

Student & Parent Handbook
2026-2027

OLEANDER ELEMENTARY SCHOOL



Home of the Bears

Locked-In*Focused*Unstoppable

Site Administration
Julie Hansberger, Principal
Elizabeth Hauff, Assistant Principal

School Website: <https://oleander.fusd.net>
Q ParentConnection: <https://sis.fusd.net/parentportal/>
ParentSquare: <https://www.fusd.net/parents/parent-resources/parentsquare>
Instagram: [fusd_oleander](#)

8650 Oleander Ave., Fontana, CA 92335
Main Office & Attendance Line: (909) 357-5700
Campus Hours: 7:15 a.m.– 3:30 p.m

**Fontana Unified School District
9680 Citrus Avenue/P.O. Box 5090
Fontana, CA 92334-5090 909-357-5000**



District Leadership & Governance

**Miki R. Inbody, Superintendent
Board of Education**

**Angel Ramirez, Board President, Trustee Area 3 Representative
Marcelino "Mars" Serna, Board Vice President, Trustee Area 1 Representative
Danielle Holley, Board Member, Trustee Area 4 Representative
Adam Perez, Board Member, Trustee Area 2 Representative
Mary Sandoval, Board Member, Trustee Area 5 Representative**

**Divisions/Department under Superintendent of Schools:
Leslie Barnes, Ed.D., Associate Superintendent, Business Services
Caroline Labonte, Associate Superintendent, Human Resources
Craig Baker, Associate Superintendent, Student Services
Christopher Hollister, Associate Superintendent, Teaching and Learning
Michael Garcia, Chief Communication and Community Engagement Officer
Glenn Alegre, Chief of Technology & Digital Integration
Rich Randolph, Police Chief, School Police Service**

Welcome to Our School Community!

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SCHOOL CALENDARS

DISTRITO ESCOLAR UNIFICADO DE FONTANA CALENDARIO DEL AÑO ESCOLAR 2026-2027

JULIO 2026						
D	L	M	MI	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Días en curso = 0						

SEPTIEMBRE 2026						
D	L	M	MI	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Días en curso = 21						

NOVIEMBRE 2026						
D	L	M	MI	J	V	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Días en curso = 15						

ENERO 2027						
D	L	M	MI	J	V	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Días en curso = 13						

MARZO 2027						
D	L	M	MI	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Días en curso = 18						

MAYO 2027						
D	L	M	MI	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Días en curso = 19						

	DÍAS ESCOLARES
	FINES DE SEMANA/VACACIONES
	DÍAS FESTIVOS (NO HAY CLASES)

AGOSTO 2026						
D	L	M	MI	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Días en curso = 18						

OCTUBRE 2026						
D	L	M	MI	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Días en curso = 22						

DICIEMBRE 2026						
D	L	M	MI	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Días en curso = 14						

FEBRERO 2027						
D	L	M	MI	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Días en curso = 18						

ABRIL 2027						
D	L	M	MI	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Días en curso = 22						

JUNIO 2027						
D	L	M	MI	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Días en curso = 0						

N	ORIENTACIÓN PARA NUEVOS PROFESORES
PD	CAPACITACIÓN PROFESIONAL (Día sin estudiantes)
MD	DÍA DIRIGIDO POR MIEMBROS (Día sin estudiantes)

AGOSTO

6 Inicio de curso– Para todos los grados

SEPTIEMBRE

7 Conmemoración del día del trabajo (No hay clases)

NOVIEMBRE

11 Conmemoración del día de los Veteranos (No hay clases)

23-27 Vacaciones de otoño (No hay clases)

DECIEMBRE

21-31 Vacaciones de invierno (No hay clases)

ENERO

1-8 Vacaciones de invierno (No hay clases)

11 Día de capacitación profesional (No hay clases)

18 Conmemoración del día de Martin Luther King, Jr. (No hay clases)

FEBRERO

8 Conmemoración del Natalicio del presidente Lincoln (No hay clases)

15 Conmemoración del día de los presidentes (No hay clases)

MARZO

22-26 Vacaciones de primavera (No hay clases)

MAYO

27 Fin de curso - para todos los grados

JUNIO

18 Conmemoración del día de la Emancipación (Juneteenth) (No hay clases)

DÍAS MÍNIMOS PARA TODAS LAS ESCUELAS

Miércoles de cada semana

CONFERENCIAS DE ESCUELAS PRIMARIAS Y SECUNDARIAS/DÍAS MÍNIMOS

19 – 23 de octubre de 2026

FIN DEL SEMESTRE PARA TODAS LAS ESCUELAS DÍAS MÍNIMOS

Viernes 18 de diciembre de 2026 – Fin de Semestre 1

Jueves 27 de mayo de 2027 – Fin de Semestre 2 – Último Día de Clases

FIN DEL TRIMESTRE/SEMESTRE PARA LAS SECUNDARIAS/PREPARATORIAS

Viernes 9 de octubre de 2026 – Fin de Trimestre 1

Viernes 18 de diciembre de 2026 – Fin de Semestre 1

Viernes 19 de marzo de 2027 – Fin de Trimestre 3

Jueves 27 de mayo de 2027 – Fin de Semestre 2 – Último Día de Clases

DÍAS MÍNIMOS/EXAMENES FINALES PARA LAS PREPARATORIAS

Del 15 – 18 de diciembre de 2026

Del 25 – 27 de mayo de 2027

Aprobado por la Junta Directiva: 9/25/24



BELL schedule



OFFICE OPENS
7:15 AM

BREAKFAST BEGINS
7:15 AM

BREAKFAST ENDS
7:40 AM

OFFICE CLOSES
3:30 PM

PRESCHOOL SCHEDULE HORARIO PRE-ESCOLAR

SESSION SESIÓN	SCHOOL BEGINS CLASES COMIENZAN	BREAKFAST/ LUNCH DESAYUNO/ALMUERZO	DISMISSAL SALIDA
AM	8:30 AM	8:45 - 9:10 AM	11:30 AM
PM	12:15 PM	12:40-1:05 PM	3:15 PM

TRANSITIONAL KINDERGARTEN -5TH GRADE REGULAR DAY SCHEDULE HORARIO REGULAR DE KINDERGARTEN TRANSICIONAL A 5º GRADO

GRADE GRADO	SCHOOL BEGINS CLASES COMIENZAN	AM RECESS RECREO AM	LUNCH & RECESS Almuerzo y Recreo	PM RECESS RECREO PM	DISMISSAL SALIDA
TK	7:45 AM	8:45-9:00 AM	11:00-11:40 AM	N/A	12:15 PM
K	7:45 AM	9:00-9:15 AM	10:40-11:20 AM	12:40-12:55 PM	2:20 PM
1 ST	7:45 AM	9:00-9:15 AM	10:40-11:20 AM	12:40-12:55 PM	2:20 PM
2 ND SDC 1-3	7:45 AM	9:20-9:35 AM	11:20 AM-12 PM	12:55-1:10 PM	2:20 PM
3 RD	7:45 AM	9:20-9:35 AM	11:20 AM-12 PM	12:55-1:10 PM	2:20 PM
4 TH SDC 4-5	7:45 AM	9:35-9:55 AM	12:00-12:40 PM	N/A	2:20 PM
5 TH	7:45 AM	9:35-9:55 AM	12:00-12:40 PM	N/A	2:20 PM

EVERY WEDNESDAY IS MINIMUM DAY!

TRANSITIONAL KINDERGARTEN- 5TH GRADE MINIMUM DAY SCHEDULE HORARIO MÍNIMO DE KINDERGARTEN TRANSICIONAL A 5º GRADO

GRADE GRADO	SCHOOL BEGINS CLASES COMIENZAN	LUNCH & RECESS Almuerzo y Recreo	DISMISSAL SALIDA
TK	7:45 AM	11:00-11:30 AM	11:50 AM
K	7:45 AM	9:30-10:10 AM	11:50 AM
1 ST	7:45 AM	9:30-10:10 AM	11:50 AM
2 ND SDC 1-3	7:45 AM	10:10-10:50 AM	11:50 AM
3 RD	7:45 AM	10:10-10:50 AM	11:50 AM
4 TH SDC 4-5	7:45 AM	10:50-11:30 AM	11:50 AM
5 TH	7:45 AM	10:50-11:30 AM	11:50 AM



OLEANDER ELEMENTARY

8650 OLEANDER AVENUE, FONTANA, CA 92335 · PHONE: (909) 357-5700 · FAX: (909) 357-7577



SAFETY IS OUR TOP PRIORITY! 🌟

OUR PARKING LOT GATE WILL BE **CLOSED**

at Arrival and Dismissal 💛



Our gate is closed during arrival and dismissal for the safety of all students and families. 💛



EVERY DAY – ARRIVAL



7:20 – 7:45 AM

No entry or exit during this time.

REGULAR DAYS – DISMISSAL



2:00 – 2:30 PM

No entry or exit during this time.

WEDNESDAYS – MINIMUM DAY



11:30 AM – 12:00 PM

No entry or exit during this time.



