Student Planner

2018-2019

1450 EAST "G" STREET Ontario, CA 91764 (909) 986-5838

ADMINISTRATIVE SUPPORT TEAM

Dr. Henry Romero, Principal

Karen Aristizabal, Assistant Principal

Tony Garcia, Dean

Terri Bradley, IB Coordinator

Hubaldo Puebla and Amy Tellez, Counselors

OFFICE SUPPORT TEAM

Connie Vines, Office Manager

Judith Gomez, Attendance & Records

Verenice Alvarado, PAWS Center

Sandra Estrada and Antonio Valdivia Clerks

Rose King, Health Aide

Una versión en español de esta guía puede ser obtenida poniéndose en contacto con la oficina al (909) 986-5838

STUDENT SCHEDULE

_____ _____ _____

STUDENT NAME ID# GRADE

Login Name: _____ **Locker #:** _____ **Locker Serial #:** _____

Student Schedule			
Period	**Subject/Class**	**Room**	**Teacher**
0			
1			

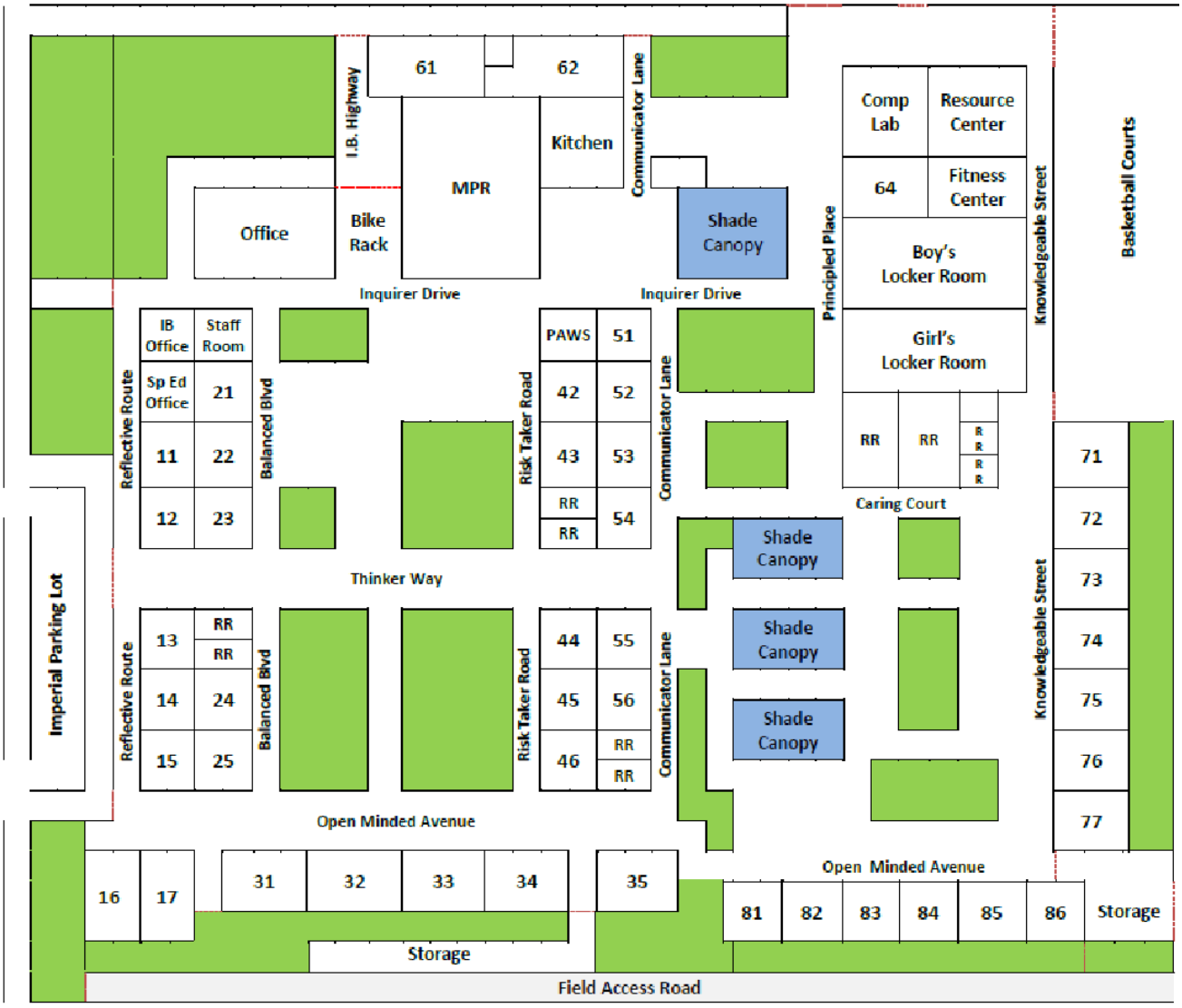
Parent Acknowledgement of Planner

I have reviewed Wiltsey's policies and procedures with my student and will ensure that he/she abides by the rules and regulations presented within.

_____ _____

(Parent Signature) **(Date)**

Wiltsey Middle School Map



2018-2019 Calendar

August 8	First Day of School	February 18	Presidents' Day, No School
August 9	Back To School Night	February 25-28, March 1	Student Led Conferences
August 10	Early Dismissal @ 1:00 p.m.	March 25 - 29	Spring Break, No School
September 3	Labor Day, No School	April 5	Progress Reports Sent Home
October 8	Non-School Day, No School	May 2	Open House
November 12	Veterans' Day, No School	May 4	Early Dismissal @ 1:00 p.m.
November 19 - 23	Thanksgiving Break, No School	May 17	8th Grade Recognition Night
December 20	End 1st Semester (Report Card)	May 17	8th Grade Dance

December 21	Non-School Day, No School	May 21	End of Year Field Trips
Dec. 24 - Jan. 7	Winter Break, No School	May 22	8th Grade Promotion Ceremony
January 21	MLK Holiday, No School	May 23	Last Day of School
February 15	Lincoln's Birthday, No School	May 23	Report Card Sent Home

RAY WILTSEY MIDDLE SCHOOL

REGULAR SCHEDULE

MONDAY, WEDNESDAY, THURSDAY, FRIDAY

7:15 AM – 2:30 PM (7 Periods)
8:15 AM – 2:30 PM (6 Periods)

Hour	Class Time	Class Length
0	7:15-8:08	53
1	8:15-9:15	60
2	9:19-10:12	53
3	10:16-11:09	53
Group A, 1st Lunch	11:09-11:39	30
Group A, Period 4	11:43-12:36	53
Group B, Period 4	11:13-12:06	53
Group B, 2nd Lunch	12:06-12:36	30
5	12:40-1:33	53
6	1:37-2:30	53

TUESDAY

7:15 AM – 1:15 PM (7 Periods)
8:15 AM – 1:15 PM (6 Periods)

Hour	Class Time	Class Length
0	7:15 – 7:56	41
1	8:15 – 9:00	45
2	9:04 – 9:45	41
3	9:49 – 10:30	41
Group A, 1st Lunch	10:30 – 11:00	30
Group A, Period 4	11:04 – 11:45	41
Group B, Period 4	10:34 – 11:15	41
Group B, 2nd Lunch	11:15 – 11:45	30
5	11:49 – 12:30	41
6	12:34 – 1:15	41

BACK-TO-SCHOOL/OPEN HOUSE

7:20 AM – 1:00 PM (7 Periods)
8:15 AM - 1:00 PM (6 Periods)

Hour	Class Time	Class Length
0	7:20 – 7:59	39
1	8:15 – 8:55	40
2	8:59 – 9:38	39
3	9:42 – 10:21	39
Group A, 1st Lunch	10:21 – 10:51	30
Group A, Period 4	10:55 – 11:34	39
Group B, Period 4	10:25 – 11:04	39
Group B, 2nd Lunch	11:04 – 11:34	30
5	11:38 – 12:17	39
6	12:21 – 1:00	39

CONFERENCE WEEK SCHEDULE

7:15 AM – 1:00 PM (7 Periods)
8:15 AM – 1:00 PM (6 Periods)

Hour	Class Time	Class Length
0	7:15-7:55	40
1	8:15-8:54	39
2	8:58-9:37	39
3	9:41-10:20	39
A Lunch	10:20-10:50	30
A Period 4	10:54-11:33	39
B Period 4	10:24-11:03	39
B Lunch	11:03-11:33	30
5	11:37-12:16	39
6	12:20-1:00	40

Student Handbook 2018-2019

Table of Contents

I. ABOUT WILTSEY

International Baccalaureate Programme---------- pg. 7
Growth Mindset---------- pg. 7

II. SCHOOL SERVICES

Attendance & Tardy Procedure---------- pg. 7
Breakfast/Lunch Program---------- pg. 8
Counseling Services---------- pg. 8
Emergency Contact Cards---------- pg. 8
Health Office/Medication---------- pg. 8
Independent Study Program---------- pg. 9

III. POLICIES & PROCDURES

Arrival/Dismissal Times---------- pg. 9
Bicycles/Skateboards/Scooters---------- pg. 9
Acceptable Use of Technology ---------- pg. 10
Cell Phone & Electronic Device---------- pg. 10
Confiscated Items ---------- pg. 10
Physical Education Dress Requirements & Excuses---------- pg. 10
Student Searches---------- pg. 11
Selling Items at School Policy---------- pg. 11

IV. ACADEMICS

Awards Recognition Program---------- pg. 11
Eighth Grade Recognition Night---------- pg. 12
Sports Banquet---------- pg. 12
Ineligibility Requirements for Participation in Activities---------- pg. 12
Homework Policy---------- pg. 12
Progress Reports & Report Cards---------- pg. 13
Student Led Conferences ---------- pg. 13
School Loop ---------- pg. 13
Grade Check---------- pg. 13

V. BEHAVIOR EXPECTATIONS

Behavior Standard---------- pg. 13
Breakfast/Lunchtime Behavior---------- pg. 13
Bullying Behavior---------- pg. 14
Campus Safety---------- pg. 14
Code of Conduct---------- pg. 14
Dress Code "Dress for Success"---------- pg. 15
Graffiti/Tagging Policy---------- pg. 15
Parent/Guardian "Shadowing"---------- pg. 15
Prohibited Items at School---------- pg. 15

VI. STUDENT SERVICES

Daily Student Bulletin---------- pg. 16
Parent/Guardian Participation---------- pg. 16
"PAWS" Counseling Center---------- pg. 16
Student ID Requirements---------- pg. 16
Student Planners---------- pg. 16
Textbooks---------- pg. 16

VII. INTERNATIONAL BACCALAUREATE (IB) PROGRAM
The IB MYP Philosophy ---------- pg. 17
Learner Profile ---------- pg. 17
Approaches to Learning (ATL) ---------- pg. 18
IB MYP Assessment ---------- pg. 18
IB Grading ---------- pg. 19

VIII. ACADEMIC HONESTY POLICY
Integrity ---------- pg. 20
Violations ---------- pg. 21
Avoiding Plagiarism & Crediting Sources ---------- pg. 21
Handling of Academic Dishonesty---------- pg. 22

IX. Wiltsey Resources
Quick Guide to School Loop ---------- pg. 23
SRI Reading Scores & Goals ---------- pg. 24
Global Context and Collaborative Questions---------- pg. 25
Collaborative Conversations ---------- pg. 27
RATES Constructed Response Format---------- pg. 28
MLA Format ---------- pg. 28
Key Concepts & Icons ---------- pg. 30
GPA Calculator ---------- ---------- pg. 34
Website Tracker ---------- pg. 35
See Something, Hear Something, Say Something (English)..... pg. 37
Escuche Algo, Viste Algo, Entonces Di Algo (Spanish).....pg. 38
PBIS- Wiltsey Middle School Expectations..... pg.39
Ontario-Montclair SD Board Policy, Sexual Harassment (English and Spanish)..... pgs. 40-43
Ontario-Montclair SD Board Policy, Nondiscrimination/Harassment (English and Spanish)..... pgs. 44-47
Ontario-Montclair SD Board Policy, Married/Pregnant/Parenting Students (English)..... pg. 48
Ontario-Montclair SD Board Policy, Married/Pregnant/Parenting Students (Spanish).....pg. 49

Physical Fitness Test
Healthy Fitness Zones (HFZ)

Age	Curl-up	Push-up	Trunk Lift	1600 Meter	Shoulder Stretch
11	≥15	≥8	9-12”	8:30-11:00	Touching fingertips together behind the back on **both** the right and left sides.
12	≥18	≥10	9-12”	8:00 -10:30	
13	≥21	≥12	9-12”	7:30-10:00	
14	≥24	≥14	9-12”	7:00-9:30	
15	≥24	≥16	9-12”	7:00-9:00	

Age	Curl-up	Push-up	Trunk Lift	1600 Meter	Shoulder Stretch
11	≥15	≥7	9-12”	9:00-12:00	Touching fingertips together behind the back on **both** the right and left sides.
12	≥18	≥7	9-12”	9:00-12:00	
13	≥18	≥7	9-12”	9:00-11:30	
14	≥18	≥7	9-12”	9:30- 11:00	
15	≥18	≥7	9-12”	8:00-10:30	

Male	Female

Students will also take a body composition test based on their height and weight. More information about the California State physical fitness tests can be found at http://www.cde.ca.gov/ta/tg/pf/**.**

I. ABOUT WILTSEY

International Baccalaureate Programme

Wiltsey Middle School is an International Baccalaureate (IB) World School. The mission of IB is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. This program encourages students across the world to become active, compassionate and lifelong learners who understand and respect others' differences and perspectives.

