

2025-26

PARENT & STUDENT

HANDBOOK



Monarch Grove Elementary

348 Los Osos Valley Road

Los Osos, CA 93402

805.534.2844

Spanish Version

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Principal's Message

Welcome to Monarch Grove Elementary!

We proudly serve 330 students in Transitional Kindergarten through Fifth Grade. Whether you're a new or returning family, this handbook includes key information about our policies, expectations, and events. Please take time to review it together to help ensure a smooth and successful school year.

Monarch Grove is committed to educating the whole child by providing a well-rounded experience. With dedicated staff, engaged parents, and a supportive community, we work together to offer the very best for our students. In addition to a rigorous academic curriculum, students develop social-emotional skills through instruction aligned with the Second Step curriculum.

Students at Monarch Grove also explore lessons in art, music, STEM Innovation, garden, PE, and library. Some of these enriching experiences are made possible through the generous support of our families and PTA. We encourage every family to get involved—your participation makes a real difference.

Communication is essential to our partnership. Please make sure you're connected through ParentSquare, our primary platform for school updates and announcements.

As your principal, my goal is to foster an environment that supports every child's academic success, well-being, and safety. I'm honored to work alongside an exceptional staff and a community deeply committed to our students. If you have any questions, concerns, or suggestions, don't hesitate to reach out.

Sincerely,

Clark Goossen, Principal

School Instructional Calendar



San Luis Coastal Unified School District

2025-26 Instructional Calendar

K - 12

JULY 2025					AUGUST 2025					SEPTEMBER 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4					1	1	2	3	4	5
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26
28	29	30	31		25	26	27	28	29	29	30			
OCTOBER 2025					NOVEMBER 2025					DECEMBER 2025				
		1	2	3	3	4	5	6	7	1	2	3	4	5
6	7	8	9	10	10	11	12	13	14	8	9	10	11	12
13	14	15	16	17	17	18	19	20	21	15	16	17	18	19
20	21	22	23	24	24	25	26	27	28	22	23	24	25	26
27	28	29	30	31						29	30	31		
JANUARY 2026					FEBRUARY 2026					MARCH 2026				
			1	2	2	3	4	5	6	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	23	24	25	26	27
26	27	28	29	30						30	31			
APRIL 2026					MAY 2026					JUNE 2026				
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29	30			

KEY		Teacher Work Day / Professional Development	
	Holiday	August 11-12, 2025	No Students TK-12, Professional Development
	Local Recess	August 13, 2025	No Students TK-12, Teacher Work Day
	No Students TK - 12	August 14, 2025	First Day of School
	No Students TK-6 (elem.)	October 15, 2025	Elementary Minimum Day, Prof. Development
	MB/PB/LOMS, no students	October 31, 2025	No Students TK-12, Elem. WD & Sec. PD
	SLHS, no students	Nov. 17-21, 2025	Elementary Conferences - Minimum Days
	LAMS, no students	January 5, 2026	LOMS/MBHS/PBHS no students, Teacher WD
	First & Last Day of School	January 16, 2026	LAMS no students, Teacher Work Day
Holidays / Local Recesses		March 2, 2026	Elementary no students, Teacher Work Day
July 4, 2025	Independence Day	March 2, 2026	SLHS no students, Teacher Work Day
September 1, 2025	Labor Day	March 10-13, 2026	Elementary Conferences - Minimum Days
November 10-11, 2025	Fall Recess / Veterans' Day	April 15, 2026	Elementary Minimum Day, Prof. Development
November 24-28, 2025	Thanksgiving Break	June 4, 2026	Elementary/Middle School Minimum Day
Dec. 20, 2025 - Jan. 2, 2026	Winter Break	June 4, 2026	Last Day of School
January 19, 2026	Martin Luther King, Jr. Day	June 4, 2026	MBHS Graduation
February 9, 2026	Lincoln Day	June 4, 2026	PBHS Graduation
February 16, 2026	Washington Day	June 5, 2026	SLHS Graduation
March 23-27, 2026	Spring Break	June 5, 2026	No students TK-12, Teacher Work Day
April 6, 2026	Spring Holiday		
May 1, 2026	Spring Recess		
May 25, 2026	Memorial Day		
June 19, 2026	Juneteenth		

* calendar approved by School Board 12/19/2023

Staff List

Staff Directory		Classified Staff	
Goossen, Clark	Principal	Hymas, Debby	School Secretary
Ashworth, Julie	TK Teacher	Hartzell, Carly	Secretary Clerk
Rietz, Kelly	TK Teacher	Hartshorn, Roena	Custodian -Days
Fay, Erin	Kindergarten Teacher	Janzen, Cody	Custodian, Nights
Davidson, Jayme	K/1 Teacher	Santoianini, Alisha	Library Technician
Holley, Adrienne	1st Grade Teacher	Behrens, Meghan	TK Instructional Aide
Fenton, Heather	2nd Grade Teacher	Brady, Julie	TK Instructional Aide
Turner, Karen	2nd Grade Teacher	Muhly, Jessica	PE Aide
Andrews, Heather	3rd Grade Teacher	Lozano, Roxana	LVN
Konjoyan, Rachel	3/4th Grade Teacher	Zinkula, Erin	LVN
Dallas, Nadra	4th Grade Teacher	Smith, Celeste	RSP Paraeducator I
Newland, Alex	5th Grade Teacher	Grey, Lisa	RSP Paraeducator I
Pollock, Lisa	5th Grade Teacher	Pearce, Amillia	RSP Paraeducator I
Baroni, Sherilyn	K-5 SDC Teacher MI	Nannie, Lindsey	LI Paraeducator I
Dale,Adam	3-4 SDC Teacher LI	Yanes, Kyra	LI Paraeducator I
Butler, Nikole	Resource Specialist	Alfaro, Elizabeth	RSP Paraeducator II
Casteel, Trina	Resource Specialist	Goodyear, Mallery	RSP Paraeducator II
Greene, Leilani	Student Support Specialist	Harrow, Jake	RSP Paraeducator II
De Leon, Camille	EL Specialist (50%)	Michie, Rose	3-5 SDC Paraeducator II
May, Natalie	Speech	Seay, Jaime	3-5 SDC Paraeducator II
Villegas, Gabrielle	Speech	Harrow, Lauren	Paraeducator II
Naegele, Keenan	School Counselor	D'Aunoy, Melissa	Paraeducator II
Burton, Heidi	AIT	Steele, Chelsea	Paraeducator II
Coate, Lisa	AIT	Wells, Aileen	Kindergarten Instructional Aide
Itinerant Staff		Naguit, Chris	Lunch/Cafeteria
Stewart, Ashlee	P.E. Teacher	Celeste Smith	Crossing Guard (AM)
Ryan, Katie	Psychologist	Student Supervision Support	
Lee, Scarlett	School Nurse	Hartzell, Carly	
Perez-Mansfield, Ariana	Occupational Therapist	Ruiz, Sal	
Manuel-Raynor, Desihre	Music Teacher	Sibley, Anna	
Gies, Alyssa	TK-3rd Music		
TBD	Performing Art teacher		
TBD	Visual Art Teacher		