If you are inside the gate when it closes, **YOU WILL NEED TO REMAIN INSIDE** until it reopens at the time listed above. ⚠️

A little planning helps everyone!

- 💛 Please avoid early pick-ups whenever possible.
- 💛 Allow your child to stay for the full day so they receive the benefits of learning, friendship, and routine!



Thank you for partnering with us to keep our campus *safe, smooth, and positive* for **EVERY Bear!**



¡LA SEGURIDAD ES NUESTRA PRIORIDAD! 🌟

NUESTRA PUERTA DEL ESTACIONAMIENTO ESTARÁ **CERRADA**

durante la llegada y la salida 💛



La puerta estará cerrada durante la llegada y la salida para la seguridad de todos los estudiantes y familias. 💛



TODOS LOS DÍAS – LLEGADA



7:20 – 7:45 AM

No hay entrada ni salida durante este horario.

DÍAS REGULARES – SALIDA



2:00 – 2:30 PM

No hay entrada ni salida durante este horario.

MIÉRCOLES – DÍA MÍNIMO



11:30 AM – 12:00 PM

No hay entrada ni salida durante este horario.



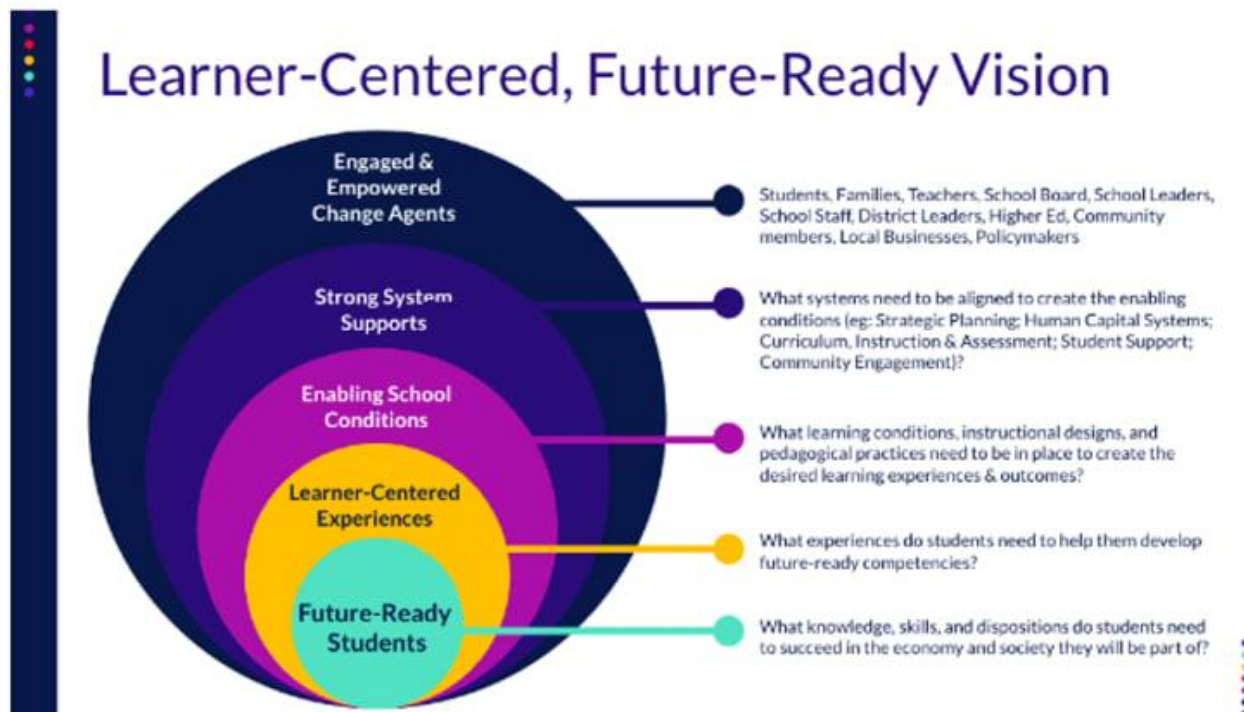
Si usted está dentro de la puerta cuando se cierra, **DEBERÁ PERMANECER DENTRO** hasta que vuelva a abrirse en el horario indicado arriba. ⚠️

¡Un poco de planificación ayuda a todos!

- 💛 Evite recoger a su hijo/a temprano siempre que sea posible.
- 💛 Permita que su hijo/a se quede hasta el final del día para que aproveche al máximo el aprendizaje, la amistad y la rutina.



¡Gracias por colaborar con nosotros para mantener nuestro campus *seguro, organizado y positivo* para **TODOS** los Osos!



We are pleased to report that the first phase of the work has been successfully completed. The Learner Profile Committee and District Alignment Team drafted the five competencies of the Learner Profile. **The Learner Profile Committee** (70-member (committee made up of a diverse representation of stakeholders) met July 24, 25 and October 30. The District Alignment team (composed of district office and school site leaders) met May 15 for an entire day and monthly meetings held in August, September, and October.

Proposed Learner Profile:

Every FUSD student will step into the future with readiness, characterized by their commitment to becoming a:

Life-long Learner

- **Academic and Career Development:** Foundational and specialized skills that prepare individuals for both academic achievement and professional success, focusing on core subjects, practical knowledge for everyday life, and vocational skills.
- **Cognitive and Critical Thinking Skills:** Mental processes that involve deep understanding, memory retention, and analytical reasoning, supporting complex problem-solving and informed choices.
- **Innovation and Knowledge Application:** The ability to creatively integrate and apply learned information, with a focus on adapting to new ideas and tools to achieve progress and improvement.

Collaborative Communicator

- **Relationship Skills:** Adapt communication style to effectively engage with diverse audiences

- **Clarity of Ideas:** Effectively convey clear and well-organized ideas.
- **Active Engagement:** Communicate through inquiry, attentive listening, and curiosity.
- **Mindful Communication:** Seek to understand others through diverse perspectives while balancing assertiveness with empathy.

Innovative Thinker

- **Visionary:** Demonstrates initiative and resourcefulness, identifying opportunities for innovation and creating value through strategic thinking and action.
- **Growth Mindset:** Believes in the potential for growth and improvement, viewing challenges and setbacks as opportunities to learn.
- **Risk Taker:** Willing to step out of their comfort zone, embracing uncertainty to pursue new and effective ways to solve problems and improve processes.
- **Curiosity:** Driven by a desire to explore, ask questions, and seek a deeper understanding of the world around them.
- **Problem Solver:** Tackles challenges with a logical and creative approach, finding practical solutions to complex issues.

Thriving Individual

- **Self-Awareness:** Demonstrates resilience, emotional intelligence, and a commitment to well-being & personal growth.
- **Relational Awareness:** Possesses strong interpersonal skills, to build positive relationships and show empathy towards others.
- **Adaptability:** Driven by a commitment to a fulfilling and purposeful life they embrace challenges with a growth mindset, contributing positively to their community and inspiring others.

Change Maker

- **Empowered Visionary:** Intrinsically driven to create positive change in their community and beyond.
- **Ethical Leader:** Confident in their ability to navigate local and global interactions while understanding their impact on others, leading to compassionate decision-making.
- **Vigorous Advocate:** Taking a holistic approach to personal and community wellness, dedicated to creating a more just, inclusive, and sustainable world.

Student Support & Wellness Services

Supporting Student Well-Being

For support or referrals, please reach out to:

Staff	Role	Email
Sonia Alvarado	School Counselor	AlvaSC@fUSD.net
Ana Ramirez-Gutierrez	School Counselor (½ time)	RamiAB@fUSD.net

At Oleander Elementary School, we recognize that student well-being is foundational to academic and personal success. Whether a student is navigating challenges or simply needs someone to talk to, our school counselors are here to help. They serve as key resources for students and families seeking support or referrals to additional services. If you're unsure where to start, connecting with a counselor is a great first step.

Support Services

Counseling services are available to all students and may be requested by families, staff, or students themselves. Support may include:

- Classroom lessons on empathy, conflict resolution, and emotional regulation.
- Small group sessions focused on friendship, problem-solving, and managing emotions.
- Short-term individual counseling for personal, academic, or social challenges.
- Referrals to outside providers for longer-term or specialized support.

Counselors also collaborate with teachers and families to support student success and may participate in school-wide initiatives that promote mental health and wellness.

Confidentiality & Safety

Student privacy is respected in all counseling interactions. Counselors clearly explain the limits of confidentiality, especially in situations involving safety concerns such as harm to self or others. In such cases, appropriate steps are taken in accordance with district policy to ensure student safety and well-being.

Crisis Response Protocols

In the event of a crisis or traumatic incident affecting the school community, X School follows established district crisis response protocols. These procedures are designed to provide emotional support, maintain safety, and restore a sense of stability for students and staff. Counselors may offer individual or group support, coordinate with district crisis teams, and assist families in accessing additional resources.

