

ARROYO IB WORLD SCHOOL

Parent and Student Handbook

2023-2024



**1700 E Seventh St.
Ontario CA 91764
(909) 985-1012**



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Aprendizaje



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PRINCIPAL MESSAGE



**Barbara
Gruetzmacher**



Welcome to the new academic year at Arroyo School, an International Baccalaureate World School! With our wonderful Arroyo staff, families and community we are going to have a memorable and successful school year.

Your cooperation and frequent positive communication between home and school is essential when providing a meaningful educational program. Please help us by modeling our behavior expectations; Caring, respectful, Thinker, Principled, and Communicator. We are a team and together we will continue to have a positive learning community.

Arroyo offers a variety of parent involvement opportunities throughout the year. We encourage families to participate in our parent meetings. Events will be posted on our school calendar, newsletters, marquee, bulletin flyers and Connect Ed phone calls. Parent involvement opportunities include School Site Council, School English Learner Parent Advisory Committee, Parent Education classes and after school events. We welcome and encourage you to participate in these opportunities.

The Student-Parent Handbook is a form of communication of our school expectations, policies, philosophies and services available. Please read this handbook and keep it available as a reference resource throughout the year. This handbook has helpful and important information you will need. We look forward to hearing from you throughout the school year. Go Bears!

Sincerely,
Mrs. Gruetzmacher



MISSION

Through reflection and inquiry, we strive to be action-driven community of knowledgeable and caring world-changers.

AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL

IB Profiles

Caring ~ Respectful ~ Thinker
Principled ~ Communicator
Knowledgeable ~ Inquirer
Balanced ~ Courageous ~ Reflective

ARROYO

HOURS AND SCHEDULES

SCHOOL SCHEDULES



Office Hours : 7:15-3:30

Regular Classroom Hours (M, W, TH,F)

Grades 1-8 8:00am-2:40pm

TK/K 8:00am-12:45pm

Classroom Hours (Tuesday)

Grades 1-8 8:00am-1:25pm

TK/K 8:00am-12:45pm

BTSN, Conference Week, Open House Hours

Grades 1-8 8:00am-12:45pm

TK/K 8:00am-12:30pm

ARRIVAL AND DISMISSAL

Arrival: Students may enter campus at 7:30 a.m. Students may not arrive before 7:30 a.m. Before that time, there is no one on duty to supervise your student. Breakfast is served to students from 7:30 a.m. – 7:55 a.m. Students who eat breakfast must arrive by 7:45 a.m. to be served breakfast. Morning gates close and instruction begins promptly at the 8:00 a.m. bell. Students are encouraged to be on campus by 7:55. Parents, please allow extra time for traffic and weather.

Dismissal: Students may be picked up at the front of the school at the end of the school day. Please remain in your running vehicle and drive through the school parking lot along the inside curb. Students will enter the vehicle at the curb between the dismissal gate and the front driveway of the school. For the safety of our students, please do not pass other vehicles or ask students to cross the street without an adult escort.

WALKERS: Please have your child cross the Street in the designated crosswalk only.

Students should be picked up promptly upon dismissal. Students being picked up late must be signed out in the office.

2023-2024 OMSD School Calendar

NOTE: The first day of school for students for the 2023-2024 school year is AUGUST 9, 2023 and the last day of school for the students is MAY 25, 2024

ONTARIO-MONTCLAIR SCHOOL DISTRICT 2023-2024 District Calendar

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

Student Days 0 To Date: 0

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

Student Days 17 To Date: 17

July 2023

July 4 Independence Day

August 2023

Aug 4-8 Teacher Preparation Days

Aug 9 First Day for Students

September 2023

Sept 4 Labor Day

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

Student Days 20 To Date: 37

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

Student Days 21 To Date: 58

October 2023

Oct 2-6 Middle School Parent Conf.

Oct 9 Non-School Day

November 2023

Nov 10 Veterans Day

Nov 13-17 Elementary School Parent Conf.

Nov 20-24 Thanksgiving Break

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

Student Days 16 To Date: 74

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

Student Days 15 To Date: 89

December 2023

Dec 22 Non-School Day

Dec 25-30 Winter Break

January 2024

Jan 1-5 Winter Break

Jan 15 Martin Luther King Jr. Day

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

Student Days 17 To Date: 106

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

Student Days 19 To Date: 125

February 2024

Feb 12 Lincoln's Birthday

Feb 19 Presidents' Day

Feb 26-29 Middle School Parent Conf.

March 2024

Mar 1 Middle School Parent Conf.

Mar 18-22 Elementary School Parent Conf.

Mar 25-29 Spring Break

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

Student Days 16 To Date: 141

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

Student Days 22 To Date: 163

April 2024

No Holidays

May 2024

May 23 Last Day for Students

May 24 Teacher Preparation Day

May 27 Memorial Day

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

Student Days 17 To Date: 180

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

Student Days 0 To Date: 180

June 2024

June 19 Juneteenth

Elem. Schools

1st Trimester : 56 days 10/27/2023

2nd Trimester: 70 days 03/01/2023

3rd Trimester: 54 days 05/23/2024

Middle Schools

1st Progress Report 9/22/2023

2nd Progress Report 11/3/2023

1st Semester: 89 days 12/21/2023

1st Progress Report 2/23/2024

2nd Progress Report 4/19/2024

2nd Semester: 91 days 05/23/2024

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

Board Approved: December 15, 2022

Important Dates

August 4-8	Teacher preparation days	Dias de preparacion
August 7	Middle School Orientation	Orientacion de Secundaria
August 8	Kinder Orientation	Orientacion de Kinder
August 9	First day of school	Primer Dia De Escuela
September 4	Labor Day / No school	Dia Laboral/ No Escuela
October 9	Non-School Day	Dia no Escolar
November 10	Veteran's Day/ No School	Dia de Veteranos/ No Escuela
November 13-17	Parent Conference	Conferencias de Padres
November 20-24	Thanksgiving Break	Semana de Accion de Gracias
December 22	Non-School Day	Dia no Escolar
December 25-January 5	Winter Break	Vacaciones de Invierno
January 15	Martin Luther King	Natalivio de Dr/ Martin Luther King
February 12	Lincoln's Birthday	Connemoracion del natalicio de Lincoln
February 19	Presidents Day	Dia de Presidentes
March 18-22	Parent Conference	Conferencias de Padres
March 25-29	Spring Break	Receso de Primavera
May 23	Last Day for Students	Ultimo dia para los Esudiantes