The IB learner profile is the IB mission statement translated into a set of learning outcomes.The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of students and teachers, uniting them in a common purpose. IB Learners strive to be: Inquirers, Knowledgeable, Communicators, Thinkers, Principled, Open-Minded, Risk-Takers, Caring, Balanced, and Reflective.

Growth Mindset

The term 'growth mindset' refers to a way of thinking, learning and taking on challenges. A person with a growth mindset is open to constructive criticism, accepts feedback and uses it to improve, takes on new challenges, pushes oneself outside of his/her comfort zone and shows resilience and perseverance. Studies show that it is people with a growth mindset (as opposed to a fixed mindset) who better persevere through challenges, are more successful in overcoming adversity and have a more positive outlook on life. Our aim is to foster this growth mindset in our students so that they can achieve their full potential.

Some key aspect of Growth Mindset at Wiltsey:

- Persevere through challenges.
- Take risks and try different approaches/strategies to solve complex problems or tasks.
- Learn from others. Our peers often make the best teachers.
- Don't compare yourself to others. You are unique and gifted in your own special way.
- Challenge yourself to see things from another point of view.
- Participate and get involved in your learning.
- Mastering something new gives a sense of accomplishment.

- The brain is making new connections all the time. You can learn anything!

II. SCHOOL SERVICES

Attendance & Tardy Procedures

It is very important that students attend school every day to be successful, and Wiltsey strives to be at the top of the district in attendance. The Attendance Office can be reached by calling: (909) 986-5838, ext. 225. Absences for oversleeping, bad weather, baby-sitting, vacations, transportation, personal or family business, etc. are not considered valid excuses by the State of California for missing school.

Absences: Parents/Guardians must call the school attendance office at 986-5838, ext. 225 as soon as they know their student will be absent so the absence can be verified. If unable to call, a written excuse signed by a parent/guardian must be turned in to the Attendance Office on the first day the student returns from the absence. Students returning from an absence, must report to the attendance office and receive a re-admit slip before they attend their first class of the day. Absences will be marked "TRUANT" unless the Attendance Office receives a note or phone call from a parent/guardian within three calendar days after the student is absent. Truancies (unexcused absences) & excessive absences will be referred to the Counselors, Administration, and possibly the District's School Attendance Review Board (SARB) for further action. Truancies make students ineligible for school dances and other extra-curricular activities.

Tardies: Students are expected to be in class on time with any necessary supplies (i.e. pencils, paper, etc.) every day before the start of each period. Zero period students will report directly to their class when they are tardy. For late arrivals to first period, between 8:15 A.M. to 8:25 A.M., students will report directly to their first period class. If students arrive to first period after 8:25 A.M., they must report to the Attendance Office for a tardy slip. Teachers will not accept students into their first period classes after 8:25 A.M. without a tardy slip. Students arriving after their first period class will also need to get an admit slip from the Attendance Office the next day. Consequences for being tardy may include detention, referral to Administration, loss of privileges, and other appropriate actions that will prevent future tardiness.

Breakfast/Lunch Program

The Ontario-Montclair School District takes part in the National School Lunch and Breakfast Program. Nutritious meals are served every school day at Wiltsey, and all students receive breakfast and lunch at no charge. Each student's ID card will serve as their meal card. Their ID number must be scanned or entered each time the student receives a school breakfast or lunch. Students should memorize this number and not share it with any other students.

Counseling Services

Counselors are available to assist students who are having trouble keeping up with their schoolwork, making friends, or adjusting to the middle school experience. Additionally, they assist parents/guardians and students with any questions or concerns about attendance and academics, as well as offering available resources and services. As the result of self-referrals, parent/guardian referrals, and/or teacher referrals, some students may participate in individual or group counseling throughout the school year. Students may stop by the "PAWS Center" to see a counselor anytime during the school day.

Emergency Contact Cards

All students and parents/guardians are required to complete an emergency card with three working phone numbers as a requirement for enrollment. Students who do not have a completed emergency card on file may be excluded from school until it is completed and turned in to the school office. Parents/guardians must keep the school's office informed of any change of address and/or telephone number during the school year.

Health Office

The health office is a first aid station equipped for minor injuries and illnesses. Student's who display symptoms of a serious illness such as fevers higher than 100 degrees, chills, vomiting, and breathing problems should see a doctor and stay home until all symptoms have passed. Students who become ill or injured at school may report to the health office with written consent from their teacher or another staff member. If a child is found to be too ill to remain at school, a parent, guardian or emergency contact will be notified to pick up the student. Students are not allowed to leave campus during school hours under any circumstance without permission or use their personal cell phones during school hours to contact a parent regarding their illness (unless they have been given direct permission to do so by staff personnel). The school nurse or health assistant will make all parent/guardian notifications. Inform the school nurse or health assistant of any serious health concerns and/or to report any changes to a student's emergency card or health information. Make sure to update, and provide a copy to the school, of all changes to immunization record.

Medication

If a student requires medication during school hours, a Medication Administration Form must be filled out by a physician and signed by a parent/guardian. This policy also applies to any over the counter medication, such as; Tylenol, aspirin, cough drops, etc. This form should be returned to the Health Office with the prescribed medication. All medications must have a prescription label with the student's name, birth date, medication name, dose, prescribing doctor and expiration date. All medications will be administered by the school nurse, health assistant, or a trained staff member, according to the doctor's directions. Any Student who is prescribed an inhaler for Asthma, may self carry his/her medication, if a signed medication form with permission from the child's doctor has been received by the school. All medications must be delivered and or picked up at the end of the school year by a parent/guardian. If there are changes in your child's medication, inform the school and have a new Medical Administration Form completed by the student's physician. All medications without proper paperwork are prohibited. Please contact the School Nurse or Health Assistant at (909) 986-5838 ex.229 for details or further questions.

Independent Study Program

A short–term independent study program is an optional educational alternative to classroom instruction available to students who are absent for five (5) or more consecutive school days. A written independent study agreement must be completed by a parent/guardian and the student. The agreement documents may be obtained from the main office. Requests for an independent study program must be submitted a minimum of five (5) school days in advance of the leave.

Work assignments and needed resources will be determined and provided by the student's teachers and a due date for the assignments will be established. For attendance purposes, the absence will be marked unexcused until such time that the work is graded and placed on file. If all the conditions of the agreement have been met, including deadlines and satisfactory work performance, the attendance record will be changed so the student receives credit for the days absent.

III. POLICIES & PROCEDURES

Arrival/Dismissal Times

It is the responsibility of each student to be in class on time and prepared to learn! Zero Period begins promptly at 7:20 a.m. zero period students will enter campus through the "G" Street gate. All first period students will enter campus through the G Street gate, which opens at 7:35 a.m. daily. The first period bell rings each day at 8:10 a.m. and class starts at 8:15 a.m. School is dismissed at 2:30 p.m. on Monday,

Wednesday, Thursday and Friday and at 1:15 p.m. on Tuesday. All students are required to leave campus immediately at the end of the school day, unless they are participating in an authorized after school activity. All students who are not picked up by 2:45 p.m. will be directed to the MPR, where parents will be required to sign out their student.

Bicycles, Skateboards & Scooters

Bicycle, skateboard, and scooter racks are provided in the area next to the main office. Bicycles, skateboards, and scooters are not to be ridden or used on school grounds, or while entering and exiting the school. All items are to be locked and secured in the proper area using a personal lock. No "lock-sharing" is allowed. The school is not responsible for damage or theft of these items while locked in the rack area. In traveling to and from school, all traffic laws, city ordinances, and safety rules must be obeyed. Bicycles, skateboards, and scooters will be confiscated if students do not have a helmet in their possession. In order to return the confiscated item the student must bring a helmet to school.

Acceptable Use of Technology

All Wiltsey students and parent must sign an OMSD Acceptable Use of Technology Agreement which establishes policies for responsible student use of technology and related resources. Use of technology including cell phones, iPads, computers and social media to bully or harass students or staff will not be tolerated. Students may not visit web sites without express permission from their teacher. Searches for "inappropriate" sites and images are prohibited. Misuse of equipment, such as etching on it or removing keys, is considered vandalism and will result in disciplinary action and replacement charges.

Cell Phones & Electronic Devices

Students are strongly discouraged from bringing electronic devices to school. Electronic devices and cell phones brought to school may only be taken out and/or used before school, during lunchtime, and after school. These items will be confiscated and returned to an authorized parent/guardian if they are turned on, taken out, or are visible at any other time during the day, which includes passing periods and class time. Cell phones used as cameras will be confiscated. Photographing or videotaping is prohibited without the permission of a school official. It is recommended that these items never be stored in an unattended backpack. Loss or theft of these items will not be investigated by the administration, nor will the school or district be responsible for their replacement. Students who violate the conditions of this agreement may be subject to a warning, parent phone call, parent conference and loss of technology use privileges, and/or disciplinary proceedings.

Confiscated Items

Wiltsey is not responsible for confiscated items. These items include, but are not limited to, balloons, toys, stuffed animals, cell phones, music players, candy, gum, food, hats or any other personal items being used in the classroom or on campus that are not part of the academic learning program. Any prohibited items, or items used in violation of school rules, may be confiscated and are required to be picked up by an authorized parent/guardian. Remember this general rule: If you do not have permission from a school official to bring an item to school, don't bring it!

Physical & Health Education Dress Requirements

Physical & Health Education (PHE) is a required daily class and is extremely important to a student's physical health and well-being. Students are expected to dress out and participate every day in the PHE program. The PHE Department has a very strict policy regarding dressing out and has specific consequences for failing to do so. Students who do not dress out are still required to participate. Non-dress students will lose points each day they fail to dress out, which will result in a lower effort score and

possible detention. Students who forget their clothes will be provided loaner clothes. PHE uniforms must be cleaned weekly. The preferred Physical & Health Education uniform is defined as a Wiltsey t-shirt, Wiltsey shorts, or plain green, gray or black sweatpants and athletic shoes and socks. (Wiltsey shorts, shirts, and sweats are available for purchase from the PHE Department).

Physical & Health Education Excuses

If a student is sick or unable to participate in physical exercise for the day, a written note with a working phone number from the parent/guardian is required. A note from the parent/guardian may excuse a student up to three consecutive school days. If a student needs to be excused from his/her PHE class for more than three consecutive school days, a doctor's note is required.

Student Searches

As set forth in OMSD Board Policy 5145.12, Wiltsey Administrators or designee may search any individual student, his/her property, or district property under his/her control when there is a "reasonable suspicion" that the search will uncover evidence that the student is violating the law, OMSD Board Policy, and/or other rules of the district or school. Searches may be conducted without prior approval of parents/guardians. Parents/guardians will be notified as soon as possible after the search. The type of student property that may be searched includes, but is not limited to, clothing, lockers, desks, purses, backpacks, cellular phones, and/or other electronic communication devices.

Selling Items at School

The selling of candy, food, or other items by any student or group, without authorization by the school administration, is prohibited.