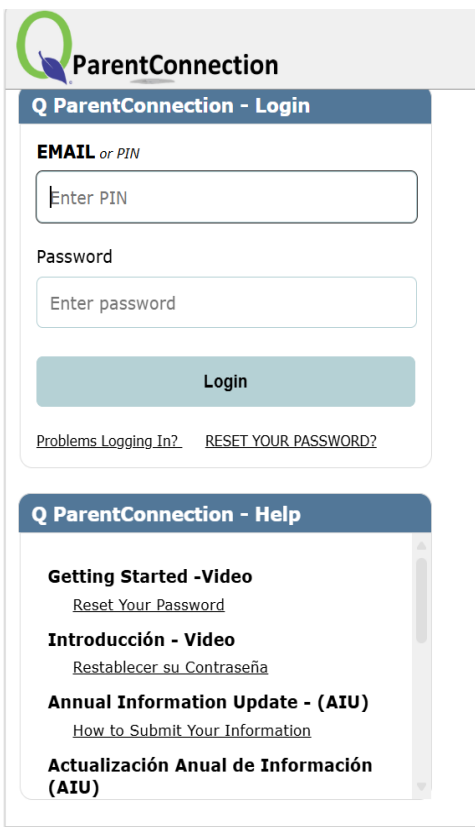
Requesting Support

Families, students, and staff are encouraged to seek support whenever needed—whether for academic concerns, emotional challenges, or social issues—by contacting the school counselor or Climate and Culture Coach directly via email, phone, or in person. Support can also be requested through the school office, teacher referrals, or student self-referral. If you're unsure where to begin, our counselors and Climate and Culture Coach are excellent starting points; they can listen, provide guidance, and help connect you with additional resources or referrals to outside services when appropriate. Open communication and collaboration are key to ensuring students receive timely and personalized care.

Family Communication, Engagement, & Governance

Clear communication helps keep families informed and engaged in their child's education. Families are encouraged to set their preferred language and notification settings in ParentSquare, and to check messages regularly for updates from the district, school and teacher. Parents can check student attendance, assignments, and academic progress on Parent Q-Connection. As always, parents are encouraged to reach out to their students' teacher for specific support.

Parent Q-Connection Please follow this link to sign up to Parent Q-Connection/Favor de seguir este enlace para registrarse en Parent Q-Connection : <https://sis.fusd.net/parentportal/>

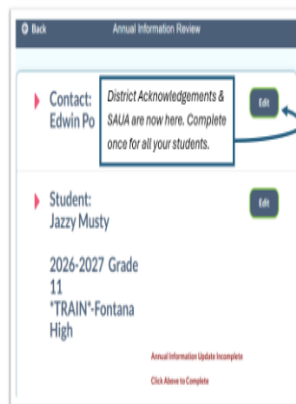


The image shows the ParentConnection website interface. At the top left is the ParentConnection logo. Below it is a 'Q ParentConnection - Login' section with fields for 'EMAIL or PIN' (containing 'Enter PIN') and 'Password' (containing 'Enter password'), a 'Login' button, and links for 'Problems Logging In?' and 'RESET YOUR PASSWORD?'. Below the login section is a 'Q ParentConnection - Help' section with links for 'Getting Started -Video', 'Reset Your Password', 'Introducción - Video', 'Restablecer su Contraseña', 'Annual Information Update - (AIU)', 'How to Submit Your Information', and 'Actualización Anual de Información (AIU)'.

AIU IS NOW OPEN!

What's new in AIU?

The District Acknowledgements and Student Acceptable Use Agreement (SAUA) has been moved to the contact update area.

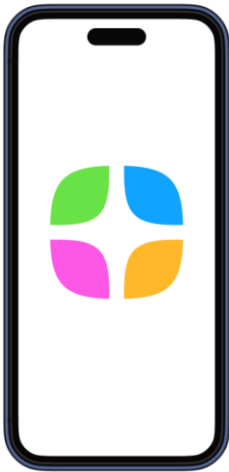


The image shows a screenshot of the 'Annual Information Review' form. It has a 'Back' button at the top left. The form contains two main sections: 'Contact: Edwin Po' and 'Student: Jazzy Musty'. The 'Contact' section has a text box with the message 'District Acknowledgements & SAUA are now here. Complete once for all your students.' and an 'Edit' button. The 'Student' section has an 'Edit' button. Below the student section, it shows '2026-2027 Grade 11' and 'TRAIN Fontana High'. At the bottom, it says 'Annual Information Update Incomplete' and 'Click Here to Complete'.

You now only need to complete these two steps once and they will apply to all your students in the district.

ParentSquare –

Please follow this link to sign up to ParentSquare/Favor de seguir este enlace para registrarse en ParentSquare: <https://www.parentsquare.com/signin/>



Download the ParentSquare mobile app

Send and receive school communications on the go



Sign In

Email or Phone Number

Password

[Forgot password?](#)

Sign In

OR

 Sign In with Google

 Sign In with Microsoft

Having trouble?

[Get help signing in](#)

Register

Email or Phone Number

Get Started

You must use the email/phone you provided to your school

Parent Committees & Meetings

Family involvement plays a vital role in shaping school programs, policies, and budgets. Parents are encouraged to participate in school-based committees and meetings, including:

Parent Committees and School-Related Meetings

Committee or Meeting	Description
School Site Council (SSC)	A decision-making body that reviews school data and approves the Single Plan for Student Achievement.
English Learner Advisory Committee (ELAC)	Advises on programs and services for students learning English.
African American Parent Advisory Committee (AAPAC)	Advises on academic, cultural, and social-emotional supports for African American students and their families.
Parent Teacher Association (PTA)	Supports school initiatives and fosters family-school partnerships.
Parent-Teacher Conferences	Provides opportunities for individualized academic and behavioral discussions.
Bear Chat	Provides in-depth updates on school matters and regular opportunities for parents to share ideas with site staff.
Bear Rally	Provides recognition of student achievement by students, staff and community members, while fostering class and school spirit.

These groups meet regularly to review school data, provide input on student programs, and support school improvement efforts. Meeting dates and agendas are shared in advance through ParentSquare or other school communications. Unless otherwise noted, all committee meetings are open to the public.

Volunteer Guidelines

Volunteers are welcomed and appreciated at Oleander Elementary School. Family and community members may assist in classrooms, the library, on field trips, or with enrichment activities. Volunteers may also help create instructional materials or share special talents that enrich the curriculum. To volunteer:

- Contact your child's teacher or the school office.
- Complete the district's volunteer screening process, including a clear TB test and Mandatory Reporting for Child Welfare.
- Sign in and out at the office and wear a visitor badge.
- Remain under the supervision of a credentialed teacher when working with students.
- Avoid discussing your child's progress while volunteering.
- Please do not bring small children when volunteering.

Meeting Recording Policy

The school values open communication and encourages families and community members to participate in school meetings and events. Recording of meetings (audio, video, or images) is permitted in accordance with state law, including for public meetings.

We also recognize the importance of privacy. When possible, the school will be mindful of requests from individuals who prefer not to be recorded, particularly when minors or confidential student information may be involved.

For meetings that include confidential student matters, recording may require written consent from participants. When consent is required and not provided, recording will not take place.

The school may record certain meetings for school purposes when allowed by law. Participants will be informed in advance if a meeting will be recorded by the school.

To support a respectful and focused meeting environment, participants are encouraged to use recording devices thoughtfully and in accordance with state law. For meetings that include confidential student information, participants may be asked to pause or discontinue recording during those portions of the meeting. For public meetings, lawful recording is permitted, and the school will make reasonable efforts, when feasible, to be mindful of privacy concerns.

Classroom Visitation

Parents/guardians may request classroom observation visits. To minimize instructional disruption and protect student privacy, requests must be submitted at least 24 hours in advance and are subject to administrative approval. Classroom visits are scheduled at a mutually agreed upon-in accordance with instructional priorities, safety, and student confidentiality.

All visitors are required to check in at the front office, present valid identification, and receive a visitor's badge prior to entering any instructional area. Unannounced classroom visits are not permitted.

Classroom visits are for observation purposes only. To protect student privacy and confidentiality, **visitors may not engage students, address the class, or discuss individual students during instructional time.**

If a parent/guardian wishes to meet or conference with a teacher, an appointment must be scheduled outside of instructional time. This allows staff to protect student confidentiality and dedicate appropriate time to address questions, comments, or concerns.

The school reserves the right to limit, reschedule, or deny classroom visits if they are deemed disruptive, pose a safety concern, or conflict with instructional priorities, in accordance with state law and district policy.

Campus Safety & Daily Procedures

Clear routines help keep our students safe, minimize congestion, and protect valuable instructional time. Your cooperation in following the steps outlined below each day is greatly appreciated and plays a vital role in maintaining a smooth and secure school environment.

Car Line & Pedestrian Safety

To ensure safety and maintain an orderly flow of traffic, please use the designated drop-off and pick-up lanes. Pull forward as directed by staff and remain in your vehicle while in the loading zones. Students should have backpacks ready to allow for a quick and safe exit.

