Bon View Elementary

Parent Handbook

2026 - 2027

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Ontario-Montclair School District

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BOARD OF TRUSTEES

Sonia Alvarado
Kristen “Kris” Brake
Sarah S. Galvez
Flora Martinez
Elvia M. Rivas

The Ontario-Montclair School District Board of Trustees usually meets on the first and third Thursday of each month for its regular sessions. Meetings begin at 5:30 p.m. and are usually held in the Central School Auditorium, 415 East "G" Street, Ontario. When there is a change in time, date, or place of regular board meeting, public notice is given at least 48 hours in advance. For specific dates and information, phone 909-418-6445 or refer to the agenda.

All regular and special Board meetings are open to the public.

DISTRICT ADMINISTRATION

Dr. James Q. Hammond
Superintendent

Mr. Robert F. Gallagher
Assistant Superintendent, Learning & Teaching

Dr. Hector Macias
Assistant Superintendent, Human Resources

Mr. Phil Hillman
Chief Business Official

Dr. Alana Hughes-Hunter
Assistant Superintendent, SELPA and Equity

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Bon View Mission Statement

The mission of Bon View is to develop globally minded, inquiring, and knowledgeable scholars. We aim to cultivate caring, life-long learners that will create a better world through intercultural understanding and respect.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

International Baccalaureate Program

The International Baccalaureate® (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12. The PYP transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond.

Informed by research into how students learn, how educators teach, and the principles and practice of effective assessment, the programme places a powerful emphasis on inquiry-based learning.

By choosing to implement the PYP, Bon View will develop students' academic, social and emotional wellbeing, focusing on international-mindedness and strong personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning.

The programme incorporates local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them. The themes include 'who we are', 'where we are in place and time' and 'how the world works'.
(https://www.ibo.org/programmes/primary-years-programme/what-is-the-pyp/)

The Global Scholar Pledge

I pledge to be a Global Scholar.
I will strive to be
A thinker,
Open-minded,
Principled,
Balanced,
Reflective,
An inquirer,
Caring,
A communicator,
Courageous,
And Knowledgeable,
I will take meaningful action for myself and for others.

School Hours

FRONT OFFICE HOURS
7:30 A.M. – 3:30 P.M.

STUDENT ARRIVAL

Front of School
Entrance at MPR Gates at 7:30 A.M.
(Breakfast Only)

South Gate
Gate opens at 7:45 A.M.

North Gate
Gate opens at 7:45 A.M.

DAILY SCHEDULES

Preschool Schedule
Monday-Friday
AM Preschool Class
8:00 A.M. - 11:15 A.M.

PM Preschool Class
12:15 P.M. - 3:30 P.M.

Transitional Kindergarten Schedule
Monday-Friday
8:00 A.M. - 12:30 P.M.

Kindergarten Schedule
Monday - Friday
8:00 A.M. – 12:30 P.M.

1st- 6th Grade Schedule
Monday, Wednesday, Thursday, Friday
8:00 A.M. – 2:40 P.M.

Tuesday
8:00 A.M.- 1:25 P.M.

MINIMUM DAYS
Parent Conference Week, etc.
Preschool schedule remains the same

TK/K
8:00 A.M. - 12:30 PM

1st- 6th
8:00 A.M. – 12:45 P.M.

Last Day of School
Preschool schedule remains the same

TK/K 8:00 A.M. - 11:30 A.M.
1st - 6th 8:00 A.M. - 11:30 A.M.

BREAKFAST
TK - 6th Grade
7:30 A.M. – 7:50 A.M.

AM Preschool
8:00 A.M. - 8:20 A.M.

2nd Chance Breakfast
1st - 2nd 9:30 A.M.
3rd - 4th 9:45 A.M.
5th - 6th 10:00 A.M.
Students may only eat one school breakfast per day

RECESS SCHEDULE
Morning Recess
Kinder 9:15 A.M.
1st - 2nd 9:30 A.M.
3rd - 4th 9:45 A.M.
5th - 6th 10:00 A.M.
Afternoon Recess
1st - 2nd 1:00P.M.
3rd 1:40 P.M.

*LUNCH SCHEDULE
PM Preschool TBD
TK/Kinder 10:30 A.M.
1st - 11:00 A.M.
2nd- 11:00 A.M.
3rd - 11:45 A.M.
4th - 11:45 A.M.
5th - 12:15 P.M.
6th - 12:15 P.M.

*Lunch schedules are altered for Minimum Days.

School Staff

Office and Support Staff			
Principal	Eddie Franco	Curriculum Inst.&Support	Mrs. Ines Capetillo
Assistant Principal	Dr. Stefany Olmos	ELOP Coordinator	Mr. Eric Paz
Office Manager	Miss Angelica Lopez-Gaxiola	Speech Therapist	Mrs. Bridget Bushong
Outreach Consultant	Mrs. Katie Gross	School Psychologist	Ms. Cynthia Garcia
Outreach Assistant	Mrs. Kiara Moussa	Mentor	Miss. Erika Royal
School Nurse	Brenda Palafox	Mentor	Mrs. Nora Parra
Health Clerk	Tlanetzi Mancilla Palacios	THINK Together Lead	Miss. Savanna Tan
Preschool		**TK and Kindergarten**	
Ms. Elizabeth Del Real (AM)	Room 1	Dr. Cynthia Lopez-Elwell (TK)	Room 2
Mrs. Amber Navarro (PM)	Room 1	Ms. Aileen Ramos-Mercado (Aide)	Room 2
Ms. Elsa Canchola	PK Aide	Ms. Ana Valdez (Aide)	Room 2
Ms. Rosa Medina	PK Aide	Mrs. Michelle Hamilton (TK)	Room 9
		Ms. Regina Dunnagan (Aide)	Room 9
		Mr. Ruben Lopez (Aide)	Room 9
		Mrs. Odalys Pereida (K)	Room 6
		Mrs. Theresa Baird (K)	Room 7
First Grade		**Second Grade**	
Mrs. Catalina Owens	Room 27	Mrs Heather McLain	Room 5
Ms. Stacee Beeson	Room 29	Mrs. Heather Young	Room 8
Mrs. Veronica Jimenez	Room 30	Mrs. Jenelee Roxas	Room 10
Third Grade		**Fourth Grade**	
Mr. Abel De Casas	Room 12	Mrs. Lucie Aguilera	Room 31
Ms. Jennifer Argueta	Room 13	Mrs. Bevin Ferree	Room 32
Ms. Marjorie Cerone	Room 14	Ms. Giselle Morales	Room 33
Fifth Grade		**Sixth Grade**	
Ms. Erika Machado	Room 15	Ms. Sydney Leath	Room 18
Ms. Shayla Porras	Room 16	Ms. Claudia De La Torre	Room 19
Ms. Andrea Motta	Room 17	Mrs. Angela Pratt	Room 20
Special Education			
Mrs. Jannette Tafoya 4-6	Room 36	Mrs. Marci Dean	Room 21
Ms. Schutter-Casillas 1-3	Room 22	Mrs. Hortensia Diaz - Aide	Room 21

Calendar of Events

August 5, 2026	First Day of School TK-6th
August 10, 2026	First Day of Pre-K
August 11, 2026	Back to School Night - 5 p.m.
September 4, 2026	Minimum Day
September 7, 2026	Labor Day - No School
October 5, 2026	No School
October 29, 2026	Community Event (Boo Bash) - 5 p.m.
November 6, 2026	Minimum Day
November 11, 2026	No School-Veterans Day
November 16-20, 2026	Parent/Teacher Conferences
November 23-27, 2026	Thanksgiving Break - No School
December 17, 2026	Minimum Day
December 21-31, 2026	Winter Break - No School
January 1, 2027	Winter Break - No School
January 18, 2027	Martin Luther King Jr. Day - No School
February 8, 2027	Lincoln's Birthday - No School
February 15, 2027	Presidents' Day - No School
March 5, 2027	Minimum Day
March 22-26, 2027	Parent/Teacher Conferences
March 29-31, 2027	Spring Break - No School
April 1-2, 2027	Spring Break - No School
April 13, 2027	Open House - 5 p.m.
April 16, 2027	Minimum Day
May 21, 2027	Last Day of School

OMSD 2026-2027 District Calendar

General Information

BREAKFAST/LUNCH PROGRAM

Bon View has a free breakfast and lunch program. The cost for meals is determined by OMSD Nutrition Services. The breakfast and lunch consists of a balanced menu following federal guidelines for the nutritional needs of children. Beginning in the 2022-2023 school year, Bon View qualified as a Provision II school; therefore, all students are allowed to participate in the free lunch program. Due to this, all students must complete and turn in the lunch application form. Your child is issued a personal meal account number (lunch number) at the beginning of the school year. They will need to enter this number every time they receive a meal. Please help your child memorize this number as soon as possible so they will be able to move quickly through the meal line.