IV. ACADEMICS

Awards Recognition Program

Students who achieve excellence in recognized areas throughout the school year will be honored for their accomplishments each month and/or during an awards ceremony at the end of each semester. Honor roll and special category award winners will be presented a spirit chain. Students will collect the spirit chains during their middle school experience and will be allowed to wear them on campus and at their Eighth Grade Promotion Ceremony to demonstrate their commitment to excellence. Students may earn recognition in the following categories:

- **Outstanding Effort:** Awarded each semester to students who receive all outstanding scores on their semester report cards in Effort and Behavior. This is considered one of the most prestigious awards because the recipients embrace and exemplify the IB philosophy that strong effort and character are the keys to success.
- **Principal's Honor Roll:** Awarded each semester to students with a cumulative IB Score of 6.5 - 7
- **Honor Roll:** Awarded each semester to students with a cumulative IB Score of 6.0 – 6.49
- **Outstanding Wildcat:** Awarded each month to students who consistently demonstrate outstanding academic effort, honesty, integrity, courtesy, respect, and kindness to both adults and peers. Monthly award winners will receive a certificate and will also receive a spirit chain at the semester awards assembly.
- **Most Improved Wildcat:** Awarded each month to students who demonstrate extraordinary academic and/or behavior improvement during a particular month. Monthly award winners will receive a certificate and will also receive a spirit chain at the semester awards assembly.
- **Wildcat Character Award:** Awarded each month to deserving students who consistently portray character qualities as reflected in the IB Learner Profiles. Monthly award winners will receive a certificate and will also receive a spirit chain at the semester awards assembly.

- **Wildcat Sportsmanship Award:** Awarded each month to students who demonstrate outstanding effort and sportsmanship in Physical & Health Education. Monthly award winners will receive a certificate and will also receive a spirit chain at the semester awards assembly.
- **Yearbook/Journalism Excellence:** Awarded each semester to deserving students for their outstanding accomplishments in Journalism.
- **Music Achievement:** Awarded each semester to deserving students for their outstanding accomplishments in Music.
- **Visual Arts Excellence:** Awarded each semester to deserving students for their outstanding accomplishments in Visual Arts.
- **Foreign Language Excellence:** Awarded each semester to deserving students for their outstanding accomplishments in Foreign Language.
- **ASB Community Service:** Awarded each semester to deserving students for their outstanding community service to the students and staff at Wiltsey Middle School.
- **AVID Excellence:** Awarded each semester to deserving students who strive for excellence in achieving the goals of AVID.
- **Perfect Attendance:** Every semester students with perfect attendance will be entered in an incentive prize drawing.
- **Rotary Club Student of the Month Award:** Awarded monthly by the Ontario Rotary Club to a deserving eighth grade student. The student will be selected from the list of students who received an Outstanding Wildcat award at any time throughout the year. The student will receive a certificate of achievement at a Rotary Club luncheon where the parents are invited to attend.

Eighth Grade Recognition Night

At the end of the year the most outstanding eighth grade students will be recognized for their accomplishments in a variety of categories during an evening honors ceremony.

Sports Banquet

All students who participate in a sport and meet eligibility requirements will be invited to an annual sports banquet held in May.

Ineligibility Guidelines for School Activities

Wiltsey Middle School provides a wide range of extra-curricular and co-curricular opportunities for students to participate in throughout the year. Participation in these activities is a "privilege," not a "right." Minimum requirements have been established for students to participate in these school activities, events, and sports. Students will be deemed ineligible if they meet one or more of the following criteria. Note that the Administrative Team may use discretion on a case by case basis.

Social Events

- Administrative suspension incidents between events
- No "U's" in Behavior or in Effort on most recent Progress Report/Card
- 10 or more class tardies between events
- Unresolved fines or fees

Sport Teams

- Administrative suspensions during the sports season. (The sports season is from the date of tryouts)
- No "U's" in Behavior or in Effort on most recent Progress Report/Card

Eighth Grade Promotion Ceremony

- No "U's" in Behavior or in Effort on most recent Progress Report/Card
- No suspensions after March 5, 2018
- No more than five truancies during the second semester
- Must complete Community Service Project

Eighth Grade Promotion Dance

- No "U's" in Behavior or in Effort on most recent Progress Report/Card
- No suspensions after March 5, 2019
- No more than five truancies during the second semester
- Must complete Community Service Project

End of the Year Field Trips

- No "U's" in Behavior or in Effort on most recent Progress Report/Card
- No suspensions after March 5, 2019
- No more than five truancies during the second semester
- Must complete Community Service Project

Homework Policy

The OMSD School Board acknowledges the educational validity of homework as an extension of the instructional program of the school. Homework is defined as school-related assignments by a teacher or through mutual agreement of the student and teacher, which will require time and effort outside of the regular classroom for successful completion. Daily homework assignments should normally include an average 90 minutes, 4-5 days per week.

Progress Reports & Report Cards

IB report cards are issued two times a year, at the end of each semester. Students will also receive progress reports for their classes every nine weeks between report cards. A school-wide parent/guardian phone notification is made the day the progress report is sent home with your student so that parents/guardians will be expecting them.

Student Led Conferences

Student Led Conferences take place at the middle of each semester. During the conference, students reflect and take ownership of their learning. Parents are strongly encouraged to participate in person to support their students' academic growth. During the student led conference, parents and students jointly develop goals that will be reflecting on at the next student led conference.

School Loop

School Loop is an online grading system that teachers update weekly. Parents and students have the ability to log into the system at any time to inquire about their student's academic progress and attendance. If registered, School Loop sends home a daily notification of the student's current progress in the MYP. It is essential for students to log into School Loop to monitor their individual progress and ensure, if permitted, that they make up all missing assignments. Parents/guardians are encouraged to conference by phone, email, or in person with the teacher at any time in order to address ways of improving their student's grade. Parent accounts can be created by contacting the PAWS Center Office Clerk at (909) 459-2821. Parents and students can email teachers, counselors and administrators through School Loop. All staff members respond to all emails and phone calls within 24 hours.

Grade Check

At the end of each month Wiltsey will be completed grade checks. If students pass the grade checks they will be invited to extra-curricular event honoring their hard work and dedication towards academics. Students will be presented with these requirements at the beginning of the year during the PAWSitive Expectations Assembly, as well as, reminded each month.

V. BEHAVIOR EXPECTATIONS

Behavior Standard

The Progressive Discipline Program at Wiltsey is informed by the evidence based practices of Positive Behavior Intervention Systems (PBIS) with the belief that discipline is not intended to punish students,

but to reinforce and teach appropriate habits and behavior that they will need in high school and their adult lives. The discipline program is based on the following behavior standards:

- All students matter and have value
- Behavior is a matter of choice
- All students are able to behave appropriately and must accept responsibility for their own behavior
- Students may not prevent a teacher from teaching or another student from learning
- Parents/Guardians have a right and obligation to participate in and support the school's discipline program

Breakfast/Lunchtime Behavior

Students are to eat only in designated areas. The specific breakfast/lunchtime rules are as follows:

- Students are expected to be polite to and follow the directions of all campus supervisors.
- All food or beverages must remain in the designated eating areas. No food or beverages are allowed on the athletic field or courts.
- Students must clean up after themselves. Everyone is responsible for disposing of his/her own trash into the appropriate trash and recycling containers.
- Students must have a lunch pass (with a date & signature on it) from their teacher or club sponsor in order to visit a classroom during lunchtime.
- The East Quad restrooms are the only restrooms available for use during lunchtime.

Bullying Behavior

Wiltsey Middle School has a zero tolerance policy physical and/or emotional abuse. Bullying behavior includes, but is not limited to: embarrassing, teasing, pushing, hitting, name-calling, intimidating, harassing, threatening, sexual harassment, exclusion of others, and cyber-bullying. "Cyber-Bullying" is bullying through an electronic source such as email, texting or content posted on the internet. Students who are a victim of bullying are urged to inform one of their teachers, counselor, and/or a school administrator immediately. Parents who suspect their child is being bullied should contact a school administrator or counselor. The situation will be handled discreetly and confidentially.

Campus Safety

Wiltsey staff and students strive to maintain a physically and emotionally safe learning environment for all. In order to ensure our campus remains safe at all times, there are some school-wide expectations for all students. Students will:

- Use passing periods for going to and from classes, restrooms, and/or use of drinking fountains.
- Walk at all times while on-campus.
- Keep conversations at a normal speaking voice when outside. No yelling or whistling.
- Keep their hands and feet to themselves. This means activity such as; pushing, shoving, grabbing, kicking, play-fighting, roughhousing or inappropriate displays of affection such as holding hands, hugging and kissing are prohibited.
- Students are expected to use the sidewalks and are not to walk across the parking lots.
- Once campus gates are opened, students must enter campus immediately. Students may not loiter in front of the school.

Code of Conduct

Proper behavior is expected at all times while at school, on the way to and from school, and during any school sponsored event. The following is a list of examples of proper behavior. If something is not specifically mentioned, remember the rule – "Behavior should be proper and appropriate at all times." If you don't know if particular behavior is proper or appropriate please ask a school official.

- All Education Code (48900/48915) & Board Policy (5144.1) "Rules & Regulations" are to be followed at all times*
- Be on time to school and classes

- Be prepared with the materials identified by teachers as necessary for each day's assignments
- Treat everyone (parents/guardians, staff, students, guests, substitutes) in a courteous and respectful manner with appropriate language
- When given directions by an adult, address them immediately
- Complete class work and homework assignments, including make-up assignments missed due to absences
- Never copy another student's work or take credit for work that is not yours
- Respect the rights and property of others
- Never take anything that isn't yours without permission, even if you "found it." Items found on campus should be turned in to the office, PAWS Center or a teacher.

Dress Code "Dress for Success"

Although Wiltsey students do not wear uniforms, they are expected to follow Wiltsey's guidelines for dress & grooming. Students are expected to "Dress for Success," as school is where students prepare themselves for career and community success. Violations of dress code will result in a change, or fixing, of clothing at school, or a phone call home to request a change of clothing. Repeat violations may result in detention and/or school suspension for defiance of school rules.

General Rules

- All clothing must be safe, non-distracting and non-disruptive to the learning process.
- Clothes are expected to be worn correctly covering all undergarments at all times.
- Hats, hoods and beanies must be removed in classrooms.
- Hats must be solid colors including black, green & white, or a Wiltsey Logo hat.
- Students may be asked to remove jewelry that is considered to be unsafe or inappropriate, such as sharp/spiked jewelry, stretchers, piercings, or items that are worn in a place on the student' body that may be unsafe.
- PE clothes are to be worn during PE class only.
- Shoes must be worn at all times. Open toe shoes are permitted, but must have a back strap.
- Clothing and accessories should be free of writing, pictures, or any other insignia or design which is crude, vulgar, profane, or sexually suggestive; or which displays drug, alcohol, tobacco and/or weapon references; or which advocate racial, ethnic, or religious prejudice, or criminal activity.
- All gang related accessories and attire are prohibited (The term "Gang" refers to any unauthorized group, crew or clique).

Specific Guidelines for Girls

- Shorts, skirts and dresses should be fingertip-length, with arms held at the side.
- Necklines should be no lower than four fingers from the collar bone.
- Tops should conceal undergarments and skin, and cover the back and midriff completely.
- Sheer (see-through) clothing should only be worn with appropriate clothing underneath.
- Excessively tight/revealing clothes are inappropriate for school.

Specific Guidelines for Boys

- Pants should be worn around the waist and fit appropriately. No sagging or belting below the waist.

Graffiti/Tagging

Wiltsey Middle School has a zero tolerance policy for tagging activity. Anyone involved in tagging will receive disciplinary action which may include suspension and a citation from the Ontario Police Department. Tagging activity is not allowed at any time, this includes possession of tagged documents, notebooks, or any personal property and/or possession of tagging instruments including, but not limited to, paint, spray cans, permanent markers, paint pens, white out, etching or scratching tools and stickers. Tagging materials will be confiscated and not returned, and may be turned over to law enforcement.

Parent/Guardian "Shadowing"

OMSD Board Policy (BP 5114 a-b) stipulates that "whenever a student has been suspended from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or willfully defying valid staff authority, the teacher of the class from which the student was suspended may require the student's parent/guardian to attend a portion of a school day in that class." This "shadowing" applies only to a parent or guardian who is actually living with the student.

Prohibited Items at School

If an item is not needed specifically for school, do not bring it unless you have permission from a school official. The following is a list of examples of items that must never be brought to school:

- Explosive devices, firecrackers, M-80's, cherry bombs, etc.
- Drugs, alcoholic beverages, cigarettes, vapor pens, tobacco products, cigarette papers, lighters, pipes, matches, drug look-alikes, aerosol spray cans and paraphernalia, which include any item used to facilitate drug use
- Weapons, guns, knives, screw drivers, and/or other dangerous objects
- Toys which are realistic simulations of guns and knives, including Air Soft, BB, & pellet guns
- Any type of controlled substance including over the counter medicine and prescriptions
- Gum
- Any food or drink items purchased or prepared off campus for distribution among students, including but not limited to: cupcakes, cakes, pastries, and candy

VI. STUDENT SERVICES

Daily Student Bulletin

The daily student bulletin is read each morning and posted in classrooms. The student bulletin contains notices, announcements, information, and Words of Wisdom that are important to the daily school program.