Bell Schedule

Transitional Kindergarten - AM	Transitional Kindergarten - PM	Kindergarten	Kindergarten - Minimum Day
Morning Monarchs	Afternoon Monarchs	November 17-21, March 10-13, April 15, June 4	
Monday - Late Start	Monday - Early Release	Monday - Thursday	Late Start Monday
8:20 - 9:20 <i>Optional Care through YMCA</i>	8:20 - 10:55 <i>Optional Care through YMCA</i>	8:20 Start of School: Tuesday-Thursday	9:20 Start of School
9:20 Start of School	10:55 Start of School	9:20 Start of School: Late Start Monday	10:00-10:20 Snack Recess
9:25-9:40 Snack	10:55-11:50 Lunch Recess: play 10:55; eat 11:25	9:25-9:45 Snack Recess	12:10-12:45 Lunch Recess: play 12:10; eat 12:25
10:55-11:50 Lunch Recess: play 10:55; eat 11:25	1:25 Dismissal	12:10-12:45 Lunch Recess: play 12:10; eat 12:25	12:55 Dismissal
11:50 Dismissal	1:25-2:25 <i>Optional Care through YMCA</i>	2:40 Dismissal	
11:50-2:25 <i>Optional Care through YMCA</i>			
Tuesday - Friday	Tuesday - Friday	Early Release Friday	Tuesday - Friday
8:20 Start of School	8:20-11:00 <i>Optional Care through YMCA</i>	8:20 Start of School	8:20 Start of School
9:15-9:30 Snack	10:55 Start of School	9:25-9:45 Snack	10:00-10:20 Snack Recess
10:55-11:50 Lunch Recess: play 10:55; eat 11:25	10:55-11:50 Lunch Recess: play 10:55; eat 11:25	12:10-12:45 Lunch Recess: play 12:10; eat 12:25	12:10-12:45 Lunch Recess: play 12:10; eat 12:25
11:50 Dismissal	1:25-1:40 Snack	1:30 Dismissal	12:55 Dismissal
11:50-2:25 <i>Optional Care through YMCA</i>	2:25 Dismissal	1:30-2:40 <i>Optional Care through YMCA</i>	
Transitional Kindergarten Minimum Days - October, 15, November 17-21, March 10-13, April 15, June 4		Kindergarten Slow Start - August 14-22	
Monday - Late Start	Monday - Early Release	See Above Dates	
8:20 - 9:20 <i>Optional Care through YMCA</i>	8:20 - 11:05 <i>Optional Care through YMCA</i>	8:20 Start of School: Tuesday-Friday	
9:20 Start of School	11:10 Start of School	9:20 Start of School: Late Start Monday	
9:25-9:40 Snack	11:20-11:50 Lunch Recess: eat 11:20; play 11:40	9:25-9:45 Snack Recess	
11:05 Dismissal	12:55 Dismissal	12:00 Dismissal	
11:05-12:55 <i>Optional Care through YMCA</i>		12:00-2:40 <i>Optional Care through YMCA</i>	

		1st Grade	2nd Grade - 5th Grade
Tuesday - Friday	Tuesday - Friday	Monday - Friday	Monday - Friday
8:20 Start of School	<i>8:20-11:00 Optional Care through YMCA</i>	8:20 Start of School: Tuesday-Thursday	8:20 Start of School: Tuesday-Thursday
9:15-9:30 Snack	10:40 Start of School	9:20 Start of School: Late Start Monday	9:20 Start of School: Late Start Monday
10:35 Dismissal	11:20-11:50 Lunch Recess: eat 11:20; play 11:40	9:25-9:45 Snack Recess	10:00-10:20 Snack Recess
<i>10:35-12:55 Optional Care through YMCA</i>	12:55 Dismissal	12:10-12:45 Lunch Recess: play 12:10; eat 12:25	12:25-1:00 Lunch Recess: play 12:25; eat 12:40
Transitional Kindergarten Slow Start - August 14-22		2:45 Dismissal	2:45 Dismissal
Monday - Late Start	Monday - Early Release	Minimum Days	Minimum Days
<i>8:20 - 9:20 Optional Care through YMCA</i>	<i>8:20 - 11:00 Optional Care through YMCA</i>	8:20 Start of School: Tuesday-Thursday	8:20 Start of School: Tuesday-Thursday
9:20 Start of School	10:55 Start of School	9:20 Start of School: Late Start Monday	9:20 Start of School: Late Start Monday
9:20-9:35 Snack	11:20-11:50 Lunch Recess: eat 11:20; play 11:40	10:00-10:20 Snack Recess	10:20-10:40 Snack Recess
10:50 Dismissal	12:25 Dismissal	12:10-12:45 Lunch Recess: play 12:10; eat 12:25	12:25-1:00 Lunch Recess: play 12:25; eat 12:40
<i>10:55-2:25 Optional Care through YMCA</i>	<i>12:30-2:25 Optional Care through YMCA</i>	1:00 Dismissal	1:00 Dismissal
Tuesday - Friday	Tuesday - Friday	K-5th Rainy Day	
8:20 Start of School	<i>8:20-1:00 Optional Care through YMCA</i>	Monday - Friday	Monday - Friday Minimum Rainy Day
9:10-9:25 Snack	10:25 Start of School	8:20 Start of School: Tuesday-Thursday	8:20 Start of School: Tuesday-Thursday
10:20 Dismissal	11:20-11:50 Lunch Recess: eat 11:20; play 11:40	9:20 Start of School: Late Start Monday	9:20 Start of School: Late Start Monday
<i>10:20-2:25 Optional Care through YMCA</i>	12:25 Dismissal	9:25-9:45 K-1 Snack Recess in Classroom	10:00-10:20 K-1 Snack Recess in Classroom
	<i>12:30-2:25 Optional Care through YMCA</i>	10:00-10:20 2-5 Snack Recess in Classroom	10:20-10:40 2-5 Snack Recess in Classroom
		12:00-12:30 K-1 Lunch Recess in the MPR	12:00-12:30 K-1 Lunch Recess in the MPR
		12:30-1:00 2-5 Lunch Recess in the MPR	12:30-1:00 2-5 Lunch Recess in the MPR

School Hours

School hours are from 8:20 a.m. (9:20 on Mondays) to 2:45 p.m. The school office is open from 7:30 a.m. to 4:00 p.m., Monday through Friday on school days. Students may arrive at 8:10 (9:10 on Mondays).

Office Hours: Monday - Friday 7:30 am -4:00 pm

School Policies/Rules

Monarch Grove sets and maintains high standards for student behavior. We are very proud that the vast majority of our students act in a courteous and safe manner at all times. We firmly believe that the most effective school discipline plan is one that involves the parents. If a problem arises, parents are usually called upon to help with the solution. The following school and classroom rules have been established to provide a positive, learning environment:

1. Be respectful.

For example:

- Follow all directions the first time they are given.
- Use appropriate and kind language at school.
- Keep hands off others, no body-to-body contact.

2. Be responsible.

For example:

- Take care of your property and school property.
- Eat in designated areas.
- Clean up after yourself.

3. Be safe.

For example:

- Remain in designated areas.
- Do not share/ trade food at lunch
- Use equipment properly.

Playground/ Recess Specifics

- Students breaking a rule:
 - 1st time-warning and reminding of rules.
 - 2nd time-told to make a different choice for the rest of that play time.
- **Swings:** Standing is OK; No pushing others; Don't swing so high that the chain "bounces"
- **Merry-Go-Round:** Four students max; Sitting in the seats only (no hanging on the side); No running around the outside to push (must stand still to push)
- **Zipline:** Sitting only; One at a time; Stay out of the zipline path
- **Spinning Umbrella:** Hanging by your hands only; No boosting others; No climbing on top
- **Slides:** One at a time; sitting/feet first; no climbing up; no pushing others
- No Chasing in the Wood Chips or throwing wood chips
- **Knockout Basketball:**
 - Shoot to make the basket.
 - No intentional "knocking" of another competitor's ball
 - That includes by chucking a shot at another competitor's ball
 - Use positive language with peers

School & Family Engagement Policy

SCHOOL COMMUNITY PLEDGE & PARENT-SCHOOL COMPACT

Teacher Pledge:

I understand the importance of the school experience to every student, and my role as an educator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- I will provide a safe, positive, healthy learning environment.
- I will teach grade level skills and concepts using high quality curriculum and best teaching practices.
- I will strive to be aware of the individual needs of your child.
- I will communicate classroom assignments and expectations clearly.
- I will regularly communicate with you regarding your child's progress.
- I will be available to meet with individual parents regarding student progress.
- I will provide opportunities for involvement and participation in your child's educational program.

