente, trabajar con responsabilidad en un ambiente seguro en todo momento dentro del lugar y la comunidad.
- Conocer y trabajar para cumplir mis metas de "Léxico y Cuantil" para finales del año escolar.
- ¡Ser un campeón!

\* Los números corresponden a las secciones en el Acuerdo entre Padres y Maestros de calidad.

Nota: Adaptación de la Política del Título I y la Oficina del programa de orientación. Departamento de Educación de California, con la autorización el Departamento de Educación de Connecticut 2010. Sacude tu Antiguo Acuerdo entre la Escuela y los padres: *Diez pasos hacia el éxito para desarrollar los acuerdos entre las familias-escuelas del Título I*.