STAFF

Administration

Barbara Gruetzmacher- Principal

Elva Enciso- Assistant Principal

Instructional Support Team

Denise Kodama-Dodge - Instructional Coach

Silvia Bustamante - IB Coordinator

Karla Flores- Counselor/Outreach Consultant

Front Office

Dorothy Yamada- Office Manager

Verenice Alvarado- Office Assistant

Support Staff

David Flores- Mentor

Brianda Perez- Rodriguez- Mentor

Alicia Arroyo- School & Family Outreach Assistant

Yesenia Lopez- Residential Substitute

Susan Magri- Data Media Assistant

Julissa Romero- ELOP Coordinator

Rosalina Santana- ELOP

Wendy Elizalde- IB Library Resource Technician

Janine Amaya-Rodrigo- Speech & Language Pathologist

Anthony Tran- School Psychologist

Roberta Crawford- Health Assistant

Amanda Sandoval- School Nurse

Jennifer Jovel- Think Together Coordinator

Becky Alcala- Head Custodian

Maria Torres- Lead Cafeteria

STAFF



Teachers

Angela Gilbert- TK

Rachel Bonilla- Kindergarten

Somia Barsoum- 1st Grade

Debra Figueroa- 2nd Grade

Lauren Wittkopf- 3rd Grade

Maryann Bantillo- 4th Grade

Desiree Csurilla- 5th Grade

Kathleen Patron- 6th Grade

Alex Cruz- 7th Grade

Philip Swartz- 8th Grade

Andrea Wong- 4/5/6 SDC

Alexandria Edwards- IB Art

Julia Garcia- Spanish (TK/K- 2nd)

Craig Rothwell- Physical Education

Jennifer Grimstad- Intervention

Cindy Morgan- Kindergarten

Marie DeBellis- 1st Grade

Brenda Zola- 2nd Grade

Jackie Macias- 3rd grade

Jennifer May- 4th Grade

Danielle Montenegro- 5th Grade

Ryan Miller- 6th Grade

Matthew Rouse- 7th Grade

Anthony Mata- 8th Grade

James Delva- RSP

Krissy Staykova- IB Music

Yesenia Gonzalez- IB Spanish (3rd-5th)

Stephanie Ciccone- IB PE

Instructional Aides

Chelsea Castellano- TK

Jessica Huinquez- BIA SDC

Rosie Arreola- Intervention

Regina Dunnagan- Intervention

Jacqueline Smith- RSP

Pamela Clark- SDC

Proctors

Iris Muro ~ Lusina Balayan ~ Valerie Romero ~ Maria Perez ~

Jessica Lopez ~ Emma Gomez ~ Dario Jones

Arroyo

An International Baccalaureate World School*

Arroyo is an authorized IB Primary Years Programme school and a candidate school* for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.



Through reflection and inquiry, we strive to be an action-driven community of knowledgeable and caring world-changers.

What is IB?

A framework that encourages students to **question** and **explore** to gain new understanding. Our students' learning does not end with the content but with **meaningful action** in the school, community, and world.

PYP and MYP

The **Primary Years Programme** (PYP) is for our students in TK-5th. The **Middle Years Programme** (MYP) is offered to our 6th-8th grade students.

Action Learning

IB students apply their learning to help **make the world a better place**. Our 5th grade students take part in the **Exhibition**. All MYP students engage in **Service Learning** and 8th graders complete the **Community Project**.

PYP

Our TK-5th grade students learn through **transdisciplinary** Units of Inquiry that address real world problems and incorporate a wide range of subjects and content. The units are organized in six themes:

- Who We Are
- Where We Are In Time and Place
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

The Learner Profile

The Learner Profile is a key component of the IB. The Learner Profile traits represent what we want all of our students to embody.



MYP

Our 6th-8th grade students learn through concept driven, **interdisciplinary**, inquiry based education. They are encouraged to connect their learning from the classroom to the real world in courses like:

- Art & Music
- Language and Literature
- Science
- Individuals and Societies
- Math
- Design
- Spanish
- Physical and Health Education

Policies

IB World Schools share a common philosophy-a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision. Read the full policies on our website: omsd.net/arroyo or request a copy at the office.

Language

Language development is essential in order to communicate and make sense of the world. The language of instruction at Arroyo is English. All teachers are language teachers. In order to promote multilingualism, our students receive additional instruction in Spanish.

Assessment

At Arroyo, meaningful assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching. MYP students are assessed on subject specific objectives using a 0-8 scale

Inclusion

Every student can learn and be successful. By addressing the unique needs of our students, we strive to develop and empower globally-minded citizens who are confident, open-minded, risk-takers who will take positive action.

Academic Integrity

The Arroyo community expects that all students will possess and demonstrate honesty, trust, fairness, respect, and responsibility in their learning. Students will produce original work and cite the work of others.

Positive Behavior Intervention and Support (PBIS)

Arroyo follows the PBIS (Positive Behavior Intervention and Support) model in order to create a school environment that supports social and academic achievement for all students. PBIS is a framework supported by the Ontario Montclair School District to promote and maximize academic achievement and behavioral competence. PBIS is school-wide approach for helping all students achieve important social and learning goals. Arroyo implements a discipline policy that emphasizes proactive, instructive and restorative approaches. At the center of our PBIS program are established clear expectations for desired behaviors in all areas of our school. We explicitly teach these expectations to the students. Arroyo values the following behavior expectations:

- We value respect.
- We value being caring.
- We value being a thinker.
- We value being principled.
- We value being a communicator



Arroyo Elementary School
PBIS Behavior Expectations Matrix

	Hallways	Restrooms	Playground	Cafeteria/ MPR	Assemblies	School Office Areas	Library	Computer Use	Parking Lot
RESPECT	Walk safely Keep our voices down	Give others privacy	Keep our hands, feet, and objects to ourselves Use appropriate language	Walk and wait patiently in line	Give the speaker our full attention	Wait quietly and use an inside voice	Use shelf markers and return books to their proper place.	Keep computer settings	Follow directions from adults on duty
CARING	Keep hands, feet and objects to ourselves	Wash hands for 20 seconds Keep restroom clean	Include others Wait our turn	Use hand sanitizer before eating Keep our area clean	Keep hands and feet still and to ourselves	Wait our turn	Protect books from damage	Leave equipment in good working order	Wait in line patiently Keep hands, feet & objects to ourselves
THINKER	Pay attention to our surroundings	Use water, soap and paper goods wisely	Treat others as we want to be treated	Make healthy food choices Sit at assigned table	Reflect on information presented	Check in with front office if nurse is not there	Select books at our reading level	Visit only school approved sites	Be aware of cars Use crosswalks
PRINCIPLED	Walk around the yellow lines in front of doors	Wait outside if space is limited (3 max) Leave the restroom immediately after use	Play school approved games Use equipment correctly Walk on blacktop	Keep hands, feet, and objects to ourselves. Use an inside voice & follow directions	Remain seated with eyes forward Look, lean, and listen	Have permission from an adult Return to classroom directly	Read quietly while seated at tables Push in our chairs	Be a good digital citizen	Walk safely on the sidewalk Remain in our designated location
COMMUNICATOR	Report bullying	Report unsafe behavior or damage to property	Keep conversations positive Report Bullying	Be polite to staff and classmates Report Bullying	Encourage friends to follow the rules	Check in at the front desk Be polite to staff	Use an inside voice	Report damage to property Report Cyber-Bullying	Report unsafe behavior

*Subject to change

MIDDLE YEARS PROGRAM ACTIVITIES

MYP CRITERIA

Students that do not meet the criteria will not participate in
the activities.