For safety, students must enter and exit vehicles curbside on the passenger side only. If you need to walk your child to or from school, please park in a designated parking space and **use the crosswalk**. Do not leave vehicles unattended in loading zones or bus lanes.

Always use sidewalks and marked crosswalks and follow the directions of crossing guards when present. Families waiting to pick up students on foot should remain in the designated pick-up area. Staff will release students directly to an authorized adult. Please do not call students across traffic or between vehicles. We want to ensure that students are safe.

Closed Campus Policy

Oleander Elementary School operates as a closed campus. Students are not permitted to leave during the school day unless they have been properly signed out through the Attendance Office.

- Students must remain in designated lunch areas during lunch.
- Food deliveries from outside vendors (e.g., Uber Eats, DoorDash, Grubhub) are not allowed.
- Students may not leave campus to purchase food.
- Food delivered by outside companies will be held and returned according to school procedures.
- Opening exterior doors to allow deliveries creates a security risk and will result in disciplinary action.

If you need to drop off clothing or shoes, please place items in a bag clearly labeled with the student's name.

Leaving Campus

Oleander Elementary School does not permit students to leave campus and return during the school day for clubs, tutoring, or other activities. Once a student leaves campus, they are considered off school supervision.

This policy is in place to ensure student safety, maintain accountability, and preserve instructional time. Allowing students to exit and reenter campus creates supervision and liability concerns and disrupts the school day.

Students who leave campus during the school day will only be permitted to return when accompanied by a parent or guardian and after checking in through the main office. Unauthorized departures or attempts to reenter campus without an adult may result in disciplinary consequences.

Visitor Guidelines

All visitors must check in at the front office, wear a visible visitor badge, and proceed directly to their approved destination. Unauthorized visitors or those who violate campus expectations may be subject to disciplinary action and/or involvement from local law enforcement.

Student Expectations:

- Students may not leave campus during the school day without being properly signed out.
- During lunch, students must remain in designated lunch areas.
- Leaving campus to purchase or pick up food is not permitted.
- Food deliveries from outside vendors (e.g., Uber Eats, DoorDash, Grubhub) are strictly prohibited and will be confiscated.
- Students who open exterior doors to allow deliveries or unauthorized access will face disciplinary consequences due to the security risk.

Item Drop-Offs:

We understand that mornings can be busy and, from time to time, students may forget something they need for the school day. We are happy to help when an essential item needs to be dropped off.

To help us **protect instructional time, maintain campus safety, and keep our front office running smoothly**, we kindly ask families to limit drop-offs to items that are necessary for the school day.

If you need to drop off **clothing, shoes, or another essential personal item**, please place it in a bag that is **clearly labeled with your student's first and last name and teacher's name** and leave it with the front office. Our office staff will coordinate with the student and/or teacher so the item can be picked up or delivered during a recess, break, or other appropriate time without interrupting classroom instruction.

Please note that **items for classroom parties or celebrations cannot be accepted through the front office**. Families should coordinate these items directly with the classroom teacher in advance.

Thank you for partnering with us to keep our campus **safe, organized, and focused on learning**. We appreciate your understanding and support!

Authorized Pick-Up & ID

A photo ID is required for any adult picking up a student. Only individuals listed as Emergency Contacts in Q Parent Connection may sign out a student. A primary guardian will be called to verify a pick-up by an Emergency Contact. To add or update authorized adults, please log in to Q Parent Connection or contact the school office in-person with a valid photo ID.

Early Pick-Up & Late Arrivals: Minimizing Disruptions to Learning

To minimize disruptions to learning, we ask families to schedule appointments after school hours whenever possible.

Early Pick-Up

If early pick-up is unavoidable:

- Notify the office in advance so your student can be dismissed promptly.
- Bring a photo ID to sign out your student.
- Allow time for transitions so lessons can conclude smoothly.
- The main parking lot gate is closed on Regular Days from 2:00-2:30 and on Minimum Days from 11:30-12:00. If you are parked in the parking lot during that time, you will have to remain in the parking lot until the gate reopens at the given time.

Late Arrivals / Tardies

Students arriving after the bell must:

- Check in at the tardy gate or front office to receive a pass to class.
- Proceed directly to class and follow all classroom routines without delay.
- Arrive prepared and ready to learn, with all necessary materials.
- Students arriving after 7:40 am will have a chance to get breakfast during Second Chance breakfast offered during morning recess on regular days (not minimum day).
- The main parking lot gate is closed DAILY from 7:20 am-7:45 am. The gate will not be opened and/or closed during this time.

We understand that occasional schedule changes are unavoidable. Thank you for helping us protect valuable learning time by planning whenever possible.

Transportation, Wheels on Campus & Courtesy Guidelines

Wheeled Transportation (Bikes, Scooters, Skateboards)

Riding bicycles, skateboards, and scooters on campus at Oleander is a safety violation. 4th & 5th Grade students wishing to ride their bicycle to school must sign and follow the safety contract provided by admin. Students may NOT bring/ride scooters, skateboards, or skates (or shoes with wheels-“Heelys”) to school. These items will be confiscated by staff, and a parent will be contacted to retrieve the items. Helmets are required by California law for all riders under 18 when traveling to and from school. Please help us reinforce these safety expectations with your child.

Electric Wheelchairs

Individuals who use electric wheelchairs or other mobility devices as a medical or accessibility accommodation are permitted to operate these devices on campus in accordance with their individual needs. These devices are not considered recreational for wheeled transportation.

Those who need them are expected to operate mobility devices safely, responsibly, and at appropriate speeds, with consideration for pedestrians and campus conditions. School staff may provide guidance to support safe navigation of campus spaces when necessary.

The school will work collaboratively to ensure access, safety, and compliance with applicable laws, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Any questions or concerns regarding mobility devices should be directed to school administration.

Bus, Daycare Van, and Changes in Transportation Procedures

At dismissal, students should go directly to their assigned bus or daycare van. Any changes to transportation routines must be communicated to the office by a parent or guardian as early as possible to ensure proper coordination. For the safety of every student, families are encouraged to establish a **consistent dismissal and transportation plan** and review it with their child. Changes to a student's regular dismissal routine should be limited to situations when they are truly necessary rather than occurring on a regular basis.

When a change is needed, please contact the school office **at least 30 minutes before your child's dismissal time**. This allows our staff enough time to verify the request, communicate the change to the appropriate staff members, and ensure your child receives the correct information before dismissal begins.

While we will always do our best to assist families, **changes received less than 30 minutes before dismissal cannot be guaranteed**. Once dismissal preparations are underway, staff and students are moving throughout campus, and we may not be able to communicate a last-minute change safely and effectively.

For your child's safety, **all transportation or dismissal changes must be made by a parent or authorized guardian whose identity can be verified by the school office**. If we are unable to verify the identity of the person requesting the change, we will follow the student's regular dismissal plan.

Please make sure your **contact information and authorized contacts are current** in our school records. Accurate information allows us to verify requests quickly and, most importantly, helps us keep your child safe.

Thank you for helping us create a dismissal process that is **safe, consistent, and smooth for all of our Bears!**

Accessibility & Courtesy During Pick-Up

Designated loading areas are available for families with accessibility needs. If you require accommodation, please contact the office in advance. We ask all families to model patience and kindness during pick-up—small courtesies help keep the line moving efficiently and ensure student safety. If there are changes to your child's transportation plan, please see the above information.

Health Services & Medication Policy

Oleander Elementary School is committed to supporting the health and well-being of all students. The Health Office, located in the main office, is staffed by a health assistant available daily during school hours.

Health Office Services

- Assistance with daily health concerns
- Medication dispensing (with proper documentation)
- Vision and hearing screenings

Students who are ill or injured must obtain a Health Office Pass from their teacher if during class or from a School Site Aide during recess. Students may not call parents from their personal cell phones to request pick-up. The Health Assistant will contact parents if a student needs to go home due to illness.

Medication Policy

Per California Education Code §11753.1, students who require medication during the school day may be assisted by the school nurse or designated personnel only if the following documentation is provided:

1. A written statement from the physician detailing:
 - Medication name
 - Dosage
 - Time schedule
 - Method of administration
2. A written statement from the parent/guardian requesting school assistance in administering the medication. Students may not transport medication to school. Medication must be delivered to the Health Office by a parent or guardian.

Emergency Contact Updates

To ensure timely communication during emergencies or important updates, please notify the school office immediately of any changes to your child's information. This includes updates to the student's name, home address, parent or guardian phone numbers (home or work), and emergency contact details. If you are calling from an unlisted number, you may need to provide additional information to make changes. The best and most efficient way to make changes is by coming in-person to the office with your valid ID. Keeping this information current helps us respond quickly and appropriately when needed.

Family Expectation for Events & Performances

We celebrate student growth, effort, and character to build motivation and a sense of belonging. Recognition may include awards assemblies and other celebrations for academic achievement, attendance, and positive behavior.

When attending recognition events, families are expected to model respectful behavior by:

- Listening attentively
- Celebrating all students
- Avoiding disruption
- Following posted or verbal safety directions
- Supervising young children

Please be mindful that other families are also present and want to see and hear their children. Let's be courteous and inclusive so everyone can enjoy the moment.

