

Montgomery High School Student Handbook



2025-2026 School Year

3250 Palm Avenue

San Diego, CA 92154

619-628-3800

<https://moh.sweetwaterschools.org>

The Sweetwater Union High School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer, Dr. Vernon Moore at 1130 Fifth Avenue, Chula Vista, CA 91911, (619) 691-5564, vernon.moore@sweetwaterschools.org; Title IX Coordinator, Robert Hughes at 670 L Street, Suite G, Chula Vista, CA 91911, (619) 600-4900, compliance@sweetwaterschools.org; and Section 504 Coordinator Sonia Picos at 1130 Fifth Avenue, Chula Vista, CA 91911, (619) 691-5564, sonia.picos@sweetwaterschools.org.

El distrito Sweetwater Union High School District prohíbe la discriminación, la intimidación, el acoso (que incluye el acoso sexual), o la intimidación escolar (*bullying*) en función percibida o real de edad, ascendencia, color, discapacidad, género, identidad de género, expresión de género, estado migratorio, nacionalidad, raza, u origen étnico, religión, sexo, orientación sexual, de la persona; o por asociación con una persona o un grupo con una o más de dichas características percibidas o reales. En caso de preguntas o quejas, favor de comunicarse con el Dr. Vernon Moore, Oficial de Cumplimiento de Equidad en el 1130 Fifth Avenue, Chula Vista, CA 91911, teléfono (619) 691-5564, vernon.moore@sweetwaterschools.org; o con Robert Hughes, Coordinadora del Título IX en el 670 L Street, Suite G, Chula Vista, CA 91911, teléfono (619) 600-4900, compliance@sweetwaterschools.org; y con Sonia Picos, Coordinadora del Artículo 504 en el 1130 Fifth Avenue, Chula Vista, CA 91911, teléfono (619) 691-5564, sonia.picos@sweetwaterschools.org.

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WE ARE AZTECS

The Mission of Montgomery High School is to create a rigorous and relevant educational experience which guarantees all students reach their potential for personal and academic achievement in preparation for post-secondary demands that include college and career readiness.

ALMA MATER

Up on the Hill of Glory
Our Alma Mater Rings
Which Tells of Aztec Stories
The memories that they'll bring.
We Hail the Red, the White and Blue
Our Loyalty Won't Die
We Honor You, We'll all be true
We Hail Montgomery High.

MOH Fight Song

GO RED (PAUSE) GO WHITE (PAUSE)
GO BLUE FIGHT FIGHT (PAUSE)
THE AZTEC TEAM IS GONNA WIN THIS GAME TONIGHT (PAUSE)
MIGHTY MIGHTY AZ-TECS THAT'S OUR NAME (PAUSE)
POWER AND VIC-TORY AND NOW WE'RE ONTO FAME
WE HAIL THE RED (PAUSE) THE WHITE (PAUSE) AND THE BLUE (PAUSE)
AZ-TECS WE'LL BE TRUE-UE-UE (PAUSE)
WE'RE ON THE WAR PATH ALL WILL FEAR OUR STRENGTH
HEY MONTE-ZUMA WE'RE WITH YOU-OU-OU
M-O-N-T-G---O-M-E-R-Y
AZTECS AZTECS FIGHT FIGHT FIGHT!



MONTGOMERY HIGH SCHOOL

HOME OF THE AZTECS

3250 Palm Avenue * San Diego, California 92154

Tel. (619) 628-3800; Fax (619) 424-6473

<http://moh.sweetwaterschools.org>



SCHOOL DIRECTORY

ADMINISTRATION Principal Sasha Scott ASB Asst. Principal Valerie Ruiz Asst. Principal (A-F) Eddie Ortega Asst. Principal (G-N) Mabelle Gilthero Asst. Principal (O-Z) Veronica Cording Psychologist Susana Canett Psychologist Andrea Lacuesta	ASSOCIATED STUDENT BODY (ASB) Tel. (619) 628-3851 Assistant Principal Valerie Ruiz ASB Technician Linzola Shackelford Athletic Director Ed Martin
OFFICE PERSONNEL/SECRETARIES Attendance Coordinator Yazmin Ramirez Nurse Lani Kennedy School Admin Assistant Maria Estrada Senior Office Assistant Sandra Garcia Attendance Tech Lluvia Bobadilla Office Assistant II Cynthia Vizcarra Office Assistant II Eva Aguilar Speech Therapist Shannon Herrmann	COUNSELING CENTER Tel. (619) 628-3820; Fax (619) 628-3920 Counselor Dr. Liliana Silva Counselor Stephanie Hsu Counselor Gisela Lopez Counselor Mariel Avalos Registrar Salma Rammal-Morales
LIBRARY Tel. (619) 628-3830 Library Media Teacher Kerry Siglin Library Technician Christian Hernandez	CATEGORICAL OFFICE Tel. (619) 628-3840; Fax (619) 628-3940 CIS Resource Teacher Carolina Betanco Tester/Student Pro Fac Melissa Sanchez Community Facilitator Minerva Weinberger S.T.A.Y. Program Yazmin Ramirez
CUSTODIAL/CAFETERIA Head Custodian Hans Graham Lead Custodian Eder Cedano Cafeteria Manager Jonathan Vital	

SWEETWATER UNION HIGH SCHOOL DISTRICT

Board of Trustees Rudy Lopez Dr. Adrian Arancibia Marti Emerald Elva Lopez-Estrada Arturo Solis	DISTRICT OFFICE Tel. (619) 691-5500 1130 Fifth Avenue Chula Vista, CA 91911	Superintendent Dr. Moises Aguirre
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MOH 2025-2026 Daily Calendar Semester 1



Hyperlinks to [Bell Schedule](#) and [Important Dates](#) 2025-2026

Monday	Tuesday	Wednesday	Thursday	Friday
<u>21-Jul.</u> No Students (PD)	<u>22-Jul.</u> No Students (PD)	<u>23-Jul.</u> ADV Wed	<u>24-Jul.</u> Regular Day	<u>25-Jul.</u> Early Release
<u>28-Jul.</u> Regular Day	<u>29-Jul.</u> Regular Day	<u>30-Jul.</u> ADV Wed	<u>31-Jul.</u> Regular Day	<u>1-Aug. (PLC)</u> Early Release
<u>4-Aug.</u> Regular Day	<u>5-Aug.</u> Regular Day	<u>6-Aug.</u> ADV Wed	<u>7-Aug.</u> Regular Day	<u>8-Aug. (PLC)</u> Early Release
<u>11-Aug.</u> Regular Day	<u>12-Aug.</u> Regular Day	<u>13-Aug.</u> ADV Wed	<u>14-Aug.</u> OPEN HOUSE Regular Day	<u>15-Aug.</u> Min Day
<u>18-Aug.</u> Regular Day	<u>19-Aug.</u> Regular Day	<u>20-Aug.</u> ADV Wed	<u>21-Aug.</u> Regular Day	<u>22-Aug. (PLC)</u> ER Assembly
<u>25-Aug.</u> Regular Day	<u>26-Aug.</u> Regular Day	<u>27-Aug.</u> ADV Wed	<u>28-Aug.</u> Regular Day	<u>29-Aug. (PLC)</u> Early Release
<u>1-Sept.</u> No School-Labor Day	<u>2-Sept.</u> Regular Day	<u>3-Sept.</u> ADV Wed	<u>4-Sept.</u> Coffee w/ the Principal Regular Day	<u>5-Sept. (PLC)</u> Progress Report #1 Early Release
<u>8-Sept.</u> Regular Assembly	<u>9-Sept.</u> Regular Day	<u>10-Sept.</u> ADV Wed	<u>11-Sept.</u> Regular Day	<u>12-Sept. (PLC)</u> HOMECOMING GAME Early Release
<u>15-Sept.</u> Regular Day	<u>16-Sept.</u> Regular Day	<u>17-Sept.</u> ADV Wed	<u>18-Sept.</u> Regular Day	<u>19-Sept.</u> Regular Day
Fall Break 9/22 through 10/6 - Teachers return 10/6; Students return 10/7				
<u>6-Oct.</u> No Students (PD)	<u>7-Oct.</u> Regular Day	<u>8-Oct.</u> ADV Wed	<u>9-Oct.</u> Regular Day	<u>10-Oct.</u> Regular Day
<u>13-Oct.</u> Regular Day	<u>14-Oct.</u> Regular Day	<u>15-Oct.</u> ADV Wed	<u>16-Oct.</u> Regular Day	<u>17-Oct. (PLC)</u> Early Release
<u>20-Oct.</u> Regular Day	<u>21-Oct.</u> Regular Day	<u>22-Oct.</u> ADV Wed	<u>23-Oct.</u> Regular Day	<u>24-Oct. (PLC)</u> Early Release
<u>27-Oct.</u> Regular Day	<u>28-Oct.</u> Regular Day	<u>29-Oct.</u> ADV Wed	<u>30-Oct.</u> Coffee w/ the Principal Regular Day	<u>31-Oct. (PLC)</u> Progress Report #2 Early Release
<u>3-Nov.</u> Regular Day	<u>4-Nov.</u> Regular Day	<u>5-Nov.</u> ADV Wed	<u>6-Nov.</u> Regular Day	<u>7-Nov. (PLC)</u> ER Assembly
<u>10-Nov.</u> Regular Assembly	<u>11-Nov.</u> No School-Veterans Day	<u>12-Nov.</u> ADV Wed	<u>13-Nov.</u> Regular Day	<u>14-Nov. (PLC)</u> Early Release
<u>17-Nov.</u> Regular Day	<u>18-Nov.</u> Regular Day	<u>19-Nov.</u> ADV Wed	<u>20-Nov.</u> Regular Day	<u>21-Nov. (PLC)</u> Early Release
Thanksgiving Break * NO SCHOOL * 11/22 to 11/30				
<u>1-Dec.</u> Regular Day	<u>2-Dec.</u> Regular Day	<u>3-Dec.</u> ADV Wed	<u>4-Dec.</u> Regular Day	<u>5-Dec. (PLC)</u> Early Release
<u>8-Dec.</u> Regular Day	<u>9-Dec.</u> Regular Day	<u>10-Dec.</u> ADV Wed	<u>11-Dec.</u> Regular Day	<u>12-Dec. (PLC)</u> ER Assembly
<u>15-Dec.</u> Regular Day	<u>16-Dec.**</u> EOC (Per.1 & 2)	<u>17-Dec.**</u> EOC (Per.3 & 4)	<u>18-Dec.**</u> EOC (Per.5 & 6)	<u>19-Dec. (PLC)</u> Final Grades Early Release
Winter Break 12/20 through 1/12 - Teachers return 1/12; Students return 1/13				