SECOND CHANCE BREAKFAST

Students who were unable to eat breakfast before school may choose to eat breakfast during their morning recess. Second chance breakfast is free of charge to Bon View students. Students may not eat second chance breakfast if they ate a school breakfast that morning before school. Students who wish to eat second chance breakfast should go directly to the cafeteria at the beginning of their recess time.

SNACKS

In accordance with the Wellness Policy of OMSD (BP 5030), Bon View Elementary encourages families to prepare individual and healthy snacks for children that they may bring and eat at school. Some examples of healthy snacks include: yogurt, fruit, vegetables, baked potatoes, cheese, crackers, etc.. Snacks are not required.

LUNCH DROP-OFF

Students who prefer to eat a lunch brought from home should come to school with their lunch. It is important that the student's name is written on the lunch bag or pail so that it can be identified. If you are dropping off a lunch, it should be dropped off prior to the child's scheduled lunch period. This will allow the front office to coordinate taking the lunches to the lunchroom with adequate time for student lunch times.

DONATIONS

We always accept and do appreciate donations to support our instructional programs and material needs on an ongoing basis. Donations are NOT required. Items that are typically useful to our teachers include Kleenex, pencils, paper, crayons, and other classroom supplies. Please contact your child's teacher if you are interested in donating. Monetary donations from a parent or community organization require prior board approval and inquiries may be made through the front office.

EMERGENCY FORMS

Emergency forms are required for each child. This form is maintained in the office and must have a current phone number where the parent/guardian can be reached during school hours. It is required that there are two contacts in the event we cannot reach our parents. Please be sure this information is kept up to date in our office. Information on the forms will enable the school to proceed efficiently in case of illness, accident, or emergency.

COURT DOCUMENTS

The school is legally obligated to follow the court orders set forth by a judge if such documents are in the possession of the school. The school will abide by any valid court documents received. Court documents that are not dated, expired, or that do not display the court seal are not valid. For the safety of our students, please ensure that the front office has a copy of all current court documents.

COMMUNICATION

Bon View communicates with parents in a variety of ways. The school sends a monthly newsletter through the Parent Square platform application. We encourage all parents to connect with the school via the Parent Square application which will allow parents to view the most current and updated information and reminders about your child's class and the school. The application can be viewed on your smartphone or through the internet. Newsletters and the Parent Handbook are also posted on our school website at www.omsd.net/BonView. On Instagram, you can follow our handle at @bonview_omsd. In addition, we send communications via text and phone calls through the Blackboard Connect system. Please ensure that your phone numbers are up to date. Lastly, we send home flyers as needed and do our best to send them on Tuesdays. Classroom information is sent home any day of the week. All students are provided a folder so parents should check the folder on a daily basis for important information. Please check our Marquee for weekly events and our bulletin board located next to the front office for important information as well.

PARENT CONCERNS

Although we strive to ensure that all of our community has a positive experience at Bon View, we understand that parents and students may have concerns at times. In order to ensure that your concern is addressed appropriately and in a timely manner, we ask that you please communicate your concerns directly to your child's teacher by leaving a message with the front office via email or class dojo. You may also come into the front office to complete a Parent Concern Form. The concern form will be directed to the teacher or appropriate staff member. In the event that you continue to have concerns, please don't hesitate to communicate with the front office to set up an appointment to meet with an administrator. If available, Mr. Franco and Mr. Dixon have an open door policy and will meet with the parent. If not available, they will respond and contact the parent within 24-48 hours.

INCLEMENT WEATHER

Recess and outside activities, including PE, will be held indoors in the event it is raining or the weather has reached temperatures above 94° F. In extreme temperatures, students are provided frequent water breaks.

EMERGENCY PREPAREDNESS

Bon View maintains a comprehensive emergency preparedness plan to ensure the safety and well-being of all students. Emergency kits, including water, food, and essential supplies, are readily available to support the student body in the event of a crisis. In compliance with state requirements, emergency drills are conducted regularly and include fire drills, earthquake preparedness exercises, and procedures for responding to potential intruder threats both on and off campus. Parents will receive notification at least seven days in advance of any scheduled intruder drill, allowing them the option to excuse their child from participation. During all drills, students are guided along the safest routes to predetermined assembly areas to ensure orderly and secure evacuation.

FIELD TRIPS

Field trips to different locations are arranged for the purpose of providing students with firsthand knowledge that is related to areas of study. All field trips are conducted in accordance with procedures outlined by the Ontario-Montclair School District. All trips are preceded by parent notification as well as parental consent. All students will be transported either by District or vendor buses. Drivers will be certified as being properly licensed and insured. All trips will be supervised by one or more certificated members of the Bon View staff with the desired supervision ratios being ten students to one adult.

LEAVING THE SCHOOL GROUNDS

No child is permitted to leave the school grounds during school hours without the school's knowledge and consent. Parents must sign out a child in the office before being released. Early pick-up is discouraged as it poses a significant disruption to instructional time. If a child must leave during the day, only a parent or designated person listed on the Emergency Form can come to check out the child from the school office and must have a current and valid Identification Card. Children waiting for parents after school must be picked up at school and not at other locations within the school or community. Children are not allowed to be released to the park without adult supervision before or after school hours.

LOST AND FOUND

Lost articles may be claimed at the Lost and Found rack located adjacent to the MPR. Please mark your child's name on their possessions, clothing, lunch boxes, etc. The school does not assume responsibility for the loss or damage of any property that children bring to school. Lost and found items that are not claimed are donated to charity at the end of each year.

CELL PHONES

Students must have their phones turned off and out of sight while on campus. Cell phones may be confiscated if they are found turned to the “ON” position during the school day and/or are out and visible. Parents will be called to pick up confiscated cell phones. Repeated occurrences will result in disciplinary action which may include the loss of the privilege of having a cell phone on campus. Bon View assumes no responsibility for lost, damaged or stolen personal possessions including cell phones.

MESSAGES AND DELIVERIES TO STUDENTS

We value instructional time and limit the amount of disruptions to classrooms so that students are able to get the best learning experience. Please try to communicate with teachers via the class dojo application for the quickest turnaround time. In emergency situations, we do our best to get messages to teachers and students in a timely manner; however, we cannot guarantee that these messages get delivered due to the high amount of traffic in the front office as well as the different classroom schedules. Lunches that are delivered will be placed in the cafeteria with the student name on it. All other items will be placed in the teacher’s box and picked up within 24 hours.

PARENT VOLUNTEERS and VISITOR POLICY

We encourage parent/family volunteers to come to our campus and support our classrooms, front office, and library. Bon View is a closed campus, so upon arrival, all visitors must check-in through the office and show a valid ID which is scanned through the RAPTOR system. Volunteers must submit an application and be cleared through the district process. Volunteers will also be asked to attend a volunteer training prior to beginning and abide by the school volunteer guidelines. After volunteers have been cleared, they must first be approved by the teacher or office to enter the campus. Please make prior arrangements with your child's teacher or specific staff member for the day and time you plan to arrive to volunteer. Teachers will enter your name as an expected volunteer and you will be able to sign in and enter the designated location. We value instructional time; therefore, if your name is not entered into the system as an expected volunteer for that day, we will gladly leave the teacher a message to contact you to make arrangements for a future volunteer session. For parents wishing to visit a classroom, visitations are generally limited to no more than thirty minutes in length, must be made at least 24 hours in advance, and visitors may be accompanied by an administrator or designated staff personnel. Considerations to be made by the principal or assistant principal include:

- The impact the visit will have on the teacher’s instructional time with students.
- The possible breach of rights to privacy for other students in the class.
- The distraction that the presence of a visitor may create.