Student Pledge:

I realize that my education is important. I also understand my family and teachers want to help me do my very best in school. I know I am responsible for my own success, and that I must work hard to achieve it.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will respect the rules of my parents and the school.
- I will attend school regularly and always do my best.
- I will bring my classroom materials to school every day.
- I will ask for help when I need it.
- I will complete and return school assignments and homework on time.
- I will study every night, from Monday – Thursday.

Parent Pledge:

I understand that my participation in my child's education will help her/his achievement and attitude.

Therefore, as a family, we agree to carry out the following responsibilities to the best of our ability:

- I will see to it that my child arrives at school well rested, fed, and on time every day.
- I will provide a quiet place for my child to study.
- I will review my child's schoolwork and ensure that it is completed.
- I will spend at least 20 minutes per day reading with, to, or alongside my child.
- I will attend Back to School Night, Parent Conferences and Open House.
- I will monitor and limit my child's exposure to television, computers, and video games.

SIGNATURE NEEDED

Please remember to sign acknowledgement of reviewing the Parent Handbook and the Parent/School Compact attached to the posting for this document in Parent Square. Your electronic signature acknowledges that you have read and reviewed the above information with your child to be prepared for a successful school year.

Code of Conduct for Parents & Guardians

Students should have fun participating in sports and co-curricular programs. San Luis Coastal Unified School District (SLCUSD) believes these programs contribute to a sound educational program. Everyone involved in sports and co-curricular programs has a duty to ensure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of six core ethical values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the “Six Pillars of Character”). The highest potential of sports and co-curricular programs is achieved when all involved consciously Teach, Enforce, Advocate, and Model (T.E.A.M.) these values and are committed to the ideal of pursuing success with honor.

Parents/guardians of students choosing to participate in sports and co-curricular programs can, and should, play an important role in their good-faith efforts to honor the words and spirit of this Code. This collaboration can dramatically improve the quality of a student’s sport and/or co-curricular experience.

THE SIX PILLARS OF CHARACTER

Trustworthiness	Respect	Responsibility
Trustworthiness: Be worthy of trust in all you do.	Respect: Treat all people with respect at all times and require the same of your students.	Importance of Education Support the concept of “being a student first”: Commit your student to earning a diploma and getting the best possible education. Be honest with your student about the likelihood of getting a scholarship or participating at a professional level. Reinforce the notion that many universities will not recruit students who do not have a serious commitment to their education. Should it be necessary, be the lead contact for collegiate coaches/advisors in any recruiting process.
Integrity: Live up to high ideals of ethics and encourage others to pursue success with honor. Do what’s right even when it’s unpopular or personally costly.	Class: Teach your student to live and participate with class and be a good sport. he/she/they should be gracious in successes and accept disappointments with dignity by complimenting extraordinary performance and showing sincere respect to others, even with competitors.	Role Modeling: Remember, participation in sports and co-curriculars is a privilege, not a right. Parents/guardians too should represent the school, coach/advisor and other participants with honor, on and off the court/field/stage/etc. Consistently exhibit good character and conduct yourself as a positive role model.
Honesty: Live honorably. Don’t lie, cheat, steal or engage in any other dishonest conduct.	Disrespectful: Don’t engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual nature, trash-talking, taunting, boastful celebrations or other actions that demean individuals or the sport or co-curricular program.	Self-Control: Don’t fight or show excessive displays of anger or frustration.
Reliability: Fulfill commitments. Do what you say you will do.	Respect for Officials: Treat game officials, judges, and others who influence outcomes with respect. Don’t complain or argue about calls or decisions during or after events.	Healthy Lifestyle: Promote to your student the avoidance of all illegal or unhealthy substances including alcohol, tobacco, drugs and some over-the counter nutritional supplements, as well as of unhealthy techniques to gain, lose or maintain weight.

Loyalty: Be loyal to the school and your team or co-curricular group; Put the interests of the team/group above your student's personal glory.		Integrity of the Program: Protect the integrity of the program. Don't gamble or associate with gamblers.
		Sexual Conduct: Sexual or romantic contact of any sort between students and adults involved with sports and co-curriculars is improper and strictly forbidden. Report suspected or known misconduct to the proper authorities immediately.
Fairness	Caring	Citizenship
Fairness and Openness: Live up to high standards of fair play. Be open-minded, always willing to listen and learn.	Caring Environment: Consistently demonstrate concern for students as individuals and encourage them to look out for one another and think and act as a team.	Spirit of the Rules: Honor the spirit and the letter of rules. Teach your students to avoid temptations to gain competitive advantage through improper techniques or strategies.

Automated External Defibrillators (AED) Locations

The AED is located in the main office.

School Office/Telephones

School phones are maintained primarily for conducting school business. Students will not be called to the phone except in an emergency; a message will be delivered when necessary. Similarly, students are not permitted to use the school telephone for outgoing calls except in cases of emergency. Students asking for permission to go to a friend's house or for forgotten materials or a ride home are not emergencies and are not reasons for the use of school phones.

Attendance

All children between 6 and 18 years of age are required by California's Education Code to attend school. Their parents have a legal responsibility to ensure their child's attendance. If excessive absences occur (habitual truancy), you will receive a letter, a phone call, or a visit from the school to discuss the situation. Per Education Code, habitual truancy is considered three or more days of unexcused absences in a school year. Parents of students with absences or tardies will receive district-generated letters notifying them of their child's truancy. The law also states that not attending school regularly can result in referral to the community-based School Attendance Review Board (SARB). Parents will also be contacted when their child's absences, for any reason, approach 10% of the school year, which is classified as chronically absent.

Excused And Unexcused Absences

The only absences that are excused as mandated by the State of California are those due to illness with a doctor's note, medical or dental appointments, funeral services for immediate family, and court appearances.

Aeries/ParentSquare And Reporting Of Tardies And Absences

The Aeries/ParentSquare programs are measures to enhance the safety of students. The systems work together to alert parents/guardians if a student is not in school at the time that school starts. If a student will be absent, the school office must be notified as to the reason for the absence. Absences will be classified as

unexcused if parents do not contact the school to clear the absence.

Tardiness and Punctuality

Studies show that regular attendance is a key factor in student success in school. Tardiness is an interruption to the learning process of the tardy student and the other students in their classroom. Students who report late to school must report first to the school office before going to class. In the case of frequent tardiness, parents will be contacted to solve these attendance concerns. If excessive tardiness occurs, parents will be notified with a truancy letter and asked to contact the principal to provide a solution to the problem. Extreme cases could be referred to SARB.

Release of Students for Appointments

Regular attendance is the best way to ensure your child's success in school and students are expected to be in school unless they are ill. When possible, please schedule medical appointments, vacations, etc. outside of school hours. On occasion, it may be necessary for a parent to pick up a child before the end of the school day for an appointment or emergency. Students may not be removed from the campus directly from the classroom. The adult picking them up must first report to the office to sign the child out and must be listed on the student's emergency card. If someone other than the people listed are to pick up your child, please notify the school in advance. Anyone picking up a student may be asked to show identification. To maximize instructional time, the student will not be called to the office before the adult's arrival.