**Subject to change

Revised 07/18/25



MOH 2025-2026 Daily Calendar Semester 2



Hyperlinks to [Bell Schedule](#) and [Important Dates](#) 2025-2026

Monday	Tuesday	Wednesday	Thursday	Friday
<u>12-Jan.</u> No Students (PD)	<u>13-Jan.</u> Regular Day	<u>14-Jan.</u> ADV Wed	<u>15-Jan.</u> Regular Day	<u>16-Jan.</u> Regular Day
<u>19-Jan.</u> No School-MLK Day	<u>20-Jan.</u> Regular Day	<u>21-Jan.</u> ADV Wed	<u>22-Jan.</u> Regular Day	<u>23-Jan. (PLC)</u> Early Release
<u>26-Jan.</u> Regular Day	<u>27-Jan.</u> Regular Day	<u>28-Jan.</u> ADV Wed	<u>29-Jan.</u> Regular Day	<u>30-Jan. (PLC)</u> Early Release
<u>2-Feb.</u> Regular Day	<u>3-Feb.</u> Regular Day	<u>4-Feb.</u> ADV Wed	<u>5-Feb.</u> Regular Day	<u>6 Feb. (PLC)</u> ER Assembly
<u>9- Feb.</u> Regular Day	<u>10-Feb.</u> Regular Day	<u>11-Feb.</u> ADV Wed	<u>12-Feb.</u> Regular Day	<u>13- Feb.</u> No School-Lincoln
<u>16-Feb.</u> No School-Washington	<u>17-Feb.</u> Regular Day	<u>18-Feb.</u> ADV Wed	<u>19-Feb.</u> Regular Day	<u>20-Feb. (PLC)</u> Early Release
<u>23-Feb.</u> Regular Day	<u>24-Feb.</u> Regular Day	<u>25-Feb.</u> ADV Wed	<u>26- Feb.</u> Coffee w/ the Principal Regular Day	<u>27-Feb. (PLC)</u> Progress Report #1 Early Release
<u>2-Mar.</u> Regular Day	<u>3-Mar.</u> Regular Day	<u>4-Mar.</u> ADV Wed	<u>5-Mar.</u> Regular Day	<u>6-Mar. (PLC)</u> Early Release
<u>9-Mar.</u> Regular Day	<u>10-Mar.</u> Regular Day	<u>11-Mar.</u> ADV Wed	<u>12-Mar.</u> Regular Day	<u>13-Mar. (PLC)</u> Early Release
<u>16-Mar.</u> Regular Day	<u>17-Mar.</u> Regular Day	<u>18-Mar.</u> ADV Wed	<u>19-Mar.</u> Regular Day	<u>20-Mar. (PLC)</u> Early Release
Spring Break 3/21 through 4/5				
<u>6-Apr.</u> Regular Day	<u>7-Apr.</u> Regular Day	<u>8-Apr.</u> ADV Wed	<u>9-Apr.</u> Regular Day	<u>10-Apr.</u> Regular Day
<u>13-Apr.</u> Block 0, 1, 3, 5, 7 CAASPP - BLOCK	<u>14-Apr.</u> Block 0, 2, 4, 6, 7 CAASPP - BLOCK	<u>15-Apr.</u> Block 0, 1, 3, 5, 7 CAASPP - BLOCK	<u>16-Apr.</u> Block 0, 2, 4, 6, 7 CAASPP - BLOCK	<u>17-Apr. (PLC)</u> Early Release
<u>20-Apr.</u> Block 0, 1, 3, 5, 7 CAASPP - BLOCK	<u>21-Apr.</u> Block 0, 2, 4, 6, 7 CAASPP - BLOCK	<u>22-Apr.</u> Block 0, 1, 3, 5, 7 CAASPP - BLOCK	<u>23-Apr.</u> Block 0, 2, 4, 6, 7 Coffee w/ the Principal CAASPP - BLOCK	<u>24-Apr. (PLC)</u> Progress Report #2 ER Assembly
<u>27-Apr.</u> Block 0, 1, 3, 5, 7 CAASPP - BLOCK	<u>28-Apr.</u> Block 0, 2, 4, 6, 7 CAASPP - BLOCK	<u>29-Apr.</u> ADV Wed	<u>30-Apr.</u> Regular Day	<u>1-May (PLC)</u> Early Release
<u>4-May</u> Regular Day	<u>5-May</u> Regular Day	<u>6-May</u> ADV Wed	<u>7-May</u> Regular Day	<u>8-May (PLC)</u> Early Release
<u>11-May</u> Regular Day	<u>12-May</u> Regular Day	<u>13-May</u> ADV Wed	<u>14-May</u> Regular Day	<u>15-May (PLC)</u> Early Release
<u>18-May</u> Regular Day	<u>19-May</u> Regular Day	<u>20-May</u> ADV Wed	<u>21-May</u> Regular Day	<u>22-May (PLC)</u> ER Assembly
<u>25-May</u> No School-Memorial	<u>26-May</u> Regular Day	<u>27-May</u> ADV Wed	<u>28-May</u> Regular Day	<u>29-May (PLC)</u> Early Release
<u>1-Jun.</u> Regular Day	<u>2-Jun.**</u> EOC (Per.1 & 2)	<u>3-Jun.**</u> EOC (Per.3 & 4)	<u>4-Jun.**</u> EOC (Per.5 & 6)	<u>5-Jun. - LAST DAY</u> FINAL GRADES Early Release

**Subject to change

Revised 07/18/25



Montgomery High School



2025-2026 STUDENT IMPORTANT DATES

Student Early Release on Fridays

EXCEPT

August 15 September 19 October 10
January 16 April 10

Minimum Day

Aug. 15

Testing Dates

Fall Performance Task Oct 13 – Nov 14
ELPAC/RWL Feb 10 – Feb 20
Spring Performance Task Feb 23 – Apr 10
CAASPP/Block Schedule Apr. 13 – Apr. 30
AP Testing May 4 – May 15
Late AP Testing May 18 – May 22

Holidays/Breaks

Labor Day Sep. 1
Fall Break Sep. 22 - Oct. 6
Students return Oct. 7
Veteran's Day Nov. 11
Thanksgiving Break Nov. 24-28
Winter Break Dec. 22-Jan. 12
Students return Jan. 13
MLK Day Jan. 19
President's Day Feb. 13 & 16
Spring Break Mar. 23 – April 3
Memorial Day May 25
Last Day of School June 5



Other Dates



First Day - Students July 23
First Friday Fiesta August 1
Open House August 14
Homecoming Game September 12
**(Game @ Olympian HS)
Homecoming Dance September 13
Lunchtime Electives Fair January 22-23
Career Day April 10

Assemblies

Fall Sports Assembly August 22
Homecoming Assembly September 8
Unified B. Ball Assembly November 10
Holiday/Club Assembly December 12
Winter Sports Assembly February 6
Spring Sports Assembly April 24
Senior Farewell Assembly May 22

Grading Periods

Progress Report #1 September 5
Progress Report #2 October 31
Final Grades December 19
Progress Report #1 February 27
Progress Report #2 April 24
Final Grades June 5

EOCs Early Release Dates

First Semester: December 16 – 17 – 18
Second Semester: June 2 – 3 – 4

Fall Sports

August-November

Cross Country, Football, Girls Golf, Girls Tennis, Girls Volleyball, Boys' Water Polo

Winter Sports

November- February

Basketball, Competitive Cheer, Soccer, Wrestling, Girls Water Polo

Spring Sports

February-May

Baseball, Softball, Boys Golf, Gymnastics, Lacrosse, Sport Cheer, Swimming & Diving, Boys Tennis, Track & Field, Beach Volleyball, Boys Volleyball

Picture Days:

Aug. 5th & Aug. 6th

Make-Up Picture Day

September 16th



Montgomery High School

25-26 BELL SCHEDULE



REGULAR DAY

Period 0	7:27-8:24am (57)
Period 1	8:30-9:27am (57)
Period 2	9:33-10:30am (57)
Nutrition Break	10:30-10:40am (10)
Period 3	10:46-11:50am (64)
Period 4	11:56-12:53pm (57)
Lunch	12:59-1:29pm (30)
Period 5	1:35-2:32pm (57)
Period 6	2:38-3:35pm (57)
Period 7	3:41-4:38pm (57)

EARLY RELEASE

Period 0	7:27-8:24am (57)
Period 1	8:30-9:18am (48)
Period 2	9:24-10:12am (48)
Nutrition Break	10:12-10:22am (10)
Period 3	10:28-11:17am (49)
Period 4	11:23-12:11pm (48)
Lunch	12:17-12:47pm (30)
Period 5	12:53-1:41pm (48)
Period 6	1:47-2:35pm (48)
Period 7	2:41-3:29pm (48)

REGULAR ASSEMBLY DAY

Period 0	7:27-8:24am (57)
Period 1	8:30-9:19am (49)
Period 2	9:25-10:14am (49)
Nutrition Break	10:14-10:24am (10)
Period 3	10:30-11:19am (49)
Period 4	11:25-12:24pm (59)
ASSEMBLY	12:24-1:09pm (45)
Lunch	1:15-1:45pm (30)
Period 5	1:51-2:40pm (49)
Period 6	2:46-3:35pm (49)
Period 7	3:41-4:30pm (49)

EARLY RELEASE ASSEMBLY

Period 0	7:27-8:24am (57)
Period 1	8:30-9:09am (39)
Period 2	9:15-9:54am (39)
Nutrition Break	9:54-10:04am (10)
Period 3	10:10-10:49am (39)
Period 4	10:55-11:44am (49)
ASSEMBLY	11:44-12:29pm (45)
Lunch	12:35-1:05pm (30)
Period 5	1:11-1:50pm (39)
Period 6	1:56-2:35pm (39)
Period 7	2:41-3:20pm (39)

MINIMUM DAY

Period 0	7:27-8:24am (57)
Period 1	8:30-9:06am (36)
Period 2	9:12-9:48am (36)
Period 3	9:54-10:33am (39)
Period 4	10:39-11:15am (36)
Lunch	11:21-11:51am (30)
Period 5	11:57-12:33pm (36)
Period 6	12:39-1:15pm (36)
Period 7	1:21-1:57pm (36)

ADVISORY WEDNESDAY

Period 0	7:27-8:24am (57)
Period 1	8:30-9:22am (52)
Period 2	9:28-10:20am (52)
Nutrition Break	10:20-10:30am (10)
Advisory	10:36-11:07am (31)
Period 3	11:13-12:05pm (52)
Period 4	12:11-1:03pm (52)
Lunch	1:09-1:39pm (30)
Period 5	1:45-2:37pm (52)
Period 6	2:43-3:35pm (52)
Period 7	3:41-4:33pm (52)

EOC EXAMS

Advisory	8:30-9:37am (67)
Nutrition Break.	9:37-9:47am (10)
Period 1, 3, 5	9:53-11:53am (120)
Lunch	11:59-12:29pm (30)
Period 2, 4, 6	12:35-2:35pm (120)
Period 7, 0	2:41-4:41pm (120)

CAASPP

Period 0	7:27-8:24am (57)
Period 1 & 2	8:30-10:32am (122)
Nutrition Break.	10:32-10:42am (10)
Periods 3 & 4	10:48-12:51pm (123)
Lunch	12:57-1:27pm (30)
Period 5 & 6	1:33-3:35pm (122)
Period 7	3:41-4:38pm (57)

SUHSD Graduation Requirements

English/ELD 8 Semester Credits
Social Science 8 Semester Credits <i>*Includes World Geo or WH/C, U.S. History and Gov/Econ*</i>
Comprehensive Health 1 Semester Credit
Physical Education 4 Semester Credits
Mathematics 4 Semester Credits <i>*IMI, IMII or IMIII*</i>
World Language 4 Semester Credits <i>*Year Two Equivalent*</i>
Visual Performing Arts 2 Semester Credits
Biology 2 Semester Credits
Chemistry, Physics or Earth Science 2 Semester Credits
Electives 7 Semester Credits
Total: 44 Credits

****10 Community Service Hours Required****

Visit the [MOH Counseling Page](#) for academic, college, career and health and wellness resources.