Parent/Guardian Participation

Parents/guardians are encouraged to be involved with their student's education at Wiltsey. We welcome parent/guardian visits and phone calls. Parents/guardians are welcome to visit their son/daughter's classes throughout the school year. Parents should sign in at the front office, and receive a "visitor's pass" before they are allowed to visit a classroom. Parents/guardians are encouraged to attend Student Led Parent Conferences, Back-to-School Night, Open House, and Family Nights. Parents/guardians are invited to become involved with Wiltsey's School Site Council and SELPAC (Site English Learner Advisory Committee), AVID Parent Group, and more. These are important parent groups that provide valuable input into our many school programs, our school plan and ongoing educational programs.

"PAWS" (Pawsitive Action With Students) Counseling Center

Wiltsey has counseling services available to all students and their parent/guardian. The Counseling Center is open from 7:45 a.m. to 3:00 p.m. (Later times are available by appointment.)

Student ID Requirements

Students will be issued an ID card at the beginning of the school year. The ID card must be presented to purchase tickets and participate in school events. The bar code on the card is also used for accounting purposes every time a student receives a meal from the cafeteria. Lost ID cards may be replaced in the PAWS Center for $2.00. ID's should only be used by the owner and should not be shared with others. Use of another person's ID will result in disciplinary action. Altering the ID card in anyway is prohibited.

Student Planners

Every student will be issued a student planner at no charge at the beginning of the school year or when the student first enrolls at Wiltsey. The Student Planner must be brought to school every day. Homework

assignments must be recorded in the planner daily. With guidance from the teacher, students will map out important deadlines for each IB unit. Lost, stolen, or damaged Student Planners must be replaced immediately by the student. Replacement Planners can be purchased for $5.00 from the PAWS Center.

Textbooks

A set of all required textbooks are loaned to students for their use at home during the school year, and are the responsibility of the student. Textbooks are very expensive and are to be used for reference, class work, and homework. They are to be handled carefully, and are not to be written in. Parents/guardians are responsible for the replacement cost of lost, stolen, or damaged books. Promotion certificates and other records will be withheld, and students will be excluded from all extra-curricular activities until the debt is paid in full.

VII. INTERNATIONAL BACCALAUREATE

The IB Middle Years Program (MYP) Philosophy

The MYP fosters holistic learning, inter-cultural awareness and communication, which are the three fundamental concepts of the International Baccalaureate Programme. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.

The IB Learner Profiles

The IB learner profile represents ten character attributes valued by IB World Schools. These attributes help our students become responsible members of local, national and global communities.

- **Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-Minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

- **Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced** We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Approaches to Learning (ATL)

Through the IB Approaches to Learning (ATL), students develop skills that are transferable across the curriculum and relevant to real world application. ATLs provide a solid foundation for learning independently and with others and they provide a common language that students and teachers can use to reflective of the learning process. Ultimately, ATL skills help to prepare students for responsible participation in local and global communities.

Approaches to Learning	Description
Communication Skills	• Exchanging thoughts, messages and information effectively through interaction • Reading, writing and using language to gather and communicate information
Social Skills	• Working effectively with others
Self-Management Skills	• Managing time and tasks effectively
Affective skills	• Managing state of mind Reflection skills
Research Skills	• Finding, interpreting, judging and creating information • Interacting with media to use and create ideas and information
Thinking Skills	• Analyzing and evaluating issues and ideas • Generating novel ideas and considering new perspectives • Using skills and knowledge in multiple contexts

IB MYP Assessment

At Wiltsey we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of the MYP assessment. The IB program provides teachers with a structure for assessment based on fixed objectives. Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests, research papers and peer and self-assessment.

Assessment is not based on how many questions a student can answer or the percentage achieved, but rather, what skills have been learned or what level of understanding can be demonstrated. Assessments are criterion-related based upon the MYP objectives for each subject area (see chart below). These standards are given to students in rubric form at the beginning of each IB unit. Assessments are on-going and reflective, allowing students to evaluate their progress and set targets for improvement.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual	Communicating	Using language

		text		
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and Understanding	Inquiring and designing	Processing and evaluating	Reflecting on the aspects of science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying mathematics in the real-world contexts
Visual and Performing Arts	Knowing and Understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and Understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Planning
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

IB Grading

Through formative assessments, students are given continuous feedback on their work in progress. Summative assessments are performance tasks that are administered at the end of each IB unit. The summative assessment impacts the final grade more than the formative assessments. All formative objective scores for each IB criterion A, B, C and D are each worth 15% of the students overall grade, whereas, the summative task at the end of each unit is worth 40% of the students final unit grade.

IB grades are based on what students "can do" in meeting the rubric objectives in each curricular area. Students are scored on a 1-8 IB rubric for all assessments. The scores are combined from each subject area criterion A, B, C & D and are translated into an IB reporting score of 1-7. The information for each scale score is described in the chart below.

Final Grade	Descriptor
7	A **consistent** and **thorough** understanding of the required knowledge and skills, and the ability to **apply** them almost **faultlessly** in a **wide variety** of situations. **Consistent** evidence of analysis, synthesis and evaluation is shown where appropriate. The student **consistently** demonstrates originality and insight and **always** produces work of high quality.
6	A **consistent** and **thorough** understanding of the required knowledge and skills, and the **ability to apply** them in a **wide variety** of situations. **Consistent** evidence of analysis, synthesis and evaluation is shown where appropriate. The student **generally** demonstrates originality and insight.

5	A **consistent** and **thorough** understanding of the required knowledge and skills, and the **ability** to **apply** them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.
4	A **good general** understanding of the required knowledge and skills, and the **ability** to **apply** them **effectively** in **everyday** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.
3	**Limited** achievement against most of the objectives, or clear **difficulties** in some areas. The student demonstrates a **limited** understanding of the required knowledge and skills and is only able to apply them fully in everyday situations with support.
2	**Very limited** achievement against all the objectives. The student has **difficulty** in understanding the required knowledge and skills and is **unable** to **apply** them fully in normal situations, even with support.
1	**Minimal** achievement in terms of the objectives

AVID, ASB, ALD and Yearbook/Journalism classes do not follow the IB grading guidelines described above, but use a seven point grading scale so that the final grade reflects the same point scoring system.

The following three custom grading codes can appear in place of a rubric score in School Loop:

- E – Excused Assignment (No numeric value is associated when an assignment is excused)
- M – Missing Assignment (A score of zero is automatically recorded to all missing assignments)
- A – Absent (A zero score is automatically recorded until the work is made up and scored)

Research shows that effort and behavior are the best indicators of success. Consequently, great emphasis is placed on these two categories of the report card. It is our hope that parents will focus on this part of the report card as well. A student with a high rubric score in a specific subject area and a low effort or behavior mark is an indication that your student is not performing and learning to their full potential. Likewise, if a student has a lower rubric score but is rated as outstanding in both effort and behavior is an indication that he/she is struggling but is fully engaged in the learning process to improve. If effort is the best indicator of lifelong success, than the student with high marks in these categories is on the correct growth path to meet their potential.

VII. ACADEMIC HONESTY POLICY

Integrity

Academic honesty in the advancement of knowledge requires that all students and teachers respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

As members of an academic community, students and faculty assume certain responsibilities. One of these responsibilities is to engage in honest communication. Academic dishonesty is a serious violation of the trust upon which an academic community depends.

Violations

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

Cheating: Using unauthorized notes or other study aids during an examination; using unauthorized technology during an examination; improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view; looking at other students' work during an exam or in an

assignment where collaboration is not allowed; attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed; obtaining an examination prior to its administration; altering graded work and submitting it for regrading; allowing another person to do one's work and submitting it as one's own; submitting work done in one class for credit in another without the instructor's permission; obstructing or interfering with another student's academic work; undertaking any activity intended to obtain an unfair advantage over other students.

Plagiarism: The representation of another person's work as one's own, or the attempt to blur the line between one's own ideas or words and those borrowed from another source. It is the use of an idea, phrase, or other materials from a written or spoken source without acknowledgment in a work for which the student claims authorship.

A student can avoid the risk of plagiarism in written work or oral presentations by clearly indicating, either in footnotes or in the paper or presentation itself, the source of any idea or wording that he or she did not produce. Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer's own words.

Fabrication: Falsifying or inventing any information, citation, or data; using improper methods of collecting or generating data and presenting them as legitimate; perpetrating hoaxes unbecoming to students in good standing or potentially damaging to Wiltsey Middle School's reputation or that of the members of its academic community of students.

Facilitating Academic Dishonesty: Aiding another person in an act that violates the standards of academic honesty; allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed; providing information, material, or assistance to another person knowing that it may be used in violation of course, or school academic honesty policies; providing false information in connection with any academic honesty inquiry.

Falsifying Records and Official Documents: Forging signatures or falsifying information on official documents sent home for a parent's signature.

Avoiding Plagiarism & Crediting Sources

Academic honesty and integrity is at the core of the International Baccalaureate ideal of being a principled learner. Whether you are presenting a formal research paper of an opinion paper on a current event, you must be careful to give credit for any ideas or opinions that are not your own. Presenting someone else's ideas, research, or opinion as your own – even if you have phrased it in different words – is plagiarism, the equivalent of academic stealing, or fraud. Do not use the ideas or research of others in place of your own. Read from several sources to draw your own conclusions and form you own opinions. Incorporate ideas and research of other to support your points. Credit the source of the following types of support:

- Statistics
- Direct quotations
- Indirectly quoted statements of opinions
- Conclusions presented by an expert
- Facts available in only one or two source

When you credit a source, you acknowledge where you found your information and you give your readers the details necessary for locating the source themselves. Wiltsey, has adopted MLA format to appropriately cite all resources in one's work. To find out more information on how to appropriately cite sources using MLA format please reference page 29 in the planner.

Ignorance of these standards will not be considered a valid excuse or defense. If a student is ever in doubt about an issue of academic honesty, or has any hesitation about a contemplated course of action, the student should consult with his or her teacher or seek the advice of a school counselor.

Handling Cases of Academic Dishonesty

First Offense:

- Parent contact
- Zero score on the assignment
- Five days of after school lunch detention
- Attend a class on academic honesty

Second Offense:

- Parent contact
- Zero score on the assignment
- One day in-school suspension

Third Offense:

- Parent contact
- Zero score on the assignment
- Two day in-school suspension

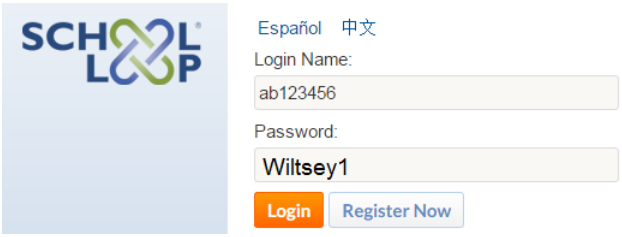
Fourth Offense:

- Academic administrative hearing

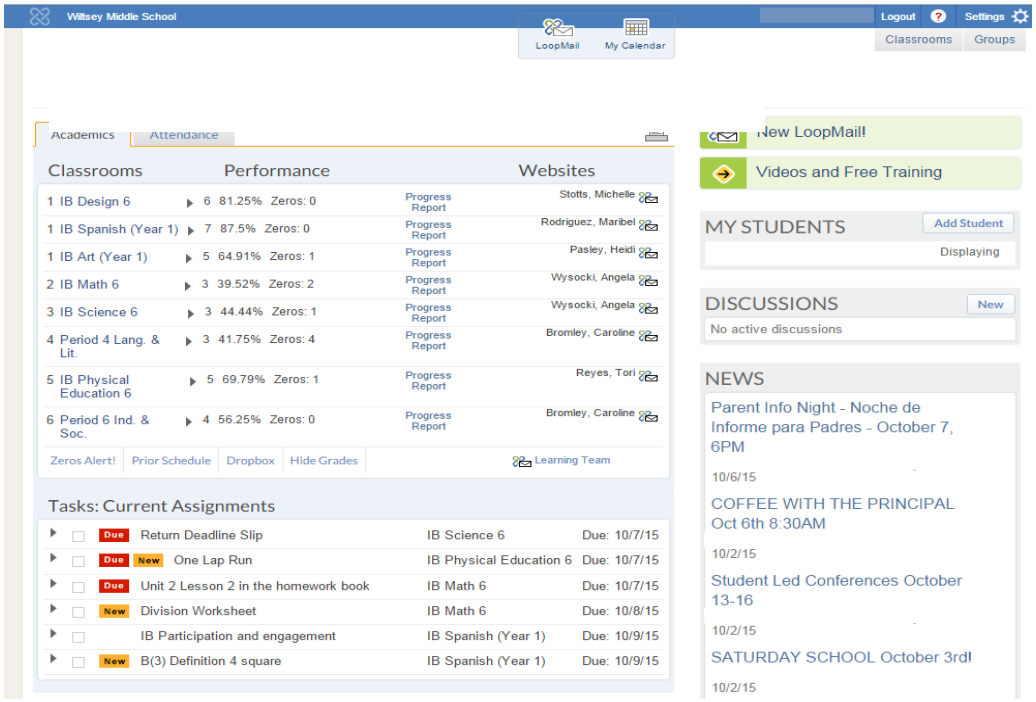
REGISTRATION: Visit Wiltsey's School Loop Home page at the following address:

https://wiltsey-omsd-ca.schoolloop.com/

Once at our home page, you will log into your student account using your school login information. Most students will have "Wiltsey1" as their default password. Your parent or guardian may also register at our home address by selecting Register Now



YOUR HOME PORTAL: Your home portal stores critical information needed to stay on top of grades, assignments, email, and important announcements.