Drop-off and Pick-up Procedures

BEGINNING OF THE DAY PROCEDURE

The campus opens to students at 8:10 (9:10 on Mondays). To increase student safety and parent involvement, we hope you will walk your child on to campus. When the 8:20 (9:20 on Mondays) bell rings, it is time for parents to say goodbye to their children and exit campus. Parents should not accompany their child in line from the playground to the classroom, because it interferes with classroom routines and student independence. If a parent is staying to volunteer, he or she must sign in at the office and pick up a badge.

USING CROSSWALKS

Please always use the available crosswalks, even if it means walking a bit further. One traffic crossing guard will be on duty at the corner of Los Osos Valley Road and Doris Avenue. For the safety of you and your child, please do not jaywalk across streets or through the parking lot. There are designated crosswalks in the parking lot that should be used. Students should be accompanied by an adult when walking through the parking lot. Children learn by example, and using the crosswalks helps them develop good safety habits.

END OF THE DAY PICK-UP PROCEDURES

For students in first-fifth grades, the campus gates will open a few minutes before the 2:45 bell so that you can walk to the classroom or another designated location to meet your child and walk them off campus. TK and Kindergarten students should be picked up directly from the play yard gates at dismissal (2:40). It is very important that families remain quiet while entering campus and waiting for their child to be dismissed. Learning goes until the very end of the day and it can be very disruptive to the classroom when students see and hear adults and young children outside.

DROPPING OFF AND PICKING UP BY CAR

- Be patient and cautious when driving near campus and through the parking lot. Slow down!
- Enter using the driveway off Los Osos Valley Road by the Monarch Grove marquee.
- There is one drop-off and pick-up lane: the yellow curb sidewalk across from the driveway.
- There is no parking on this curb as this is a Bus Lane. Please do not leave your vehicle unattended.
- Drive as far forward as possible before having your child enter or exit the vehicle.
- For their safety, children should enter and exit the car on the sidewalk (passenger) side.
- Adults should not get out of the car.
- Follow staff directions. It is our goal to keep children safe and traffic moving.

Please consider parking your vehicle and walking with your child instead of using the drop-off and pick-up lane. For safety reasons, we do not allow children to walk through the parking lot without an adult companion.

STUDENTS WALKING OR RIDING TO AND FROM SCHOOL

Students are to obey all traffic laws and school rules when walking, riding bicycles, or riding scooters to and from school. When riding a bicycle or scooter, helmets must be worn. In the event that a rider shows up for school without a helmet, a call will be placed home and the student will not be able to ride home. Racks are provided for parking bicycles. The school is not responsible for loss or damage to bikes or scooters, so a lock is highly recommended. For safety reasons, skateboards, rollerblades, and 'wheelies' (shoes with wheels) are not allowed.

DORIS AVENUE

Doris Avenue is a one way southbound (going towards Los Osos Valley Road) at the beginning and end of the school day (8:00-9:00 AM; 2:00-3:00 PM). The curbs on Doris are painted white and are short-term parking zones (no more than 5 minutes) for loading and unloading. There is no parking in the bus lane.

TRAFFIC VIOLATIONS & TICKETS

Law enforcement will ticket drivers that are double parked, parked in red curb zones, blocking bus zones, driving the wrong way on Doris or making U-turns. There is no driving on Rosina Drive between Pine Avenue and Doris Avenue. It is private property that is maintained by the homeowners.

BUSING

Busing is a fee based system provided by the district. To sign up, call 596-4111 x 4201 or stop by our office for more information. Students are expected to obey all bus rules and maintain safe and courteous behavior at all times while on the school bus. Failure to follow these rules could result in students being suspended from the bus for a period of time and ultimately losing bus privileges.

Student Emergency and Information Cards/Data Confirmation

Information on the student emergency cards includes parent contact information and the name, address, and phone number of a person to contact if the parent can't be reached in an emergency. It also contains the number of child-care providers. So that you or someone you trust can be reached in an emergency, it is extremely important that you keep this information up-to-date by notifying the office of any changes. Please take the time to complete these forms carefully and completely. All information is legally required. Incomplete forms may create problems with your child's registration and will necessitate you to come to our office to complete the form. Should you have questions, do not hesitate to call the school office.

Behavioral Expectations, Support & Discipline

In SLCUSD, we empower and equip students with the emotional intelligence, knowledge and skills to successfully contribute to our community and be reflective problem solvers.

When students make an unsafe/unexpected choice, our staff response will be trauma informed and follow a path of progressive discipline, with an aim to hold students accountable and give opportunities to reflect, restore, and repair.

The behavior of students attending San Luis Coastal Unified School District shall reflect the standards of good citizenship demanded of members in a democratic society and as defined in the District Student Conduct Code. Students shall respect constituted authority and conform to school rules and regulations and those provisions of the California Education Code and Administrative Code which apply to the conduct of students. The “Notification of Official Information and Student Conduct Code” is included in the Parent Data Confirmation process that all parents are required to complete.

Minor discipline is normally handled within the school day through a warning or loss of privilege. Some behavior offenses may result in school detention or denying the privilege of participating in special activities such as field and study trips. In situations where other means of correction do not result in acceptable behavior, or in cases of severe infractions, the student may be suspended or recommended for expulsion.

Harassment/Bullying

We have a strict ‘no tolerance’ policy for bullying behaviors. Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated over time or has the potential to be repeated. In addition to physical behaviors, bullying also includes gossiping, name-calling, and other forms of verbal and nonverbal behavior. We teach students to recognize and label bullying behaviors so that they are better equipped to deal with it if and when it happens. For our staff to handle any such incidents appropriately and quickly, students should immediately report any incidents of bullying to a trusted adult on campus.

To report a bullying incident you can go to the “Bully Button” on our district website. It is located under District Departments > Safety > Bully Button.

Please see the SLCUSD Board Policies [BP 5131.2 Bullying](#) and [BP 5145.3 Nondiscrimination-Harassment](#) for more information.

Possession of Dangerous Objects

The possession and/or use of a weapon by students on campus is detrimental to the welfare and safety of the students and school personnel within the district.

Carrying, bringing, using, or possessing a weapon, dangerous instrument, or imitation firearm on district property, when being transported in vehicles dispatched by the district, or at a school-sponsored or district-sponsored activity or event is prohibited. Additionally, any use of these items off school property to intimidate, harass, or threaten another student is also prohibited.

A weapon or “dangerous instrument” includes, but is not limited to, a firearm, whether loaded or unloaded; any pellet, BB gun or other devices, whether operational or not, designed to propel projectiles by spring

action or compressed air; a fixed-blade knife, a spring-loaded knife, or a pocket knife; pepper spray or tear gas; bullets; or any other object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or injury, or the threat of death or injury. Additional information regarding the District's response to this issue and further examples of weapons or dangerous instruments can be found in [BP 5131.7 Weapons, Other Dangerous Instruments](#) and [AR 5131.7 Weapons, Other Dangerous Instruments](#).

Consequences

When consequences for behavior are needed, we strive to use them in a manner that will help students take responsibility for their behavior and learn a better response for dealing with a similar problem in the future. As a school, we focus on restorative practices that teach students to effectively express their own emotions and how to respectfully listen to the feelings of their peers. This includes guided conversations between students led by staff to process what happened, restore the relationship with their peers, and create a plan for future positive interactions. Additionally, any of the following consequences may be used to help a child learn from their negative behavior and reinforce the learning to improve the behavior in the future. Consequences depend upon previous corrections and the severity of the situation. The following consequences for infractions may be used:

Conference: students coached through the restorative process and reminded of the rule to influence future behaviors. Parents may be notified via Parent Square, phone call, or in-person meeting depending on the severity or repetitiveness of the infraction.