Performances & Showcases

Visitors attending student performances are expected to model courteous audience behavior. This includes arriving on time, silencing devices, remaining for the full program unless otherwise directed, and celebrating all students. Please avoid loud talking, excessive movement, or recording that may interfere with others' enjoyment.

Seating for school performances and showcases may be limited and is available on a first-come, first-served basis. To ensure a positive experience for all families, we ask that guests do not save seats for others or bring large items (such as signs, balloons, or oversized bags) that may block the view of other audience members.

Please be considerate of those around you—everyone deserves the opportunity to see and celebrate their student. Courteous audience behavior includes arriving on time, silencing devices, remaining for the full program unless otherwise directed, and celebrating all students equally. These expectations help create an inclusive and respectful environment for all attendees.

Attendance, Absences & Independent Study

Attendance Expectations

Consistent attendance is one of the strongest predictors of student success. Our procedures are designed to support families, reduce barriers, and ensure compliance with California's Compulsory Education Law (Ed. Code §48200). This section outlines key policies to help families report absences, maintain regular attendance, and access available supports.

Reporting an Absence

If your child is absent, please call the Attendance Office each morning of the absence. Be sure to include the student's name and grade, date(s) of absence, and reason. This helps us accurately record the absence and offer support if needed.

Excused Absences

Excused Absences are defined under Education Code §48205 and may include:

- Illness or medical appointments (including dental and mental health)
- Quarantine due to exposure to contagious disease
- Bereavement for immediate family members
- Court appearances
- Religious holidays or ceremonies
- Attendance at an educational conference or event approved by the school
- Services related to a student's IEP or 504 Plan

To ensure an absence is marked excused, a parent or guardian must notify the Attendance Office with a valid reason—preferably in writing or by phone—within the school's designated timeframe.

Unexcused Absences & Truancy

Unexcused Absences occur when a student misses school without a valid reason or without proper notification. Examples include:

- Oversleeping
- Transportation issues
- Family vacations not approved in advance
- Leaving campus without permission
- Absences not verified by a parent or guardian

According to Education Code §48260, a student is considered truant after three unexcused absences or instances of being tardy for more than 30 minutes without a valid excuse. Continued unexcused absences may result in classification as a habitual truant and referral to a School Attendance Review Board (SARB) under Education Code §48263.

If you are unsure whether an absence qualifies as excused, please contact the Attendance Office for clarification. Timely communication helps maintain accurate records and ensures students receive appropriate support.

Independent Study

If your child will be absent for **one or more consecutive days for reasons other than illness**, please contact the office as early as possible to ask about Independent Study. This program allows students to complete assigned work while away from school. When all work is submitted on time and in full, attendance credit may be applied for those days.

Independent Study is a collaborative effort—early notice allows teachers to prepare meaningful assignments that align with classroom instruction. Depending on the nature and length of the absence, other supports may also be available to help reduce the impact on learning.

Saturday School (Attendance Recovery)

Saturday School gives students a chance to recover absences and remain eligible for perfect attendance recognition. It supports learning but does not replace daily classroom instruction; missing regular class time means missing critical grade-level concepts. Details about dates, times, and sign-up will be shared by the school. **Please note: absences incurred after March 28 are not eligible for recovery for the current school year.**

Attendance Notices & Support (Truancy, Chronic Absence)

If your child has excessive absences or tardies, you may receive attendance notices during the school year. These letters are required by California law and are intended to inform and support, not punish.

Types of notices include:

- Truancy Letters: Sent when a student has unexcused absences or is late more than 30 minutes on multiple occasions.
- Chronic Absence Notices: Sent when a student misses 10% or more of enrolled school days for any reason.

If you receive a notice regarding attendance, please contact the school office as soon as possible to review the details and discuss the next steps. You have the right to meet with school staff to develop a personalized support plan that aligns with your family's needs.

Make-Up Work

When a student has an excused absence, they are given a reasonable amount of time to complete missed assignments. Teachers will communicate expectations, provide necessary materials, and set due dates based on the length and nature of the absence.

For students participating in Independent Study (typically for planned absences of three or more days), all assigned work must be completed and submitted by the agreed-upon deadline. This is essential for the school to apply attendance credit for the days missed. Incomplete or late work may result in unexcused absences for those days.

Timely communication and follow-through help ensure students stay on track academically and meet attendance requirements.

Instruction, Interventions & Academic Support

Oleander Elementary School believes that strong instruction, timely support, and meaningful enrichment help every child grow. This section outlines what families can expect and how to partner with us to support student success.

Progress Reports, Report Cards, and Grade Monitoring

Families receive progress reports and report cards according to the District's official academic calendar. These reports provide important information about a student's academic progress, attendance, and performance.

To support timely access to student information, the District uses Q ParentConnection as the primary platform for viewing:

- Current grades
- Attendance records
- Progress reports
- Report cards

Report cards are no longer mailed home. Families can access and download report cards directly through Q ParentConnection once they are released.

Families are encouraged to check Q ParentConnection regularly to stay informed about their student's progress and to contact their school site if they need assistance accessing the system or have questions about academic records.

Teachers share grading practices, homework expectations, and communication methods at the start of the year. Families receive progress reports and report cards according to the district calendar and can monitor grades and attendance in Q ParentConnection. Report cards are no longer mailed home; they are available on Q ParentConnection.

- Homework provides practice, review, and enrichment of classroom learning. Teachers will share specific expectations.
- When no homework is assigned, students are encouraged to read and practice basic math facts at home.
- Parents can support students by creating a quiet, consistent space for homework each evening.

Multi-Tiered Support System

We use a multi-tiered system of support to identify and address academic needs. This includes:

- Reviewing multiple measures (state tests, district benchmarks, classroom performance)
- Providing targeted support during the school day
- Monitoring progress and adjusting supports as needed

Families will receive updates through ParentSquare, email, phone calls, and teacher conferences. Please keep your contact information current.

How families can help:

- Respond to ParentSquare messages and confirm attendance for support sessions
- Encourage daily, on-time attendance—intervention depends on consistent participation
- Reach out to your child's teacher or the office with questions; translation services are available

Note: California law requires schools to identify students at risk and offer remedial instruction (Ed. Code §§ 48070–48070.5).

Student Success Team (SST)

The SST process is an essential intervention tool that helps identify and address academic, behavioral, or social-emotional challenges before they become long-term barriers to success.

The SST is a team of educators and support staff who meet to:

- Review a student's progress based on teacher input, classroom data, and family concerns
- Recommend strategies, program adjustments, or targeted interventions
- Monitor outcomes and adjust supports as needed

Parents are active partners in the process and are invited to participate in SST meetings to share insights and collaborate on solutions. Students who are not meeting grade-level expectations will receive support during the school day.

This process ensures that every student has access to the help they need, and it often serves as the first step before considering more formal evaluations or services.

Parent Conferences

Parent-teacher conferences are held during the first semester for all students and provide a valuable opportunity to discuss academic progress, behavior, and support needs. Families are strongly encouraged to attend, as collaboration between home and school is key to student success.

If you wish to meet with your child's teacher outside the scheduled conference window, please contact the school to arrange a time. Conferences with school administration can also be scheduled as needed.

For questions or concerns about your child's progress, start by speaking with their teacher. Most issues can be resolved through direct communication. If further support is needed, the teacher may recommend a meeting with administration or additional services.

Enrichment Programs, Clubs & Student Activities

We offer a variety of enrichment activities that support creativity, leadership, wellness, and academic growth. Programs may include arts, STEM, fitness, clubs, and leadership development.

Some enrichment is built directly into the school day, while others are offered before or after school through Expanded Learning or school-sponsored programs.

How to Participate

- Look for sign-ups in ParentSquare, school newsletters, or contact the front office
- Some programs require a permission slip and regular attendance to maintain enrollment
- Students are expected to participate respectfully, responsibly, and consistently

These opportunities help students explore interests, build skills, and connect with peers in a positive and engaging environment.

Academic Progress, Grading & Promotion Policies

Families receive four updates each year: one progress report and one report card per semester. Ongoing grade and attendance information is available in Q ParentConnection.

If you need help accessing Q or updating your contact information, contact the front office. You may request a conference with your child's teacher at any time.

Promotion & Retention:

Promotion decisions are based on multiple measures, including classwork, assessments, and growth, as well as current research on the effectiveness of retention. Retention is considered only after interventions and progress monitoring have been provided and documented in a support plan. If your child is identified as at risk, you will be contacted early to collaborate on the development of a support plan.

You may meet with the teacher or principal to review data and discuss options. If you disagree with a retention decision, an appeal process is available. (Ed. Code § 48070.5)

Kindergarten Note: Students typically move to Grade 1 after one year. A second year in Kindergarten requires mutual agreement between the parent/guardian and district, documented using the **Kindergarten Continuance Form**. (Ed. Code §§ 48011, 46300)

Specialized Student Support Services

Special Education—Specialized Academic Instruction (SAI)

Specialized Academic Instruction is determined by the Individualized Education Program (IEP) team and guided by assessment data, progress monitoring, and student-specific goals. Students receiving special education services may be supported in various instructional settings based on their individual needs.