A-G Requirements

A- Social Science 2 Years Complete one year of U.S. History (or one semester of U.S. History and one semester of U.S. Government) and one year of Social Science.
B- English 4 Years Complete four years of college prep English.
C- Mathematics 3 Years Complete three years of math, including Algebra, Geometry, and Algebra II (IM III) or higher.
D- Lab Science 2 Years Complete one year of biological science and one year of physical science.
E- World Language 2 Years Complete a year two World Language.
F- Visual and Performing Arts 1 Year Complete one year in the same visual and performing arts course.
G- College Prep Elective 1 Year Complete one year in an additional course from the A-G course list.

Compact for Success

The Compact for Success, established in 2000 is an agreement between SDSU and the Sweetwater Union High School District (SUHSD) that guarantees admission to SUHSD students (up to the class of 2024), who meet the Compact for Success admissions requirements. The Compact for Success department collaborates with school and district personnel to provide outreach and education to students and parents in the district through mentoring, workshops, assemblies, and campus visits.

[Compact for Success Eligibility Requirements](#)

Montgomery High School

Aztec Core Values



**Be
Respectful**



**Be
Responsible**



**Be
Resilient**



**WE
ARE
AZTECS**



Montgomery High School



Student Behavior Expectations

	Respectful	Responsible	Resilient
Classroom	☐ Properly treat the classroom and others with respect. ☐ Use a respectful tone, words and language ☐ Follow directions from all adults	☐ BE ON TIME ☐ Be prepared ☐ Be ready to learn and stay engaged ☐ Be accountable for your own work and actions	BE FLEXIBLE BE ADAPTABLE BE REFLECTIVE & PERSEVERE
Hallways	☐ Actively listen to adults for directions. ☐ Lower voice when passing classrooms during class time ☐ Return to class promptly	☐ Be purposeful when walking in hallways. ☐ Follow the hall pass policy ☐ Follow the flow of traffic	
Shared Spaces *Aztec Plaza *Cafeteria *Quad *Offices	☐ Be mindful of others' personal space ☐ Be patient with others (waiting in line or walking) ☐ Use a respectful tone, words and language	☐ Pick up after yourself and keep the campus clean ☐ Stay in designated areas ☐ Report unsafe behavior	
Bathrooms & Locker Rooms	☐ Respect the privacy of others ☐ Keep cell phones in your backpacks ☐ Use the bathroom for the intended purpose	☐ Keep the bathroom well-maintained ☐ Report problems to an adult ☐ Enter and exit the bathroom promptly	
Parking Lot	☐ Respect the property of others ☐ Drive in a safe manner ☐ Respect the directives of staff	☐ Use appropriate spots for parking ☐ Report accidents to the main office ☐ No loitering	

School Policies

Closed Campus	District policy mandates that schools in the district have closed campuses. Off-campus permits must be obtained prior to leaving school. Students should never leave campus, under any circumstances, without first reporting to the attendance office. Student off campus passes must be requested by the parent or guardian, no exceptions. Click on the SUHSD off campus pass policy for further information. With the exception of parents/guardians, students are not allowed to bring visitors on campus. <u>All adults must check in at the Main Office to obtain a visitor's pass. All adults must have a valid state ID to enter campus.</u> Montgomery High students are not allowed on other schools' campuses during their school hours. Students violating this policy are subject to arrest or school disciplinary consequences.
Electronic Devices & Personal Items	<u>Montgomery High will not be responsible for the loss or theft of cellular phones, any other electronic devices, jewelry, and/or other personal items brought to campus.</u> Due to SUHSD Board Policy, cell phones must be INSIDE backpacks and on vibrate/silent/off during class time. Failing to adhere to this rule in any class will result in the following: • <u>First Offense</u>: Warning • <u>Second Offense</u>: Phone confiscated by the teacher and returned at the end of the period. • <u>Third Offense</u>: Phone confiscated by the teacher and turned in to the Main Office; students may pick it up at the end of the day. • <u>Fourth Offense</u>: Cell phone is confiscated and turned into the office and a disciplinary consequence will be issued. Parent must pick up the phone at the Main Office.
Food Delivery and Food Selling on Campus	All students eat for free on campus. Food delivery services, (e.g. Uber eats, Grub Hub, or Door Dash) are not permitted. In order to comply with the California State Nutrition Standards, SB12, fast food, snacks or homemade food of any kind will not be allowed to be delivered or sold by students on campus. Students who order fast food to be delivered (pizza, subway, Uber deliveries, etc.) or students selling unauthorized food products will be subject to disciplinary consequences. Any students entering campus with Starbucks or other fast food drinks 15 minutes after the start time will be required to leave their drinks in the main office until the end of the school day or place them in the garbage.
Non-Privileged List	A non-privileged list is put in place at MOH and emailed to students and families each week through the weekly WAAG Newsletter. Students will be placed on the list due to the following:

	• Discipline: Any students suspended from school during the quarter. Their name will remain on the list for the next quarter if behavior does not improve. • Attendance: 8 full day unexcused absences/48 single period unexcused absences/11 unexcused tardies. To clear a student's name from the list, they must: • Attendance: Attend Saturday School to clear a full day absence (6 periods) or 16 tardies. • Discipline: Maintain behavior reflecting our Aztec values. Students will be re-evaluated each quarter by Assistant Principals. Students on the list are unable to participate in extracurricular school functions such as sporting event games, field trips and school dances.
Prohibited Items on Campus	The following items are prohibited on campus: controlled substances, wireless speakers, laser pointers, roller skates/blades, scooters, permanent markers or spray paint and weapons of any kind.
Student Identification Cards	All Montgomery High School students will be issued a student ID card free of charge. Students must carry this card to school activities and while attending school. The student ID card is also used as a student's library card. Students may not be able to check out books from the library or access the Internet without a student ID card (and the appropriate Internet Clearance sticker). A replacement fee of \$5.00, paid to the ASB, will be assessed for lost or stolen ID cards. Replacement IDs are processed in the ASB during lunch.
Work Permits	Students who attend Sweetwater Union High School District are required to obtain a work permit if they are under 18 years old, and have secured paid employment. The work permit is required by CA Education Code. Visit https://studentservices.sweetwaterschools.org/work-permits/ .
General Policies	1. Montgomery High is a non-smoking facility. Smoking is not permitted at any time. 2. Fighting and major school disruptions will not be tolerated at Montgomery High School. Any student engaged in fighting, school disruption, obscene acts, habitual profanity and/or vulgarity will be subject to disciplinary consequences. 3. Comments or remarks that cause embarrassment, loss of self-confidence, and a negative effect on schoolwork and attendance will not be tolerated. This includes unwelcome verbal or sexual advances, or disrespectful remarks that may be related to gender, culture, or ethnic background. Bullying, taunting, or picking on others will not be tolerated and may result in severe disciplinary consequences and or transfer. 4. Obscene public displays of affection are prohibited. 5. Students, parents and all other spectators are expected to conduct themselves in a sportsmanlike manner during athletic events/assemblies. Booing, offensive cheers and chants, and provocative and/or inciting acts or negative noise are not acceptable and may be grounds for removal

	from games without a refund and/or subject to disciplinary consequences.
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Students are expected to maintain acceptable standards of conduct on campus or any school event.

Student Dress & Grooming Guidelines

Our student dress guidelines strive to maintain a safe and inclusive learning environment. The following guidelines provide student dress expectations at MOH:

1. Allow students to wear clothing that expresses their self-identified gender.
2. Clothing with offensive images, languages, hate speech and/or pornography are not allowed.
3. Pants must be the appropriate size.
4. Hair nets, belts, bandanas and/or clothing depicting gang affiliation (signs, names, descriptions) are not allowed.
5. Garments (and head coverings) may not display profane or obscene language or pictures; vulgar gestures; racial, ethnic, or sexist slurs; identification of any alcohol or tobacco product; or any message which encourages the use of drugs of any type. Items displaying drug paraphernalia (i.e. Cookies) are prohibited.
6. Graffiti on backpacks, books and folders is not acceptable and such items will be confiscated.

HALL PASS POLICY



- **NO** passes first/last 10 minutes
- **NO** phone while on hall pass
- **ONLY ONE** student per pass

CONSEQUENCES



Misuse of Hall Pass/No pass:

- Lunch Detention
- Parent Meeting/Contract
- Montezuma Hall
- AP Intervention



MONTGOMERY HIGH SCHOOL

CELL PHONE POLICY



**DURING CLASS, PHONES &
EARBUDS/HEADPHONES MUST BE ON
SILENT/OFF AND PUT AWAY IN
BACKPACKS/BAGS**

CONSEQUENCES



- **FIRST OFFENSE - WARNING FROM TEACHER**
- **SECOND OFFENSE - PHONE CONFISCATED BY TEACHER UNTIL END OF PERIOD & PARENT NOTIFIED**
- **THIRD OFFENSE - PHONE CONFISCATED, TURNED INTO OFFICE, & PICKED UP AT END OF DAY BY PARENT**



Sexual Harassment Policy

We, the students of Montgomery High School, do hereby declare that all students and staff of Montgomery High have the right to an environment free of sexual harassment. Any acts of sexual harassment will not be tolerated on school grounds at any time. Montgomery High School is committed to having a positive learning environment for its students and staff and will not tolerate sexual harassment or sexual violence. Sexual harassment violates TITLE IX of the Education Amendments of 1972 and TITLE VII of the Civil Rights Act of 1964 as well as other state and municipal codes.



Reporting Sexual Harassment

What is sexual harassment?	Prohibited types of conduct which may constitute sexual harassment include, but are not limited to: • Unwelcome sexual flirtations or propositions. • Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions. • Graphic verbal comments about an individual's body, or overly personal conversation. • Sexual jokes, notes, stories, drawings, pictures, or gestures. • Spreading sexual rumors. • Teasing or sexual remarks about students enrolled in a predominantly single gender class. • Touching an individual's body or clothes in a sexual way. • Purposefully cornering or blocking normal movements. • Limiting a student's access to educational program or resources. • Displaying sexually suggestive objects, drawings or photographs. • Profanity, inappropriate offensive & profane language (without intent to harm). • Sexual assault, sexual battery, or sexual coercion. • Electronic communications containing comments, words, or images described above.
How do I report an incident?	Report the incident to a teacher, counselor, assistant principal, principal, or other school staff member. School Contact: Valerie Ruiz, Assistant Principal, Montgomery High School (619) 628-3800 valerie.ruiz@sweetwaterschools.org

The District has a responsibility to promptly investigate complaints in accordance with the law and District Administrative Regulations (AR) 5145.7 and 5145.71. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put the complaint in writing. The principal or designee will tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the District's uniform complaint procedures (UCP) in AR 1312.3 or with local law enforcement. Both the student who is complaining and the individual against whom the complaint is made will have the right to appeal the District's decision.

The District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact Equity Compliance Officer Dr. Vernon Moore at 1130 Fifth Avenue, Chula Vista, CA 91911, (619) 691-5564, vernon.moore@sweetwaterschools.org; Title IX Coordinator Susan Park at 670 L Street, Suite G, Chula Vista, CA 91911, (619) 600-4900, susan.park@sweetwaterschools.org; and Section 504 Coordinator Sonia Picos at 1130 Fifth Avenue, Chula Vista, CA 91911, (619) 691-5564, sonia.picos@sweetwaterschools.org.