CLASS CELEBRATIONS

All persons providing beverages and snacks for class celebrations and school sponsored events shall adhere to the wellness policy when supplying items. Bon View requires that prior arrangements with the teacher be made before planning a celebration. Celebrations will not be allowed without prior permission. Treats for celebrations must be store bought and individually packaged and meet the wellness policy requirements. Items that do not meet the wellness policy requirements will not be allowed into the classroom. Due to the wellness policy, Bon View encourages parents to provide treats that do not involve edibles, such as pencils, erasers, stickers, etc. A book donation to our school or classroom library is always a good option as well.

PERSONAL HYGIENE

Beginning in 2024, Assembly Bill 230 mandates that free menstrual products be readily available and accessible in all female restrooms and at least one male restroom at every public school serving students in grades 3 through 12. In addition, the health office remains a supportive resource for students with questions or needs related to personal hygiene.

Drop-off and Pick-up Procedures

We need your help in making our parking lots and surrounding streets safe for our students. Please adhere to the following guidelines to assure that our students are safe during drop off and pick up times.

DROP-OFF:

- Students may not be on campus prior to 7:30 a.m.. Student supervision begins at 7:30 a.m. when the doors in front of the MPR are open for breakfast.
- Breakfast is served between 7:30 a.m. and 7:50 a.m.
- At 8:00 a.m. sharp, the gates are closed and all students arriving at that time must go to the office for a tardy slip. All students must be in their classroom line by 8:00 a.m.
- Students may be dropped off in the north and south parking lots, located on either side of the multi-purpose room. Students should be dropped off along the westside curb only and never from a double parked car in the middle of the traffic lane.
- Buses will drop students off at the curb in front of the school and must be provided the right of way by all vehicles during drop off times.
- All parking is prohibited in the bus zone between 7:00 a.m. and 4:00 p.m.
- Car drop off areas are for unloading only. If you would like to park, please park on Philadelphia or Bon View streets and use the crosswalks at all times. Please do not park in staff parking lots unless you have a handicapped placard.

PICK-UP:

- When picking up students by car after school please use the pick-up lanes in the south and north parking lots or park on the street to walk up to the gates. Please use the parking lot only for curbside pick-up. Please do not exit your car for curbside pick-up.
- Only cars with handicap placards will be allowed to park in the handicap parking stalls.
- Students should be picked up along the curb only and never from a double parked car in the middle of the traffic lane.
- If you park your car across the street, please use the crosswalks when you cross the street to pick up your child and when you return to your vehicle with your child. Please do not wave or motion for your child to cross the street alone.
- Park along designated curbs on the street only. <u>Double parking is not allowed on the street or parking lots and students should not go between cars to get into your vehicle.</u> Vehicles that are double parked are subject to ticketing.
- The bus loading and unloading area on the curb in front of the school is to be kept clear for buses. Buses MUST be given the right of way at all times as they must adhere to their loading and unloading schedules.
- Students may not wait for rides in the park adjacent to the school or play in the park after school without direct parent supervision.

WALKERS:

Students with advanced authorization will be given permission to walk home. Please be advised that there is a crossguard at the corner of Philadelphia and Bon View to help students cross safely; however, there is no crossing guard on Bon View Ave. in front of the school or park. Students in 4th-6th grade will be permitted to walk home with prior parent permission through a permission slip signed at the beginning of the year. Students in younger grades whose parents are requesting that their child walk home must make arrangements to speak with an administrator for approval. Students who are walkers must go straight home. Students may not loiter in the community or the park.

Dress Code and Prohibited Items

APPEARANCE

In order to maintain an educational environment that is conducive to learning, we encourage students to "dress for learning" and come to school properly prepared for participating in the educational process. Parents have the primary responsibility to see that students are properly dressed for school. School district personnel have the responsibility of maintaining an environment that is conducive to learning. Adherence to the Ontario-Montclair School District and Bon View adopted Basic Dress Guidelines and Prohibited Items List will help maintain a safe and orderly school environment for our students and keep our school free from threats or the harmful influence of any group or gang which may advocate substance use, violence, or disruptive behavior.

DRESS CODE

1. Closed toe shoes with substantial soles (without wheels) should be worn at all times. Flip-flops, backless shoes, sandals, slippers and high heels or wedges over two inches are prohibited.
2. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off the shoulder or low cut tops, bare midriff or back and skirts or shorts that are shorter than mid-thigh are prohibited.
3. In Alignment with OMSD dress code policies, gang related apparel of any kind is strictly prohibited. Law enforcement guidelines will be followed.
4. Clothes must fit appropriately. Extremely baggy, loose fitting garments are not allowed and pants cannot sag below the waist or drag on the ground. Belt buckles engraved with initials are prohibited.
5. Clothing, jewelry and personal items (backpacks, purses, etc.) shall be free of writing, pictures or any other insignia which are violent, gang-related, crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate racial, ethnic or religious prejudice. Attitude T-Shirts are to be appropriate for school and must adhere to dress code guidelines. Any image of a person portrayed must also be clothed according to the Bon View dress code.
6. Earrings or other jewelry which may present a safety hazard or distract from the instructional program are not suitable for school wear. These include but are not limited to dangling hoop earrings larger than ½ inch in circumference, facial piercings, and elongated pointed earrings that protrude from the ear or face.
7. Caps with a brim may be worn as protection against the sun when out-of-doors. They must be worn so the brim is not tipped to the sides or back and not be worn indoors.

8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring or gel that would drip when wet. Hairstyle should not impact a student's ability to see during the instructional day or distract from the learning environment.
9. No make-up is allowed to be worn during the instructional day. Acrylic nails and body glitter is also not permitted.
10. Due to allergies, scented sprays or perfumes are prohibited at school.

PROHIBITED ITEMS

In the interest of protecting the health and safety of all district students, the following Prohibited Items List has been adopted by the Board of Trustees. The school is not responsible for any lost, damaged, or stolen items.

These items are not allowed at school:

1. Electronic devices including, but not limited to, music players, electronic games, cameras, e-reader, and tablets. With prior written permission of the Principal or designee, these items may be brought to school for special occasions.
2. Gambling devices such as dice, playing cards, etc.
3. Drugs, alcoholic beverages, cigarettes, tobacco, cigarette papers, lighters, pipes, matches, look-alikes, e-pipes and drug paraphernalia.
4. Explosive devices, firecrackers, fire balls, cherry bombs, etc.
5. Weapons, guns, knives, cake cutters, screw drivers, and other dangerous items or realistic simulations of these items such as plastic water guns or plastic swords are strictly prohibited. .
6. Toys, trading cards, sports equipment, personal electronics and other non school related items. All assistive learning devices are to be agreed upon by the teacher or administrator prior to being used in class (Ex. fidget spinners).
7. Tagging materials and instruments are prohibited and will be confiscated. Prohibited items include, but are not limited to, permanent markers, aerosol paint containers, etching tools, stickers, or any other instrument used for the purpose of writing graffiti or tagging.

To avoid distractions during class time and problems that arise when personal items are lost, damaged or stolen, students may only bring supplies for school such as backpacks, pencils, crayons, folders, and notebooks. Please note the following school policy:

- The school is not responsible for any personal items brought from home (which include, but not limited to, cell phones, games, sports equipment, etc.). It is at your own risk if any item is brought to school.

DRUG FREE ZONE

All OMSD Schools are declared drug-free with zero tolerance for any involvement with drugs on campus. Any student possessing, using, or under the influence of alcohol or other drugs, or selling alcohol, drugs or related paraphernalia will receive serious disciplinary action which may result in an expulsion referral. Bon View Elementary adheres to OMSD and California Education Code regarding controlled substances.

Attendance Policy

ABSENCES

The California Department of Education states that no child may be legally excused for any reason other than illness, medical appointment, or death in the immediate family. Excused illnesses are those that require a child to stay home until the symptoms are gone (such as fever, diarrhea, or vomiting) or other illnesses that a doctor provides a written notice for and indicates when the student can return to school. Because we cannot risk the health of other students by exposing them to conditions that may cause illness and loss of schooling, the school nurse may require a doctor's release in order for your child to return to school. Absences are only considered excused if they are for an illness, doctor appointment for the child, or for a death in the immediate family. All other absences are considered unexcused. Please bring a doctor's note to excuse a medical illness and contact the front office to provide a reason for any absence.

EARLY RELEASE

If you would like to pick your child up early, you or a designated adult on the Emergency Card must come to the school office to sign your child out. Early release is considered missing instructional time and will be counted against perfect attendance.