Event	Dances	Staff vs. Students Game	MYP Picnic (6th)	Sacramento Trip (8th)	Castle Park (7th)	Knott's Berry Farm (8th)	8th Grade Promotion
Criteria to participate	No ODR's and No F's in the current Tri	No ODR's and no more than 1 MDR in the 3rd Tri	No ODR's in the 3rd Tri	2.0 Cumulative GPA	2.5 GPA & No ODR's in the 3rd Tri	2.5 GPA & No ODR's in the 3rd Tri	No More than 2 F's No more than 2 suspensions No suspension on last day of school



Student Instruction and Support Services

Student Success Team- The Student Success Team is available to help all children. The team works together to identify strategies and alternatives to help children succeed. Children with unique problems may be referred to special counseling services available at school or from outside agencies. The Arroyo Student Success Team consists of the Principal and/or her designee, Outreach Consultant, and the student's Homeroom Teacher. Parents are an important part of the Student Success Team and are encouraged to attend. It is the responsibility of the Team to evaluate students having academic, behavioral, attendance, or other school-related difficulties. The Team may provide the teacher and parents strategies and resources to support the student's needs. A child can be referred to the Team by a parent or teacher.

Coordination of Services Team- The COST Team consists of the Principal, Assistant Principal, Outreach Consultant, Resource Teacher, Student Mentors, School Nurse and Speech and Language Provider. It is the responsibility of the Team to evaluate students having academic, behavioral, attendance, or other school-related difficulties. The Team may provide the teacher resources to support the student's needs and/or to refer for further assessment.

Resource Specialist - Our Resource Specialist (RSP) is assigned to Arroyo and others schools in our district and is responsible for helping students who are identified as having average or better capability but are performing significantly below grade level due to assessed learning disabilities.

Speech and Language Services - Our Speech and Language Specialist, is assigned to Arroyo and others schools in our district and is responsible for helping students who have speech and/or language needs.

Homework- Students will have teacher assigned homework. Students are expected to complete all assigned work.

Gifted and Talented Program (GATE) - This program provides additional assistance for the education of identified gifted students. It is intended to provide enrichment and stimulating activities through depth and complexity to participating students. GATE students are assigned in student clusters to a GATE certified teacher.

Instructional Music Program- Instrumental music is provided by the district for interested students in grades 4-8. An orientation program detailing kinds of instruments available, rental arrangements, etc. is presented to students. Students in grades TK-5 also receive IB Music enrichment.

Art Program- There is art instruction occurring between the bells for all students.

IB School Library - The school library will be opened during school hours. Students may visit the library weekly with their class, and daily during lunch.

Reading Counts –Reading Counts is a reading program for Grades 1-6. Students are encouraged to read books at their independent reading level and take the corresponding quizzes. Reading Counts points are awarded and students can earn incentives for reading.

Volunteer Handbook Information

If you wish to become a parent volunteer please come by the office to pickup a volunteer packet. Requirements apply, such as *Tuberculosis Test* and *Fingerprinting Clearance*.

LEVEL 1: MINIMAL CLASS VISITS AND/OR CHAPERONE A FIELD TRIP

Level 1 Volunteers have infrequent on campus visits or occasionally chaperone a field trip. Contact with students excludes restroom supervision or any isolated scenario not in public view, and is only allowed under the supervision of a certificated employee. Prior to commencing services, this level of volunteer is required to:

- a. Submit a completed volunteer application **annually**, provide a California Driver's License/California ID or "Attestation of Identification" with proof of address to the Principal and/or Designee who will maintain it on file for the school year.
- b. Clear a background check on the Megan's Law website or Raptor System that verifies the applicant is not a registered sex offender.

LEVEL 2: FREQUENT SERVICE ON CAMPUS AND IN THE CLASSROOM, AS WELL AS FIELD TRIPS

Level 2 Volunteers may have more frequent contact with students under the direct supervision of a certificated employee. Prior to commencing services, this level of volunteer is required to:

- a. Submit a completed volunteer application **annually**, provide a California Driver's License/California ID or "Attestation of Identification" with proof of address to the Principal and/or Designee who will maintain it on file for the school year.
- b. Clear a background check on the Megan's Law website or Raptor System that verifies the applicant is not a registered sex offender.
- c. Provide a Tuberculosis Clearance.

LEVEL 3: OVERNIGHT EVENT CHAPERONE

Level 3 Volunteers may supervise students for overnight events or field trips. They may be alone with students at any time. Level 3 volunteers must be at least 21 years of age. Prior to commencing services this level of volunteer is required to:

- a. Submit a completed volunteer application **annually**, provide a California Driver's License/California ID or "Attestation of Identification" with proof of address to the Principal and/or designee who will maintain it on file for the school year.
- b. Clear a background check on the Megan's Law website or Raptor System that to verifies the applicant is not a sex offender.
- c. "Livescan" fingerprinted through a District referral to an approved county facility for submission to the State of California Department of Justice for clearance, and undergo a background check. ***This process takes approximately three weeks.***
- d. Provide a Tuberculosis Clearance.

TELEPHONE CALLS AND CLASSROOM INTERRUPTIONS

Unless it is an emergency, students will not be allowed to leave class during instruction to make or receive a phone call or speak with family members. The office staff will gladly take any necessary phone message and deliver it to the student or teacher during the first possible break in instruction. Teachers will return phone calls and emails at their earliest convenience. Students who need to contact parents or family members during the school day may come to the office during their recess break to use the school phone. Students with personal cell phones on campus are expected to follow the OMSD cell phone policy and should therefore not be using their cell phones during school hours unless they have special permission from their classroom teacher or it is an emergency situation.