Denuncia de acoso sexual

¿Qué es el acoso sexual?	Los tipos de conducta prohibida que pueden constituir acoso sexual incluyen, sin limitarse a: • Coqueteos o proposiciones sexuales no deseadas. • Calumnias de tipo sexual, miradas lascivas, epítetos, amenazas, abuso verbal, comentarios despectivos, o descripciones sexualmente degradantes. • Comentarios verbales gráficos sobre el cuerpo de una persona o conversaciones demasiado personales. • Chistes, notas, historias, dibujos, imágenes, o gestos sexuales. • Difundir rumores de tipo sexual. • Burlas o comentarios sexuales sobre alumnos matriculados en un grupo predominantemente de un solo género. • Tocar el cuerpo o la ropa de una persona de manera sexual. • Acorralar o bloquear deliberadamente los movimientos normales. • Limitar el acceso del alumno a programas o recursos educativos. • Mostrar objetos, dibujos, o fotografías de índole sexual que sean sugestivos. • Blasfemias, lenguaje inapropiado ofensivo y profano (sin intención de dañar). • Agresión sexual, agresión física de tipo sexual o coerción sexual. • Comunicaciones electrónicas que contengan comentarios, palabras, o imágenes descritas en los puntos anteriores.
¿Cómo denuncio el incidente?	Denunciar el incidente a un maestro, consejero, subdirector, director u otro miembro del personal escolar. Persona de contacto en la escuela: Valerie Ruiz, subdirectora, Montgomery High School (619) 628-3800 valerie.ruiz@sweetwaterschools.org

El Distrito tiene la responsabilidad de investigar inmediatamente las quejas conforme a la ley y las regulaciones administrativas del distrito, es decir, (AR*) 5145.7 y 5145.71. En el lapso de un día escolar a partir de recibir dicha denuncia, el empleado del plantel escolar someterá el informe de la denuncia al director o al oficial de cumplimiento del distrito. El alumno denunciante tendrá la oportunidad de describir el incidente, presentar testigos y otra evidencia del acoso, y someter la queja por escrito. El director o la persona asignada le explicará al alumno denunciante su derecho a presentar una queja formal en cualquier momento de acuerdo con los procedimientos uniformes de quejas (UCP*) del distrito en la AR 1312.3 o con la policía local. Tanto el alumno que presenta la queja como la persona contra quien se presenta la queja tendrán derecho a apelar la decisión del Distrito.

El distrito Sweetwater Union High School District prohíbe la discriminación, la intimidación, el acoso (que incluye el acoso sexual), o la intimidación escolar (*bullying*) en función percibida o real de edad, ascendencia, color, discapacidad, género, identidad de género, expresión de género, estado migratorio, nacionalidad, raza, u origen étnico, religión, sexo, orientación sexual, de la persona; o por asociación con una persona o un grupo con una o más de dichas características percibidas o reales. En caso de preguntas o quejas, favor de comunicarse con el Dr. Vernon Moore, Director de Cumplimiento de Equidad en el 1130 Fifth Avenue, Chula Vista, CA 91911, teléfono (619) 691-5564, vernon.moore@sweetwaterschools.org; o con Susan Park, Coordinadora del Título IX en el 670 L Street, Suite G, Chula Vista, CA 91911, teléfono (619) 600-4900, susan.park@sweetwaterschools.org; y con Sonia Picos, Coordinadora del Artículo 504 en el 1130 Fifth Avenue, Chula Vista, CA 91911, teléfono (619) 691-5564, sonia.picos@sweetwaterschools.org.

SUHS Board Policies

[Student Policies & Regulations](#) (Click on the link to access all documents)

- BP 0410BP Nondiscrimination in District Programs
- AR 1312.3 Uniform Complaint Procedures
- BP 5145.3 Nondiscrimination/Harassment
- BP/AR 5145.7 Sexual Harassment
- AR 5145.71 Title IX Sexual Harassment Complaint Procedures



AZTECS SEE SOMETHING, SAY SOMETHING

Use the QR code below to report
any of the following:

- Harassment/Discrimination/
Offensive language or behaviors
- A conflict needing mediation
- An incident that may happen or has
already happened
- Refer yourself/a friend in need of
support (school, home,
social/emotional)





MOH

Tier 1: Classroom Behavior Management Policy



Classroom Managed Responses <i>These consequences and interventions aim to teach correct behavior to students in the classroom.</i>	<u>Preventative Interventions</u> • Parent Contact • Establish positive relationship with student • Seat change • Pre-correction and redirection • Role play replacement behavior • Establish buddy teacher system • Parent/guardian accompany student in class • Daily progress report for behavior • Increase positive recognition • Goal setting with student • If student has an IEP, contact case carrier	<u>In-Class Interventions</u> • 1st phone call to parent • Email w/ Response • Verbal corrective feedback • In-class time out • Parent/guardian conference • Student written reflection • Student verbal/written apology • Use buddy teacher system • Loss of classroom privileges • Detention • Class period suspension
Referral to Counselor <i>If any of the items to the right occur, students should be reported to the counselor for further intervention.</i>	<u>Classroom Offenses</u> • First offense for plagiarism or cheating • Classroom disconnection • No homework/lack of progress in class • PE non-suits • Academic concerns multiple D/F grades • No book or required materials • Physical or emotional concerns • Lack of participation/effort • Sleeping in class	<u>Possible Actions</u> • 2nd Parent Contact • Referral to SST • Restorative practices • Referral for link crew • Referral to community Resource center • Referral for tutoring
Referral To Attendance Coordinator <i>If any of the items to the right occurs, students should be referred to the Attendance office</i>	• Chronic Absenteeism • Ditching • Tardy • Excessive hall pass length • Leaving class early/without permission	• 2nd Parent Contact • Loss of Citizenship grade • Detention or Sat. School • Refer to CRC • Refer to SST
Referral to AP's office <i>If any of the items to the right occurs, students should be referred to the Assistant Principal's office.</i>	• Defiance/refusal to follow multiple directives/serious behavior concerns • Major classroom disruption • Fighting • Possession of prohibited items • Chronic disruptive/disrespectful behavior • Under the Influence • Sexual Harassment • Bullying	• Parent Conference • Restorative Conference • Reflection • Loss of privileges • Refer to SST • Disciplinary Action • Suspension/Expulsion • Detention • Alt. Ed
Nurse Health Office Referrals	• Nurse Referral Protocol	



MOH Tier 2: AP Student Behavior Management Policy



Behaviors	Potential Consequences
Defiance/Refusal to Follow Multiple Directives ☐ Offenses Related to Defiance (Click Link)	☐ Parent Contact & AP Detention (1st Offense) ☐ Parent Contact & Montezuma Hall (2nd Offense) ☐ Parent Conference & Suspension (3rd Offense)
Major Classroom or School Disruption ☐ Offenses Related to Major Classroom Disruption (Click Link)	☐ Parent Contact & Montezuma Hall (1st Offense) ☐ Parent Conference & Suspension (2nd Offense) <i>*Severe cases may involve suspension and/or expulsion on first offense.</i>
Selling of Unauthorized Products on Campus ☐ Offenses Related to Selling of Unauthorized Products on Campus	☐ Confiscation, Parent Contact & Detention (1st Offense) ☐ Confiscation, Parent Conference & Montezuma Hall (2nd Offense) ☐ Confiscation, Parent Conference, and/or Suspension (Final Offense)
Possession or Under the Influence (Alcohol or Controlled Substances) ☐ Offenses Related to Controlled Substances (Click Link)	☐ Parent Conference & Montezuma Hall ☐ Parent Conference & Suspension ☐ Expulsion (Selling of Controlled Substances) ☐ Contact San Diego Police Department ☐ Referral to Outside Agency
Fighting (Causing or Use of Force) ☐ Offenses Related to Fighting (Click Link)	☐ Parent Conference, Behavior Contract, Suspension, Montezuma Hall and Safety Plan (1st Offense) ☐ No Contact Agreement ☐ Parent Conference, Suspension, School Transfer (2nd Offense) <i>*Severe cases may involve expulsion on first offense.</i>
Bullying (Aggressive Intentional Behavior) ☐ Offenses Related to Bullying (Click Link) ☐ SUHSD Board Policy (Click Link)	☐ Conflict Mediation ☐ No Contact Agreement ☐ Parent Contact & Montezuma Hall ☐ Parent Conference & Suspension ☐ Referral to Outside Agency
Sexual Harassment ☐ Offenses Related to Sexual Harassment (Click Link) ☐ SUHSD Board Policy	☐ Parent Conference ☐ Safety Plan ☐ Montezuma Hall ☐ Suspension/Expulsion

(Click Link)	☐ Referral to SUHSD Student Support Services
Title IX Sexual Harassment ☐ Offenses Related to Title IX Sexual Harassment ☐ SUHSD Board Policy (Click Link)	☐ Contact San Diego Police Department & Outside Agencies ☐ Referral to SUHSD Student Support Services
Possession of Weapons or Explosives ☐ Offenses Related to Possessing Prohibited Items (Click Link)	☐ Confiscation of Weapon(s) ☐ Parent Contact ☐ Suspension/Expulsion ☐ Contact San Diego Police Department ☐ Possible School Transfer
ALL SUSPENDABLE OFFENSES WILL INCLUDE A STUDENT BEHAVIOR CONTRACT	

Offenses Leading to Possible Suspension or Expulsion	
Suspension	Expulsion
The following are offenses for which a student may be suspended: 1. Threats or causing physical injury. 2. Possession or use of firearms, knives, explosives, or other weapons. 3. Possession, use, or sale of controlled substances (alcohol, drugs, etc.). 4. Committed, or attempted to commit robbery. 5. Destruction/defacement of property. 6. Possession and/or use of tobacco. 7. Possession of drug paraphernalia. 8. Disrupted school activities/defiance of authority. 9. Harassment/Sexual Harassment 10. Hate violence.	According to Senate Bill 813 (1983), there are four matters of conduct which require a recommendation for expulsion: 1. Causing SERIOUS PHYSICAL INJURY to another person except in self-defense. 2. Possession of any FIREARM, KNIFE, EXPLOSIVE, or other dangerous objects of no reasonable use to the pupil at school activities on or off school grounds. 3. Unlawful sale of any CONTROLLED SUBSTANCE, as defined in Section 11007 of the Health and Safety Code. 4. ROBBERY OR EXTORTION.

Attendance

The goal of the Sweetwater Union High School District is to promote consistent school-wide attendance since there is a clear connection between student academic success and consistent school attendance. Education Code 48340 encourages school districts to adopt pupil attendance policies based on the active involvement of parents, pupils, teachers, administrators, other school personnel, and community members. As such, every school shall have a formal, written, proactive plan for the improvement of student and staff attendance. The school principal shall meet annually with an attendance team to develop, review, and implement a school-wide plan consistent with District, State and Federal policies and laws. Schools have to seek to promote a partnership with parents and students to maximize school attendance. With this in mind, Montgomery High's objectives in establishing a comprehensive school wide plan for Attendance are to:

- A. Maintain an average school wide daily attendance of 94% or better.
- B. Increase student graduation rates.
- D. Ensure compliance with compulsory education laws.
- E. Promote a sense of responsibility on the part of students, parents and staff to ensure maximum attendance by students.