TARDY

All students are expected to be at school ON TIME EVERY DAY. Students are tardy if they are not inside the campus gates when the 8:00 a.m. bell rings. The North and South entrance gates will close promptly when the 8:00 a.m. bell rings. The bells align to the world clock. The California Department of Education states that the only excused tardies are for medical appointments or illness.

EXCESSIVE ABSENCES, TARDIES, OR EARLY OUTS

Students with excessive absences, tardies, and/or early outs as outlined by the state of California will be monitored and tracked in our attendance system. If student absences, tardies, and/or early outs are deemed excessive, parents will receive written notification, and may be asked to meet with the school or district through the SART or SARB (School Attendance Review Board) process.

EXCEPTIONAL ATTENDANCE

Research shows that students who attend school regularly are academically successful. Students who achieve perfect attendance for the year will be rewarded. Keep in mind that your child must maintain perfect attendance right up until the day of the reward. Perfect attendance will require students to be at school "Every Minute of Every Day" which means 0 absences, 0 tardies, and 0 early outs. Students may attend Saturday School Make-up Academy (STEAMi Saturdays) to make-up an absence. Parents may arrange for an Independent Study if the absence period is due to illness and is a minimum of 3 up to 14 consecutive days in length. The Independent Study must be completed in full during the absence period and turned in promptly.

SATURDAY MAKE-UP ACADEMY (SMUA)

Students are encouraged to make up for learning time missed due to absences by attending STEAM Saturdays (Science, Technology, Engineering, Art, Math). All students will be invited to attend; however, only students with absences will be able to make-up the absence by attending. Additionally, only a certain number of students without absences will be allowed to attend and will be taken on a first come, first serve basis. There are monthly opportunities to attend STEAM Saturdays which run from 8:00 a.m. to 12:00 p.m. During these sessions, students will be participating in learning S.T.E.A.M. content that aligns with the Common Core State Standards. Students may not make up a future absence by attending Saturday School. Please note: Saturday Academy will not count toward Perfect Attendance rewards.

INDEPENDENT STUDY AGREEMENT

An Independent Study Agreement may be arranged for one of two purposes.

If a student is displaying symptoms of illness such as fever, cough and congestion, vomiting, diarrhea etc. and will need to be out of school, an Independent Study may be arranged. All work must be completed and returned to receive credit for attendance.

If a student is not ill and should need to be absent for a longer period of time (1 or more weeks), a written independent study master agreement may be requested. Participation must be voluntary by the pupil and the parents and must be approved on behalf of the school administration. Student approved departure from school must be for no less than five (5) consecutive days. The agreement shall be completed prior (at least 5 days) to the student starting in the program. Work assigned must be equal to a full school day and returned completed on or before the date following the contract end date. Independent study does not count towards perfect attendance.

Health Office

SCHOOL NURSE

A school nurse is assigned to Bon View weekly and a health assistant is scheduled daily. You will be called if your child becomes ill and is unable to return to class. When there are no apparent symptoms of an illness, we will have a child rest and return to class. Parents will be notified of any accident that requires follow-up care. You may see an "Ouch Report" which will indicate that the child was seen by the health office that day. All parents should make sure that up-to-date emergency information is on file. Our school Health Assistant is on site Monday through Friday and responds to student health concerns and injuries.

ACCIDENTS

The Board of Trustees of the Ontario-Montclair School District does not assume any responsibility for accidents or injuries to a child participating in any school activities. Due care is always exercised to prevent accidents. A VOLUNTARY STUDENT ACCIDENT INSURANCE POLICY IS OFFERED TO ALL STUDENTS FOR A NOMINAL PREMIUM. The form will be sent home during the first few weeks of school. It is required that we have current phone numbers where parents can be reached and the phone number of two contacts in the event we can't reach parents. Please be sure this information is kept up to date in our office.

CHILD ABUSE AND NEGLECT

By law, all school employees are mandated reporters and must report every incident of suspected or reported child abuse to the San Bernardino County Children and Family Services. School staff members may briefly question a child and are required to report any incidents of reported abuse indicated by the child. Legal reference is the California Education Code - 44690-44691 - Child Abuse Detection.

CONTAGIOUS DISEASE

Students who are ill with any kind of contagious or infectious disease should be kept home for their own and other students' protection. Please notify the school if your child contracts a communicable disease. Re-attending school after having contracted a contagious disease will follow State law requirements and may require a doctor's note.

DENTAL CLINIC

A dental screening will refer children who are eligible for emergency or clinic dental care at San Antonio Community Hospital. Parents must qualify for these services for which a small fee is charged.

ORAL HEALTH ASSESSMENT

California state law states your child must have a dental check-up during his/her first year in public school. The appropriate section of the oral health assessment form must be completed by your dentist and submitted with registration materials.

VISION AND HEARING TESTS

The Nurse will test students in Kindergarten, second grade, fifth grade, RSP and SDC students as well as new students. Students referred by parents, teachers, or principal will be tested also. First grade males are screened for color-blindness only.

IMMUNIZATIONS

For the safety of all students, certain immunizations are required by State law. These include Polio, Diphtheria, Pertussis, Tetanus (DPT or TD), Rubella (German 3-day measles), and Mumps. Pupils may be exempted only for medical reasons or personal belief. Students not exempted must have immunizations to attend school. A new state law requires all students entering seventh grade after July 1999 to be immunized for hepatitis B (a series of three immunizations over six months) and have a second immunization for measles, mumps and rubella. The law mandates that students must be “current” with these immunizations prior to admission to seventh grade. Shots may be provided by the family physician or by the San Bernardino County Health Department located at: 1647 E. Holt Boulevard, Ontario, California (909) 458-9716.

MEDICATION

If your child requires medication during the day, the school is required to have all the appropriate documentation on file before prescription medication may be given. A signed parent permission and Doctor's Certification form must be on file in the office. It may be necessary for the school nurse to contact the prescribing physician for clarification regarding the medication. Medication will be administered in the office and will be secured. The child is responsible for remembering when it is time to take his/her medication. Parents are to provide the medication to the school in person. DO NOT SEND IT WITH THE CHILD.

SPECIAL HEALTH PROBLEMS

Please contact the Principal or School Nurse if your child has a special health problem that might require a special program to be planned for him/her. Teachers are notified of students in class with health problems.

Academic Programs

INTERNATIONAL BACCALAUREATE (IB) PYP

Bon View Elementary is an International Baccalaureate World School. The IB Primary Years Programme (PYP) is the elementary level of the IB education, which transitions to the Middle Years Programme and culminates in the Diploma Programme at the high school level. IB is not a curriculum but a model and structure for presenting the standards that are the same in over 5,000 schools in 147 countries. PYP students experience the curriculum in the form of six transdisciplinary units of instruction which are repeated every year such as: “Who we are” and “How the world works.” Our Mission as an International Baccalaureate World School, is to develop knowledgeable and globally conscious lifelong learners. Intercultural understanding and social responsibility are the foundation of our rigorous and integrated standards-based academic program. With parent and community support, we have changed many aspects of our instructional and character programs.

One central component of our IB program is the learner profile. The learner profile represents the ideals we hope our students will embody and exhibit on a daily basis through their interactions with others and their environment. Below is a definition of each of the ten IB learner profiles.

IB students are:

Learner Profile

Inquirer: They acquire the skills necessary to conduct inquiry and research and show independence in learning.
Knowledgeable: They explore concepts, ideas and issues that have local and global significance.
Thinker: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicator: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
Caring: They show empathy, compassion and respect towards the needs and feelings of others.
Risk-taker: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

THEMES

The IB Program organizes instruction and inquiry within several themes which are How We Organize Ourselves, Sharing the Planet, Where we are In Place and Time, Who we are, How we Express Ourselves, and How the World Works.

ACTION

Action is another essential element of our school-wide program. Our trans-disciplinary units aim to invoke a sense of responsibility on the part of our students and create an environment where they are empowered to take action to make their world a better place for everyone. Support your child's efforts to connect to their world and discuss the actions that they take in and out of the classroom to improve the world they live in.