At Oleander Elementary School, SAI is delivered through multiple models:

- **Co-Teaching Model:** For students whose IEPs indicate that the least restrictive environment is within the general education classroom, instruction is provided in a co-teaching setting. A special education teacher collaborates with a general education teacher to deliver grade-level curriculum with embedded supports and accommodations.

- **Small Group Instruction:** Students whose IEPs identify a need for more intensive support may receive instruction in a separate classroom setting. Special education teachers provide targeted instruction in small groups, with instructional aides supporting classroom activities and student engagement.
- **Special Day Class (SDC):** Students who qualify for a more structured learning environment receive most of their instruction in an SDC. Inclusion opportunities in general education classes are provided as appropriate, in alignment with each student's IEP, to support access to the least restrictive environment.

SPED Related Services

When a student is identified as having exceptional needs, the IEP team may recommend related services to support their educational progress. These services are tailored to the student's unique needs and may include, but are not limited to:

- Speech and Language Therapy
- Adapted Physical Education
- Behavioral Intervention Services
- Occupational Therapy
- Services for Students Who Are Deaf or Hard of Hearing
- Vision Services

Please note that students receiving SPED services are expected to maintain regular attendance and meet behavior expectations. If students participate in outside services, it is important to limit the interruption of instructional time. While some students in the SPED program may have additional accommodations for behavioral needs, they are not exempt from consequences within tiered and progressive behavior systems. Please communicate with site team for attendance and behavioral needs.

School Psychologist Services

Parental consent is required before a student may be assessed by a school psychologist. Evaluations are conducted to determine eligibility for special education services based on state criteria. Referrals may be initiated by a parent, the Student Study Team, or the IEP team.

Section 504 Plan

A 504 Plan is a legal document developed under Section 504 of the Rehabilitation Act of 1973, a federal civil rights law that protects students with disabilities from discrimination and ensures equal access to education.

Students may qualify for a 504 Plan if they have a physical or mental impairment that substantially limits one or more major life activities, such as learning, concentrating, or communicating. Unlike an IEP, a 504 Plan does not require specialized instruction but provides accommodations and modifications to help students succeed in the general education setting.

Examples of accommodations may include:

- Extended time on tests or assignments
- Preferential seating
- Access to assistive technology
- Modified physical activity requirements
- Health-related supports (e.g., access to water, rest breaks)

To initiate a 504 Plan, families should contact the school principal or counselor and submit a written request. The school will review documentation, including medical or psychological evaluations, and convene a team to determine eligibility and appropriate support.

504 Plans are provided at no cost to families and are reviewed periodically to ensure they continue to meet the students' needs.

Please note that students receiving 504 Plan services are expected to maintain regular attendance and meet behavior expectations. If students participate in outside services, it is important to limit the interruption of instructional time. While some students with 504 Plans may have additional accommodations for behavioral needs, they are not exempt from consequences within tiered and progressive behavior systems. Please communicate with site team for attendance and behavioral needs.

English Language Learners (ELL)

At Oleander Elementary, we are committed to supporting the academic and language development of students whose primary language is not English. In accordance with California Education Code and Title 5 of the California Code of Regulations (CCR), all English Learners (ELs) are entitled to appropriate English Language Development (ELD) instruction until they are reclassified as Fluent English Proficient (RFEP).

Upon enrollment, students complete a Home Language Survey and may undergo an initial fluency screening. Based on assessment results:

- Fluent English Proficient students are placed in general education classes.
- Emerging English Learners are enrolled in Designated ELD, a dedicated instructional period during the regular school day that focuses on the California ELD Standards. This instruction is tailored to the student's proficiency level and is designed to build the critical English language skills necessary for academic success.

In addition, students receive Integrated ELD support within core academic subjects such as English Language Arts, Math, Science, and History. Integrated ELD uses ELD standards alongside academic content standards to ensure students can access grade-level curriculum while continuing to develop English proficiency.

All ELD instruction must be research-based, delivered by qualified educators, supported with appropriate instructional materials, and inclusive of meaningful family engagement. These requirements are outlined in 5 CCR §11300–11309 and are part of a comprehensive approach to ensure equitable access to education for all English learners.

All English Learners must participate in the annual Summative ELPAC test to monitor their progress in four domains: Listening, Speaking, Reading and Writing. Summative ELPAC scores are monitored to ensure students are making adequate progress in academic language. Summative ELPAC scores and designated ELA/Literacy scores are used to determine eligibility for Reclassification of EL status.

Student Recognition & Incentive Programs

The following honors and incentives reflect and support academic achievement, positive behavior, attendance, and program participation.

Academic Achievement (Yearly)

- **Golden Bear= Principal's Honor Roll** – Earn all 3's and 4's on the Second Semester Report Card

Attendance Recognition (Recognized semesterly and yearly)

- **Extreme Perfect Attendance**- 0 absences AND 0 tardies
- **Perfect Attendance** – 0 absences but students may have some tardies but no more than 2 Tardy +30.
- **Excellent Attendance**- All absences must be made up through Attendance Recovery or Independent Study. Students may have some tardies but no more than 2 Tardy +30.

Behavior & Citizenship

- **Bear of the Month** – Recognizes exemplary behavior, citizenship, and academic effort.
- **Behavior Rewards & Celebrations** – Includes monthly incentives, assemblies, and recognition aligned with Behavioral Interventions and Supports.

Language & Equity

- **Reclassification Awards** – Celebrates students who have successfully transitioned out of English Learner status.

Technology, Devices & Digital Citizenship

Board Policy 6163.4 – Acceptable Use Policy

Technology is a vital part of every student's learning experience. From accessing digital textbooks to participating in online discussions and completing assignments, students use technology daily to support academic growth. To ensure safe, effective, and responsible use, students and families must follow district guidelines that protect privacy, promote safety, and maintain the integrity of school-issued devices.

Annual Agreements

Each year, families are required to review and sign two important documents:

- The **Acceptable Use Policy (AUP)**, which outlines expectations for responsible technology use.
- The **1:1 Laptop Agreement**, which covers care, use, and accountability for school-issued devices.

These agreements help ensure that students understand how to use technology appropriately and safely.

Device Care & Expectations

Students are expected to bring their school-issued device fully charged every day and treat it with care. Devices should be stored safely, kept clean, and used only for school-related activities. Loss or damage to devices may result in repair or replacement fees, so it's important to handle equipment responsibly.

Unless specifically authorized by a teacher for learning purposes, personal devices (such as phones or tablets) must remain off and put away during instructional time. This helps minimize distractions and ensures that all students are focused on learning.

Online Safety & Reporting

The district uses internet filters to block inappropriate content and protect students online. However, families play a key role in reinforcing digital citizenship at home. We encourage parents to talk with their children about:

- Being kind and respectful online
- Protecting personal information
- Reporting unsafe or inappropriate behavior

If a student experiences or witnesses cyberbullying, receives inappropriate messages, or encounters unsafe content that affects school, they should report it to a teacher, counselor, or administrator immediately. Prompt reporting helps keep our digital learning environment safe and supportive for everyone.

Behavioral Expectations, PBIS & Restorative Practices

Oleander Elementary School implements Behavioral Interventions and Supports, with a framework to promote a positive school climate. Our core values are Be Respectful, Be Responsible, and Be Safe. These values are reinforced across all campus environments through proactive teaching and recognition systems.

Tiered Behavior Support

We use a Tiered System of Support to promote positive behavior and address challenges:

- ***Tier 1:*** School-wide expectations, proactive teaching of behaviors, and recognition systems for all students.
- ***Tier 2:*** Targeted interventions such as check-in/check-out, small group social skills instruction, silent mentoring and behavior contracts.
- ***Tier 3:*** Intensive, individualized supports including behavior intervention plans, counseling, and wraparound services.

Our goal is to make inappropriate behaviors less effective and desired behaviors more functional and rewarding.

Behavior Expectations

We are committed to creating a safe and respectful school environment. The following behaviors are strictly prohibited and may result in disciplinary action, including possible suspension/expulsion and, when required by law, referral to law enforcement:

- Fighting, regardless of who initiates
- Possession or use of drugs, alcohol, tobacco, or weapons
- Disrespectful language or refusal to follow staff directions
- Vandalism, including tagging or graffiti
- Bringing items that cause distractions or safety concerns

Restorative Practices to Support Student Growth

At Oleander Elementary School, we use restorative approaches to help students reflect, repair harm, and build stronger relationships. These practices promote accountability, empathy, and problem-solving in a supportive environment. Examples include:

- **Morning Meeting:** SEL lessons to address behavior goals or current class needs
- **Restorative Circles:** Group discussions to build understanding and community
- **Facilitated Conversations:** Staff-guided discussions to address issues
- **Reflection & Accountability:** Activities that promote personal growth and responsibility

These strategies are designed to support student development while maintaining a safe and respectful school climate.