Attendance Policy	● <u>All absences need to be reported by the student's guardian. The attendance clerk may be reached at 619-628-3800.</u> ● Students with an unexcused absence will be assigned Saturday School to make up the unexcused absence. ● After 3 single period unexcused absences, parents will receive communication from the district office regarding school truancy concerns. ● After 5 all-day unexcused absences, a parent conference will be held; student may be placed on pre-SARB contract. ● After 10 unexcused absences, students may be referred to the district office SARB process. ● Home visits will be done in cases where parents or legal guardians cannot be contacted in a timely manner. ● For excessive absences, student and parent will be scheduled to meet with attendance coordinator or Assistant Principal to develop a support plan. ● Assistant Principal and attendance coordinator will assign Saturday school to clear full day absences. ● Students that attend Saturday School/Saturday Academy will be able to clear one full absence or 16 tardies.
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Be On Time All The Time!	• Be in class before the tardy bell rings. • Honor the Hall Pass at all times and use it for emergencies only. • Be in school before 8:25AM and ready to learn by 8:30AM.
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Student attendance can be influenced by many factors. A school's attendance team must work together with parents, staff members, district office, and community organizations to provide support and resources for students. Intervention strategies to improve student attendance include:

Montezuma Hall	• To mitigate absences, Montezuma Hall may be used as an intervention to recover work from students returning from Independent Studies. • Students are assigned by the Assistant Principal and parents are informed in advance that their child will attend. • This class provides students with the opportunity to remain at school with access to their class work and a certificated teacher is available to provide academic and SEL support. • Students with chronic tardies may be placed in Montezuma Hall to get support with managing our "Be On Time All The Time!" Policy. • The class may be used as our "Other Means of Correction" in compliance with AB 1729 in an effort to reduce the overuse of exclusionary discipline for all students.
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Independent Studies	• Independent Study is available for any student that is unable to attend school for a valid reason such as social emotional issues, family emergency, or medical reason. • A student may use 5 to 15 days for school site independent study. If more than 15 days are needed, the student will need to register for district independent study. • Parent and student sign contract prior to the start date. • Parent and student will meet with the Assistant Principal/Attendance Coordinator to discuss the contract. • Teachers will sign contracts and provide work for students to complete. • All work is returned to the Assistant Principal/Attendance Coordinator as soon as the student returns from independent study. • Work is sent to teachers. • Attendance clerk enters dates cleared by work returned.
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Saturday School	• Saturday School is assigned by an administrator or designee for infraction of school rules or absence. Saturday School is held from 8:00 a.m.-12:00 p.m on designated days. • Students are to report to an assigned room before 8:00 a.m. No latecomers will be admitted. • Students must bring schoolwork, a laptop or something they can do quietly for the duration of Saturday school. • Students are to stay in the assigned room for the whole time to get credit for attending Saturday School. Leaving early invalidates the student's attendance. • Students are not permitted to leave campus during Saturday School. • All MOH rules apply during Saturday School. • Seniors must clear all Saturday schools in order to participate in graduation and Senior activities.
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Saturday Academy	• Offers students academic opportunities, achieving perfect attendance, and or getting help with make-up work from an absence. • In addition to extra time to work on assignments and make up or retake assessments, classroom teachers will be available to provide subject specific instruction. • Students attending will also be able to work with classroom teachers to prepare for upcoming classroom exams and district assessments. • Saturday Academy will also be offered for teachers to extend student understanding through special academic projects and activities aligned with the relevant standards for each subject area such as robotics, science clubs, literacy programs, language development, math skills review/practice, AVID, and others. • Saturday Academies are initiated by teachers and supported by administration.
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MOH Counseling Department

Visit the [MOH Counseling Page](#) for academic, college, career and health and wellness resources.

Counselor	Contact Information
Dr. Liliana Silva Diaz A - Espinosa	Email liliana.silva@sweetwaterschools.org Phone (619) 628-3815
Mrs. Stephanie Hsu Espinoza - Lopez, A.	Email stephanie.hsu@sweetwaterschools.org Phone (619) 628-3816
Ms. Mariel Avalos Lopez, B. - Rami	Email mariel.avalos@sweetwaterschools.org Phone (619) 628-3817
Ms. Gisela Lopez Ramo - Z	Email gisela.lopez@sweetwaterschools.org Phone (619) 628-3818

MOH Library

Hours of Operation

Monday - Friday
8:00am - 3:35pm
Phone: 619-628-3830

MOH Librarian	MOH Library Technician
Kerry Siglin Email: kerry.siglin@sweetwaterschools.org	Christian Hernandez Email: christian.hernandez@sweetwaterschools.org

Mobile Device and Textbook Guidelines	Sweetwater Union High School District mobile devices are provided as an educational tool for schoolwork. While mobile devices may be used for personal purposes, it is first and foremost for use with school-related activities and assignments. • Student and Parent Guidelines/Agreement • Student and Parent Guidelines/Agreement (Spanish)
Mobile Device Repair	Visit the MOH Library for technology assistance when your laptop is experiencing technical hardware difficulties.
Williams Settlement Information	All students have a right to access appropriate textbooks and materials for every class. Visit the following website for further information. Below you can find Uniform Complaint Procedures. • Williams Procedures (English) • Williams Procedures (Spanish)

MOH School Health Office

MOH School Nurse

Lani Kennedy, MSN, RN, Credentialed School Nurse

Office : (619) 628-3835

Fax : (619) 628-3879

Email: lani.kennedy@sweetwaterschools.org

The MOH School Health Office serves the needs of our sick and injured students, faculty and staff. If at any time you feel a need to discuss the health of your student, please do not hesitate to contact our school nurse.[https](https://www.sweetwaterschools.org)

Students who need to see the school nurse during the school day must obtain a nurse's pass from the classroom teacher. Students are not permitted to go to the nurse's office between classes unless it is a medical emergency. The nurse's office is open during the student's nutrition break and lunch. Students do not need a nurse pass to see the nurse during their nutrition break or their lunchtime.

Attendance and Illness:

Chronic absenteeism is linked to so many educational challenges. "Legal" absences are still absences so please try your best to schedule doctor appointments, vacations, and family visits outside of school hours. Once 10% absenteeism is reached parents/guardians will be notified. However this is not an indication to send students to school unwell. Please reach out to the school nurse so we can achieve optimum attendance. Communication is paramount and many times we can come up with solutions together. Below are some helpful resources for your reference.

- [Guidelines for Parents on Keeping Students Home](#)
- [Guía de Padres de Familia para Mantener a su Hijo Enfermo en Casa](#)
- [Is it a Cold or Flu?](#)

Chronic Illness Verification Form (CIVF)

If a student has a chronic medical condition that causes them to miss school, it is encouraged to have the student's health care provider fill out the [CIVF form](#) to excuse absences due to their medical condition. For more information, please contact the school nurse or attendance coordinator.

- [Chronic Illness Verification Form \(CIVF\)](#)
- [Formulario de Verificación de Enfermedad Crónica \(CIVF\)](#)

Medical Conditions Requiring a Health Care Plan or Action Plan

If your student has DIABETES, [ASTHMA](#), [FOOD ALLERGIES](#), [SEIZURE DISORDER](#), or any other condition that requires medical supervision during the school day, please submit an action plan, emergency care plan, or individualized student health care plan from their physician. A new form must be completed at the beginning of the school year and kept on file in the nursing office.

- [Asthma Action Plan](#)
- [Allergy and Anaphylaxis Action Plan](#)
 - [Special Meal Accommodation Form](#)
 - Please have your medical provider complete this form if your student requires specific food accommodations while on campus
- [Seizure Action Plan](#)
- Diabetes Management Plan
 - Please ask your child's endocrinologist for this plan in order to be specific to your student's needs

Medication

The California Education Code allows a school district to assist with the administration of medication to any child required to take medication during the school day if that medication has been prescribed by a doctor or surgeon licensed in the state of California. Cal. Ed. Code §49423(a).

All students must have a current doctor's note for any medications taken or carried at school. This includes all prescribed medications, as well as any other over-the-counter medications such as Tylenol, ibuprofen, etc.

- The Prescription Medication Authorization Form is available on the [district website](#), by clicking [HERE](#), or it can be obtained in the MOH nursing office.
- If you would like the school nurse to administer specific over-the-counter medications to your student for injuries or ailments that are NOT Covid related, you may authorize that during the Infinite Campus online registration process, or by submitting the signed [OTC Release Form](#) to the MOH school nurse.
- All medications administered in school must be in the original container, properly labeled, and unexpired.
- All medications stored in the nursing office must be picked up at the end of the school year. Any unclaimed medications will be disposed of on the last day of school.
- A parent or legal guardian may come to the school to administer medication to their student but must notify the school nurse and must show proper identification.

Medication Forms

- [Prescription Medication Authorization Form](#)
- [Over-the-Counter \(OTC\) Release Form \(English\)](#)
- [Over-the-Counter \(OTC\) Release Form \(Spanish\)](#)

Physical Education (PE) Accommodations/Modifications:

If your student requires PE accommodations due to an injury or illness, please have the student's health care provider complete the PE medical note and then turn it into the school nurse. A short term PE excuse for a minor injury or illness may be available from the school nurse in certain circumstances for up to three days maximum. Any accommodations or modifications that are needed beyond three days, must be ordered by a medical provider.

- [Physical Education Accommodations for Injury or Illness Form](#)

Immunizations

[California Health and Safety Code, Sections 120325-120375](#)

Students must have all the necessary immunizations required by California in order to attend school. Click [HERE](#) to see a complete list. For more information, please visit [Shots for School](#).

If a student does not meet the State of California immunization requirements upon entry to school, and also does not remain up-to-date on subsequent immunizations they will not be able to proceed with registration and their student class schedule may be held. Please see the MOH school nurse or email lani.kennedy@sweetwaterschools.org if you need any assistance obtaining your student's immunization records, or if you have any questions. You may also visit [HERE](#) to obtain access to your student's California immunization information online. A list of local clinics that provides the required immunizations may be accessed [HERE](#)

Immunization Requirements for School Entry

- Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap, or Td) – 5 doses. (4 doses OK if one was given on or after 4th birthday)
- Polio (OPV or IPV) – 4 doses. (3 doses OK if one was given on or after 4th birthday)
- Hepatitis B – 3 doses
- Measles, Mumps, and Rubella (MMR) – 2 doses
- Varicella (Chickenpox) – 2 doses
- Tdap – given after the 7th birthday required for 7th grade entry

COVID-19 Update:

Please continue to report to the school if your student tests positive for Covid-19. Currently, students must still remain absent for 5 days after a positive test or from the date of symptom onset. Day 0 being the first day of symptoms, or positive test date if asymptomatic. On day 6, with resolving symptoms students may return and wear a mask through day 10. Please let the school nurse know if your student tests positive for Covid-19 and she will inform you of the specific date they are clear to return. You may also Click [HERE](#) for the San Diego County Office of Education e-decision tree. This is a digital tool that lets you know when your student may return to school from COVID isolation.

- [SUHSD Covid Information](#)
- [The San Diego County COVID-19 e-Decision Tree for K-12 Schools \(e-Decision Tree\)](#)

Associated Student Body (ASB)

Mission

To develop a well-rounded activity program that encourages school spirit and pride, promotes and supports academics, and assures a positive environment for Montgomery High.

Services and Student Store

The ASB, aside from planning student activities, also clears students for athletics, keep trust funds for all campus clubs, runs the student store, and handles all financial transactions for the student body. All funds raised by the ASB go back DIRECTLY to students to support all student activities.

California Scholarship Federation (CSF)

1. In order to be eligible, SENIORS must have at least one semester of active membership already earned since the 10th grade.
2. Freshmen will be able to use their FALL semester grades to qualify for ASSOCIATE membership in January. Freshmen are not eligible to apply until then.
3. Students may have no "D" or "F" scholarship and citizenship grades.
4. Applicants must have semester grades (or transcripts) and cash or a check for \$5.00 with them at the time of application. Make checks payable to **Montgomery High School ASB**.