Reflection: student engages in written or verbal explanations of the incident and brainstorms desired future behaviors to avoid a repeat of the incident in a similar situation

School Service: students can participate in school service activities related to inappropriate behavior as a way to reinforce the desired positive behaviors.

Alternate Environment/Setting: temporary removal of the student from the classroom to de-escalate and refocus, to participate in the restorative process with the principal or counselor before re- entry back into the classroom

Activity Restriction: the temporary loss of the student's preferred activity which could include the loss of playtime or the exclusion from specific playground activities/areas

Police Involvement

Suspension or Expulsion: may be used for offenses outlined in section 48900 of the California Education Code

These consequences alone are sufficient for most children. If necessary, we may convene a Student Success Team meeting, have the child work with the school counselor, or implement an individual behavior contract. In the event those do not bring about desired behaviors, we may organize interventions that are provided by coordinated interagency services (e.g. County Mental Health, Coast Family Resource Center, or the School Attendance Review Board).

Emergency Preparedness Plan

Our school has taken steps to prepare our staff and students for a variety of potential disasters. We hope you recognize that students at school are in one of the best possible locations to endure a disastrous event.

A draft of the General Emergency Preparedness Plan is available at all school offices. You are welcome to review this document and to make comments. A county-wide drill, a district drill, and a minimum of two

surprise school drills are held each year. Each school has devised its own plan of alert, and practice drills are held.

During an emergency, students will only be released to adults listed on their emergency cards, so please keep information up-to-date.

Reports of Concern to the District

Any matter subject to the District's exclusive jurisdiction must be reported directly to the District, promptly. Matters other than misconduct may also be reported to the District. athletics and co-curricular staff and volunteers who receive reports of concern from students must ensure that an administrator is contacted with the information.

Reports may be made to the District as follows:

- In-person to a site or District Office administrator.
- Via email to a site or District Office administrator.
- By telephone to a site or District Office administrator.
- Anonymously via the District "Report a Concern" button on the District website at www.SLCUSD.org.

Reports to the District should include:

- All information known to the party, including the names of witnesses, names of potential witnesses, third parties, and persons affected by the misconduct or abuse; and
- Identifying information of any person potentially affected by the misconduct or abuse.

Additional Information

Animals On Campus

Due to possible injury to the children, animals may not be brought to school without the permission of the teachers. Dogs can create a hazard on the school grounds. Even dogs that are normally very friendly can become frightened and act out of character when surrounded by large numbers of noisy, active people. Please help us ensure the safety of the students by keeping dogs at home. If you walk your pet to school with your child, please remain off school grounds with your pet.

Before/After School Programs

The YMCA offers before school child care at Monarch Grove from 7:00 am until school starts. The YMCA also offers an afterschool program until 6:00 pm. Information about the YMCA program including program cost, can be obtained from the YMCA on their website or at 528-8150.

The playground is reserved for use by the YMCA program afterschool. In order to keep the students in the enrichment program safe, the playground is closed for use by individuals not signed up for the program. Our playground is not open for free play until after the scheduled use by the YMCA program. Children must always be directly supervised by an adult when using the playground outside of program hours.

Conferences and Report Cards

There are two designated parent-teacher conference periods, one in November and one in March. Additional conferences can be held at any time throughout the year at a parent or teacher's request. Should you want an additional conference, please schedule a conference appointment in advance, so the teacher has time to prepare. Parents should not attempt to confer with a teacher during class time or while a teacher is responsible for student supervision.

Report cards are sent home three times a year, typically in November, March, and June. They include grades and teacher comments. In June, students with lost or damaged instructional materials (textbooks, library books, etc.) will not be issued their report cards until the item is returned or the balance is paid in full.

Counseling Services

San Luis Coastal offers comprehensive school counseling programs at all of our school sites. School Counselors work with students in the areas of academic, social emotional, and college/career readiness. Our School Counselors are trained in crisis support and mental health awareness offering programming that addresses Tier 1, Tier 2, and Tier 3 services for students. School counselors can support short-term counseling services and are equipped to refer students to outside community-based organizations should the need of a student extend beyond the scope of our services. Our sites are staffed with fully credentialed PPS Counselors who are available to all students. Counselors can best be reached through email, phone, or through the front office. Please reach out to our school office for more information.

Dress Code & Grooming

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students are expected to wear clothing that is appropriate for the weather and that promotes an effective educational environment. They should wear clothes and shoes that allow them safe movement during recess and P.E. activities.

Specific Dress Requirements The following guidelines shall apply to all regular school activities:

- Shoes must be worn at all times.
- Clothing, jewelry and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive, or which bear drug, alcohol or tobacco company advertising, promotions and likenesses which advocate racial, ethnic or religious prejudice. Such items shall not pose a safety hazard.
- Wearing hats, caps and other head coverings is a privilege.
- 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 midriffs and skirts or shorts shorter than mid-thigh are prohibited.
- Clothing or grooming which disrupts the educational process shall not be permitted.
- Adornments that could be considered dangerous (chains, spikes, etc.) are prohibited.
- Gang-related attire is prohibited (i.e., bandanas, long belts, doo-rags, hairnets).

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

Dress Inappropriate For School

- Unsafe shoes and jewelry - high heels, flip flops, dangling earrings.
- Clothing with suggestive slogans, or that supports alcohol, tobacco, drug use, or antisocial activities.
- Bare midriff tops, open net tops, strapless tops, very short shorts, gym or swim trunks.

When students are deemed to be dressed in an unsafe manner, interfering with the learning environment, or not adequate for the existing weather conditions, a call will be made to the parents requesting that a change of clothing be brought to the school.

Fingerprint Clearance

In accordance with Board of Education policy, fingerprint clearance is required to participate in some school activities. Volunteers do not need to be fingerprinted to volunteer in the classroom under the supervision of the teacher or in the office. Volunteers must be fingerprinted, however, to participate in any situation where the volunteer could be left alone with a student or students (i.e. chaperone field trips, drive for a field trip, work with a student outside of the teacher's supervision, etc.). The cost to the volunteer is approximately \$89.00 for a set of prints. It takes a while to get an appointment to be fingerprinted. Once prints are scanned, the clearance process can take a few days up to 4 weeks or longer. Contact the school office for details and to get a fingerprint form to take with you.

Food Allergies & Meal Modifications

We have students attending our school who have life-threatening food allergies to dairy, wheat, egg, soy, and all nuts/nut products. This means that should these students ingest even the smallest amount of these food products they could go into anaphylactic shock. This is a severe allergic reaction involving the respiratory tract and/or several bodily systems at the same time, potentially leading to death.

Peanuts, almonds, walnuts, cashews, pecans, pine nuts, and hazelnuts are just some examples of the many types of nuts that could cause this life-threatening reaction. Please consider nut-alternative products when packing your child's meals, and avoid including them when preparing food for classroom events or sending non-food rewards for celebrations. Should you or your child/student eat any nut products before coming to school or during a break, please wash your and/or your child's hands thoroughly.

Additionally, students may need meal modifications due to disabilities that affect activities of daily living. Please complete the [Student Meal Accommodation form](#) to request special meals for medical purposes and submit it to the school nurse and Food & Nutrition Services Office. Once the form is received by the Food & Nutrition Services Office, you will be contacted with modified menu information.

Health Services

General Information

School nurses are on call for emergency situations that may arise within the district.