EXHIBITION

In the sixth grade year of the PYP Programme, students participate in a culminating project known as Exhibition. Students are required to engage in a collaborative inquiry process that involves: identifying, investigating and offering solutions to real-life issues or problems. The entire sixth grade class under the guidance of their teachers are divided into cooperative groups of three to five students to encourage collaboration among learners. The students are assigned the trans-disciplinary theme and then asked to develop their own topics and central ideas that connect to the theme. This inquiry based approach to education allows students to create their own learning task, conduct thorough research and then demonstrate it through a visual representation, a written component and a presentation.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

In addition to our IB designation, Bon View also integrates the AVID program in grades PK-6. Through AVID, students develop the academic habits that they will need to be successful in middle school, high school, and college in an age-appropriate and challenging way. Students learn how to organize their materials and assignments, effectively utilize their daily agenda and calendar, take 2 or 3 column notes, and create and identify levels of questioning. Additionally, AVID encourages the use of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) within every lesson. The components of the AVID program align with and enhance our current IB Program to better prepare our students for college and career.

GIFTED AND TALENTED EDUCATION (GATE)

Students identified as GATE are clustered at each grade level. At Bon View, students may be identified as GATE in grades 2-6. All students in grade 2 receive the GATE assessment in January to determine qualification. Students in grades 3-6 can begin the process of identification through teacher or parent recommendation.

HONOR ROLL

Students in 4th-6th grades will be eligible for Honor Roll. Students who achieve grades of all 3s and/or 4s on their report card will earn the honor roll award and will be honored at our trimester assemblies.

ENGLISH LANGUAGE DEVELOPMENT

All students in grades TK-6 participate in 30 minutes of designated English Language Development (ELD) time. During this time, students are grouped into clusters based on their language ability level as demonstrated on the state language assessment and classroom observation. This time provides students with the opportunity to advance their skills in the English Language through Reading, Writing, Verbal, and Listening skills. Students who are designated English Only based on the Home Language Survey will also

receive support in advancing their academic language skills during this time. Students who are designated English Learners (EL) will be given the ELPAC test each year until they become reclassified Fluent English Proficient.

PHYSICAL EDUCATION

All students must be given an average of 100 minutes of physical activity each week. Students are provided with three PE blocks each week for approximately an hour each block. Bon View PE is scheduled on Tuesdays, Wednesdays, and Thursdays of each week. Students should wear comfortable shoes and clothes on these days.

INTERVENTION

Intervention services may be offered during the year to a specific number of students depending on grade level and academic ability. Some intervention services are offered during the school day by the classroom teacher or support staff and others are offered after school. Spaces are often limited and students are invited to participate based on their academic performance. Please see your child's teacher for more information regarding intervention and your child's academic level.

STUDENT STUDY TEAM (SST)

If the parent/guardian or the teacher notice academic, behavior, health, or socio-emotional concerns, the teacher may refer the student to the Student Study Team (SST). Once classroom interventions have taken place, the teacher may request an SST meeting with the parent, teacher, administrator, Outreach Consultant and other support staff. The team will review the concerns together and make necessary arrangements to support the student.

SPECIAL EDUCATION

Bon View has several Special Education programs including Resource Specialist Program (RSP), Speech, Special Day Class (SDC) grades 1-3 and our Collaborative Class which provides specialized academic support in a general education setting for grades 4-6. The district offers a variety of special needs programs such as vision therapy and adaptive PE. Students must qualify for any Special Education programs through a psycho-educational evaluation. Such an evaluation is normally started through the SST process. If you have a concern regarding your child, please communicate your concerns to your child's teacher immediately.

Bon View School Language Policy

Language Beliefs:
At Bon View School we believe that all teachers are language instructors. All students are language learners. Each student has his or her own background and their unique contributions. We believe that recognizing and supporting our students' languages is crucial to their development. Bon View has made a commitment to our students and parents to provide a learning community that promotes and supports language diversity.

Identification:
Mother tongue languages and students that are in need of additional services provided through ELD instruction will be identified at the beginning of the school year or when the student enters Bon View. All students that are listed as speaking another language other than English will be tested on the English language Proficiency Assessments for California (ELPAC) which includes two tests: Initial and summative, as required by the state of California. There is an initial test followed yearly by a summative assessment until the student is reclassified. By identifying our language populations we are able to inform our teachers and staff so that we can strengthen our learning community and integrate language support into instruction.

Scope and Sequence:
The scope and sequence of the language program is determined by state mandated requirements, Common Core State Standards. All CCSS, NGSS, History-Social Science standards are aligned to each grade level Units of Inquiry that includes “Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet”.

Language Instruction:
Classroom Instruction:
All instruction at Bon View is done in English; language is the foundation of our curriculum. If other languages come about during instruction they will be addressed and students will be encouraged to inquire. Students are instructed in all areas of language arts. Teachers are expected to create a print rich environment, teach with best practice strategies, and to set a model for all students. Students learn from not only their teacher but their peers and their experiences with language.

ELD Instruction:
Students that qualify as English Language Learners (ELL) are provided English language instruction at their instructional level daily. ELL students are assessed using the guidelines in our assessment policy.

Assessing Language Learning:
District, school and state-mandated language assessments (Foundational, ESGI, Literably, Fluency, Writing, i-Ready, CAASP, ELPAC) are used by Administration, teachers, parents, and students to assess individual and school-wide progress related to language learning. Formative assessments are also used by classroom teachers daily. These assessments are used to inform language and teaching practices within our school. A range of appropriate assessment methods such as portfolios, student led conferences, writing sample analysis, writing journal, self and peer assessment are used. All teachers consider language development in their planning and assessment, and support language acquisition in their teaching.

Mother Tongue Support:
Bon View encourages students to maintain their cultural diversity through their mother tongue at home and at school. Supporting our diverse population both our classrooms and school library provide books in the mother tongue languages of our students. Parents are involved with the development of our libraries and are encouraged to share with children the languages that they speak. We often provide speakers to read to the students in languages represented at our school.

Bon View Assessment Policy

Bon View's philosophy of assessment
Assessment is a continuous process that allows teachers, parents, and students to identify areas of strength and areas that need improvement. It also helps us measure the effectiveness of the program. At Bon View Elementary we believe that through assessment we can strengthen instruction and guide the learning process for our students.

Assessing: How do we discover what students have learned?