M.A.G.I.C. Center

Montgomery Aztecs Getting Inspired Club

Montgomery High offers tutoring and a study hall before and afterschool in the library. Students may receive assistance with assignments from teachers or quietly study and complete homework assignments. The hours of Magic Center are as follows:

Monday - Friday: 7:15 AM - 8:15 AM

Monday - Thursday: 3:45 PM - 5:15 PM

Program Contact: Carolina.Betanco@sweetwaterschools.org

S.T.A.Y. Program

Sports, Tutoring, Arts and Youth Program

A before and afterschool program to provide a variety of academic and enrichment opportunities to students in a safe and supportive environment.

STAY Program wWebsite: <https://moh.sweetwaterschools.org/after-school-program/>.

Program Contact: Yazmin.Ramirez@sweetwaterschools.org

Athletic Eligibility & Guidelines

All athletes will abide by the California Interscholastic Federation (CIF) rules. For more specific information, athletes and their families can visit the CIF website at www.cifeds.org.

1. Residential Eligibility

- The CIF requires that students who participate on a school team must be living with parents or legal guardians who reside within the school's attendance boundaries.
- If a student is transferring from another high school, they MUST contact the athletic director immediately to determine eligibility.

2. Academic Eligibility

- The participant must be a full-time student at their high school or middle school. Exception: Juniors and Seniors on graduation track may have a reduced schedule as long as the student is enrolled in 20 semester credits or otherwise satisfies CIF rules on enrollment.
- Academic – Students maintain an overall GPA of 2.0, and passing 4 classes in both citizenship and scholarship based on the most recent progress report or semester grade report. Students may be required to provide a periodic grade check when requested by the coach/advisor or athletic director.
- All 8th grade students who matriculate to grade 9 are immediately scholastically eligible for participation in athletic activities upon enrollment in high school. All 9th grade students will be granted a probationary period of unrestricted academic eligibility from the start of their first semester of ninth grade through the end of the first grading period (progress report). Students granted probationary eligibility must meet the required standards by the end of the probationary period. All 9th grade students must earn a 2.0 grade point average in citizenship and scholarship on the first progress report to remain academically eligible. Probation is for 9th grade students only.
- High school athletes planning to attend Division I colleges must be sure they have fulfilled the NCAA Clearinghouse Requirements (see school counselor for details).
- Students enrolled in an Independent Study Program must be residents of the district and be enrolled in an Alternative Education Program supported through SUHSD. Students are responsible for contacting their school of residency. Students will be reviewed on a case-by-case basis to determine eligibility.

3. Athletic Clearance

- No student will be allowed to practice or participate until
 - Student and Parents complete the online athletic clearance process and information is verified by the athletic director.
 - All school and athletic debts have been cleared.
 - All outstanding/checked-out athletic uniforms and/or equipment is returned.

Senior Class Information

Senior activities are a privilege and all seniors are invited to attend. However, MOH seniors who do not abide by the following guidelines will not be eligible to attend their activities during their senior year (including, but not limited to, GradNite, Prom, and the graduation ceremony):

- A. You are expected to be a good citizen and positive contributor to campus culture. You must not be suspended from school for any reason. (Please see page 15 of the students handbook for codes and violations). Assistant Principals have the right to make exceptions under extenuating circumstances.
- B. You must address all debts with the school before the stated library and/or A.S.B. deadline.
- C. You will not have more than 8 non-excused full day absences for the year or 10 tardies per semester. Full day unexcused absences and tardies must be cleared by attending Saturday school.
- D. You must fulfill all graduation requirements to participate in the graduation ceremony and have satisfactory citizenship.
- E. If you are failing a class you ***must***: attend class every day, prioritize your time commitments, speak to your teacher and attend tutoring.

Note: All seniors must have a copy of the senior contract on file to attend any school activity.

All seniors have the right to appeal to the administration if you disagree with the loss of privilege(s) regarding senior activities.

In order to participate in the end of the year activities you must **NOT** be on the non-privileged list. In order to stay off the non-privileged list you may:

1. Not have more than nine (8) excused full day absences (if you have more than eight, you must attend Saturday School to clear them), excessive numbers of tardies or period absences.
2. Not have any pending Saturday School
3. Not have been in violation of the senior contract

Parent Center Staff

Purpose: To provide training, resources and support to the families of Montgomery High School.

Title I Targeted Support Resource Teacher	Carolina Betanco	Email: Carolina.Betanco@sweetwaterschools.org
Community Relations Facilitator	Minerva Weinberger	Email: Minerva.Weinberger@sweetwaterschools.org
Student Program Facilitator	Melissa Sanchez	Email: Melissa.Sanchez@sweetwaterschools.org

Opportunities for Parent Involvement Include:

- Zoom Events with Ms. Scott
- Title I Parent Workshop Meetings
- School Site Council Committee Meetings
- English Language Advisory Committee Meetings
- Parent Training Series
- Parent Volunteer

If you are interested in becoming involved at MOH, please contact our Parent Center Staff Members for more information.

Title I

Montgomery High is a Title I School. Title I is a federal program that provides extra funding to eligible schools to improve the academic achievement of students. All programs funded with Title I dollars must be used to enhance the school programs of the school. In order for schools to qualify for Title I, 35% or more of the students must be considered socioeconomically disadvantaged. The goals of a Title I Program include the following: increase student academic achievement, provide direct instructional support to students, develop professional development for teachers and to promote parent engagement and education. All Title I programs must be included in the school's Site Plan for Student Achievement. This plan is developed and monitored by the School Site Council and English Language Advisory Committee. Please contact the Parent Center staff if you have any questions related to Title I.

Title I Parent and Family Engagement Policy

2024-2025

Montgomery High School with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c). **Bold Font**

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1])

- *The parents and guardians of students participating in the Title I program provide their input at annual Open House Title I meetings, English Language Advisory Council, School Site Council, and other related parent meetings.*

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2])

- *Parents may provide input to amend the Parent and Family Engagement School Policy by requesting changes at English Language Advisory Committee, School Site Council, Title I Parent Workshops or Zoom with Zumstein events.*
- *Written requests for modifications may also be sent to the school principal via email.*
- *Feedback forms are utilized at all parent events providing parents the opportunity to provide input. Paper and online forms will be utilized with a QR code.*

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program, the following practices have been established:

The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (ESSA Section 1116[c][1])

- *Open House, Title I Annual Meeting, School Site Council Meeting, and English Language Advisory Committee are appropriate meetings for parents to learn Title I requirements.*
- *Parents receive information at the first Title I meeting regarding the school's Title I status, Title I programs and the rights of parents for involvement in the program.*

The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (ESSA Section 1116[c][2])

- A Title I parent meeting is held within the first 30 days of the school year.
- Zoom with Zumstein is held at a variety of times, based on parent feedback.
- Parents are notified of upcoming Title I parent events through various means including the weekly WAAG newsletter, an email, a text message, automated phone call, school associated social media and through the school website.
- Parent Workshops are held at various times throughout the day, often in the morning, with some during the evenings.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under ESSA Section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

- Annual Title I meetings, School Site Council monthly meetings, English Language Advisory committee meetings, Zoom with Zumstein, and parent workshops are the venue for parents to become involved and provide input into school programs.
- Parent meetings agendas are posted in the weekly WAAG newsletter and school website within a minimum of 72 hours before the meeting date.
- All parent meetings include a feedback form for parents to provide input on school programs to improve services for students. Online and paper copies.

The school provides parents of participating students with timely information about the Title I program under ESSA Section 1116[c][4][A-C]

- Parents are provided with specific information regarding Title I programs through various means including the WAAG newsletter, the school website, email, text messages and through automated phone calls.
- Parent meetings are routinely held regarding major changes to Title I programs. Input is requested from parents at all parent events through the use of feedback forms and public communication agenda items.
- Information regarding the school's Single Plan for Student Achievement is reviewed at each School Site Council meeting, including representatives from our Title I and ELAC parent committees.

The school provides a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. 1116[c][4][A-C]

- Information regarding school curriculum is introduced and reviewed at the Open House with descriptions of achievement expectations, course standards and the varied forms of assessment.

- Curriculum information is always available on the school learning management systems, Google Classroom and Jupiter, and can be accessed by parents using the parent portal application.
- Counseling presentations provided for parents.
- The California Dashboard is available for parents to locate information on state assessments and student achievement at MOH.

The school provides, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. 1116[c][4][A-C]

- Parents are encouraged to take part in Title I parent meetings, parent workshops, ELAC meetings and as guests at School Site Council meetings to participate in the decision-making progress of school Title I programs.

If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. ESSA Section 1116[c][5]

- Any comments can be submitted to the site administration for input of the schoolwide program plan. Parents can call, email or visit the school for input.

Accessibility

Montgomery High School , to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand. ESSA Section 1116[F]

- All parent information regarding upcoming meetings, training and events are communicated in both English and Spanish.
- Additional languages are available upon request.
- The WAAG Newsletter utilizes an application to translate text into multiple languages.

Montgomery High's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs. The school will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before December 13th of each school year.

Principal Name: Sasha Scott

Date: 07/24/2025

Política de Participación de los Padres y las Familias

Título I a nivel plantel escolar

2024-2025

Montgomery High School con la colaboración de los padres de familia y los miembros de la familia, desarrolló, acordó, y se les entregó a los padres y a los miembros de las familias de los alumnos que participan en el programa de Título I, parte A, los siguientes requisitos de acuerdo a lo estipulado en el artículo 1116(b) y (c) de la ley Cada Estudiante Triunfa (ESSA*), en letra oscura.

Describa cómo los padres de familia y los miembros de la familia de los alumnos que participan en el programa de Título I, parte A, colaboran en el desarrollo, y distribución de la política, por escrito, de participación de los padres de familia, acordada por los padres para la ejecución de los requisitos estipulados en el artículo 1116(c) a la (f) (Artículo 1116[b] [1]) de la ley ESSA.

- Los padres y tutores de los estudiantes que participan en el programa Título I brindan su opinión en las reuniones anuales de Casa Abierta Título I, el Consejo Asesor del Idioma Inglés, el Consejo Escolar y otras reuniones de padres relacionadas.

Describa cómo los padres y los miembros de la familia de los niños que participan en los programas del Título I, parte A, pueden enmendar una política escolar de participación de los padres y la familia que se aplica a todos los padres y miembros de la familia, si es necesario, para cumplir con los requisitos. (Artículo 1116 [b] [2] de la ley ESSA.)

- Los padres pueden proporcionar información para enmendar la Política escolar de participación de padres y familias solicitando cambios en el Comité Asesor del Idioma Inglés, el Consejo Escolar, los talleres para padres del Título I o los eventos de Zoom con Zumstein.
- Las solicitudes escritas de modificaciones también se pueden enviar al director de la escuela por correo electrónico.
- Los formularios de comentarios se utilizan en todos los eventos para padres, lo que brinda a los padres la oportunidad de brindar su opinión. Se utilizarán formularios en papel y en línea con un código QR

Participación de los Padres en el Programa de Título I

Con el fin de involucrar a los padres y miembros de la familia en el programa de Título I, se han establecido las siguientes prácticas:

La escuela convocará una junta anual, en un momento conveniente, a la que se invitará a todos los padres de los niños que participan el programa antes mencionado y se les animará a que asistan, para informar a los padres y miembros de la familia de la participación de su escuela en el programa de Título I, se les explicarán los requisitos, y se hablará sobre el derecho de los padres a participar. (Artículo 1116 [c] [1] de la ley ESSA.)