HEALTH & WELLNESS

The Ontario- Montclair School district recognizes the link between student health and learning, and has developed a Local Wellness Policy for the district that will promote student health and create a healthy learning environment for students. Please read the OMSD Wellness policy guidelines for a list of acceptable school snacks

<https://www.omsd.net/cms/lib/CA02204858/Centricity/Domain/54/Wellness%20Policy%20and%20Smart%20Snacks%20Brochure.pdf>

To maximize instructional time and ensure the health and safety of all our students there will be NO food items allowed in classrooms other than what is provided by the district or school.

Families who wish to celebrate their child's birthdays at school are to:

- In an effort to minimize instructional interruptions – Please do not send candy, cakes or cupcakes. Consider goodie bags with pencils, erasers or stickers. Do not send food items in accordance to the district wellness policy and for the safety of student allergies.
- Notify the teacher at least 24 hours in advance (Must follow healthy snacks guidelines and Food & Nutrition Wellness policy)
- Bring the items before dismissal. The items will be passed out to students at dismissal.
- Limit to one item per child in the class.
- Healthy snacks need to be store bought in the original package.
- Provide individual healthy juice box (only if drinks are going to be provided)

Wellness Tips for a Great Year!

AVOID RUSHED MORNINGS!

Weekday mornings can be calm and stress-free with a little planning. With these steps, your household can have a pleasant start to each day:

- Gather all school materials and place backpacks in the same location every night
- Decide what clothes will be worn the following day and lay them out before bed
- Pack lunches in advance and place in the refrigerator overnight
- Have on-the-go breakfast options available (granola bar, PB & J sandwich, hard-boiled eggs)

The American Academy of Pediatrics (AAP) guidelines for parents:

- Ages 6 to 12 need at least 9 hours of sleep
- Adolescents need at least 8 hours of sleep.
- limit screen use before bed, as screens can stimulate the brain and make it harder to fall asleep
- Instead, implement a nightly bedtime routine that calms such as a bath or quiet reading right before lights out!
- If needed, incentivize with a reward until no longer necessary

ENSURE A GOOD NIGHT'S SLEEP



ENCOURAGE EXERCISE

According to the Centers for Disease Control and Prevention (CDC), kids should participate in 60 minutes of physical activity each day.

You can motivate a reluctant child with small rewards at home, or by signing them up for a particular activity or sport that they enjoy!



SERVE HEALTHY MEALS

- Create meals that encompass all the necessities for protein, carbs, fiber, fruits & vegetables
- Insist on water for frequent hydration. If necessary, try adding fruit slices to plain water, or even offering sparkling water
- Prepare simple and healthy snacks and meals ahead of time that can be easily grabbed and eaten on the go. This could include hard-boiled eggs, whole grain muffins, trail mix or granola bars.



KEEP DEVICES IN CHECK

- Collect and secure all devices overnight
- Check social media accounts regularly
- Review Arroyo's Cellphone policy and communicate expectations to your child.



HELP REDUCE ANXIETY



- Make time to check in daily
- Teach relaxation skills such as deep breathing
- Facilitate creative outlets such as drawing, journal writing, dancing, etc.
- Give frequent reminders to focus only on what you and your child can control
- Model by managing your own stress effectively.



Title I School-Level Parental Involvement Policy

Arroyo Elementary School: An International Baccalaureate World School



Arroyo Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The school met with its School Site Council, School English Language Parent Advisory Committee (formerly ELAC), Gifted and Talented Education parent groups, Special Education parent group, and parents invited to the Principal's Coffee meetings to discuss and gather input for the policy. It has distributed the policy to parents of Title I students. The policy is included in the parent-student handbook that is distributed to each family at the beginning of the school year. It is also posted on the school's website. The policy describes the means for carrying out the following Title I parental involvement requirements: 20 USC 6318 Section 1118(a)-(f) inclusive.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Arroyo Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. All parents are invited to the School Site Council meeting, where the principal will present the district and school site Title I information. Parents will be able to ask questions or give input about the program and parental involvement policy.
- The school offers a flexible number of meetings for Title I parents. Meetings are scheduled before school, mid-morning, and after-school. The school also offers some evening meetings and events for working parents. Evening Back-To-School Night, Open House, Family Science Fair & STEAM Night, and IB Exhibition events are offered as family and community events. Information is also available on the school website and on the school's Twitter page. The school is enhancing use of technology and increasing information about the International Baccalaureate (IB) program. Teachers are encouraged to use Class Dojo and other technologies for parent communication. The district has provided an electronic marquee to enhance parent and family communication. Ed Connect recorded messages are sent to families as communication. The school is exploring ways to communicate via email and/or text message.
- The school involves parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Joint development of the program and policy occur at parent meetings throughout the year. An annual survey is also provided each year for parent and family input regarding school programs.
- The school provides parents of Title I students with timely information about Title I programs. This information is provided to parent councils and committees. Programs goals are listed monitored within the School Plan for Student Achievement. The monthly Principal's Newsletter highlights student programs.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Teachers meet twice per year with parents to review the curriculum, assessments, and grade level Common Core State Standards and learning targets. Report cards demonstrating student progress are distributed each trimester. Assessment results are provided to parents. The school has an Assessment Policy which is distributed annually to parents during first trimester parent-teacher conferences. This policy is also available on the school website.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. The School Site Council, comprised of parent and staff members, creates the school goals in the School Plan for Student Achievement with input from other parent groups and monitors the goals each trimester. All parents are invited to attend SSC meetings and all other parent meetings where input is gathered and provided to SSC for decision-making and goal-setting. The SSC also annually reviews the Parental Involvement Policy to make changes or additions and all parents are invited to attend the SSC meetings as well as other site meetings to give input.

School-Parent Compact

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

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

Arroyo Elementary School has jointly developed the School-Parent Compact with the SSC consulting other parent groups' input. A copy of the compact will be distributed annually with the parent-student handbook and posted on the school's website.

Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Teachers meet at least twice per year with families during parent-teacher conferences to review the learning standards, assessments and student results, and student progress. Teachers work with parents to set goals and learning targets for their students.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. A variety of parent workshops and trainings are offered at the site and district levels.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Based on the results of the annual parent and family survey, site administrators work with staff members to set goals and receive professional development and training in order to better meet the needs of parents and families. The school staff values increased parental involvement and seeks to provide enrichment and opportunities for students and families during and beyond the school day. Enrichment opportunities include Science Fair & Family STEAM Night, Spelling Bee, Poetry Day, Read Across America Week, IB Exhibition, Holiday Enrichment, Coding Club, Morning Mile Club and after-school sports for upper grade students.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource workshops and trainings, to encourage and support parents in more fully participating in the education of their children. Parenting classes are offered at the district and site level.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. All written and oral communication during meetings is provided in English and Spanish, and the school provides translation and interpretation services for families who speak other languages such as Chinese, Vietnamese, and American Sign Language.
- The school provides support for parental involvement activities requested by Title I parents. School staff, volunteers, parents and families, and community members provide support and resources for student and family activities and goals as developed in the School Plan for Student Achievement (SPSA).