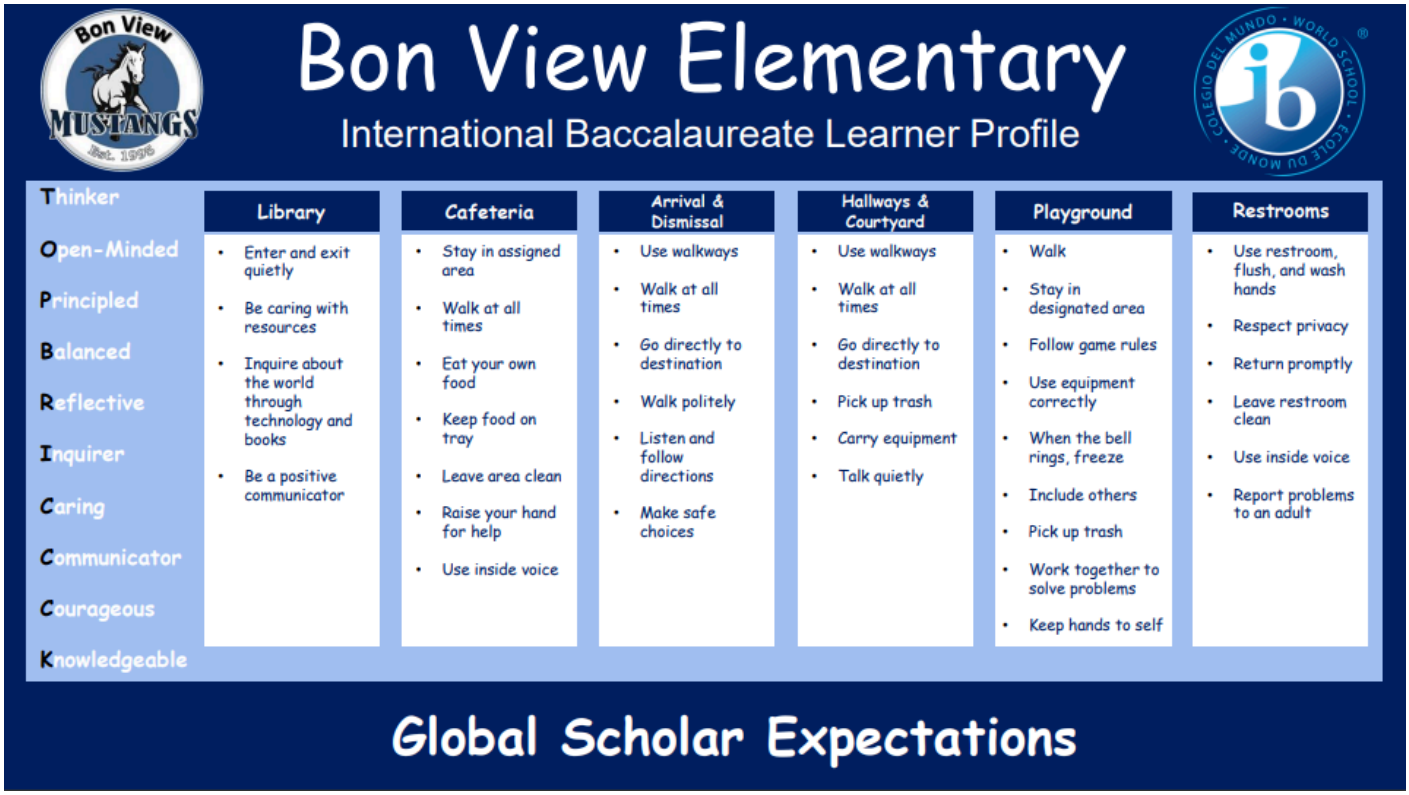
Purpose for assessment	What is assessed?
● To understand learners ● To set goals, growth plan ● To track progress and growth ● To understand students prior knowledge ● To plan for inquiry ● To understand students learning in the context of the lines of inquiry into the central idea	● Acquisition of knowledge ● Understanding of concepts ● Mastering of skills ● Decision to take action ● Demonstration of the attributes of the PYP student profile ● Student progress and performance in the following subject areas: Mathematics, English Language Arts, English Language Development,, Social Studies, Science, Personal, Social and Physical Education as required by the Federal
When do assessments take place? ● Formative assessments are interwoven with daily learning and help teachers and students find out what the students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. ● Summative Assessment will assess the conceptual understandings within central ideas of each transdisciplinary theme. ● Rubrics, checklists, portfolios, anecdotal records will be used to record responses as a means of authentic assessment. ● IB Learner profile will be reported at parent conferences in the fall and spring and at the end of the school year. Conferences in the spring are parent/teacher and student led). The Learner Profile report will be attached to the student report card. ● State Testing CAASP (California Assessment of Student Performance and Progress) is administered to students in grades 3-6 in the Spring ● 5th Grade State of California Physical Education Assessment	Effective Assessment Practices A range of assessment formats are used to represent a balanced observation of each child and what they know, understand and can do in relation to the content being assessed. Allows students to: ● Identify individual strengths ● See the progress they have made ● Identify goals for reaching expectations ● Understand what needs to be improved ● Share their learning and understanding with others ● Receive feedback on their learning ● Provides a motivating force that encourages the personal pursuit of excellence ● Expressing points of view and understanding Allows teachers to: ● Inform every stage of the teaching and learning process ● Create instructional plans to guide inquiry ● Define expectations and outcomes for student and teacher lead inquiry ● Collect other quantitative and qualitative data

● Exhibition - takes place at the end of 6th grade. Students celebrate what they have learned.	● Acquire data that can be used to inform students, teachers, grade levels, school, and community ● Support and develop collaborative reflective teaching practices on student performance and progress ● Observe if students can apply their understanding to related contents ● Allows parents to: ● Provide a window into learning and what is happening in school ● Observe and track student progress and development ● Provide opportunities to support outside of school ● Celebrate student learning ● Understand the goals teachers have for each student
Site Performance Assessments ● Summative assessments ● Summative Unit and Module assessment ● Diagnostic Assessment (phonics survey, sight words, phonemic awareness inventory) ● Writing/Performance tasks ● Class projects ● Beginning of the Year Fluency ● 6th grade exhibition – students must show the five elements of the curriculum through a transdisciplinary unit of inquiry that includes ongoing assessment of each individual student's contribution to and understanding of exhibition and a summative assessment and reflection on the event itself.	Ontario-Montclair School District Assessments ● ELPAC (English Learner) ● OMSD Foundational ELA Unit Assessments and Fluency Assessments ● OMSD ESGI Reading and Math (for TK and Kinder) ● OMSD Math Interim benchmark ● i-Ready (Reading Inventory for grades K-6) ● CogAT (Cognitive Abilities Test to screen for Gifted and Talented Program eligibility in 2nd grade) ● CAASP (California Assessment of Student Performance and Progress) in ELA and Math ● NGSS (Next Generation Science Standards) 5th grade ● OMSD Kinder Assessment/Fluency targets
Reporting: How we choose to communicate information about assessment ● Data is reported to students through formative assessments, daily dialogue, one/one discussions ● Staff and students receive daily/weekly/monthly feedback on assessments. ● Foundational and fluency (including ESGI) assessments, Reading Inventory, Math benchmark reviewed by grade level and administration. ● Teachers informs parents through written and digital classroom communication ● Parent/teacher/student led conferences ● Report cards each trimester	Portfolios are ● A collection of student learning, chosen and organized throughout the academic year using grade level essential agreements. ● Portfolios are stored in the classroom/given to next teacher at the beginning of the following school year. Collected work is kept until 6th grade. ● Displayed for parents during student led conferences ● Portfolios can document student action over the student years at school.

• AVID Binders: AVID—Advancement Via Individual Determination—fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms • Learner Profile Progress Report each trimester • Learner Profile reflections/student learning over time in portfolios that are shared with parents	

Positive Behavior Interventions and Supports (PBIS)

PBIS



Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success (sjusd.org). Through the PBIS philosophy, Bon View plans to teach appropriate behaviors, reward positive behaviors, and develop a fair system to handle inappropriate or unsafe behaviors. The overall goal is to create a positive educational environment for all students.

BEHAVIORAL EXPECTATIONS

T.O.P. B.R.I.C^3.K. is our acronym which will help students understand and learn the behavioral expectations for a successful school experience as well as for a successful future. These words are our IB Learner Profile Attributes and are the core values of the IB Philosophy and program. T.O.P. B.R.I.C^3.K. stands for the following terms:

Thinker	Open-Minded	Principled	Balanced	Reflective
Inquirer	Communicator	Courageous	Caring	Knowledgeable

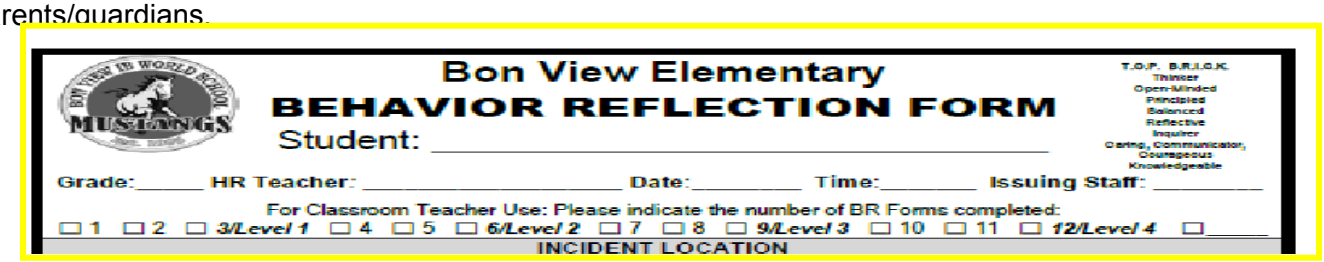
BEHAVIOR INCENTIVES

Bon View's Behavior Plan includes positive behavior recognition. This positive recognition plan is designed to recognize students who maintain positive and appropriate behavior and do not receive Behavior Reflection Forms (BRF). In addition to positive behavior incentives included in their individual classroom level behavior plan, students may also earn Global Scholar Tickets for demonstrating the ideal behaviors of an International Baccalaureate student. Some incentives students may earn include periodic:

- Drawings for prizes
- PBIS Global Scholar student store
- Global Scholar Parties during lunch time

BEHAVIOR REFLECTION FORM (BRF)

When school expectations are not followed, a student may receive a Behavior Reflection Form (BRF). The teacher will keep a copy on file in the classroom. A copy is also sent home to the parents to sign and return to the teacher. Students who receive BRFs may lose the opportunity to participate in school or class incentives throughout the school year. Consequences may include behavior coaching, reflection time, community service, etc. BRF's are a tool for communication within the school campus and to parents/guardians.