Health Screenings

Hearing Screenings

SLCUSD has a regular program for testing the hearing of children in grades 1, 2, 8, and 10 (and teacher referrals), including students new to the district no matter their grade. A best practice is to annually screen

the hearing of all students with an IEP. Parents are notified of hearing referrals.

Vision Screenings

SLCUSD has a regular program for testing the vision of children in grades K, 1, 2, 5, and 8 (and teacher referrals), including students new to the district no matter their grade. A best practice is to annually screen the vision of all students with an IEP. Parents are notified of vision referrals. First-grade males are tested for color vision deficiency.

Dental Screenings

Dental screenings are performed on all students in grades K, 3, and 5 (and teacher referrals) by local volunteer dentists each year. Parents are notified of dental referrals.

Homework

The Board of Education recognizes that relevant, purposeful homework reinforces learning. Homework provides opportunities for academic developmental practice, the application of skills already learned, the development of independent study skills, enrichment activities, and self discipline. The Board also recognizes that children's individual differences require adjustment in length, difficulty, and/or content of homework assigned. The Board believes the success of this policy is dependent upon cooperation between teachers, students, parents, and administrators. At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework is not necessarily written work or book assignments, but may include media programs, independent reading, community activities, trips, personal interviews, gathering of specimens or materials, or similar educational activities, or projects.

Parent Guidelines:

Parents will: Encourage good study habits and provide a learning environment in the home; Work with student to provide a designated time and place for study with materials, free from interruptions; Read to encourage literacy; Help the student budget time that is compatible with family and/or after-school activities; Show interest in the student's work; Encourage the student to seek additional help at school; Encourage and guide the student with assigned homework; Ensure student's regular school attendance and follow-up with teachers, ensuring students make up missed work; Consult with the student's teacher as soon as problems arise; Check to ensure that homework assignments are completed and submitted.

The Board of Education's homework policy states that students may be assigned up to ten minutes of homework for each successive grade level per night (for example, 10 minutes in first grade, 20 minutes in second grade, and so forth) in addition to reading. Monarch Grove intentionally reduces and limits the amount of homework children receive on a nightly basis, especially until fifth grade.

Homework is a time consuming activity for everyone – teachers, students and parents. Students spend a lot of time completing assignments, and teachers and parents spend a lot of time planning for homework and following up on assignments. Homework battles are common, and parents become frustrated and upset with their child, and vice versa. Students work hard all day at school. They need after-school time for extra-curricular activities, unstructured play, and family bonding.

Other than daily independent reading, research shows that homework has little or no academic benefit for young children. That same research shows that for our older students -- *starting* around fifth grade, academic achievement is positively correlated to the assigning, completing and evaluating of homework and the positive effect tends to increase the older the student gets.

For these reasons, we have concluded that a lot of homework may not be the best use of after school time. At Monarch Grove, ALL students should have independent reading as **their number one main assignment**. Research clearly shows that ‘volume reading’ (reading a lot) is directly linked to overall academic achievement. This is an easy and fun assignment to monitor that will build family relationships if done together. For example, read to or with your child, listen to him or her read, or discuss the text. Even better, do all in combination! All grades may also have a short follow up to the day’s math instruction, typically in a worksheet format.

Fifth graders will see more homework with more variations; the academic material at upper grade levels is more complex and often requires extra study. Finally, teachers may provide ‘optional/extra credit homework assignments’ that parents are responsible for monitoring. Parents may request additional academic work, if desired. If it seems that your child is regularly spending a long time on homework or is very frustrated by assignments, please contact his or her teacher right away.

For more information please contact your school principal or teacher or refer to the Board Policy 6154 and Administrative Regulation 6154.

Illness or Accidents at School

When a child becomes ill at school or is involved in an accident, they will be sent to the office for minor first aid. If the injury or illness warrants, the family will be called and requested to take the child off campus for further care. In extreme cases 911 will be called and emergency personnel requested to address any serious health or safety issues. The school office will make every attempt to contact parents/guardians if a medical emergency occurs.

Immunizations

SLCUSD upholds the California Department of Public Health school immunization mandates. No child will be admitted to school without proof of immunization or a verified medical exemption through the California Immunization Registry (CAIR). Immunizations are available at your local pediatrician, the San Luis Obispo (SLO) County Health Agency, and various local pharmacies. Call the SLO County Health Agency at (805) 781-5500 to make an appointment.

Independent Study

SLCUSD will offer Independent Study Contracts to students who are absent during the student’s extended absences between five and twenty days if there is an agreement between the school and the family. With this agreement with the students, schools can claim attendance for extended absences as long as conditions are met. Parents and students must sign an Independent Study Agreement before leaving. This request must be submitted to the teacher 10 school days before leaving. We encourage trips taking place outside of the school year, but this is an option for extended absences from school.

Instructional Materials

Monarch Grove uses the Board-adopted curriculum materials in English Language Arts, Math, Science, and Social Studies. Any supplemental materials used work in alignment with these adopted materials to enhance student learning.

Insurance

Accident/illness insurance is not provided by the school district – it is the responsibility of the parent. Pupil accident insurance can be purchased if desired. The information is included with Parent Data Confirmation, electronically.

Lost and Found

Please clearly label all of your child's clothing and supplies, especially coats, sweatshirts, and lunch boxes. Should your child lose an item, the lost and found is located in the Multi-Purpose Room. Three times a year the unclaimed items are donated to charity.

Medication

To administer medication to your child during the school day, the following documentation is required by state law:

1. **BOTH** the parent and health care provider must complete and sign the district-approved Medication Consent Form. This form is available at the school office.
2. A healthcare provider is defined as a medical doctor, psychiatrist, dentist, osteopath, podiatrist, optometrist, or physician's assistant.
3. Medication is defined as **BOTH** prescription and over-the-counter substances (including nutritional substances and herbal remedies).
4. Medication must be brought to the school by an adult in the original container with directions.
5. A new Medication Consent Form must be completed for each medication and must be signed by the parent and health care provider every school year.
6. A new Medication Consent Form must be completed each time there is a change in medication dosage, amount, or time given.
7. Medication maintained and self-administered by a student requires the health care provider's documentation that the medication is deemed necessary for emergency health conditions (i.e., diabetes, epilepsy, asthma/allergy) **AND** the student has been trained in its administration.
8. With the exception of situations covered by #6 above, **ONLY** the school nurse or designated and trained school personnel shall administer medication.

Newsletter/ParentSquare

All communication with parents is done through ParentSquare. It is used to send out everything from school-wide news and updates to classroom newsletters, and club happenings. ParentSquare provides a simple and safe way for everyone at school to connect. With ParentSquare you can: receive all school and classroom communication via email, text, or app, view and download photos, view the school and classroom calendar, and RSVP for events. You can also easily sign up to volunteer and/or bring items for events. Please contact the office with any questions.

Our school-wide newsletter, Monarch Grove Newsletter, will be sent weekly. Our PTA Update, will be

included in the newsletter. Be on the lookout for these important communications.

Nutrition & Lunch Program/Schedule

Monarch Grove and SLCUSD recognize the link between student health and learning. A morning nutrition break and lunch are available at every school daily. All meals follow the federal and state nutrition guidelines for the National School Lunch Program. Menus are available on the district website, www.slcusd.org, under the parent pull-down/food service.

MORNING NUTRITION BREAK

Research shows that eating nutritiously positively impacts student learning. We have a morning nutrition break each day in conjunction with recess. This does not replace eating a healthy breakfast at home before coming to school. If you choose to send your child with a snack, preferred items include fruit, vegetables, lean proteins, whole grains, and yogurt. Please do not send candy, chips, cookies, and sodas. A morning snack (listed as “breakfast” on the District menu) will be FREE for all students. Children can choose from an entrée such as yogurt, muffin, breakfast burrito, or low-sugar cereal, paired with daily fruit and milk selections.