Accessibility

Arroyo Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All written communication to families is provided in English and Spanish, and oral interpretation is provided at all parent meetings. School personnel work with district personnel to provide translation and interpretation services for families that speak languages other than English and/or Spanish. Currently, we serve families who speak English, Spanish, Chinese, Vietnamese, Tagalog, and American Sign Language, and our Language Policy supports all of the cultures and languages that comprise our school community.



School-Parent Compact for Achievement

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents and school personnel develop together. It explains how parents, teachers, and the school will work together to ensure that our students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents and staff at Arroyo Elementary School meet several times per year to discuss the learning needs of students. Goals are established jointly in the School Plan for Student Achievement (SPSA) and are monitored by school staff and parent groups three times per year. Our School-Parent Compact for Achievement is revised based on these discussions. Teachers suggest home learning strategies that parents can use and parents contribute ideas in order to support the learning at home and at school. Learning goals are discussed with students, and students have the opportunity to reflect about their learning in writing during each trimester.

Parents are welcome to contribute comments to the school at any time, and are encouraged to complete the annual parent survey.

Activities to Build Partnerships

Arroyo School encourages parents to volunteer, participate in parent groups and school events, and stay in communication with teachers. In order to ensure safety for all children, the Ontario-Montclair School District provides a Volunteer Application for all classroom volunteers. The application is available in the front office, and office staff members are glad to assist parents in completing the application. Parents may also observe in the classroom. *Contingent on COVID mitigation guidelines.

All families are encouraged to attend Back-to-School-Night, Open House, IB Exhibition, fall and spring Parent-Teacher Conferences, Science Fair & Family Nights, and Book Fairs that are offered throughout the year. Other family events include Read Across America week, trimester award assemblies, and student performances. Parents and family members are encouraged to come to our council and committee meetings such as School Site Council, SELPAC, Gifted and Talented Education committee, and Special Education Parent committee.

If you would like to volunteer, participate and/or observe in a classroom, please contact our office at (909) 985-1012.

Communication about Student Learning

Arroyo School is committed to positive communication between school and home. Some of the ways that the school communicates with families are:

- Monthly Principal's Newsletter
- Connect Ed Phone Messages
- Event Flyers
- Updates on the Arroyo School Website
- Updates on the ClassDojo Website
- Twitter Posts
- Parent Workshops
- Fall and Spring Parent Conferences
- Assessment Results
- Progress Reports and Report Cards
- Teacher and Class Communications

Parents and family members are also encouraged to call, email, or write to teachers with any questions or concerns. Parents should also be sure to check student folders and backpacks daily in order to stay current with school events, activities, and communications.

School-Parent Compact For Achievement, 2022-2023

Arroyo School An International Baccalaureate World School

Primary Years Programme:
Transitional Kindergarten through fifth grade
Middle Years Programme:
Sixth through Eighth grade



Family and School
Partnership for Student Success!

Jointly Developed and Approved by SSC on 04/20/2022

Our Goals for Student Achievement

District Goals

Ontario-Montclair School District's goals are to: Increase the number of students, in all subgroups, attaining or exceeding grade level performance expectations on multiple measures, including standardized tests in ELA, math, science, and social studies; Increase the share of students that are college and career ready; and Increase the share of English learners that will become English proficient, and the rate of reclassification for English learners.

School Goals

Arroyo Elementary School is committed to the district goals. Students learn through the International Baccalaureate (IB) Units of Inquiry, which are integrated with the Common Core State Standards. English Language Development and Universal Access are established in order to meet the needs of all students. Arroyo is committed to creating a safe and positive school culture based on the IB Learner Profile and Attitudes & PBIS Program. Parent and family involvement is an important goal.

Teachers, Parents, Students—Together for Success

In the Classroom

PYP students, grades TK-5th, learn through six IB Units of Inquiry each year. The themes for these units are:

- Who We Are
- How We Express Ourselves
- Sharing the Planet
- Where We Are in Place and Time
- How the World Works
- How We Express Ourselves

MYP students, Grades 6th-7th, learn through concept driven curriculum that is both disciplinary and interdisciplinary. Arroyo will apply for authorization in the 2022-2023 school year.

All Students learn using an inquiry-approach, questioning, research, and critical thinking skills. The Common Core State Standards in English Language Arts and Mathematics, as well as Social Studies and Science standards, are integrated in the IB Units of Inquiry. Students also receive additional mathematics instruction separate from the IB units.

A variety of summative assessments are used to analyze student learning about the central ideas. Projects, presentations, and portfolios are some of the many ways that students demonstrate their learning at Arroyo School.

At Home

Parents and family members are encouraged to talk about the monthly IB Learner Profile and Attitudes with students at home. These are highlighted in the monthly principal's newsletter. Family members may also ask students questions about the IB Units of Inquiry and support extension learning at home.

Providing a daily routine for homework completion is critical for student success. Parents can check folders and backpacks for homework assignments and other important communication from the school.

Reading everyday with children at home is also vitally important. Talking about the reading and asking questions about the text can help students with their vocabulary development and comprehension. Teachers also provide parents with math fluencies and concepts to practice at home to build math proficiency.

Ensuring a healthy routine at home helps students with their learning at school. Elementary aged students need at least 9-11 hours of sleep at night and they need healthy foods and drinks for their growing minds and bodies.

Students

Students are encouraged to set goals for their learning, reflect on their learning, and reflect on their Learner Profile attributes and attitudes. Written student reflections are shared during fall and spring conferences with parents. The IB Units naturally generate student-initiated action related to their learning. Middle school students have the opportunity to apply to be Arroyo IB Student Ambassadors, who assist the students, staff, and families with school events and activities. At Arroyo School, students are the center of our family-school partnership to ensure student success!

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

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

School Safety

SAFETY INFORMATION FOR PARENTS: Student safety is our utmost concern. Please follow the following guidelines to help keep our students safe.