Behavior Matrix by Location

To promote a safe, respectful, and responsible school environment, students are expected to follow behavior guidelines specific to each area of campus:

BEAR EXPECTATIONS	
OLEANDER BEARS	
CLASSROOMS and LIBRARY	
Be Respectful	• Walk inside quietly • Take care of school property • Use materials properly • Use inside voice
Be Responsible	• Actively listen and learn • Return materials on time and to their proper place • Report any issues/damage to materials
Be Safe	• Push in your chair • Place backpacks in a safe area • Walk quietly

BEAR EXPECTATIONS	
OLEANDER BEARS	
BLACKTOP and PLAYGROUND	
Be Respectful	• Follow adult directions at all times • Respect game rules • Use kind words
Be Responsible	• Follow game rules • Take turns using equipment • Take care of playground equipment
Be Safe	• Observe playground boundaries • Freeze when the bell rings and walk to your line after whistle • Keep your hands and feet to yourself

BEAR EXPECTATIONS

LUNCH LINE and CAFETERIA

Be Respectful	- Follow adult directions at all times - Use quiet voices - Use your manners - Keep food in your tray
Be Responsible	- Wait quietly in line - Make healthy choices - Clean area and stack trays
Be Safe	- Listen to staff members at all times - Wait in line quietly and walk inside when instructed to do so - Use food for eating only

BEAR EXPECTATIONS

RESTROOMS

Be Respectful	- Respect people's privacy - Clean up by throwing away your trash
Be Responsible	- Keep our restrooms clean - Flush the toilet - Use inside voices
Be Safe	- Use restroom only as intended - Wash your hands - Keep hands, feet, and eyes to yourself

BEAR EXPECTATIONS

Digital Citizenship

Be Respectful	- Follow Oleander and classroom expectations. - Respect others, including their cultures and viewpoints. Only mute yourself. - Limit messages to school assignments.
Be Responsible	Bring your laptop and charger to class every day. Actively participate in
Be Safe	- Protect your personal information (birthdate, address, phone number, Social Media profiles) - Keep your password safe.

IN THIS CLASSROOM

THERE ARE NO CELLPHONES ALLOWED

IF I SEE IT, I TAKE IT

CONSIDER THIS YOUR WARNING

Progressive Discipline Model

Oleander Elementary School uses a **progressive discipline model** that emphasizes restorative practices and accountability. Interventions may include:

- **Time Out:** Temporary relocation to a designated classroom, with reflective practice
- **Restorative Conversations:** Reflection, Replacement Behaviors, Accountability, Restoration
- **Referral to School Counselor**
- **After School Detention:** Up to one hour; parents notified in advance
- **After School Work Program (ASWP):** 30-minute campus beautification task with parent notification and consistent with Education Code and District policy.
- **Possible Referral to Tier 2 or Tier 3 Supports:** Depending on circumstances
- **Off-Campus Suspension:** For severe or repeated violations

These interventions are designed to help students reflect, make positive changes, stay engaged in learning, and promote resolution and sense-of-belonging after behavior has been addressed.

Severe Clause & Reporting Procedures

If a student commits a serious offense, they will be referred directly to administration for immediate disciplinary action. Offenses That May Result in Citation or Suspension

- Truancy
- Fighting or causing physical injury
- Theft
- Graffiti or possession of graffiti tools
- Possession of tobacco
- Possession of marijuana or controlled substances

Student Rights, Due Process & Disciplinary Interventions

Students are entitled to fair and respectful treatment during any disciplinary process. The following procedures are in place to ensure due process and compliance with California Education Code:

- Students must be informed of any allegations or violations.
- An informal conference with an administrator is required before disciplinary action, unless there is an immediate safety concern.
- Parents/guardians will receive written notice of disciplinary actions, including suspensions.
- Students will be provided with an education plan during any suspension period to support continued learning.
- Expulsion hearings include legal representation, the opportunity to present evidence, and access to alternative education options.

These practices are designed to protect student rights while maintaining a safe and supportive school environment.

Reporting Concerns & Behavior Expectations

Concerns related to bullying, harassment, or safety can be reported to any staff member or directly to the principal. For online incidents, please save and share screenshots to assist with the investigation.

When a concern is reported, the school responds promptly with:

- Safety planning
- Supportive measures
- Consequences aligned with district policy

Retaliation against anyone who reports bullying or misconduct is strictly prohibited. For more details, refer to Board Policy 5131.2 – Student Conduct and Discipline.

Behavior at School Events

All extracurricular activities are considered school-sponsored events. Inappropriate behavior at these events may result in disciplinary action and exclusion from future activities. Students are expected to uphold school behavior standards at all times, including during off-campus or after-school events.

Personal Belongings, Prohibited Items & Lost Property

Prohibited Items & Student Conduct

To maintain a safe, respectful, and distraction-free learning environment, students should bring only materials needed for school. **The following items are not allowed on campus:**

- Gum, sunflower seeds, collectibles, balloons; toy weapons (Stuffed animals may be permitted, but with limited access.)
- Large sums of money, permanent markers (e.g., Sharpies), aerosol sprays, perfume/cologne
- Spray containers, squirt guns, laser pointers, wallet chains, poppers/novelties, blankets
- Cameras, portable speakers, gaming devices, rollerblades
- Tobacco, drugs, alcohol, weapons (including pocketknives or look-alike items)

These items may be confiscated if found. FUSD is not responsible for replacing or reimbursing confiscated or lost items.

Students are responsible for their personal belongings. Backpacks, devices, and valuables should not be left unattended. The school cannot assume responsibility for lost or damaged items. Items of value may be stored in the office until needed. Selling items on campus is prohibited unless approved through school procedures.

Lost & Found

To help reunite students with misplaced items and reduce waste, families are encouraged to label all personal belongings (e.g., jackets, lunch boxes, water bottles). Lost items are stored in a designated area near the cafeteria. Students should check this area regularly. Unclaimed items will be donated at the end of the school year.

Cell Phones and Digital Devices

Cell Phones and Electronic Devices Policy for TK-8 Schools

Introduction

California has enacted AB 3216- Phone-Free Schools Act, requiring all school districts to adopt policies that regulate student smart phone and smart watch use during the school day.

To promote a focused and engaging learning environment, students are expected to be fully present in their classes and school activities. This policy establishes guidelines for student use of cell phones and electronic devices during school hours. It is designed to minimize distractions, support student engagement, and ensure compliance with school safety and communication protocols.

Please note: Individual school sites may implement additional restrictions or guidelines as needed to support their school environment, provided these enhancements do not lessen or contradict the districtwide policy.

The following outlines the expectations for cell phone and electronic device use, which will be reviewed with students and parents annually:

Usage Guidelines

Students may bring cell phones and electronic devices to school; however, these **devices must be powered off** and stored out of sight from arrival until departure, except when explicitly authorized by school personnel for instructional purposes or in the event of a life-threatening emergency. **This includes SMART Watches.** All non-emergency communication must be routed through the school office.

Classroom and Emergency Use

- Cell phones and electronic devices may only be used in classrooms when explicitly authorized by the teacher for educational purposes.

Definition of Educational Purposes

“Educational purposes” refers to the use of electronic devices under teacher supervision for activities that directly support instructional goals. Examples include:

- Accessing digital textbooks or learning platforms (e.g., Microsoft Teams, School Email)
- Taking notes, conducting research for class assignments or projects
- Using educational apps or tools (e.g., calculators, language learning apps, coding platforms)
- Viewing teacher-approved instructional videos or multimedia content

All non-emergency communication should go through the school office.

- Repeated violations may result in progressive consequences, including parent pick-up of the device and possible loss of privileges.
- The school is not responsible for lost, stolen, or damaged devices.

BP/AR 5132 – Dress and Grooming

Students are expected to dress in a manner that supports a safe and productive learning environment. Clothing and grooming must not disrupt instruction or pose health or safety risks.

General Guidelines

- **Footwear:** Shoes must be worn at all times. Sandals or Crocs must have heel straps. Backless shoes or flip-flops are not allowed.
- **Clothing & Accessories:** Items must be free of crude, vulgar, profane, violent or sexually suggestive content, and must not promote drugs, alcohol, tobacco, or hate speech.
- **Coverage:** Clothing must adequately cover undergarments. See-through fabrics, bare midriffs, low-cut tops, and shorts/skirts shorter than mid-thigh are prohibited.
- **Headwear:** Hats and other head coverings may be worn outdoors **for sun protection** but are not allowed indoors unless for religious or medical reasons.
- **Hair:** Hair must be clean and neatly groomed. Hair products that drip when wet are not permitted.

Special Circumstances

Coaches and teachers may set additional dress requirements for specific classes or activities

Gang-Related Apparel

To maintain a safe and secure learning environment, schools may prohibit students from wearing clothing or accessories that are identified as gang related. This includes items that may be associated with gang affiliation, activity, or symbolism, and that could pose a threat to campus safety or disrupt the educational setting. Because gang symbols and trends can change over time, the criteria for prohibited items may be updated as new information becomes available. The goal is to ensure student safety while minimizing disruption to learning.