NEED ADDITIONAL HELP? Watch our student video tutorial on YouTube and make sure to download the School Loop App to your smartphone.

School Loop Student Training Video - Wiltsey Middle School
by Ray Wiltsey Middle School
2 weeks ago • 4,125,006 views
Created by the PAWS center at Wiltsey Middle School, this video is designed to provide our students with an introduction to ...
HD

SRI READING SCORES & GOALS

Reading is an important indicator of student success in high school and beyond. The Ontario-Montclair School District uses the Scholastic Reading Inventory (SRI) to assess students' reading ability. Your student is administered this assessment in August, November, February and May. Independent reading is critical in building strong fluency, comprehension and vocabulary skills to raise these scores. You can best assist your child by ensuring that they are engaged in independent reading.

K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L& Above
3	BR to 329L	330L to 519L	520L to 824L	825L& Above
4	BR to 539L	540L to 739L	740L to 944L	945L& Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

August 2018

Month	Lexile Score	Grade Level Equivalent	Next SRI Lexile Goal
August		Grade Month	

PARENT SIGNATURE _____ **Date** _____

November 2018

Month	Lexile Score	Grade Level Equivalent	Next SRI Lexile Goal
November		Grade Month	

PARENT SIGNATURE _____ **Date** _____

February 2019

Month	Lexile Score	Grade Level Equivalent	Next SRI Lexile Goal
February		Grade Month	

PARENT SIGNATURE _____ **Date** _____

May 2019

Month	Lexile Score	Grade Level Equivalent	Next SRI Lexile Goal
May		Grade Month	

PARENT SIGNATURE _____ **Date** _____

Global Context Collaborative Conversation Questions

Global Context	Questions to Inspire Reflective Conversation
Identities and Relationships **(Who am I? Who are we?)** Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	How does this issue affect the way people perceive themselves? How does this issue affect an individual's physical and mental health? How does _____ challenge one's beliefs and values? What relationships are torn apart or built because of this issue? How can social and spiritual help those in times of need? How could this global issue affect the relationship people develop with others (family, friends, and their community)? How does this global issue affect the basic needs of human beings? How our communities being torn apart or developed due to _____?
Orientation in Time and Space **(What is the meaning of "when" and "where"?)** Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.	Would this issue happen all over the world or only in a particular place? Has _____ happened throughout history? How has _____ grown over time? How does where you live determine how you are directly affected? How, if at all, has this global crisis changed over time? Is there any escaping this crisis? How does the global crisis affect ones immediate community and outer community? If the global crisis took place in different places around the world, would the reaction and support given to the people affected by the crisis be different? Why? Based on _____, how has it shaped the way personal lives have been formed? How does one's journey in _____ adjust one's ending? How has individual's and/or civilizations' interconnectedness to the global community been altered?
Personal and Cultural Expression **(What is the nature and purpose of creative expression?)** Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	What is self-expression? How does the environment where this issue takes place encourage or prevent self-expression? If you could express an emotion for this issue what would it be and why? How does this issue conflict with your beliefs and values? To what extent does this global crisis affect every community equally? Explain. How does this global crisis hinder or develop one's personal values? How is creativity used as a vehicle for self-expression?
Scientific and Technical Innovation **(How do we understand the worlds in which we live?)** Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and	What laws have been formed or removed? What scientific principles have led to solutions being proposed? How does the issue affect global interconnectedness? How has scientific principles moved or shaped _____?

technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.	To what extent does this issue affect global processes? To what extent has _____ positively or negatively impacted communities or environments? How is human activity shaping the development of our every changing world? How does this impact humankind and the environment? How does gaining knowledge of this global crisis change the way you perceive or understand the world? What is mankind's responsibility to help people involved with this global crisis? To what extent is one able to adapt to their environment? How have the advances of humankind impacted the development of _____?
Globalization and Sustainability **(How is everything connected?)** Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.	How does this global issue affect the way people or communities are connected? What systems need to be in place to ensure that people affected by _____ are safe? How does this global issue change as you move locations around the world? Why? How does this problem affect the global society? Why has this problem sustained/developed over time? What is your role in altering change in this topic to ensure global interconnectedness? How can human made systems support or hinder communities in need? How does this global issue effect the physical and emotional environment? How are people connected to this global issue or trapped into this global crisis? To what extent has the decisions of humankind impacted the environment? How has _____ shaped the opportunities or tensions of having an interconnected world?
Fairness and Development **(What are the consequences of our common humanity?)** Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	How are "living things" rights taken away or affected by this issue? How has this problem developed over time? How does man or manmade laws prevent the elimination of this global crisis? Does this global crisis affect every community equally? Explain. How does this global crisis impact people's individual rights? How does this global crisis connect or divide communities? How does this global crisis hinder our global community from developing as one? How would this global issue change if we shared the resources that are not equally spread out throughout the world? Is there a solution to this issue? Is that solution fair and just to the development of individuals and their communities?

COLLABOARTIVE CONVERSATIONS

During collaborative conversations students are asked to SLANT!

S it Up
L ean Forward
A sk Questions
N od Your Head
T alk to the Teacher & Track With Your Eyes & Take Notes

Paraphrase	Disagreement
● If I understand you correctly, you think ___ ● Let me see if I got this right. You are saying ___ ● So, your opinion is ___ ● In other words, you think ___ ● In other words, you feel ___ ● In other words, you believe ___ ● What I'm hearing you say is___	● I disagree with _____ because _____. ● I'm not sure I agree with what _____ said because ___. ● I can see that _____; however, I disagree with (or can't see) _____. ● I don't quite agree with your point about ___ ● I have another way of looking at this. ● My idea is slightly different. ● Have you thought about ___? ● I went about it somewhat differently.
Clarification	**Extension**
● Could you please repeat that for me? ● I heard you say ___, but I am wondering ___ ● Could you explain a bit more, please? ● I'm not sure I understood you when you said _____. ● Could you say more about that? ● What's your evidence? ● How does that support our work/mission at _____? ● Could you be more specific about ___?	● I was thinking about what _____ said, and I was wondering what if _____. ● This makes me think _____. ● I want to know more about _____. ● Now I am wondering _____. ● Can you tell me more about _____? ● Something else I'd like to know is ___
Confirmation	**Confusion**
● I think _____. ● I believe _____.	● I don't understand _____. ● I am confused about _____.
Complimenting	**Agreement**
● I like the way you ___ ● This will be helpful to me, because ___ ● Now I understand better, because___	● I agree with _____ because _____. ● I like what _____ said because _____. ● I agree with _____; but on the other hand, _____.
Persuasion	**Solving Problems**
● Based on the evidence presented so far, I believe that ___ ● Although some people claim that ___, opponents argue that ___ ● It is vital to consider___ ●The advantages of ___outweigh the disadvantages of ___ ●The statistics are misleading because they do/not show___ insofar as___ ●These [facts/reasons/data] strongly suggest that ___.Yet some argue strongly that___	● A way of thinking about solving this problem is___ ● In order to solve this problem we must first/ initially___ ● This problem is similar to___ ● We need to identify___ ● One way to visualize this problem is___ ● Let's break this into parts. First, ___ Second, ___ ● Another way of looking at this problem is___ ● The most important thing to remember in this problem is___
Synthezing Information	**Evaluation**
●The main point(s) is/ are___ ●The point that makes is related to in that ___ ●The significance of is ___ ●From my perspective, means___ ●The concept of can be expressed as___ ●Our conclusion is a synthesis of and . ●I feel that and 's viewpoints are related in that___ ●My visual represents a synthesis of and because___ ●While creating , I built upon ___	● Based on ___I determined that___'s judgment of ___ was ___ because ___ ● We/They judge to be because ___ ● We/I evaluated on the following criteria ___ ● I assess that___ ● After inspecting ___I have determined___ ● My interpretation of is___ ● When ranking its importance, I feel that___because___

R	**Restate** the question accurately and completely
A	**Answer** the question thoroughly and insightfully
Te	Provided **Text Evidence** to support answer
S	**Say** something powerful or use a Key Concept theme to provide additional support to answer **Text to Text:** You have read many pieces of text, try and connect your thinking to something else you have read. **Text to Self:** Use your prior knowledge to connect your life experiences. **Text to World:** Connect what you know about the world to reason or explain your response.

Short Constructed Response Format

Example Prompt: What can community members do to help recycle?

R: There are many ways to help recycle.

A: Something easy that community members can begin doing is to sort their recyclable materials.

Te: According to recycleworks.org, the most beneficial thing community members can do to help the environment is to sort their everyday materials into the following categories: paper, glass, cans, plastic, and compostable. After these materials have been sorted, they can be taken to a local recycling center. Often, community members are paid in exchange for their recyclables which makes recycling all that more appealing.

S: Most importantly, recycling has the power to **change** our environment for the better because it creates a cleaner and more sustainable world for our future generations.

Transitions	MLA Introduction	Verb Signal Phrases		
In particular In detail For example For instance To demonstrate To emphasize Important to realize A key point Most compelling evidence According to	Name the Author(s) List the Title of text	Acknowledges	Contends	Points Out
		Argues	Claims	Refutes
		Asserts	Illustrates	Reports
		Notes	Notes	Suggests
		Believes	Observes	Writes

MLA FORMAT

This guide provides basic guidelines and examples for citing sources using the MLA Handbook for Writers of Research Papers, 7th ed. (2009).

In-Text Parenthetical References in MLA Style MLA citation style requires that writers cite a source within the text of their essay at the end of the sentence in which the source is used. The parenthetical reference should be inserted after the last quotation mark but before the period at the end of the sentence.

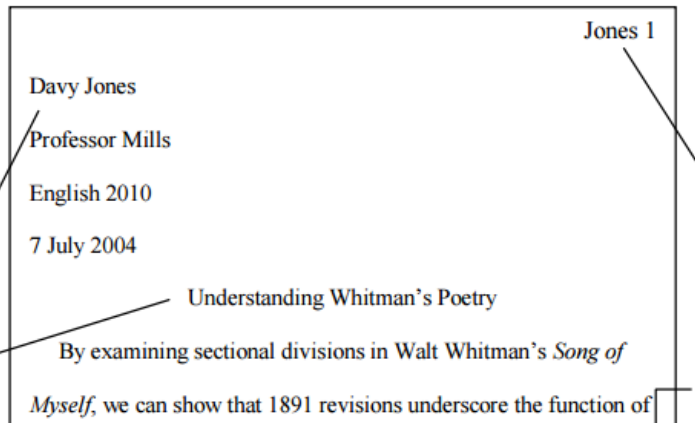
General Form: (Author Last Name Page #) Example: (Smith 42)

Source	Citation
Book: One Author	**Format:** Author Last, First. Title. Location of Publisher: Publisher, Year of Publication. Print. **Sample Citation**: Welch, Kathleen E. Electric Rhetoric: Classical Rhetoric, Oralism, and a New Literacy. Cambridge: MIT, 1999. Print.
Book: With Multiple Authors	**Format:** Author Last, First, Author First Last, and Author First Last. Title. Location of Publisher: Publisher, Year of Pub. Print. **Sample Citation:** Patten, Michael A., Guy McCaskie, and Philip Unitt. Birds of the Salton Sea: Status, Biogeography, and Ecology. Berkeley: U of California P, 2003. Print.
Journal Article: Online	**Format:** Author Last, First. "Title." Journal Name Volume Number.Issue Number (Year of Pub): inclusive page numbers. Web. Day Month Year of Access. **Sample Citation:** Jobe, Karen D. "Women and the Language of Hackerdom: The Gendered Nature of Hacker Jargon." Kairos 5.2 (2000): n. pag. Web. 23 Mar. 2005
Magazine Article Print	**Format:** Author Last, First. "Title." Magazine Name Day Month Year of Pub: inclusive page numbers. Print. **Sample Citation:** Swartz, Mimi. "An Enron Yard Sale." New Yorker 6 May 2002: 50-2. Print.
Magazine Article: Online	**Format:** Author Last, First. "Title." Magazine Name Day Month Year of Pub. Web. Day Month Year of Access. **Sample Citation:** Leonard, Andrew. "Embracing the Dark Side of the Brand." Salon.com 18 May 2005. Web. 3 Aug. 2005.
Newspaper Article Online	**Format:** Author Last, First. "Article Title." Newspaper Name Day Month Year of Publication. Web. Day Month Year of Access. **Sample Citation:** Mapes, Lynda V. "Unearthing Tse-whit-zen." Seattle Times 25 May 2005. Web. 1 Aug. 2005.
Multi-Page Internet Site: Site as a Whole	**Format:** Author Last, First. Title of Site. Sponsoring organization if available, Day Month Year of Publication/Latest Update. Web. Day Month Year of Access. **Sample Citation:** Lepage, Denis. Avibase: The World Bird Database. Bird Studies Canada, 2005. Web. 15 July 2005.
Multi-Page Internet Site: Single Page	**Format:** Author Last, First. "Title of Page." Title of Site. Sponsoring organization if available, Day Month Year of Publication. Web. Day Month Year of Access. **Sample Citation:** Sun, Yee-Fan. "Shacking Up." Digs Magazine.com. 2005. Web. 5 Sept. 2005.
Personal Interview	**Format:** Interviewee Last, First. Type of Interview. Day Month Year of Interview. **Sample Citation:** Welch, Kathleen E. Personal interview. 14 Aug. 2007.