- Emergency forms enable the school to proceed efficiently in case of illness, accident, or emergency. It is required that we have current phone numbers for parents and the phone number of two contacts in the event we can't reach parents. Please be sure this information is kept up to date in our office.
- Students are not permitted to leave the school grounds during school hours. Parents or a designated person listed on the Emergency Form must sign out a child in the office before being released. An ID must be provided.
- Lost articles may be claimed at the Lost and Found rack located within the breezeway or at the front office. Please mark your child's possessions, clothing, lunch boxes, etc. so that items may quickly be returned to their rightful owners. The school does not assume responsibility for the loss or damage of any property that children bring to school. Lost and found items are donated to charity at the end of each trimester.
- No toys, earbuds, or electronic devices, etc. should be brought to school. District policy does not permit balls, toys, or equipment brought from home.
- We have a free breakfast and lunch program for all students. To facilitate this beneficial program all parents and guardians are required to complete a Student Revenue Form to ensure compliance with the Federal Program. The breakfast and lunch consist of a balanced menu following Federal guidelines for the nutritional needs of children.
- Children may bring their lunch and receive a milk or purchase watera wáter if they choose. Your child is issued a personal meal account number (lunch number) at the beginning of school. Please help your child to memorize this number as soon as possible to avoid a delay in the serving line.
- We appreciate donations to support our instructional programs and materials needs on an ongoing basis. Donations are NOT required. Monetary donations from a parent or community organization require prior board approval and inquiries may be made through the front office.
- We encourage parents to celebrate birthdays in the classroom by buying a book, pencils or stickers for the class. The sending of treats is not allowed unless it follows our OMSD Wellness Policy. Please DO NOT bring in cupcakes or sweet snacks.
- Please have your child cross in the designated crosswalks only. It is safest to have an adult accompany the student.
- Students in third through 8th grade may ride a bike, skateboard or scooter to school once an Arroyo contract is completed and filed in the office. Helmets are required. Students must walk their form of transportation on campus and store them at the bike racks during the school day.
- Harassment of students or staff, including bullying, intimidation, hazing or any other verbal, written, or physical conduct that causes or threatens bodily harm or emotional suffering is prohibited. OMSD anti-bullying policy is available at the school office.



CELLPHONE



- Cell phones shall be turned off and kept out of sight during school hours.
- Students shall not use cell phones or other electronic devices with camera, video or voice recording function without permission from a school employee.
- In the case of a reasonable suspicion of wrongdoing involving the device, school district officials may search any personal electronic device without the express authorized consent of the student and the student's parent or legal guardian.
- Students are responsible for personal electronic communication devices they bring to school. The district shall not be responsible for loss, theft or damage to any such device brought onto school property.

Parents will be called to pick up confiscated cell phones. **Repeated occurrences will result in the loss of the privilege of having a cell phone on campus and may result in progressive discipline.**

DRUG FREE

All OMSD Schools are declared drug-free with zero tolerance for any involvement with drugs on campus. Any student possessing, using, or under the influence of alcohol or other drugs, or selling alcohol, drugs or related paraphernalia including tobacco products, shall be subject to disciplinary action.



Attendance Policy

State law requires regular school attendance. No child may be legally excused for any reason other than illness, medical appointment, or death in the immediate family. Attendance is crucial to a student's academic progress; every minute that they miss school, they miss out on learning.



ILLNESS

There are a variety of illnesses that require a child to stay home until the symptoms are gone or a doctor gives permission for the child to return to school. Because we cannot risk the health of other students by exposing them to conditions that may cause illness and loss of schooling, the school nurse may require a doctor's release or may determine if a student can return to school.

UNEXCUSED ABSENCES

An absence is considered unexcused when it is not an illness, doctor appointment for the child, or death in the immediate family.

EARLY RELEASE

If you would like to pick your child up early, you or a designated adult on the Emergency Card must come to the school office (with an ID) to sign out your child. Early release results in missed instructional time and will be counted against attendance. Please remember this is a disruption in learning for the class and should only be done when absolutely necessary. *It is important to schedule doctor appointments, family trips, and special events on non-school days and vacation times. Parents are strongly encouraged to schedule appointments on Tuesday afternoons, when school dismissal is at 1:25pm.

TARDY POLICY

Students are tardy if they are not inside the gates by 8:00a.m. A very important part of school life and future success is related to promptness; promptness in completing and returning school assignments and prompt and timely attendance. The only excused tardies are for medical appointments or illness. In order to ensure that education is accessible to each and every child, the following tardy policy will apply:

Excused Tardies and Absences

- 7 tardies or excused absences or combo: EE1 letter is sent from office.
- 9 tardies or excused absences or combo: EE2 letter is sent from office. Outreach Consultant begins to monitor attendance.
- 11 tardies or excused absences or combo: EE3 letter is sent from office. SART (School Attendance Review Team) meeting is scheduled with an Administrator, Outreach Consultant and parent. All sign attendance contract. After this, no absences will be excused without a doctor's note or health office check.
- 13 tardies or absences or combo – follow consequences outlined in SART. May refer to SARB (School Attendance Review Board)

Unexcused Absences and Tardies more than 30 minutes

- 3 unexcused absences or tardies >30 minutes: T1 letter sent from office
- 5 unexcused absences or tardies >30 minutes: T2 letter sent from office. Outreach Consultant begins to monitor attendance.
- 7 unexcused absences or tardies >30 minutes: SART (School Attendance Review Team) meeting is scheduled with family. Administrator and Outreach Consultant attend. All sign attendance contract.
- 9 unexcused absences or tardies >30 minutes: follow consequences outlined in SART. If necessary, refer to SARB.

Students with chronic tardies and/or absences may be required to participate in a daily check-in with the School Attendance Clerk, Student Mentor, Outreach Consultant or an Administrator.

Remember - Children thrive when their day is structured and predictable. Establishing effective routines at home, and communicating to your student(s) that daily attendance is an expectation, will not only support their academic development, but their social-emotional competency as well.

PLEASE REMEMBER TO CALL THE SCHOOL AT (909) 985-1012 WHENEVER YOUR CHILD IS ABSENT FROM SCHOOL.

STUDENT ATTENDANCE INCENTIVES

Student Attendance Incentives

Did you know research shows that students who attend school regularly have greater success in school academically, higher graduation rates, and greater opportunities for college and jobs? These students also experience lower levels of stress and increased satisfaction with school friendships. There are so many benefits to coming to school every day!

We want to promote learning and encourage student attendance at Arroyo School! We are offering daily, weekly, monthly, trimesterly, and yearly attendance incentives to encourage student attendance. Parents, we thank you in advance for understanding the law and partnering with us to provide your student with the best educational experience possible. Without your support, we cannot achieve Arroyo's 97.7% average daily attendance goal this school year! Let's strive to be here 'EVERY MINUTE OF EVERY DAY!'