Bon View Elementary
BEHAVIOR REFLECTION FORM
Student: _____
T.O.P. B.R.I.I.C.K.
Thinker
Open-Minded
Principled
Balanced
Reflective
Inquirer
Caring, Communicator,
Courageous
Knowledgeable
Grade:_____ HR Teacher: _____ Date:_____ Time:_____ Issuing Staff: _____
For Classroom Teacher Use: Please indicate the number of BR Forms completed:
☐ 1 ☐ 2 ☐ 3/Level 1 ☐ 4 ☐ 5 ☐ 6/Level 2 ☐ 7 ☐ 8 ☐ 9/Level 3 ☐ 10 ☐ 11 ☐ 12/Level 4 ☐_____
INCIDENT LOCATION

PROGRESSIVE DISCIPLINE PLAN

Our primary goal is to provide a safe and orderly environment that is conducive to learning. Therefore, each teacher develops and sends home a classroom discipline plan, which outlines classroom rules, including both positive and negative consequences. Please review the plan with your child and inquire with the classroom teacher directly if there are any questions or concerns.

SEVERE/EXTREME BEHAVIOR INFRACTIONS

Students who commit behavior that is extreme in nature may bypass the progressive discipline system and may result in an immediate suspension or further disciplinary action.

GROUNDS FOR SUSPENSION AND EXPULSION Per Education Code, students may be subject to suspension or expulsion for committing any of the following acts:

E.C. 48900

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053 et seq., alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stolen or attempted to steal school property or private property.
h) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.

E.C. 48900.2
Students are also subject to suspension or recommendation for expulsion if they have committed sexual harassment as defined in Education Code 212.5 provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. This ground for suspension/expulsion shall not apply to students enrolled in kindergarten or grades one through three.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district including but not limited to the following circumstances:
1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

CLASS SUSPENSION A teacher may suspend any student from the teacher's class for the day of the suspension and the day following. A Behavior Reflection Form (BRF) must be completed containing teacher's interventions prior to the class suspension. The teacher will arrange an alternate location for the student for the time of suspension. In addition, a superintendent, principal, or principal's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

Senate Bill 291
In alignment with OMSD policies and SB 291, students are to receive at least 30 minutes of recess per day, or 15 minutes on a minimum day, which cannot be restricted due to disciplinary reasons

unless their participation presents an immediate physical threat to themselves or other students. This period does not need to be met in a single session but may be over the course of an instructional day.

Parent Involvement Policy

Bon View Elementary has developed a written Title I parental involvement policy with input from Title I parents. *Input was gathered through shared feedback and the collaborative development of school goals and focus areas at a variety of parent and community meetings and forums.* Bon View has distributed the policy to parents of Title I students. *The Parent Involvement Policy is distributed annually to students and parents as part of the back to school informational packet that is sent home and is available through the school's website within the first week of school*. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

To involve parents in the Title I program at Bon View Elementary, the following practices have been established:

Bon View has distributed the policy to parents of Title I students and the local community throughout the following means:

- Upon enrollment all parents will be provided a copy of the School Parental Involvement Plan.
- A copy of the School Parental Involvement Plan will be available at the front office for parents to review.
- The School Parent Involvement Plan will be translated into Spanish for parents of English Language Learners.
- A copy of the School Parental Involvement policy will be posted on the school's website.

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The informational Title I presentation is presented at one of the School Site Council Meetings and Coffee with the Principal which include:

- The requirements of Title I
- Parents' rights to be involved
- Our school's participation in Title I

Bon View Elementary will hold a flexible number of meetings at varying times.

- Meetings will be scheduled at convenient times depending on parent needs.
- Parents will be informed of meetings through multiple means including communication platforms (Class Dojo), Blackboard Connect and the school's website in both English and Spanish.
- Determination about what is needed to reach parents will be made by asking feedback from parent volunteers and school staff.
- After meetings, school personnel will evaluate parent participation to determine organization and implementation of future activities.

Bon View Elementary involves parents of Title I students in an organized, ongoing and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy including:

- The Parental Involvement Plan will be provided to Title 1 families for suggestions and final approval.
- Title I programs are reviewed with parents
- Title 1 parents will be involved in revising and updating the Parental Involvement Plan as needed during scheduled meetings. Any needs, concerns, or next steps are noted at this time.
- After final adoption, parents will receive a copy of the Parental Involvement Plan.

The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]

Bon View Elementary provides parents of Title I students with timely information about Title I programs throughout the year.

- Parents will be offered an explanation of Title 1 requirements and clarified rights of parents to be involved in the Title 1 program.
- Periodic reviews will be scheduled for discussion purposes and consensus of the School Parental Involvement Plan.
- Parents will be invited to attend when Title 1 guidelines will be presented at School Site Council and Coffee with the Principal meetings with sufficient time for parents to respond to the available opportunities. Input is noted at this time.

Bon View Elementary provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress and the proficiency levels students are expected to meet.

- Parents will receive from the district an individual student report about the performance of their children on the state assessment test. Other district benchmark assessments used to evaluate and assess children's proficiency in math and reading will be available to parents upon request.
- Informational workshops and handouts will be provided to parents to encourage understanding of assessment tools, communication tools, and curriculum used by teachers, how to support students at home, and how to support specific student groups. There will be multiple opportunities for parents to attend meetings throughout the year, and multiple manners of communication will be used to notify parents of such meetings.
- Bon View Elementary will provide parents of students opportunities for meetings, during parent-teacher conference weeks and upon request, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Teachers and personnel will respond to any such suggestions as soon as practicably possible.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. *Title I discussions, presentations, and progress monitoring tasks are primarily assigned to the School Site Council agenda. At the request of Title I parents, additional meetings may be accommodated as part of the monthly Coffee with the Principal meetings or specially scheduled meetings.*

The school provides opportunities for collaboration between parents and staff to support planning extracurricular activities, field trips, and fundraising.

School-Parent Compact

WHAT IS A SCHOOL-PARENT COMPACT?

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

Effective compacts:

- link to goals of the school improvement plan
- focus on student learning skills
- describe how teachers will help students develop those skills using high-quality curriculum and instruction
- share strategies parents can use at home
- explain how teachers and parents will communicate about student progress
- describe opportunities for parents to volunteer, observe, and participate in the classroom.

JOINTLY DEVELOPED

The parents, staff, and community members of Bon View IB World School meet throughout the school year to discuss student progress and learning needs. Our School-Parent Compact is updated and revised each year based on stakeholder feedback and input. We welcome our community members to attend meeting opportunities held throughout the school year to share input and learn more about our school. Some of those opportunities are: School Site Council (SSC) meetings, monthly Coffee with the Principal meetings, GATE parent meetings, Special Education parent meetings, and School English Learner Advisory Council (SELPAC) meetings. The Ontario-Montclair School District's yearly Community and Thought Exchange surveys, which solicit community and parent input on education program needs, are instrumental in providing feedback at the district and site levels. We also encourage parents to contact the school with any questions, comments, or concerns they may have.

ACTIVITIES TO BUILD PARTNERSHIPS

Bon View strives to provide activities to build a strong partnership with the parent community. We encourage parents to attend our Monthly Awards Assemblies to recognize student success and our Back to School Night and Open House. There are many other school functions that engage the learning community such as the Fall Festival, Winter Performance, Father/Daughter and Mother/Son dances, Talent Show, Spelling Bee, extra-curricular sporting events, Halloween and Character Parade, Family Literacy Reading Program as well as parent engagement events. Bon View parents are encouraged and welcome to participate as classroom volunteers and as part of our parent planning committee to support school functions and events.

COMMUNICATION ABOUT STUDENT LEARNING

If you'd like to be a part of the planning for any school wide events or have any ideas on how we can continue to strengthen our partnership, please contact the school. Bon View values two-way communication between school and home in order to afford our families important information regarding the education of their child. There are several methods in which Bon View communicates with families. Bon View's Parent Handbook, which is available in the front office or on the school's website, outlines schedules and school policies. Parents can also stay informed of current events by reading our monthly School Newsletter, viewing updates on our school website, digital Marquee, Connect Ed. Messages, Class Dojo, Instagram and various parent meetings held throughout the school year. Parent-Teacher Conferences are held in November and March of each year.