LUNCH

We encourage students to eat lunch every day at school. Lunch is available FREE for all students for the 2025-26 school year. Students can choose from various daily lunch entrées and there is always a bountiful salad bar, which includes fruit, vegetables, and optional milk. If your child brings a lunch from home, please assist in the packing to ensure proper nutrition.

SPECIAL EVENTS & BIRTHDAYS

In support of student wellness, outside food items are not allowed to be shared. If you would like to bring things to share with your child’s class, please plan for non-food items for birthday and holiday celebrations such as stickers, pencils, squishies, books, etc. Families who wish to bring items for birthdays or other special events should arrange this with the teacher in advance.

Parent Participation

You make our schools better. Please engage with us in educating your children and helping make school fun. Ideal parent engagement in schools involves a collaborative, two-way relationship between parents and schools, focusing on supporting students' learning, development, and well-being. This includes regular communication, active involvement in school activities, and a commitment from both parents and the school to create a supportive learning environment. Be on the lookout in ParentSquare for ways to connect and be present in our school community.

Personal Property/Items from Home

Personal electronic devices (such as cell phones, smart watches, iPads, cameras, Kindles/e-readers, electronic games, etc.) should be kept at home. Students who choose to bring such devices to school do so at their own risk and accept that they are to be used before/after school only. All electronic devices should be turned off and away during the school day. Inappropriate use of electronic devices during the school day will result in confiscation of the item and in the event of repeated violation, potential disciplinary action.

Pictures/Media Sharing

We would like you to feel free to take pictures and document your child’s joy and successes at school. However, please be very cautious when taking photos that may include other students of our district. It would not be appropriate to post those pictures on any sharing formats (i.e., Facebook, Instagram, etc.) without the stated permission of the other children’s families.

PTA

The Monarch Grove Elementary Parent Teacher Association (PTA) provides support to our school in a variety of ways. PTA has raised money for art education, music classes, field trips, outdoor education, library books, the garden, and specific classroom projects at every grade level. Their regular meetings are held every month. Your attendance and assistance at PTA-sponsored functions enable our school to provide a better education for all students.

2025-2026 PTA Board Members

President	Anna Watterworth
Vice President	Brandon Leibowitz-Galvan
Secretary	Kristin DeGregorio,
Treasurer	Jillian Bellows

Safe Walking/Bike Riding Routes

Students are to obey all traffic laws and school rules when walking, riding bicycles, or riding scooters to and from school. When riding a bicycle or scooter, helmets must be worn. In the event that a rider shows up for school without a helmet, a call will be placed home and the student will not be able to ride home. Racks are provided for parking bicycles. The school is not responsible for loss or damage to bikes or scooters, so a lock is highly recommended. For safety reasons, skateboards, rollerblades, and ‘wheelies’ (shoes with wheels) are not allowed.

School Site Council

The role of the School Site Council (SSC) is to work together with Monarch Grove’s Leadership Team to assist in the development and implementation of the Single Plan for Student Achievement. The SSC has a required membership comprised of the principal, teachers, a classified employee, and parent/community members. Except for the principal, their respective constituencies elect members. Meetings are held at least 4 times a year and all are invited to attend.

2025-2026 School Site Council Members

Please look for communication at the start of the year seeking volunteers to join the School Site Council for the 2025-26 school year.

Site Behavior Matrix

When consequences for behavior are needed, we strive to use them in a manner that will help students take responsibility for their behavior and learn a better response for dealing with a similar problem in the future.

As a school, we focus on restorative practices that teach students to effectively express their own emotions and how to respectfully listen to the feelings of their peers. This includes guided conversations between students led by staff to process what happened, restore the relationship with their peers, and create a plan for future positive interactions. Additionally, any of the following consequences may be used to help a child learn from their negative behavior and reinforce the learning to improve the behavior in the future. Consequences depend upon previous corrections and the severity of the situation. The following consequences for infractions may be used:

Conference: students coached through the restorative process and reminded of the rule to influence future behaviors. Parents may be notified via Parent Square, phone call, or in-person meeting depending on the severity or repetitiveness of the infraction.

Reflection: student engages in written or verbal explanations of the incident and brainstorms desired future behaviors to avoid a repeat of the incident in a similar situation

School Service: students can participate in school service activities related to inappropriate behavior as a way to reinforce the desired positive behaviors.

Alternate Environment/Setting: temporary removal of the student from the classroom to de-escalate and refocus, to participate in the restorative process with the principal or counselor before reentry back into the classroom

Activity Restriction: the temporary loss of the student's preferred activity which could include the loss of playtime or the exclusion from specific playground activities/areas

Police Involvement

Suspension or Expulsion: may be used for offenses outlined in section 48900 of the California Education Code

We are entering our SEB Cohort this school year and will have a matrix by then. However, we currently have a [Behavior Flowchart](#) and have distinguished [Major/ Minor Behaviors](#). Our core values are: Respect, Responsibility, and Safety.

These consequences alone are sufficient for most children. If necessary, we may convene a Student Success Team meeting, have the child work with the school counselor, or implement an individual behavior contract. In the event those do not bring about desired behaviors, we may organize interventions that are provided by coordinated interagency services (e.g. County Mental Health, Coast Family Resource Center, or the School Attendance Review Board).

Special Services/Interventions

Student Study Team (SST) – A team of staff members and parents/guardians of students who have academic and/or social, emotional, behavioral challenges at school discuss interventions and ways to ensure success. Students may be referred for SST by their teacher or parent/guardian through request to the school counselor or administrator.

Counseling Services - Our school sites have comprehensive school counseling programs that support the academic, social emotional, and college/career readiness of our students. Our School Counselors are trained in crisis support and mental health awareness offering programming that addresses Tier 1, Tier 2, and Tier 3 services for students. School counselors can support short-term counseling services and are equipped to refer students to outside community-based organizations should the need of a student extend beyond the scope of our services. Students may be referred to counseling through their teacher, parent/guardian, or MTSS team. Parents who would like counseling assistance for their child may contact the front office, the

school counselor, or the school principal.

Homebound/Hospital Instruction - Homebound and Hospital Instruction is designed to meet the short-term educational needs of a student with a temporary illness or injury, who is unable to take part in regular classroom activities. This program of instruction is a temporary setting and is not designed to replace the comprehensive education program and is limited to 45 school days. The application packet, which includes a parent application, release of information, and a physician request form, may be obtained from the school counselor or site principal.

Academic and Social/Emotional Learning Support - Qualifying students based on need may be selected to receive additional support in reading, math, or social-emotional learning during the school day. Parents/guardians will be notified if their student qualifies for interventions.

Standards, Rights, and Principles

1. Every student has the right to learn.
2. Every teacher has the right to teach.
3. Everyone respects the rights and property of others.
4. Everyone takes responsibility for his or her actions.
5. Everyone follows the directions of staff members and parent volunteers.
6. Everyone is courteous to staff members, parents, and students.
7. Everyone remains on the playground or in other designated areas during recess and lunch.
8. Everyone walks in the hallways.
9. Everyone follows established playground rules.
10. Everyone is punctual.
11. Everyone respects the property of others.
12. Everyone eats in designated areas only.
13. Everyone uses appropriate language and non-verbal behavior.
14. Everyone uses appropriate behaviors to resolve conflicts.