Trimester Celebrations:

- 1st- Students with less than 2 absences get to participate in field day.
- 2nd- Students with less than 4 absences get to participate in movie day,
- 3rd- Students with less than 5 absences get to attend Dave n' Busters at the end of the year.

Yearly:

PERFECT ATTENDANCE (August 19, 2023 - May 23, 2024)

No Absences; No Tardies; No Early-Outs for any reason. "Every Minute of Every Day" students are present. Students who qualify for **Perfect Attendance** will earn:

- The End-of-the-Year Field Trip
- Perfect Attendance Certificate & Medal

(NOTE: Credit from Independent Study or Saturday Academy does **NOT** count toward Perfect Attendance)

Other Means of Recognition

Teachers may acknowledge students with improved or excellent attendance in classroom ceremonies throughout the year. Students who are on a *daily check-in* or *attendance contract*, may also earn prizes and recognitions from assigned school personnel for improved effort. In addition, special "attendance campaigns" for a designated period of time may also be held during which raffle prizes or other incentives may be awarded to students.

Saturday Attendance Make-Up Academy

Occasional Saturday Attendance Make-Up Academies (AMUA) are offered to students in order to make up an absence. Eligible students will receive an invitation to attend. This is an excellent opportunity to make up missed learning. Please note: **Saturday Academy will not count toward Perfect Attendance Awards.**

Independent Study Agreement

A written independent study master agreement must be completed with every pupil who will be participating in the Independent Study Program. Participation is voluntary by pupil and parents and must be approved. The work assigned must be equal to a full school day. Student approved departure from school must be **for no less than five (5) consecutive days**. The agreement shall be completed at least 5 days prior to the student starting the program. District approved forms/agreements must be completed by the supervising Independent Study teacher. The teacher, parent/guardian, and pupil must sign and date the agreement. The agreement must be planned, written and signed before the start of Independent Study and cannot be made retroactive to an earlier date. The student must complete and turn in the work assignments on the due date to receive credit. **Independent Study will not count toward Perfect Attendance Awards.**

Dress Code Policy

Dress Code Policy

The purpose of adopting Dress Code Policy is to encourage students to “dress for success”, coming to school properly prepared for fully and safely participating in the educational process without distraction to self or others.

1. Close-toed shoes with substantial soles must be securely fastened and worn at all times. Flip-flops, backless shoes, or sandals are not acceptable. Heels or wedges greater than 2 inches in length are not permitted.
2. Clothing must conceal all undergarments at all times and be appropriate for weather conditions. See-through tops, halter-tops, spaghetti straps (less than 1 ½ inches wide), off the shoulder, low-cut tops, or shirts with large armholes are prohibited.
3. Other prohibited clothing items include; bare midriffs, skirts or shorts shorter than fingertip length, tank tops with straps less than 1-½ inch wide, excessively baggie pants or shorts, ripped, frayed or torn clothing, and extremely tight garments. Belt buckles engraved with initials are prohibited.
4. Hats, caps, hoodies, other head coverings, and sunglasses shall only be worn outside for protection from the sun or cold weather, except with express permission from the principal. All head gear shall be worn properly, not backwards or sideways. All headgear and sunglasses will be removed indoors.
5. Clothing, jewelry, hats and personal items (backpacks, lunch bags, gym bags, etc.) shall be **free of writing, pictures or any other insignia which are gang related**, offensive, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or advocate racial, ethnic, or religious prejudice as determined by the site administration.
6. Hair shall be clean, neatly groomed and shall not adversely impact a student’s ability to see during the instructional day.
7. Finger nails shall be kept short so as to be safe to the student and others, and not to distract from student learning. Fake nails must be no longer than 1/4 inch long.
8. Earrings, or other jewelry, which may present a safety hazard or distract from the instructional program are not suitable for school wear.
9. Makeup and accessories, such as false eyelashes and acrylic nails, must not be a distraction to the student or others in the learning process.

Consequences for not following dress code:

1 st	Verbal warning and home contacted by office to bring appropriate clothing or loaner clothing will be provided. Incident form filed.
2 nd	Home contacted by office to bring appropriate clothing or loaner clothing Will be provided AND a written minor referral. (MDR)
3 rd	Home contacted by office to bring appropriate clothing or loaner clothing will be provided AND a minor referral (MDR) is issued AND there is a loss of privileges.
4 th	Home contacted by office to bring appropriate clothing or loaner clothing will be provided, a minor referral (MDR) is issued AND there is an extended loss of privileges.
5 th	Home contacted by office to bring appropriate clothing AND a major office referral (ODR) given which may result in suspension.



ONTARIO-MONTCLAIR SCHOOL DISTRICT

Child Welfare, Attendance and Records

Student Technology Responsible Use Agreement

The Ontario- Montclair School District is providing students access to the District's electronic network. The purpose of the network is to assist in preparing students for success in career and college readiness by providing them with electronic access to a wide range of information. The district network and technology devices have been given to students as tools to promote educational excellence, innovation, and communication for students and staff.

This document (hereinafter, referred to as "Agreement") applies to ALL students accessing the OMSD electronic network, all resources and tools made available through the network such as student email, google classroom, district provided hotspots, and all devices connected to the network, including the use of **Personal Devices** on District property that are connected to the District network.

Required Review

To educate students on the expectations for responsible and appropriate use of the OMSD provided devices, services, network and internet access, students are required to review and sign this Agreement each school year. Additionally, OMSD staff supervising students who use the OMSD electronic network shall emphasize to students' appropriate use of network and devices. The parent/guardian of a student is also required to acknowledge receipt and understanding of this Agreement.

District Technology Policies

- The OMSD electronic network has been established for educational purposes and not as a public access service or a public forum.
- A content filtering solution is in place to prevent access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the Children's Internet Protection Act (CIPA)
- Students must sign and adhere to this Agreement, and parent/guardian permission is required for all students under the age of 18. The District is not responsible for the actions of students who violate this Agreement.

Access is a privilege – not a right:

- *The District reserves the right to monitor all activity on the OMSD electronic network, district provided accounts and devices. Students have no expectation of privacy with respect to usage of the electronic network, even if the use is for personal purposes. This includes personal devices logged on/using OMSD network and/or tools.*
- Students and Parents/Guardians may be held responsible for any damage that is caused by their inappropriate use of the network or devices.