- En la apertura de clases, la Reunión Anual del Título I, la Reunión del Consejo Escolar y el Comité Asesor del Idioma Inglés son reuniones apropiadas para que los padres aprendan los requisitos del Título I.
- Los padres reciben información en la primera reunión de Título I sobre el estado de Título I de la escuela, los programas de Título I y los derechos de los padres para participar en el programa.

La escuela ofrece un número flexible de juntas, es decir, por la mañana o por la noche, y puede proporcionar, con fondos del Título I, transporte, cuidado de niños o visitas domiciliarias, según se relacionen dichos servicios con la participación de los padres. (Artículo 1116 [c] [2] de la ley ESSA.)

- Se lleva a cabo una reunión de padres de Título I dentro de los primeros 30 días del año escolar.
- Zoom con Zumstein se lleva a cabo en una variedad de horarios, según los comentarios de los padres.
- Los padres son notificados de los próximos eventos para padres del Título I a través de varios medios, incluido el boletín semanal WAAG, un correo electrónico, un mensaje de texto, una llamada telefónica automática y a través del sitio web de la escuela.
- Los talleres para padres se llevan a cabo en varios momentos del día, a menudo por la mañana, y algunos durante la noche.

La escuela involucra a los padres de manera organizada, constante y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, que incluye la planificación, revisión y mejora de la política de participación de padres y familias de la escuela y el desarrollo conjunto del plan del programa para toda la escuela conforme al artículo 1114 (b) de la ley ESSA, excepto que si una escuela tiene establecido un proceso para involucrar a los padres en la planificación conjunta y el diseño de los programas de la escuela, la escuela puede implementar el proceso, si dicho proceso incluye la representación adecuada de padres con hijos que participan en el programa (Artículo 1116 [c] [3] de la ley ESSA.):

- La reunión anual del Título I, las reuniones mensuales del Consejo del sitio escolar, las reuniones del comité asesor del idioma inglés, Zoom con Zumstien y los talleres para padres son el lugar para que los padres se involucren y brinden su opinión sobre los programas escolares.
- Las agendas de las reuniones de padres se publican en el boletín semanal de WAAG y en el sitio web de la escuela con un mínimo de 72 horas antes de la fecha de la reunión.
- Todas las reuniones de padres incluyen un formulario de comentarios para que los padres brinden información sobre los programas escolares para mejorar los servicios para los estudiantes. Copias en línea y en papel

La escuela proporciona a los padres de los alumnos que participan, información oportuna sobre el programa de Título I de acuerdo al artículo 1116 [c] [4] [A-C] de la ley ESSA.

- Los padres reciben información específica sobre los programas de Título I a través de varios medios, incluido el boletín WAAG, el sitio web de la escuela, correo electrónico, mensajes de texto y llamadas telefónicas automáticas.

- Las reuniones de padres se llevan a cabo de forma rutinaria con respecto a cambios importantes en los programas de Título I. Se solicita la opinión de los padres en todos los eventos para padres mediante el uso de formularios de comentarios y elementos de la agenda de comunicación pública.
- Consejo Escolar, incluidos los representantes de nuestros comités de padres de Título I y ELAC.

El personal escolar proporciona una descripción y explicación del plan de estudios que se implementa en la escuela, las formas de evaluaciones académicas utilizadas para determinar el progreso del alumno y los niveles de logro de los rigurosos estándares académicos estatales. (Artículo 1116 [c] [4] [A-C].)

- La información sobre el currículo escolar se presenta y revisa en la jornada de puertas abiertas con descripciones de las expectativas de rendimiento, los estándares del curso y las diversas formas de evaluación.
- La información del plan de estudios siempre está disponible en los sistemas de gestión del aprendizaje escolar, Google Classroom y Jupiter, y los padres pueden acceder a ella mediante la aplicación del portal para padres.
- Presentaciones de consejería proporcionadas para los padres.
- El Tablero de California está disponible para que los padres localicen información sobre las evaluaciones estatales y el rendimiento estudiantil en MOH

La escuela ofrece, si los padres lo solicitan, oportunidades para realizar juntas regulares para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a las sugerencias tan pronto como sea posible. (1116 [c] [4] [A-C].)

- Se alienta a los padres a participar en las reuniones de padres de Título I, talleres para padres, reuniones de ELAC y como invitados en las reuniones del Consejo Escolar para participar en el progreso de la toma de decisiones de los programas escolares de Título I...

Si el plan del programa a nivel plantel escolar no es satisfactorio para los padres de los niños participantes, se comparten los comentarios de los padres sobre el plan cuando la escuela lo comparte con la agencia educativa local. (Artículo 1116 [c] [5] de la ley ESSA.)

- Cualquier comentario puede enviarse a la administración del sitio para obtener información sobre el plan del programa de toda la escuela.

Acceso

Montgomery High School, en la medida de lo posible, brinda oportunidades para la participación informada de todos los padres y miembros de la familia (incluidos los padres y miembros de la familia con dominio limitado del inglés, padres y miembros de la familia con discapacidades y padres y miembros de la familia de alumnos migrantes), lo que incluye proporcionar información e informes escolares en un formato y en el idioma que los padres entiendan. Artículo 1116 [F] de la ley ESSA.

- Toda la información para los padres sobre las próximas reuniones, la formación y los eventos se comunica tanto en inglés como en español.
- Otros idiomas están disponibles a petición.
- El boletín WAAG utiliza una aplicación para traducir texto a varios idiomas.

La Política de participación de los padres y la familia de la escuela del Título I, Parte A de Montgomery High School se desarrolló en colaboración y se acordó con los padres y familiares de los niños que participan en los programas del Título I, Parte A. El personal escolar distribuirá anualmente copias de dicha política a todos los padres y miembros de la familia de los alumnos que participan en el programa de Título I, Parte A, el 13 de diciembre de cada año escolar.

Nombre del director: Sasha Scott Date: 07/24/2025

Title I School-Parent Compact

2024-2025

The parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

In order to provide a high-quality education for students, a partnership between the school and parents is imperative to ensure students receive collaborative support as they prepare for a college or a career in their postsecondary chapter of their lives.

As MOH Staff, we will strive to:

- Instruct students with standards based curriculum accompanied by engaging strategies focusing on academic language, writing and numeracy.*
- Focus on students strengths, ensuring students believe in a growth mindset approach to learning and mastery of standards.*
- Communicate within common platforms such as Google Classroom and Jupiter for efficient dissemination of information for students and parents.*
- Monitor and intervene with special populations of students requiring additional support.*
- Support students for extended learning opportunities with tutoring through the Magic Center and Saturday Academies.*
- Connecting and encouraging students to communicate with MOH staff regarding their academic and social needs.*
- Guide parents in navigating the high school experience through events such as Title I Meetings, Title I Parent Workshops and Open House.*

As a MOH Parent, we will strive to:

- Ensure students check Jupiter and Google Classroom daily for assignments.
- Encourage students to attend events focusing on college or career.
- Check email regularly including the WAAG (Week at a Glance) sent out each week via email.
- Learn to use Jupiter to monitor student progress on a weekly basis.
- Connecting and encouraging students to communicate with MOH staff regarding their academic and social needs.

Describe the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][B-D]):

- (B) Frequent reports to parents on their children's progress;**
- (C) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and**
- (D) Ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.**

Communication between teachers, the school and parents is vital to the success of students. MOH offers multiple forms of electronic and in-person communication to ensure information is disseminated quickly and systematically to MOH families.

- Student progress is regularly updated and available in Jupiter for parents to view current grades before the Progress Report or Semester grades are issued. Checking this platform regularly is the most consistent communication available between teachers and parents on a regular basis. Parent professional development of all communication platforms is provided regularly by MOH Staff.
- Progress report cards are sent out after the first 6 weeks of a semester and again after the 12th week of the semester. This communication is provided through the Infinite Campus portal and given to students on paper during those respective weeks.
- MOH offers a parent center with a Community Relations Facilitator and Student Program Facilitator to assist with supporting parents in volunteering or engaging in parent activities.
- A weekly newsletter for students and parents (WAAG) is sent out each week to notify the school community regarding events, dates and important information for the MOH school community.
- Interpreters are available and information is sent to parents and provided in Spanish.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1])

Multiple opportunities are provided to MOH parents with guidance for understanding course content, course expectations and how to intervene when students need intervention and support.

- Parent events are held regularly to assist families with school curriculum, assessments and steps to monitoring their children through events such as Title I Meetings, Title I Parent Workshops, Zoom with Zumstein, Counselor Workshops and Open House.
- Parent committees such as SSC, ELAC and Title I provide parents with information regarding supporting the academic achievement of their children.
- Google Classroom is utilized by teachers as an online classroom providing the most current access to course curriculum, grading policies and steps to improve their child's achievement.
- Parent conferences are held with students of special populations when necessary and requested.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children such as literacy training and using technology, as appropriate to foster parent involvement. (ESSA Section 1116[e][2])

Multiple events throughout the year are held regularly to train parents and provide information to improve the achievement of their children.

- Parent events are held regularly to assist families with school curriculum, assessments and steps to monitoring their children through events such as Title I Meetings, Title I Parent Workshops, Zoom with Zumstein, Counselor Workshops and Open House.
- Parent committees such as SSC, ELAC and Title I provide parents with information regarding supporting the academic achievement of their children.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3])

The importance of the relationship amongst the entire school community of staff, parents and students is a core value of MOH.

- Parent committees such as SSC, ELAC and Title I are held regularly to gather parent input and share information with staff.
- Events such as Zoom with Zumstein and Title I Parent Workshops provide parents the opportunity to give input on school initiatives, systems and programs for modifications and comments on their effectiveness.
- Staff Members are provided guidance at PLC's and Staff Development to ensure parents are collaborated with effectively and frequently.
- A QR code with a direct link to our Community Relations Facilitators is available in the WAAG (Week at a Glance) for parents or students to submit requests for information.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as Parent Centers to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4])

MOH encourages and welcomes parents to fully participate in the education of their children by offering the following:

- MOH offers a parent center with a Community Relations Facilitator and Student Program Facilitator to assist with supporting parents in volunteering or engaging in parent activities.

- A weekly newsletter for students and parents (WAAG) is sent out each week to encourage parents to engage in activities at MOH. The weekly newsletter is available for translation in multiple languages.
- Interpreters are available and information sent to parents is provided in Spanish.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])

All parent meetings and programs at MOH are shared in English and Spanish.

- Meeting agendas are posted in English and Spanish.
- Interpretation services are provided in Spanish for online and in person events.
- Infinite and Jupiter messages are both in English and Spanish.
- The weekly newsletter is available for translation in multiple languages.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14])

Parent engagement at MOH is welcome and appreciated. We encourage parents to participate in school and district activities to increase parent involvement.

- Parent committees such as SSC, ELAC and Title I are held regularly to gather parent input and share information with staff. Parents are given the opportunity to request for specific information regarding school programs.
- Events such as Zoom with Zumstein and Title I Parent Workshops provide parents the opportunity to give input on school initiatives, systems and programs for modifications and comments on their effectiveness. Information is shared with parents to assist them with supporting their child's academic and social/emotional needs.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f])

MOH appreciates and encourages the participation of all parents and family members as we collaborate for the well-being of our students. Accessibility for all parents is important to the MOH staff and we offer the following:

- Meetings agendas are posted in English and Spanish on the school website and weekly parent newsletter.
- Interpretation services are provided in Spanish.
- Infinite and Jupiter messages are both in English and Spanish.
- The weekly newsletter is available for translation in multiple languages using the Smore application.
- Parent meetings are offered on campus, online or hybrid.

This Compact was established by Montgomery High School on August 1, 2024 and will be in effect for the period of the 2025-2026 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before: August 1, 2024.