If you have any questions regarding your child's progress or school programs, please don't hesitate to contact your child's teacher.

DISTRICT GOALS FOR STUDENT ACHIEVEMENT

"Increase the number of students, in all subgroups, attaining or exceeding grade level performance expectations on multiple measures, including standardized tests in ELA, math, science, and social studies. Increase the share of students that are college and career ready, the share of English learners that will become English proficient, and the rate of reclassification for English Learners."

SCHOOL GOALS FOR STUDENT ACHIEVEMENT

To implement a high quality, rigorous instructional program that supports all students' academic and social success through the implementation of the Common Core State Standards, International Baccalaureate Program, and Positive Behavior Intervention System (PBIS). To build global learners who are internationally minded through a rigorous International Baccalaureate program that focuses on inquiry based instruction and leads students to responsible, thoughtful and appropriate action. To provide students with a variety of enrichment opportunities, including but not limited to IB Spanish, IB Physical Education, IB Music, IB Library, and IB Computers while continually supporting students in building self-efficacy.

TEACHER, PARENTS, STUDENTS-TOGETHER FOR SUCCESS

AS A STUDENT I PLEDGE TO:

- be on time attend school every day and be prepared
- complete all class work and homework assignments on time and to the best of my ability
- demonstrate responsibility for my educational progress and mastery of grade level standards
- set personal and educational goals for my success
- work in cooperative and collaborative groups with enthusiasm and positivity
- demonstrate T.O.P. B.R.I.C^3.K. expectations consistently
- demonstrate pride in my school and myself through my actions

AS A PARENT I PLEDGE TO:

- ensure my child or children are at school on time and attend on a regular basis
- read all communications sent from the teacher or school to stay current with activities and school events

- review my child's homework to make certain it is complete
- promote daily reading
- ask questions to understand what my child is expected to learn to support him/her in learning
- attend parent-teacher conferences and meetings to learn more about my role in supporting my child's education
- set, monitor and encourage personal and educational goals with my child
- support teachers and school classroom rules and discipline
- follow school rules, procedures, and protocols

AS A TEACHER I PLEDGE TO:

- communicate to parents in a timely manner regarding student progress
- create and provide a safe and accepting learning environment that promotes teamwork between parents and staff
- have a classroom with clear standards, goals, and expectations
- provide a safe and positive learning environment where children are respected, listened to, and supported
- provide quality curriculum and instruction to ensure that all students are learning and have access to grade level standards
- assign homework that promotes active learning with family interaction
- provide opportunities for differentiation and plan interventions
- set educational goals with, and for, student success,
- adhere to school rules, procedures, and protocols
- integrate the use of technology to support student learning
- provide comprehensive ELD instruction for our multilingual learners

AS AN ADMINISTRATOR I PLEDGE TO:

- create and promote a welcoming and positive learning environment at our school
- consistently communicate with students and parents about the school's mission and goals
- ensure a safe and orderly learning environment
- support the partnership between parents, students, the community and staff
- provide ongoing and appropriate professional development and training for teachers and for parents to ensure that students are supported in meeting their goals
- provide training sessions for parents designed to assist them in the support of their child's education
- provide opportunities for intervention and differentiation to support student progress
- provide necessary technology to enhance the educational environment for students
- effectively communicate safety protocols to the school community

The mission of Bon View Elementary School is to develop globally minded, inquiring, and knowledgeable scholars. We aim to cultivate caring, lifelong learners that will create a better world through intercultural understanding and respect.

OMSD Student Wellness Policy

Foods Available on Campus

Only compliant foods & beverages will be sold on campus from 30 minutes before to 30 minutes after the school day. Only complaint snacks will be provided by Nutrition Services to be served during the school day. Only compliant snacks are recommended to be served during the school day. Only compliant foods are recommended for use as rewards.

Physical Activity
Students will be provided with opportunities for moderate to vigorous physical activity on a regular basis.

Health and Nutrition Education
Students are provided education with a curriculum that emphasizes diet, exercise, and nutrition and will assist them in adopting a healthy lifestyle.

Staff Support
All Ontario-Montclair School District employees are encouraged to serve as positive role models and are encouraged themselves to lead healthy active lifestyles.

Rewards (Class/Students reward(s) from teacher/staff to student(s))
When rewarding students for academic performance or good behavior, non-food items are recommended. If food items (snack or entrée) are given as a reward, they must meet or exceed SB 12 and SB 965 as listed.

Fundraising Activities and Food Sales during the School Day
The Superintendent or designee shall not permit the sale of foods by student organizations in a school with any of grades K-8 that is participating in the National School Breakfast or Lunch Program, except when all of the following conditions are met: (5 CCR 15500)

1. The student organization may sell one food item per sale.
2. The specific nutritious food item is approved by the Superintendent or designee.
3. The sale does not begin until after the close of the regularly scheduled midday food service period.
4. The sale during the regular school day is not of food items prepared on the premises.
5. There are no more than four such sales per year per school.
6. The food sold is dessert-type food, such as pastry, ice cream, or fruit.
7. The food sold is not one sold in the district's food service program at that school during that school day.

(cf. 3553 - Free and Reduced Price Meals)

SB 12 compliant snacks contain

• No more than 35% of calories from fat
• No more than 10% calories from saturated fat

• No more than 35% sugar by weight
•No more than 250 calories per individual food/snack item

Examples of non-compliant foods:

• Soda or other carbonated drinks
• Water with added sweeteners
• Candy & Chewing gum
• Snow cones, water ices
• Non-baked chips or other fried foods
• Cookies, Cakes, Muffins, Donuts
• Candy coated popcorn

Complaint entrée items contain
• No more than 400 calories per entrée
• No more than 4 grams of fat per 100 calories
• Entrees do not need to meet the above listed snack standards

SB 965 compliant beverages

•Fruit-based drinks with no less than 50 percent fruit juice and no added sweeteners
•Vegetable-based drinks with no less than 50 percent vegetable juice and no added sweeteners
•Drinking water with no added sweeteners
•Milk (two percent fat, one percent fat, nonfat, soymilk, rice milk or other similar non-dairy milk)
•Electrolyte replacement beverages containing no more than 42 grams of sugar per 20 oz

Examples of compliant foods:

• Bottled water with no added sweeteners
• 2%, 1% & Non-Fat Milk
• 100% Fruit juice
• Fresh fruit & vegetables
• Baked chips
• Whole grain breads and crackers
• Pretzels
• Graham crackers
• Nuts and seeds (consider allergies before giving out nuts)
• Frozen juice bars (100%)
• Reduced fat and sugar ice-cream

This list is not intended to be all inclusive and certain kinds of crackers, popcorn, etc., may not meet the nutritional requirements. Please contact Child Nutrition Services with any questions.

OMSD Anti-Bullying Policy

The Ontario-Montclair School District is committed to providing a world-class education to all students in safe and respectful school environments that empowers students, staff and families and cultivates partnerships with community, business and non-profit agencies.
ANTI-BULLYING POLICY

1. The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations.
2. School sites will provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance.
3. Parents and students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator.
4. Complaints of bullying shall be investigated and resolved in accordance with site-level due process procedures.
5. Where the principal or designee finds that bullying/sexual harassment occurred, he/she shall take prompt, appropriate action to end the bullying/harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.
6. A student may be subject to suspension or expulsion when it is determined that he/she: engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r)). Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to Education Code 48900.2. Hate violence pursuant to Education Code 48900.3. Harassment, threats, or intimidation pursuant to Education Code 48900.4, (Education Code 32261) Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an

electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)

7. A student may be suspended or expelled for any of the acts listed above if the act is related to, but not limited to, a school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district. (Education Code 48900)

If you have any questions regarding this policy, please feel free to contact Mr. Hugo Lopez, Director II of Child Welfare and Attendance at (909) 418-6477.

Internet Access and Appropriate Use

The Ontario-Montclair School District believes in the educational value of technology and recognizes its importance for supporting curriculum, instruction and management. Parents must sign and return the "Acceptable Use of Technology Agreement" for each of their children. This form outlines the guidelines for student use of computers, the Internet and cell phones. It is the district's intent to protect students, staff and volunteers from inappropriate information by:

- Meeting/exceeding all state and federal content filtering guidelines.
- Requiring adult supervision and monitoring of student internet use.
- Directing each user to accept personal responsibility for managing the resources appropriately.

Student Technology Responsible Use Agreement