Student Incentives

At Monarch Grove our staff looks to “catch” and reward students in the act of reflecting our school values: safety, responsibility, and respect. Students can earn “Caught Ya” cards for any unsolicited act in line with those values. We recognize students by taking a picture of them with their card and posting it on our “Magnificent Monarchs” bulletin board between the library and the office (if you have requested no photos of your child/ren we will of course honor that). Our aim is for this to feel authentic and for students to possess a genuine sense of accomplishment in representing the school so well.

Technology/Personal Electronic Devices

Technology serves as a cornerstone in enhancing the teaching and learning experience at Monarch Grove. In line with our commitment to fostering an optimal educational environment, the San Luis Coastal Unified School District ensures internet access for all networked computers and Chromebooks on campus. Strategic deployment of WiFi infrastructure supports the seamless integration of 1:1 device initiatives, including Tablets and Chromebooks. Upholding our dedication to student safety and digital citizenship, we meticulously implement robust web filtering software to mitigate the risk of accessing objectionable content.

Furthermore, access to certain categories of websites, such as social media platforms and online gaming sites, may be restricted during school hours to minimize distractions and prioritize educational activities. Parents and students are encouraged to familiarize themselves with the Student Technology Responsible Use Agreement, accessible in the Parents Booklet of Information and the Annual Notification of Official Information.

SLCUSD provides parents and guardians the ability to gain insights into what their students are browsing on the internet via school district devices with the LightSpeed Parent Portal. Additionally parents have the control to pause the web browsing for one hour, three hours or overnight to manage screen time.

If you are a parent or guardian and are interested in signing up for LightSpeed Parent Portal please [click here to fill out the form](#).

Title I Program

Monarch Grove receives categorical federal funding through the Title I program. The program is focused on supplemental support for those students functioning below grade level in Reading and/or Math. Title I funding at Monarch Grove is school-wide. This means that the funds can be used to help all students achieve the state's challenging academic standards. Based on the results of various district and classroom assessments, low-achieving students are targeted for extra assistance. The Title I program is administered through the School Site Council. We encourage parent involvement. Please consult our school bulletin for meeting dates and times.

Tobacco-Use Prevention Education (TUPE)

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (*Education Code 48900, 48901*)

Uniform Complaint Procedures

Complaint forms are available at the school site and all district offices. Completed forms should be forwarded to a Compliance Office for review. Compliance Officers are located at the San Luis Coastal Unified School District Office, 1500 Lizzie Street, San Luis Obispo 93401. They are Director of Human Resources (549-1233); Director of Instructional Services (549-1247); and Director of Student Services (549-1218).

Please see the SLCUSD Board Policy [BP 1312.3 Uniform Complaint Policy](#) for more information.

In addition, Education Code Section 35186 (Williams Act) created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained cleanly or safely or in good repair, and teacher vacancy or misassignment. Williams Act complaint forms are available on the school website, at the school site, and the District Office. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide contact information.

Visitor/Volunteer Guidelines

Visitors come to the schools for various purposes, including touring the campus, meeting with a staff member, or attending a school event or activity. Visitors have limited contact with students. As provided in

Education Code 45125.1(c), limited contact will be determined by the District based upon the totality of circumstances, including factors such as the length of time the volunteers will be on the school grounds, whether students will be in proximity to the site where the volunteers will be working, and whether the volunteers will be working by themselves or with others.

To maintain a safe and orderly school environment, all visitors, including parents, must first report to the school office, where they will be asked to sign in and pick up a visitor's badge. An individual may be asked to leave the campus if the principal (or his or her designee) determines that the visitor's presence or acts have the potential to interrupt or disrupt the school, its students, teachers, and other employees, to jeopardize the health and safety of students and staff, or cause property damage. If the individual refuses to leave after being asked by the principal (or his or her designee), law enforcement will be called.

Volunteers have contact with students and come to the schools to help in a variety of ways, including the following: assist certificated employees, supervise students during recess and lunch, or assist with extra-curricular activities. Volunteers are grouped into the following categories and must be screened as follows:

Level 1 Volunteer (Supervised, not regularly on campus): Volunteers who have limited contact with students and are **always** directly supervised by a certificated employee. Level One Volunteers must be cleared through the Megan's Law website. Examples of a Level One Volunteer include community members who make a brief presentation to students at the school presentation for career day, school assembly, or a one-time presentation in the classroom.

Level 2 Volunteer (Supervised, and regularly on campus): Volunteers who have more than limited contact with students and are **always** directly supervised by a certificated employee. Level Two Volunteers must be cleared by the Megan's Law website and are required to have a current tuberculosis (TB) clearance (i.e. within the past four (4) years). Examples of Level Two Volunteers include classroom or office volunteers and library/media center helpers.

Level 3 Volunteer (Unsupervised – not driving): Volunteers who are not always supervised by a certificated employee. Level Three Volunteers must be fingerprinted **prior** to working alone with students and are required to have a current tuberculosis (TB) clearance (i.e. within the past four (4) years). An example of a Level Three Volunteer is a chaperone on an overnight student field trip or volunteer coach. Note: volunteer coaches must also meet other screening requirements, such as current CPR and first aid certification.

Level 4 Volunteer (Unsupervised and driving): Volunteers who are not always supervised by a certificated employee **and** will be driving students. Level Four Volunteers are required to have met Level Three Volunteer requirements **plus** the following:

Driver's Requirements:

- Instructions for Transporting SLCUSD Students
- Driver Information Form
- Authorization for Release of Driver Record Information (DMV pull notice program)
- Provide a copy of the first page of the driver's Automobile Insurance Policy Declaration
- Provide a copy of the Driver's License
- Obtain and submit a DMV H6 report

If you plan to volunteer, please stop by the Monarch Grove office to complete the SLCUSD volunteer application. Once you have completed the VIPs form, you will not need to do it again while your children

attend Monarch Grove. If you plan on chaperoning a field trip or working with students alone, you cannot do so until your fingerprints have cleared. You can make an appointment to be fingerprinted by calling the San Luis Obispo County Office of Education at 782-7236. Fingerprint clearances can take up to 30 days, so schedule in advance. Fingerprint clearances do not expire.

Volunteers are expected to:

- Be mindful of privacy and confidentiality.
- Use inclusive words like kids, students, people, person, parent, sibling, relative, caregiver, etc.
- Avoid making assumptions about a student's or staff person's identity or background.
- Embrace and respect the cultural differences present in the classroom.
- Respect all expressions of gender, and avoid making assumptions about the gender of any student.
- Consider diverse student needs when planning classroom celebrations, including various allergies, religious practices, ability levels, and family background.
- Teachers will help guide classroom volunteers on best approaches.
- Keep in mind that students may have a disability that is visible or invisible.
- If you have a question about how best to support a student while you are volunteering, coordinate with the teacher.
- Keep in mind that an individual student should not be expected to be an expert or act as a representative of their racial or ethnic identity.
- Recognize that biases can affect your interactions.
- Acknowledging and addressing them is the first step towards becoming more inclusive.
- Avoid making assumptions about a student's pronouns.
- If someone shares their pronouns with you, use their pronouns.
- Remember students' family structures vary. Students may live with parents, relatives, or other caring adults like foster parents. Use language that is inclusive of all types of caregivers and families.
- Be conscious that students' economic circumstances vary widely.
- Design classroom celebrations and activities that reduce the need for student families to purchase supplies.
- When discussing school breaks or after school time, be aware that some families cannot afford extracurricular activities or out-of-town vacations. Ask inclusive questions like, "What did you enjoy most during the break?"
- If you see a student being excluded or treated unfairly, support them and inform the teacher. No one is perfect, and you may inadvertently make mistakes. If you do, take responsibility, apologize, and learn from the experience.