Digital Citizenship Expectations:

While utilizing OMSD's electronic network and devices, students are expected to exhibit responsible behavior and to refrain from engaging in inappropriate use. The OMSD electronic network is considered a limited forum, and therefore the District and School site has the right to restrict a student's use of the network for valid reasons, including but not limited to, violations of the following:

- Students shall not post information that, if acted upon, could cause damage or danger to any person(s) or disruption to the educational environment for staff and/or students.
- Students shall not engage in any form of cyberbullying or electronic personal attacks. This includes, but is not limited to harassment or engagement in any activities intended to harm (physically or emotionally) another person.
- Students shall not distribute or post fabricated, harmful or defamatory information about a person or organization. \
- Students shall not use the OMSD electronic network or devices or personal devices to engage in criminal activity.
- Students shall not display, access or send offensive, explicit, or inappropriate messages or content.
- Students shall not offer, provide, or purchase products or services through the OMSD electronic network.
- Students shall not search, share, or save any inappropriate images from the internet or from other students.
- Students shall not download unauthorized games, programs, files, electronic media, and/or standalone applications (Apps) from the internet.
- Accessing, viewing, saving, or transmitting pornographic or obscene material.



Ontario-Montclair School District

Office of Child Welfare, Attendance & Records

(909) 418-6477

Student Use of Cellular Phone Policy (BP 5131, BP & AR 5145.12)

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

- **Students may possess or use cell phones** and other electronic communication devices on a school campus **provided that such devices do not disrupt the educational program**, or any school activity, and are not used for illegal or unethical activities such as cheating on assignments or tests.
- **Electronic communication devices shall be turned off and kept out of sight during class time, or at any other time, as directed by a school employee**, except where deemed medically necessary or when otherwise permitted by a teacher or administrator.
- **Students shall not be prevented from using their cell phone in case of an emergency**, except where that use inhibits the ability of school district employees to effectively communicate instructions for the safety of students.
- **Students shall not use cell phones or other electronic communication devices, such as smartwatches with camera, video or voice recording capability**, in a way or under circumstances which infringe the privacy rights of other students and adults and **without express permission from a school employee (BP 5131)**.
- **Violations of this policy shall be subject to each school's progressive discipline plan.** If a student's use of an electronic communication device causes a disruption, a school district employee on the first offense may direct the student to turn off the device or give a verbal warning to the student. On subsequent offenses, the employee may confiscate the device and return it to the student at the end of the class period, school day or activity. Continued violations could result in confiscation and hold for parent pick-up and loss of permission to possess the device on campus, **except where deemed medically necessary**. Students may be subject to additional disciplinary measures when their use of an electronic communication device violates individual school rules **(BP 5131)**.
- **Students are responsible for personal electronic communication devices they bring to school.** The district shall not be responsible for loss, theft or destruction of any such device brought onto school property, except that it may be the responsibility of the school to ensure the safekeeping of any confiscated devices. **Confiscated electronic communication devices shall be stored by school district employees in a secure manner (BP 5131)**.
- **In the case of a serious matter or emergency, a school official may ask the student or parent/guardian to view the content of the student's electronic device. This may include inappropriate or illegal access of the District network, software and operating equipment.**

Please contact your child's school office or the OMSD Office of Child Welfare, Attendance & Records for questions or concerns.

We have read and understand the Ontario-Montclair School District policy regarding Student Possession & Use of Cell phones and other Electronic Communication Devices and the related legal considerations

Student Name (Please Print)

Student Signature

Date

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Date

School Name

Teacher Name

Grade Level



Ontario-Montclair School District

Office of Child Welfare, Attendance & Records

(909) 418-6477

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

The Ontario-Montclair School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of a person's disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activities on campus and may include acts occurring off campus during non-school hours. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, known as cyber-bullying, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has, or can be reasonably predicted to have, the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

For questions and concerns, contact:

Mr. Hugo Lopez
Child Welfare, Attendance & Records
950 West D Street Ontario, CA 91762
909-418-6477

Bullying

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

- (cf. 5131 - Conduct)
- (cf. 5136 - Gangs)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

- (cf. 1312.3 - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

- (cf. 5116.1 - Intradistrict Open Enrollment)
- (cf. 5117 - Interdistrict Attendance)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

- 200-262.4 Prohibition of discrimination
- 32282 Comprehensive safety plan
- 32283.5 Bullying; online training
- 35181 Governing board policy on responsibilities of students
- 35291-35291.5 Rules
- 46600 Student transfers
- 48900-48925 Suspension or expulsion
- 48985 Translation of notices
- 52060-52077 Local control and accountability plan

PENAL CODE

- 422.55 Definition of hate crime
- 647 Use of camera or other instrument to invade person's privacy; misdemeanor
- 647.7 Use of camera or other instrument to invade person's privacy; punishment
- 653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

- 4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

- 254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

- 104.7 Designation of responsible employee for Section 504
- 106.8 Designation of responsible employee for Title IX
- 110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

- Wynar v. Douglas County School District, (2013) 728 F.3d 1062
- J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
- Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

- Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
- Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
- Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

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

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <https://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT

adopted: February 6 ,2020 Ontario, California

Nondiscrimination/Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: <https://www.omsd.net/domain/51>

(Education Code [234.1](#); 5 CCR [4621](#))

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [5145.7](#) - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code [234.6](#) as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code [234.6](#))

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

(cf. [1113](#) - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. [5131.2](#) - Bullying)

(cf. [5145.9](#) - Hate-Motivated Behavior)

3. Post the definition of sex discrimination and harassment as described in Education Code [230](#), including the rights set forth in Education Code [221.8](#), in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code [234.6](#))

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)

a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

(1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

(2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site

(3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

d. A link to the Title IX information included on the California Department of Education's (CDE) web site

5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

(cf. [1240](#) - Volunteer Assistance)

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code [234.1](#))
(cf. [4112.9/4212.9/4312.9](#) - Employee Notifications)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. [5131.5](#) - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

(cf. [4112.6/4212.6/4312.6](#) - Personnel Files)

(cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information)

(cf. [5125](#) - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(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. [6159.4](#) - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code [210.7](#))

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

Add a littleAs appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. [1340](#) - Access to District Records)

(cf. [3580](#) - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. [6145](#) - Extracurricular and Cocurricular Activities)

(cf. [6145.2](#) - Athletic Competition)

(cf. [6153](#) - School-Sponsored Trips)

(cf. [7110](#) - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress and Grooming)

Regulation ONTARIO-MONTCLAIR SCHOOL DISTRICT

approved: October 1, 2020 Ontario, California

Ontario-Montclair SD

Board Policy

BP 5145.7

Students

Sexual Harassment

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

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

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

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

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

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

the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5144 - Discipline)

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

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

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

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

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

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

Ontario-Montclair SD

Board Policy

BP 5146

Students

Married/Pregnant/Parenting 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:

Hugo Lopez, director
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.