Principal Name: Sasha Scott

Date: 07/24/2025

Título I Parte A
Convenio entre el personal escolar y
los padres de familia
Montgomery High School
2024-2025

Los padres de los alumnos que participan en actividades, servicios, y programas financiados por Título I, Parte A, están de acuerdo en que el convenio entre el personal escolar y los padres de familia describe la responsabilidad compartida entre padres de familia, el personal escolar, y el alumno, de mejorar el rendimiento académico estudiantil y los medios por los cuales la escuela y los padres de familia formarán y desarrollarán una asociación que ayudará al alumno a alcanzar los altos estándares académicos estatales (Artículo 1116[d] de la Ley Cada Estudiante Triunfa (ESSA*)).

Describir la responsabilidad del personal escolar de contar con un plan de estudios y enseñanza de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita que el alumno que recibe servicios de Título I, Parte A, alcance los estándares académicos rigurosos, y la manera como cada padre será responsable de apoyar el aprendizaje de sus hijos; y de participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (Artículo 1116[d][1]) de la Ley ESSA:

La información sobre las responsabilidades de la escuela se proporciona en Open House, ELAC, SSC, Zoom con Zumstein, reuniones de padres consejeros, mensaje de Júpiter, portal de padres Infinite, feria universitaria y profesional, presentaciones PSAT

Como personal del MOH, nos esforzamos por:

- *Instruya a los estudiantes con un plan de estudios basado en estándares acompañado de estrategias atractivas que se centren en el lenguaje académico, la escritura y la aritmética.*
- *Concentrarnos en las fortalezas de los estudiantes, asegurándose de que los estudiantes crean en un enfoque de mentalidad de crecimiento para el aprendizaje y el dominio de los estándares.*
- *Comuníquese dentro de plataformas comunes como Google Classroom y Jupiter para la difusión eficiente de información para estudiantes y padres.*
- *Supervisar e intervenir con poblaciones especiales de estudiantes que requieren apoyo adicional.*
- *Apoye a los estudiantes para ampliar las oportunidades de aprendizaje con tutorías a través del Centro Mágico y las Academias de los Sábados.*
- *Conectar y animar a los estudiantes a comunicarse con el personal del MOH con respecto a sus necesidades académicas y sociales.*

Como madre de MOH, nos esforzaremos por:

- *Asegúrese de que los estudiantes revisen Júpiter y Google Classroom diariamente para las tareas.*
- *Anime a los estudiantes a asistir a eventos que se centren en la universidad o la carrera.*
- *Revise el correo electrónico regularmente, incluido el WAAG (Resumen de la semana) que se envía cada semana por correo electrónico.*
- *Aprenda a usar Júpiter para monitorear el progreso de los estudiantes semanalmente.*

- Conectar y animar a los estudiantes a comunicarse con el personal del MOH con respecto a sus necesidades académicas y sociales.

Describir la importancia de la comunicación constante entre los maestros y los padres de familia a través de, al menos, los siguientes medios (Artículos 1116[d][2][B-D] de la Ley ESSA):

- (B) Informes frecuentes a los padres de familia sobre el progreso de sus hijos.**
- (C) Acceso razonable al personal escolar, oportunidades para ser voluntarios y para participar en las clases de sus hijos, y observación de las actividades del aula.**
- (D) Garantizar la comunicación regular y significativa entre los miembros de la familia y el personal escolar, y en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**

La comunicación entre los maestros, la escuela y los padres es vital para el éxito de los estudiantes. MOH ofrece múltiples formas de comunicación electrónica y en persona para garantizar que la información se difunda rápida y sistemáticamente a las familias de MOH.

- *El progreso del estudiante se actualiza regularmente y está disponible en Júpiter para que los padres vean las calificaciones actuales antes de que se emitan el Informe de progreso o las calificaciones del semestre. Revisar esta plataforma regularmente es la comunicación más consistente disponible entre maestros y padres de manera regular. El personal del Ministerio de Salud proporciona regularmente desarrollo profesional para padres de todas las plataformas de comunicación.*
- *Las boletas de calificaciones de progreso se envían después de las primeras 6 semanas de un semestre y nuevamente después de la semana 12 del semestre. Esta comunicación se proporciona a través del portal Campus Infinito y se entrega a los estudiantes en papel durante esas semanas respectivas.*
- *MOH ofrece un centro para padres con un Facilitador de Relaciones Comunitarias y un Facilitador del Programa Estudiantil para ayudar a apoyar a los padres en el voluntariado o la participación en actividades para padres.*
- *Cada semana se envía un boletín semanal para estudiantes y padres (WAAG) para notificar a la comunidad escolar sobre eventos, fechas e información importante para la comunidad escolar del MOH.*
- *Hay intérpretes disponibles y la información se envía a los padres y se proporciona en español.*
- *Los intérpretes están disponibles y la información se envía a los padres en español.*

El personal escolar involucra a los padres de alumnos que participan en el programa de Título I, Parte A, y a los miembros de la familia para mejorar el desempeño del alumno en interacciones significativas con el personal escolar. El presente convenio apoya la colaboración entre el personal de la escuela, los padres de familia, y los miembros de la comunidad, para mejorar el logro académico del alumno. El personal escolar estableció las siguientes prácticas con el fin de ayudar a alcanzar dichos objetivos.

El personal del plantel brinda asesoría a los padres de alumnos que participan en el programa de Título I, Parte A, para ayudarles a entender los estándares de contenido académico del estado, las pruebas, y como supervisar y mejorar el logro académico de su hijo (a). (Artículo 1116[e][1] de la Ley ESSA).

Se brindan múltiples oportunidades a los padres del MOH con orientación para comprender el contenido del curso, las expectativas del curso y cómo intervenir cuando los estudiantes necesitan intervención y apoyo.

- Los eventos para padres se llevan a cabo regularmente para ayudar a las familias con el plan de estudios escolar, las evaluaciones y los pasos para monitorear a sus hijos a través de eventos como reuniones de Título I, talleres para padres de Título I, Zoom con Zumstein, talleres de consejeros y jornada de puertas abiertas.
- Los comités de padres como SSC, ELAC y Título I brindan a los padres información sobre cómo apoyar el rendimiento académico de sus hijos.
- Los maestros utilizan Google Classroom como un salón de clases en línea que brinda el acceso más actualizado al plan de estudios del curso, las políticas de calificación y los pasos para mejorar el rendimiento de sus hijos.
- Las conferencias de padres se llevan a cabo con estudiantes de poblaciones especiales cuando es necesario y solicitado.

El personal escolar provee a los padres de alumnos que participan en el programa de Título I, Parte A, materiales y capacitación para ayudarles a mejorar el rendimiento de sus hijos, tales como capacitación en lectoescritura y el uso de la tecnología, conforme es conveniente para fomentar la participación de los padres de familia (Artículo 1116[e][2] de la Ley ESSA).

Múltiples eventos a lo largo del año se llevan a cabo regularmente para capacitar a los padres y proporcionar información para mejorar el rendimiento de sus hijos.

- Los eventos para padres se llevan a cabo regularmente para ayudar a las familias con el plan de estudios escolar, las evaluaciones y los pasos para monitorear a sus hijos a través de eventos como reuniones de Título I, talleres para padres de Título I, Zoom con Zumstein, talleres de consejeros y jornada de puertas abiertas.
- Los comités de padres como SSC, ELAC y Título I brindan a los padres información sobre cómo apoyar el rendimiento académico de sus hijos.

Con el apoyo de los padres y miembros de la familia de alumnos que participan en el programa de Título I, Parte A, el personal escolar recibe capacitación sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con ellos como socios equitativos (Artículo 1116[e][3] de la Ley ESSA).

- PD del distrito/sitio para maestros, reuniones del personal del sitio, reuniones de PLC, PD del distrito/personal para personal clasificado, maestros de recursos específicos y facilitadores de relaciones comunitarias se comunican para ayudar a los maestros con la comunicación con los padres.

El personal del plantel coordina e integra el programa de participación de los padres de alumnos que participan en el programa de Título I, Parte A, con otros programas, y lleva a cabo otras actividades, como centros de recursos para padres, para alentar y apoyar a los padres de familia a participar con mayor plenitud en la educación de sus hijos (Artículo 1116[e][4] de la Ley ESSA).

- La participación de los padres en el MOH es bienvenida y apreciada. Alentamos a los padres a participar en las actividades escolares y del distrito para aumentar la participación de los padres.

- Parent committees such as SSC, ELAC and Title I are held regularly to gather parent input and share information with staff. Parents are given the opportunity to request for specific information regarding school programs

El personal escolar distribuye información sobre la escuela y los programas, juntas, y otras actividades para los padres de alumnos que participan en el programa de Título I, Parte A, y miembros de la familia, en un formato y lenguaje que ellos puedan entender (Artículo 1116[e][5] de la Ley ESSA).

Todas las reuniones y programas para padres en MOH se comparten en inglés y español..

- Las agendas de las reuniones se publican en inglés y español.
- Se brindan servicios de interpretación en español para eventos en línea y presenciales.
- Los mensajes de Infinite y Júpiter están en inglés y español.
- El boletín semanal está disponible para su traducción en varios idiomas

El personal del plantel provee apoyo para las actividades de participación de los padres de alumnos que participan en el programa de Título I, Parte A, y miembros de familia (Artículo 1116[e][14] de la Ley ESSA).

La participación de los padres en el MOH es bienvenida y apreciada. Alentamos a los padres a participar en las actividades escolares y del distrito para aumentar la participación de los padres.

- Los comités de padres como SSC, ELAC y Título I se llevan a cabo regularmente para recopilar opiniones de los padres y compartir información con el personal. Los padres tienen la oportunidad de solicitar información específica sobre los programas escolares.
- Los eventos como Zoom con Zumstein y los talleres para padres de Título I brindan a los padres la oportunidad de dar su opinión sobre las iniciativas, los sistemas y los programas escolares para modificaciones y comentarios sobre su eficacia. La información se comparte con los padres para ayudarlos a apoyar las necesidades académicas y sociales/emocionales de sus hijos.

El personal del plantel proporciona oportunidades para la participación de todos los padres de alumnos que participan en el programa de Título I, Parte A, y miembros de la familia, incluyendo aquellos con dominio limitado del inglés, discapacidades, y alumnos migrantes; y la información y los informes de la escuela se proporcionan en un formato y lenguaje que los padres y miembros de la familia pueden entender (ESSA Sección 1116[f])

MOH agradece y alienta la participación de todos los padres y miembros de la familia mientras colaboramos por el bienestar de nuestros estudiantes. La accesibilidad para todos los padres es importante para el personal del Ministerio de Salud y ofrecemos lo siguiente:

- Las agendas de las reuniones se publican en inglés y español en el sitio web de la escuela y en el boletín semanal para padres.
- Se brindan servicios de interpretación en español.
- Los mensajes de Infinite y Júpiter están en inglés y español.
- El boletín semanal está disponible para su traducción en varios idiomas mediante la aplicación Smore.
- Las reuniones de padres se ofrecen en el campus, en línea o de forma híbrida.

El presente convenio fue establecido por Montgomery High School el 1 de agosto de 2024 y se mantendrá vigente durante el período del año escolar 2025-2026. El personal escolar distribuirá el convenio anualmente a todos los padres de alumnos que participan en el programa de Título I, Parte A, y miembros de la familia, en, o antes de: 1 de Agosto de 2024.

Nombre del director: Sasha Scott

Date: 07/24/2025