Enforcement

In cases of dress code violations:

- A site administrator will make the final determination.
- A respectful solution (e.g., loaner items) will be used to return students to class promptly.
- Disciplinary action may be taken if violations persist.

Field Trips & Off Campus Activities

Field trips and off-campus activities are designed to extend classroom learning through real-world experiences. These opportunities are carefully planned to align with grade-level curriculum and include appropriate safety supervision. Students typically travel using district-approved transportation, and any exceptions must be approved in advance by school administration. For Field Trips ending after the end of the school day, students will be released to adult family member at the end of the event. Students will not be permitted to walk home alone.

Permission Documentation and Health Needs—To participate, students must return signed permission slips and any required medical forms by the stated deadlines. If a student requires medication during a trip, arrangements must be made with the school nurse in advance. Students are not permitted to carry medication unless specifically authorized.

Eligibility Criteria—Some field trips may have specific criteria related to student behavior, academic performance, or attendance. These expectations are in place to ensure that all students can participate

safely and responsibly. Families should regularly check ParentSquare and school communications for details about trip eligibility. In some cases, students may not be permitted to attend if they do not meet the outlined criteria.

Conduct and Expectations—Students are expected to follow all school rules and demonstrate respectful behavior during off-campus activities. Failure to meet behavior expectations may result in exclusion from future trips.

Chaperone Opportunities—Some trips may include opportunities for parent or guardian chaperones. Chaperones must complete district volunteer requirements, including background clearance, and are expected to support student supervision and safety.

Event Expectations

All school-sponsored dances and events are governed by the Oleander Student Dress Code and behavior expectations.

Dance Attendance Guidelines

1. Only currently enrolled Oleander Elementary School students may attend on-campus dances. Permission slips are required for events outside of school hours.
2. All guests are expected to follow FUSD and Oleander Elementary rules and policies.
3. Inappropriate behavior or dancing will result in a warning. Continued violations may lead to removal from the event and exclusion from future dances.
4. Dances are closed events. Students will be released to adult family member at the end of the event. Students will not be permitted to walk home alone.
5. Disruptive or unsafe behavior will result in disciplinary action and may affect eligibility for future events.
6. Students must be dropped off and picked up promptly at designated times.
7. Parents/guardians are expected to pick up students at the designated end time.
8. Parent attendance and supervision may be required for events outside of school hours.

Dance & Event Dress Code

Attire must align with school standards and promote a safe, respectful environment. The following are not permitted:

- Revealing or see-through clothing
- Excessive cleavage or garments cut below the breast line
- Bare midriffs or sagging pants
- Hats or gang-affiliated attire
- Visible undergarments
- Clothing or jewelry with explicit or offensive content

Dress code violations are subject to administrative discretion. Students who do not comply with attire or behavior expectations may be denied entry or removed from the event.

Safety & Emergency Procedures

Safety Drills

To ensure preparedness, safety drills are conducted monthly in coordination with school police. These drills train staff and students to respond appropriately to various emergencies, including natural disasters, fires, and armed intruder situations. It is essential that all students understand and follow procedures promptly and calmly during drills and actual emergencies.

Disaster Preparedness

Each school in Fontana Unified School District maintains a disaster plan to respond to major emergencies such as earthquakes, floods, fires, or chemical spills. In the event of a disaster, students will remain at school and will only be released to parents or individuals listed on the student's emergency contact form. It is critical that families return updated emergency contact forms each year and notify the office immediately of any changes to phone numbers or authorized contacts.

General Evacuation Procedures

Evacuation plans are posted in a visible location in every classroom.

Students will:

- Follow all directions given by teachers and staff during an emergency.
- Remain with their assigned class and evacuate to the designated assembly area as directed.
- Return to the classroom using the same route used for evacuation after the all-clear signal is given (bell or announcement).

Teachers will:

- Take attendance once students reach the designated evacuation area to ensure all students are accounted for.
- Report any missing or extra students to administration immediately.

The school will:

- Release students only to individuals listed on the student's emergency contact file.
- Notify parents/guardians via automated phone call or other district communication systems when conditions allow.

Lockdowns

In the event of police activity near or on campus, a lockdown may be initiated by school police and site administration. During a lockdown, students and staff take immediate action to protect themselves from harm. The perimeter of the school is secured by law enforcement, and communication with the public is managed by the Fontana Unified School District Police Department. The school will not release information during or immediately after a lockdown; all updates will come directly from the district police. Please direct any questions or concerns to the Fontana Unified School District Police Department.

In the event of a lockdown:

- Immediately enter the nearest classroom or secure area.
- Do not leave the room until instructed by authorized personnel.
- Stay away from windows and doors.

- Avoid using cell phones or electronic devices to keep communication lines open for emergency responders.

Emergency Drills & Reunification Procedures

Our school follows a comprehensive safety plan and conducts regular emergency drills—including fire, earthquake, and lockdown drills—in coordination with school police. These drills help ensure that students and staff know how to respond quickly and safely in the event of a real emergency.

In the event of an actual emergency, families will receive instructions through official communication channels such as ParentSquare, phone calls, and email. To ensure a safe and orderly reunification process, please follow these guidelines:

- **Do not come onto campus until directed by school or district officials.**
- Bring a valid photo ID to the designated reunification site.
- Students will only be released to authorized adults listed on their emergency contact form.

It is essential that families keep their contact information up to date and return emergency forms promptly at the beginning of each school year. Only individuals listed as emergency contacts will be allowed to pick up students during a crisis.

Rules & Regulations

Loitering Ordinance

In accordance with Fontana Municipal Ordinance 15-16, juveniles may not loiter in public areas (streets, parks, restaurants, etc.) between 8:30 AM and 3:30 PM on school days unless accompanied by a parent or guardian. Violations may result in:

- Juvenile court citation
- Fines and/or community service
- Suspension of driving privileges

Students are also not permitted on other school campuses during the school day.

Visitors

- Student visitors or guests are not allowed on campus during the school day.
- Adult visitors must follow FUSD policies and obtain administrative approval before visiting classes or activities.
- Parents wishing to attend class with their student must coordinate through Administration.

Education Code & Disciplinary Chart

Ed Code	Subtitle	Definition	Examples
48900(a)	Physical Harm	Causing, attempting, or threatening physical injury to another person	Fights, threats, non-self-defense violence
48900(b)	Weapons	Possessing, selling, or furnishing firearms, knives, explosives, or dangerous objects	Knife in backpack, firecracker possession
48900(c)	Substance Abuse	Possessing, using, selling, or being under the influence of controlled substances, alcohol, or intoxicants	Marijuana use, alcohol at school

48900(d)	Substance Sales	Offering or selling substances or look-alikes as drugs or alcohol	Selling fake pills as ecstasy
48900(e)	Robbery/Extortion	Committing or attempting robbery or extortion	Stealing lunch money under threat
48900(f)	Vandalism	Causing or attempting damage to school or private property	Graffiti, breaking windows
48900(g)	Theft	Stealing or attempting to steal school or private property	Taking a phone from another student
48900(h)	Tobacco/Nicotine	Possessing or using tobacco or nicotine products	Vaping on campus
48900(i)	Obscene Behavior	Committing obscene acts or habitual profanity/vulgarity	Inappropriate gestures, repeated swearing
48900(j)	Drug Paraphernalia	Possessing or selling drug-related items	Pipes, rolling papers
48900(k)	Defiance/Disruption	Willfully defying school staff or disrupting school activities	Refusing to follow directions, disrupting class
48900(l)	Receiving Stolen Property	Knowingly receiving stolen school or private property	Accepting a stolen laptop
48900(m)	Imitation Firearms	Possessing a replica that resembles a real firearm	Toy gun that looks real
48900(n)	Sexual Misconduct	Committing or attempting sexual assault or battery	Inappropriate touching, sexual harassment
48900(o)	Witness Intimidation	Harassing or threatening a witness in a school disciplinary proceeding	Retaliating against a student who reported misconduct
48900(p)	Soma Sales	Selling or offering the prescription drug Soma	Distributing Soma pills
48900(q)	Hazing	Engaging in harmful initiation practices	Forced humiliation during club initiation
48900(r)	Bullying	Severe or pervasive bullying, including cyberbullying	Online harassment, burn pages

Education Code Section 48915 – Mandatory Expulsion Recommendations

Ed Code	Subtitle	Definition	Examples
48915(c)(1)	Firearm Possession	Possessing, selling, or furnishing a firearm (verified by staff)	Gun in backpack
48915(c)(2)	Brandishing Knife	Displaying a knife in a threatening manner	Waving knife at another student
48915(c)(3)	Drug Sales	Unlawfully selling controlled substances	Selling ecstasy or marijuana
48915(c)(4)	Sexual Assault/Battery	Committing or attempting sexual assault or battery	Assault in locker room
48915(c)(5)	Explosives	Possession of an explosive device	Fireworks or homemade bomb