Style Guides MLA Format

Note: The following document should only be used as a quick reference guide. For more information, please see the *MLA Handbook for Writers of Research Papers*, 7th edition. Copies of the *MLA Handbook* are available in the UVU Writing Center, LI 208, and at the Library 1st Floor Circulation Desk.

FIRST PAGE



FORMAT

Double space and use a standard font and type size, such as 12-point Times New Roman (*MLA Handbook*, p. 116, 4.1-4.2).

TITLE

PAGE HEADER

A page header includes your last name and the page number separated by about 4 or 5 spaces. Headers should appear in the top right corner of every page, including the Works Cited page (p. 117, 4.4).

IN-TEXT CITATIONS

The title should be 12-point font and centered, but *not* underlined, italicized, bolded, or put in quotation marks (p. 116, 4.3).

MARGINS

Use 1-inch margins on all 4 sides of each page (p. 116, 4.1).

QUOTATIONS

If you need to make additions to a quotation, put your own words in square brackets [ ]. To omit words, use ellipses (three periods, with a space after each). Example: "She was . . . unhappy." (p. 100-101, 3.7.5-3.7.6).

each section as a unit of meaning governed by its own rhythm (Strauch 64). Roger Mitchell calls this "group size pattern":

> Whitman is doing more than simply distributing a pattern of groups in some sensible fashion over the lines of a poem, creating what some critics are calling a group/line pattern. Whitman is also conscious of the size of his groups and of their progression in terms of size pattern. (16)

Such an analysis demonstrates the method governing Whitman's formation of stanzas and the meter governing the lines and verses of

BLOCK QUOTATIONS

Quotations that are four or more lines in length need to be set apart in a block. They should be double-spaced and indented 1" from the set margin. Quotation marks are not used with block quotations, and the final punctuation is placed before the in-text citation (p. 94, 3.7.2).

In-text citations should be used after quoting, paraphrasing, or summarizing. State the author's last name and the page number in parentheses without a comma. If the author is named in the text, only cite the page number. If the author is unknown, use the first few words from the title. The period is placed after the citation. If there is no page number, include the author and title within the text rather than using a parenthetical notation (p. 214, 6.1-6.2).

CITING INDIRECT SOURCES

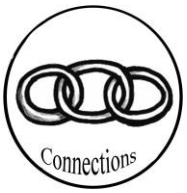
To cite information that your source has taken from a different source, put the original author of the information in the text and write "qtd. in" in your in-text citation followed by the author and page number of the work you found the material in. Example: (qtd. in Asay 352) (p. 226, 6.4.7).

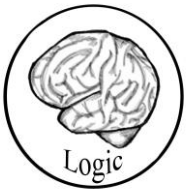
3 BIG QUESTIONS: NON-FICTION

WHAT SURPRISED YOU?	WHAT DID THE AUTHOR THINK YOU ALREADY KNEW?	WHAT CONFIRMED, CHALLENGED OR CHANGED WHAT YOU KNOW?
!	IDK	💻
I was surprised when… I never thought… I couldn't believe… Really?	I didn't know… I was confused by… The author thought I knew…	At first I thought…but… I was right/wrong about… My understanding changed when…

Key Concepts & Icons

Key Concept	Definition	Icon
Aesthetic	Aesthetics deals with the characteristics, creation, meaning and perception of beauty and taste. The study of aesthetics develops skills for the critical appreciation and analysis of art, culture and nature.	
Change	Change is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences. Change can generate additional change, can be either positive or negative, is inevitable, is necessary for growth, and can be evolutionary or revolutionary.	
Communication	**Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal).	

Communities	**Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat. Communities follow patterns of growth and change. When one community comes in contact with another community, change may occur.	
Connections	**Connections** are links, bonds and relationships among people, objects, organisms, ideas, between areas of study. Defining ideas or events that are similar and can be compared to one another	
Creativity	**Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.	
Culture	**Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behavior created by human communities. The concept of culture is dynamic and organic.	
Development	**Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.	
Form	**Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance. Structures have parts that interrelate, parts of structures support and are supported by other parts. A structures is no stronger than its weakest component parts.	

Global Interactions	**Global interactions**, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	
Identity	**Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences.	
Logic	**Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.	
Perspective	**Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations.	
Relationships	**Relationships** are the connections and associations between properties, objects, people and ideas—including the human community's connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem. Relationships can be powerful and change over time, often they can be influenced by other systems.	
Systems	**Systems** are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex. Systems work to complete a task or a mission, are composed of subsystems or parts, and may be influenced by other systems.	

Time, place, and Space	The intrinsically linked concept of **time, place and space** refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location ("where" and "when").	

GRADE POINT AVERAGE

Your Grade Point Average (GPA) will become ever so more important as you approach your senior year in high school, especially as you begin applying for Universities, scholarships, and grants. Below we show you how to determine your Collegiate GPA. It's never too early to start the conversation about GPA!

I.B. to G.P.A. Conversion Chart						
7	**6**	**5**	**4**	**3**	**2**	**1**
A	**A-**	**B**	**B-**	**C**	**D**	**F**
4.0	**3.7**	**3.0**	**2.7**	**2.0**	**1.0**	**0.0**

COURSES TAKEN	IB GRADE RECEIVED	GPA POINT CONVERSION	Multiply by	CREDITS ATTEMPTED	POINTS EARNED	
ELECTIVE			x	1/2	=	
SPANISH			x	1/2	=	

POINTS EARNED

STEP 1			x	1	=	STEP 2
			x	1	=	
			x	1	=	
			x	1	=	
			x	1	=	
			x	1	=	
			x		=	
GRAND TOTAL						

CREDITS ATTEMPTED

YOUR 4.0 Collegiate GPA

Use the template above to calculate your COLLEGIATE GPA four times throughout the academic school year. Record your data below and make sure to obtain your parent/guardian signature after each calculation.

	COLLEGIATE GPA	**Parent / Guardian Signature**
Semester 1 Progress Report Date:		
Semester 1 Final Report Card Date:		
Semester 2 Progress Report Date:		
Semester 2 Final Report Card Date:		

Parents/guardians, in order for our students to be high school ready, and ensure they are prepared for the rigor of A-G required coursework in high school, we encourage you to have meaningful conversations about your child's GPA throughout the year. Please assist us by holding your child accountable to these GPA calculations and provide signatures in the appropriate area above.

WEBSITE TRACKER

Class:	Class:

Website:		Website:	
Comments:		Comments:	
Login:	Password:	Login:	Password:

Class:		Class:	
Website:		Website:	
Comments:		Comments:	
Login:	Password:	Login:	Password:

Class:		Class:	
Website:		Website:	
Comments:		Comments:	
Login:	Password:	Login:	Password:

Class:		Class:	
Website:		Website:	
Comments:		Comments:	
Login:	Password:	Login:	Password:

Class:		Class:	
Website:		Website:	
Comments:		Comments:	
Login:	Password:	Login:	Password:

Class:		Class:	
Website:		Website:	
Comments:		Comments:	
Login:	Password:	Login:	Password:

ONTARIO-MONTCLAIR SCHOOL DISTRICT
SEE SOMETHING?
HEAR SOMETHING?
SAY SOMETHING!
"OUR COMMUNITY, OUR CHILDREN, OUR COMMITMENT, OUR FUTURE"

DISTRITO ESCOLAR ONTARIO-MONTCLAIR
¿ESCUCHASTE ALGO?
¿VISTE ALGO?
¡ENTONCES DI ALGO!
"NUESTRA COMUNIDAD, NUESTROS HIJOS, NUESTRO COMPROMISO, NUESTRO FUTURO"

WILTSEY MIDDLE SCHOOL EXPECTATIONS

BE A PROUD WILDCAT

	OFFICE	CLASSROOM	LUNCH AREAS	CAFETERIA	RESTROOM	HALLWAY	LIBRARY
BE SAFE	● Be aware of others' personal space ● Enter and exit in an orderly manner ● Keep hands, feet and other objects to yourself	● Enter & exit in an orderly & quiet manner ● Keep hands, feet and objects to self ● Report any safety issues to an adult	● Keep a safe distance while waiting in line ● Keep food on tray ● Keep all food off the ground	● Keep a safe distance while waiting in line ● Keep food on tray ● Keep all food off the ground	● Walk to and from restroom ● Keep water of the floor ● Report problems	● Walk at all times ● Keep hands, feet and object to yourself ● Remain in supervised areas	● Keep hands, feet and objects to yourself ● Enter and exit in and orderly and quiet manner ● Walk calmly while browsing for books
BE RESPONSIBILE	● State your purpose politely ● Wait patiently ● Return to class promptly	● Be on time with all necessary materials ● Be actively engaged during instruction ● Complete all class work and homework on time	● Report directly to lunch line ● All food & drink stay in lunch areas ● Clean up your area before leaving	● Wait your turn in line ● All food & drink stay in lunch areas ● Clean up your area & place trash in proper bin	● Flush toilets ● Wash your hands ● Put trash in trash cans	● Walk with purpose ● Be in your next class before the bell rings ● Put trash in trash cans	● Leave library clean & push in chairs ● Keep books off the floor, sit & read after checking out book ● Return books to proper places
BE RESPECTFUL	● Use polite language- "please" and "thank you" ● Wait your turn to speak to an adult ● Use appropriate voice, tone and volume (level 1-2)	● Follow all adult directives and respect educational rights of others ● Treat others kindly ● Take care of school and personal property	● Keep hands of others' food ● Use manners and polite language ● Listen to all adults	● Keep hands of others' food ● Use manners and polite language ● Listen to all adults	● Give people privacy ● Wait your turn ● Use appropriate voice, tone and volume (level 0-2)	● Use appropriate voice, tone and volume (level 0-2) ● STOP, LOOK & LISTEN when spoken to by adults ● Respect learning environment	● Use appropriate voice, tone and volume (level 0-2) ● Listen to instructions and directions ● Line up to check out books and wait patiently

Ontario-Montclair SD Board Policy Sexual Harassment

BP 5145.7 Students

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

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

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

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim

measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Con. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process)

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

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

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

Record-Keeping

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

(cf. 3580 - District Records)

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination on the basis of sex 48900 Grounds for suspension or expulsion 48900.2 Additional grounds for suspension or expulsion; sexual harassment 48904 Liability of parent/guardian for willful student misconduct 48980 Notice at beginning of term CIVIL CODE 51.9 Liability for sexual harassment; business, service and professional relationships 1714.1 Liability of parents/guardians for willful misconduct of minor GOVERNMENT CODE 12950.1 Sexual harassment training CODE OF REGULATIONS, TITLE 5 4600-4687 Uniform complaint procedures 4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20 1221 Application of laws 1232g Family Educational Rights and Privacy Act 1681-1688 Title IX, discrimination UNITED STATES CODE, TITLE 42 1983 Civil action for deprivation of rights 2000d-2000d-7 Title VI, Civil Rights Act of 1964 2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended CODE OF FEDERAL REGULATIONS, TITLE 34 99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs COURT DECISIONS Donovan v. Poway Unified School District, (2008) 167 Cal. App. 4th 567 Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130 Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736 Davis v. Monroe County Board of Education, (1999) 526 U.S. 629 Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274 Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473 Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources: CSBA PUBLICATIONS Providing a Safe, Nondiscriminatory School Environment for Transgender and

Gender-Nonconforming Students, Policy Brief, February 2014 Safe Schools: Strategies for Board of Trusteess 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

Distrito Escolar Ontario-Montclair Politica de la Junta

Acoso sexual

BP 5145.7 Estudiante

La Mesa Directiva está comprometida a mantener un entorno escolar que esté libre de acoso y

a Directiva prohíbe, en la escuela o en actividades patrocinadas por la escuela el acoso sexual dirigido a cualquier alumno por cualquier persona. La junta directiva también prohíbe las represalias o acciones en contra de cualquier persona que delate, presente una queja o testifique o respalde a un denunciante que alega acoso sexual.

El distrito recomienda encarecidamente a cualquier estudiante quien sienta que ha sido acosado o está siendo acosado en la escuela o en una actividad patrocinada o relacionada con la escuela por otro estudiante o un adulto quien ha sufrido acoso sexual fuera de la escuela que tiene un efecto indeleble en la escuela que se comunique inmediatamente con su maestro, el director/a o cualquier otro empleado disponible de la escuela. Cualquier empleado quien recibe un informe u observa un incidente de acoso sexual deberá notificar al director o al oficial de cumplimiento. Una vez que lo notifique, el director o el oficial de cumplimiento deberán tomar los pasos ne4cesarios para investigar y abordar la denuncia, como es especificado en el reglamento administrativo adjunto.

(cf. 04 10- No discriminación en los programas y actividades del distrito) (cf. 1312.1- Quejas concernientes con respecto a empleados del distrito) (cf. 5131 - Conducta) (cf. 5131.2 - Acoso) (cf. 5137 - Entorno escolar positivo) (cf. 5141.4 - Prevención y denuncia de abuso infantil) (cf. 5145.3- No discriminación/Acoso) (cf. 6142.1 – Instrucción de prevención de salud y VIH/SIDA)

El superintendente o persona designada deberá tomar las medidas apropiadas para reforzar la política de acoso sexual en el distrito.

Instrucción/Información

El superintendente o persona designada deberán asegurarse que todos los estudiantes del distrito reciben información de acoso sexual apropiada a la edad. Dicha instrucción e información deberá incluir:

I. Qué actos y comportamiento constituyen acoso sexual, incluyendo el hecho de que el acoso sexual puede ocurrir entre personas del mismo sexo y convertirse en violencia sexual.

2. Un mensaje claro de que los estudiantes no tienen que soportar el acoso sexual bajo ninguna circunstancia.

3. Exhortarlos para que delaten incidentes de acoso sexual aun cuando la presunta víctima del acoso no se haya quejado.

4. Un mensaje claro de que la seguridad del estudiante es la principal preocupación del distrito y que cualquier violación a una regla separada que involucre a una presunta víctima o a cualquier otra persona que delate un incidente de acoso sexual se tratará por separado y no afectará el momento en que la queja de acoso sexual sea recibida, investigada o resuelta.

5. Un mensaje claro de que, en relación con el incumplimiento por parte del demandante de presentar por escrito, en un plazo de tiempo o de otro requisito formal, cada alegato de acoso sexual que tenga que ver con un estudiante, ya sea que sea como demandante, demandado o víctima del acoso, será investigado y se tomarán medidas inmediatas para detener cualquier hostigamiento, prevenir la recurrencia y abordar cualquier efecto continuo que tenga en los estudiantes.

6. Información sobre el procedimiento que utiliza el distrito para investigar quejas y a que persona se le debe presentar la denuncia.

7. Información sobre los derechos de los estudiantes y padres o tutores para presentar una queja civil o criminal, según corresponda, incluyendo el derecho a presentar una queja civil o criminal mientras continúa la investigación del distrito sobre el acoso sexual.

8. Un mensaje claro de que, cuando sea necesario, el distrito tomará medidas provisionales para garantizar un entorno escolar seguro para un estudiante quien es el denunciante o víctima de acoso sexual y /u otros estudiantes durante una investigación y que en la medida de lo posible, cuando se tomen tales medidas provisionales, no pondrán en desventaja al denunciante o a la víctima del presunto acoso sexual.

Procedimientos de quejas y medidas disciplinarias

Las quejas sobre acoso sexual por y en contra de los estudiantes deberán ser investigadas y resueltas de acuerdo a la ley y a los procedimientos del distrito especificados en AR 1312.3 - Procedimientos uniformes para presentar quejas. Los directores son responsables de notificar a los estudiantes y a los padres o tutores que las quejas sobre acoso sexual pueden ser archivadas bajo AR 13 12.3 y en donde obtener una copia de los procedimientos.

(cf. 13 12.3 - Procedimientos para presentar quejas)

Tras la investigación de una denuncia de acoso sexual, cualquier estudiante que se encuentre involucrado en acoso sexual o violencia sexual en violación de esta política estará sujeto a medidas disciplinarias. Para los estudiantes de 4o a 12 avo grado, las medidas disciplinarias pueden incluir la suspensión y/o expulsión, siempre que, al imponer tal disciplina, se tengan en cuenta todas las circunstancias del incidente.

(cf. 5 144 - Disciplina) (cf. 5144.1- Suspensión y Expulsión/Proceso debido) (cf. 5144.2 - Suspensión y Expulsión /Debido proceso (Estudiante con discapacidades))

Tras la investigación de una denuncia de acoso sexual, cualquier empleado que se encuentre involucrado en el acoso o violencia sexual en contra de cualquier estudiante deberá ser despedido de su empleo de conformidad con la ley y el acuerdo de negociación colectiva correspondiente.

(cf. 4 117.7- Informe del estado del empleo) (cf. 4218 - Despido/Suspensión/Medida disciplinaria) (cf. 4119.11/4219.11/4319.11- Acoso sexual)

Mantenimiento de registros

El superintendente o persona designada mantendrá un registro de todos los casos de acoso sexual que han sido denunciados con el fin de permitir que el distrito controle, aborde y evite el comportamiento de acoso repetitivo en las escuelas del distrito..

(cf. 3580- Registros del distrito)

Referencia legal: CÓDIGO DE EDUCACIÓN

200-262.4 Prohibición de discriminación por sexo 48900 Motivos de suspensión o expulsión 4900 2 Motivos adicionales para suspensión o expulsión; acoso sexual

48904 Responsabilidad de los padres o tutores por la conducta intencional del menor

48980 Aviso al principio del término

CÓDIGO CIVIL

51.9 Responsabilidad por acoso sexual; relaciones empresariales, servicios y profesionales 1714.1 Responsabilidad de los padres o tutores por mala conducta intencional del menor CÓDIGO DEL GOBIERNO 12950. 1 Capacitación sobre acoso sexual CÓDIGO DE REGLAMENTOS, TÍTULO 5 4600-4687 Procedimientos para presentar quejas 4900-4965 No discriminación en programas de educación primaria y secundaria

CÓDIGO DE ESTADOS UNIDOS, TÍTULO 20

1221 Aplicación de las leyes 1232g Ley de privacidad y derechos educativos de la familia 1681-1688 Título IX, discriminación

CÓDIGO DE ESTADOS UNIDOS, TÍTULO 42

1983 Acción civil por privación de derechos 2000d -2000d-7 Título VI, Acta de derechos civiles de1964 2000e-2000e- 17 Título VII, Acta de derechos civiles de 1964 como fue enmendada CODIGO DE REGLAMENTOS FEDERALES, TÍTULO 34 99.1-99.67 Derechos educativos y de privacidad de la familia 106.1-106.71 No discriminación en base al sexo en los programas de educación DECISIONES DE LOS TRIBUNALES Donovan v. Distrito Escolar Unificado Poway, (2008) 167 Cai.App.4th 567

Flores v. Distrito Escolar Unificado Morgan Hill, (2003, 9th Cir.) 324 F.3d 1130

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

Davis v. Secretaría de Educación del Condado de Monroe, (1999) 526 U.S.629

Gebser v. Distrito Escolar Independiente Lago Vista, (1998) 524 U.S. 274

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

Doe v. Distrito Escolar Ciudad de Petaluma, (1995, 9th Cir.) 54 F.3d 1447

Recursos administrativos

PUBLICACIONES CSBA Proporcionar un lugar seguro y no discriminatorio para estudiantes transgénero y no conformes con el género, Informe de política, febrero de 2014

Escuelas seguras: Estrategias para la Mesa Directiva con el fin de asegurar el éxito de los estudiantes, 2011

DEPARTAMENTO DE EDUCACIÓN DE LOS ESTADOS UNIDOS, PUBLICACIONES DE LA OFICINA DE DERECHOS CIVILES

Carta Estimado colega: Estudiantes transgénero, Mayo 2016

Ejemplos de políticas y prácticas emergentes para apoyar a los estudiantes transgénero, mayo de 2016

Carta Estimado colega: Coordinadores de Título IX, abril de 2015

Preguntas y respuestas sobre el Título IX y la Violencia sexual, abril de 2014

Carta estimado colega: Violencia sexual, 4 de abril de 2011

El acoso sexual: No es académico, Septiembre 2008

Guía revisada de acoso sexual: hostigamiento de estudiantes por parte de empleados escolares, otros estudiantes o terceros, Enero de 2001 SITIOS WEB

CSBA: http://www.csba.org

Departamento de Educación de California: http://www.cde.ca.gov

Departamento de Educación, Oficina de Derechos Civiles: http://www.ed.gov/about/offices/list/oer

Política del DISTRITO ESCOLAR ONTARIO-MONTCLAIR

Adoptada: 19 de enero de 2017 Ontario, Californiamplaint 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

BP 5145.3 Students

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5131 - Conduct) (cf. 5131.2 - Bullying) (cf. 5137 - Positive School Climate) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 5146 - Married/Pregnant/Parenting Students) (cf. 6164.6 - Identification and Education Under Section 504)

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

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

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

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

manner as a discrimination complaint.

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

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

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

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education

Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

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

Record-Keeping

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

(cf. 3580 - District Records)

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 48900.3 Suspension or expulsion for act of hate violence 48900.4 Suspension or expulsion for threats or harassment 48904 Liability of parent/guardian for willful student misconduct 48907 Student exercise of free expression 48950 Freedom of speech 48985 Translation of notices 49020-49023 Athletic programs 51500 Prohibited instruction or activity 51501 Prohibited means of instruction 60044 Prohibited instructional materials CIVIL CODE 1714.1 Liability of parents/guardians for willful misconduct of minor PENAL CODE 422.55 Definition of hate crime 422.6 Crimes, harassment CODE OF REGULATIONS, TITLE 5 432 Student record 4600-4687 Uniform complaint procedures 4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20 1681-1688 Title IX of the Education Amendments of 1972 12101-12213 Title II equal opportunity for individuals with disabilities UNITED STATES CODE, TITLE 29 794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964 6101-6107 Age Discrimination Act of 1975 CODE OF FEDERAL REGULATIONS, TITLE 28 35.107 Nondiscrimination on basis of disability; complaints CODE OF FEDERAL REGULATIONS, TITLE 34 99.31 Disclosure of personally identifiable information 100.3 Prohibition of discrimination on basis of race, color or national origin 104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX 106.9 Notification of nondiscrimination on basis of sex COURT DECISIONS Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567 Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources: CSBA PUBLICATIONS Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014 Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014 Safe Schools: Strategies for Board of Trusteess to Ensure Student Success, 2011 FIRST AMENDMENT CENTER PUBLICATIONS Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common

Ground, 2006 NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Dear Colleague Letter: Transgender Students, May 2016 Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016 Dear Colleague Letter: Title IX Coordinators, April 2015 Dear Colleague Letter: Harassment and Bullying, October 2010 Notice of Non-Discrimination, January 1999 WEB SITES CSBA: http://www.csba.org California Department of Education: http://www.cde.ca.gov California Safe Schools Coalition: http://www.casafeschools.org First Amendment Center: http://www.firstamendmentcenter.org National School Boards Association: http://www.nsba.org U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT adopted: January 19, 2017 Ontario, California

Distrito Escolar Ontario-Montclair Política de la Junta No discriminación/Acoso

BP 5145.3 Estudiante

La Mesa Directiva desea brindar un entorno escolar seguro que les permita a todos los estudiantes igualdad de oportunidades y de que tengan acceso a los programas académicos, extracurriculares y a otros programas de apoyo educativo, servicios y actividades. La Mesa Directiva prohíbe, en cualquier escuela o actividad escolar del distrito la discriminación ilegal, incluyendo acoso discriminatorio, intimidación y hostigamiento, dirigida a cualquier estudiante por cualquier persona, basada en la raza, color, ascendencia, origen nacional, nacionalidad, etnia, identificación étnica de grupo, edad, religión, estado civil actual o percibido del estudiante o estado parental, físico o discapacidad mental, sexo, orientación sexual, género, identidad de género o expresión o asociación de género con una persona o grupo con una o más de estas características reales o percibidas.

Esta política se aplicará a todos los actos relacionados con la actividad escolar o a la asistencia dentro de una escuela del distrito, y a actos que ocurran fuera de las actividades escolares o patrocinadas por la escuela pero que puedan afectar crear un entorno hostil en la escuela.

(cf.0410 - No discriminación en programas o actividades del distrito

(cf.5131 - Conducta)

(cf. 5131.2 Acoso o intimidación escolar) (cf.5137 - Entorno escolar positivo) (cf.5145.9 - Conducta motivada por el odio

(cf. 5146 - Estudiantes casados/embarazadas/Padres)

(cf.6164.6 - Identificación y Educación bajo la Sección 504)

La discriminación ilegal, incluido el hostigamiento discriminatorio, la intimidación o el acoso, puede resultar de una conducta física, verbal, no verbal o escrita basada en cualquiera de las categorías enumeradas anteriormente. La discriminación ilegal también incluye la creación de un entorno hostil a través de un conducto prohibido que es tan grave, persistente o dominante que afecta la capacidad del alumno para participar o beneficiarse de un programa o actividad educativa; crea un entorno educativo intimidante, hostil u ofensivo; tiene el efecto de interferir inaceptablemente o sistemáticamente con el rendimiento académico del estudiante; o de otra

manera afecta adversamente las oportunidades educativas de un estudiante.

La discriminación ilegal también incluye el trato dispar de los estudiantes basándose en una de las categorías anteriores con respecto a proporcionar oportunidades para participar en programas o actividades escolares o brindar o recibir beneficios o servicios educativos.

La Mesa Directiva también prohíbe cualquier forma de represalia en contra de cualquier persona que delate o participe en denunciar la discriminación ilegal, presenta o participa en presentar una queja, o investiga o participa en la investigación de una queja o presenta una denuncia alegando discriminación ilegal. Las quejas de represalias deberán ser investigadas y resueltas de la misma

manera que la queja de discriminación.

El superintendente o persona designada facilitará el acceso de los estudiantes al programa educativo publicando la política de no discriminación del distrito y los procedimientos de queja relacionados a los estudiantes, padres o tutores legales y empleados. El o ella deberán proveer capacitación e información sobre el alcance y el uso de la política y procedimientos de queja y tomará otras medidas destinadas a aumentar la comprensión de la comunidad escolar de los requisitos de la ley relacionados con la discriminación. El superintendente o persona designada deberá revisar regularmente la implementación de las políticas y prácticas de no discriminación del distrito y según sea necesario, tomará medidas para eliminar cualquier barrera que impida el acceso o la participación en el programa educativo del distrito. El o ella deberán presentar un informe de los resultados y recomendaciones a la Mesa Directiva después de cada revisión.

(cf. 1312.3 - Procedimiento uniforme para presentar quejas) (cf.1330 - Uso de las instalaciones)

(cf. 4131 - Capacitación profesional) (cf. 4231) - Capacitación profesional) (cf. 4331 - Capacitación profesional) (cf. 6145 Actividades extracurriculares y co-curriculares)

(cf. 6145.2 - Competencia atlética)

(cf. 6164.2 - Servicios de orientación y de consejería)

Independientemente de si un demandante cumple con la redacción, plazos y otros requisitos formales para presentar quejas, se investigarán todas las denuncias de discriminación ilegal, incluido el acoso, intimidación u hostigamiento discriminatorio y se tomarán medidas inmediatas para detener la discriminación, prevenir la recurrencia y abordar cualquier efecto continuo en los estudiantes.

Los estudiantes que participen en la discriminación ilegal, incluyendo el acoso discriminatorio, intimidación y represalias, en violación de la ley, la política de la Mesa Directiva o el reglamento administrativo estarán sujetos a consecuencias o medidas disciplinarias apropiadas, que pueden incluir la suspensión o expulsión cuando el comportamiento es grave o generalizado como es

definido en el Código de Educación 48900.4 Cualquier empleado que permita o se involucre en discriminación o la intimidación discriminatoria, estará sujeto a medidas disciplinarias que pueden incluir el despido.

(cf. 4118 - Suspensión/Medida disciplinaria

(cf.4119.21/4219.21/4319.21 - Estándares profesionales) (cf.4218 - Despido/Suspensión/ Medida disciplinaria) (cf. 5144 - Disciplina) (cf. 5144.1 - Suspensión y Expulsión/ Proceso debido (cf. 5144.2 - Suspensión y Expulsión/Proceso debido (Estudiantes con incapacidades) (cf. 5145.2 - Libertad de palabra/Expresión

Mantenimiento de registros

El superintendente o persona designada deberá mantener un registro de todas las denuncias de casos de discriminación ilegal, incluyendo acoso, intimidación, hostigamiento discriminatorio, para permitir que el distrito controle, aborde y prevenga el comportamiento repetitivo en las escuelas del distrito.

(cf. 3580 - Registros del distrito)

Referencia Legal CÓDIGO DE EDUCACIÓN

menazas o acOSO

200-261.4 Prohibición de discriminación 48900.4 Suspensión o expulsión por amenazas o acoso 48904 Responsabilidad de padres o tutores legales por mala conducta intencional 48907 El estudiante ejerce la libertad de expresión 48985 Traducción de avisos 49020-49023 Programas atléticos 51500 Instrucción o actividad prohibida 51501 Medios de instrucción prohibidos 60044 Materiales de instrucción prohibidos

CÓDIGO CIVIL

1714.1 Responsabilidad de los padres o tutores legales por mala conducta intencional

CÓDIGO PENAL 422.55 Definición de crimen por odio

422.6 Crímenes, acoso

CÓDIGO DE REGLAMENTOS, TITULO 5

432 Expediente del estudiante

4600-4687 Procedimientos para presentar quejas

4900-4965 No discriminación en programas de educación primaria y secundaria CÓDIGO DE LOS ESTADOS UNIDOS, TITULO 20

1681-1688 Título IX de las Enmiendas de Educación de 1972 12101-12213 Título II igualdad de oportunidad para individuos con incapacidades CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 29 794 Sección 504 del Acta de Rehabilitación de 1973 CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 42 2000d-2000e-17 Título VI y Título VII del Acta de Derechos Civiles de 1964, como ha sido enmendado 2000h2-2000h-6 Título IX de la Ley de Derechos Civiles de 1964 6101-6107 Acta de discriminación por edad de 1975 CÓDIGO DE REGLAMENTOS FEDERALES, TÍTULO 28 35.107 No discriminación por incapacidad; quejas CÓDIGO DE RELAMENTOS FEDERALES, TITULO 34 99.31 Divulgación de información de identificación personal 100.3 Prohibición de discriminación por raza, color u origen nacional 104.7 Designación de empleado responsable para la Sección 504 106.8 Designación de empleado responsable para Título IX 106.9 Notificación de no discriminación por razón de sexo

DECISIONES DE UN TRIBUNAL

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Donovan v. Distrito Escolar Unificado Poway, (2008) 167 Cal.App.4th 567 Flores V. Distrito Escolar Unificado Morgan Hill, (2003) 324F.3d 1130 Recursos de gestión:

PUBLICACIONES CSBA

Proporcionar un entorno seguro y no discriminatorio para estudiantes transgénero y no conformes con el género, Informe de política, Febrero de 2014

Orientación final con respecto a los estudiantes transgénero, Privacidad e Instalaciones, Marzo 2014 Escuelas seguras: Estrategias para la Mesa directiva con el fin de garantizar el éxito de los estudiantes.

CENTRO DE PUBLICACIONES PRIMERA ENMIENDA

Escuelas públicas y Orientación sexual: Un primer marco de enmienda para encontrar algo en común 2006.

PUBLICACIONES DE LA ASOCIACION NACIONAL DE MESAS DIRECTIVAS

Tratando con asuntos legales en torno a la orientación sexual e identidad de género de los estudiantes 2004

PUBLICACIONES DE LA OFICINA DE DERECHOS CIVILES, DEPARTAMENTO DE EDUCACION DE LOS ESTADOS UNIDOS Carta estimado colega: Estudiantes transgénero, mayo de 2016

Ejemplos de políticas y prácticas emergentes para apoyar a los estudiantes transgénero, mayo de 2016 Carta estimado colega: Acoso e intimidación, octubre 2010

SITIOS WEB

CSBA: HTTP://www.csba.org

Departamento de Educación de California: http://www.cde.ca.gov Coalición de escuelas seguras de California: http://www.casafeschools.org Centro de la primera enmienda: http://www.firstamendmentcenter.org

Asociación nacional de mesas directivas: htthp://www.nsba.org

Departamento de educación de Estados Unidos, Oficina para los derechos civiles: http://www.ed.gov/about/offices/list/ocr

Política del DISTRITO ESCOLAR ONTARIO-MONTCLAIR Adoptado: el 19 de enero de 2017 Ontario, California

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 or contacting the following school official:

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

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

Distrito Escolar Ontario-Montclair Estudiantes casados/embarazadas/con hijos

BP 5146 Estudiantes

El Distrito Escolar Ontario-Montclair tiene el deber de notificarles a los padres y tutores acerca de sus derechos y responsabilidades según lo que marca la ley. El presente comunicado fue creado para proporcionarle la información más reciente sobre proyecto de ley 302: Establecer un sitio de lactancia.

De acuerdo con las leyes, reglas estatales y federales sin importar el estado civil, embarazo, la recuperación, si tiene hijos en la actualidad o el género, no serán hostigados, intimidados, acosados ni discriminados y el distrito no aplicará reglamentación alguna que afecte en el acceso de obtener la misma educación y beneficios extracurriculares de lo que los demás estudiantes gozan. El Distrito Escolar Ontario Montclair reconoce que el embarazo y la terminación de embarazo, un embarazo psicológico son condiciones temporales y por ende ha desarrollado políticas y procedimientos para respaldar el acceso a la educación e igualdad social. Las estudiantes adolescentes embarazadas y aquellas que están criando a hijos tendrán el derecho en participar en una escuela general que incluya servicios de consejería y orientación académica. La educación suplementaria deberá ser similar al programa de educación general y será completamente opcional para las estudiantes embarazadas o que tengan hijos y se ofrecerá solamente como opción o algo necesario para el bienestar de la estudiante y del niño para cubrir sus necesidades. A las adolescentes

embarazadas y que tienen hijos se les deberá proveer un lugar razonable con los necesarios que estén disponibles para todas las estudiantes que tengan algún tipo de condición médica. A las estudiantes que estén en etapa de amamantar a su bebé, se les proporcionará un lugar seguro y privado para extraerse leche y/o amamantar a su bebé y se le permitirá traer a la escuela un extractor de leche materna o cualquier otro tipo de instrumento con función de extraer leche materna. El sitio de lactancia en la escuela designará un lugar privado y estará preparado y será seguro y a su vez incluirá una fuente de energía, que no sea un baño, y un lugar adecuado para guardar la leche extraída en un lugar seguro y propicio. Asimismo, a la estudiante no se le impondrá ninguna sanción académica como consecuencia por el tiempo utilizado durante el día escolar. La política del Distrito permitirá un tiempo adecuado para que la estudiante extraiga la leche materna y le dará la oportunidad de hacer cualquier trabajo que haya perdido durante el tiempo de lactancia, extracción de leche materna o de cualquier actividad necesaria relacionada con amamantar.

Cualquier tipo de queja relacionada con la discriminación por motivo s de embarazo o estado civil deben abordar llenando el formulario del procedimiento para presentar quejas que se encuentra en línea en www.omsd.net o comunicándose con el representante académico:

J. Steve Garcia La oficina de Bienestar Infantil, Asistencia Escolar y Archivos Estudiantiles 950 West D Street, Ontario, CA 91762 (909) 459-2500 ext. 6477

Esto incluye el presunto incumplimiento de requisitos por proveer un lugar razonable a las embarazadas, casadas, o quienes crían a niños, durante el parto, la recuperación y la terminación del embarazo. Si quien presenta la queja no queda satisfecho con la decisión o la resolución del distrito, puede apelar a la Secretaría de Educacion Pública (por sus siglas en ingles CDE) en www.cde.ca.gov.