

Vista Grande Elementary School

Parent & Student Handbook

2025-2026



Megan Sandoval
Principal

Dora Renteria
Assistant Principal

1390 West Francis • Ontario, CA 91762 • (909) 988-2234

Principal's Welcome Message

Dear Vista Grande Families and Community,

It is with great excitement and deep appreciation that I introduce myself as the new principal of Vista Grande. I am honored to join this incredible AVID learning community, where students engage in experiences that are challenging, meaningful, and responsive to individual needs—intentionally designed to foster academic rigor, goal-setting, and real-world planning, all in preparation for college and career success. Your child's growth and achievement are a testament to the dedication and talent of our exceptional teaching staff.

My journey as a social justice educator began twenty-five years ago, when I graduated from UCLA with a Master's in Education. I spent thirteen years as a primary teacher in the Los Angeles Unified School District before joining the Ontario-Montclair School District. For the past decade, I've had the privilege of serving as Assistant Principal at another outstanding school in our district. In each role, I have continued to grow as a leader and deepen my commitment—aligned with our OMSD mission—to the belief that every child can succeed when we meet them where they are, provide equitable and culturally responsive support, and nurture high expectations through encouragement, scaffolding, and belief in their potential.

At the heart of my work is a strong commitment to fostering a safe, inclusive learning environment rooted in mutual respect, trust, and care. I believe student success is best achieved when schools and families partner closely to support children's academic, social, and emotional growth. Through open, honest communication and collaboration, we will create a nurturing and academically rich environment where all students thrive as reflective thinkers, creative problem-solvers, effective communicators, and lifelong learners.

In addition to being an educator, I am a proud parent of two OMSD students. I understand firsthand the powerful role our schools play in shaping a child's future and creating lasting memories. I am committed to ensuring that Vista Grande is a place where every student feels seen, valued, supported, and inspired—every single day.

I look forward to getting to know each of you and working together to build on the proud traditions that make Vista Grande such a special place to learn and grow.

Please don't hesitate to reach out, say hello, or share your hopes for the year ahead. I am truly excited for the journey we are about to begin together.

With appreciation and enthusiasm,
Megan Sandoval
Principal, Vista Grande



Vista Grande Elementary
Be Respectful, Be Responsible, Be Safe

OFFICE HOURS

Our school office is open Monday – Friday from 7:30 – 3:30. You may call any time at (909) 445-1062. If the office is closed, you will be prompted to leave a message.

OFFICE STAFF

Title	Staff Member	Contact Information
Principal	Megan Sandoval	Megan.Sandoval@omsd.net
Assistant Principal	Dora Renteria	Dora.Renteria@omsd.net
School Administrative Assistant	Victoria Mendoza	victoria.mendoza@omsd.net
Office Assistant	Gaby Nunez	gaby.nunez@omsd.net
Nurse	Meehee Hong	meeheehong@omsd.net
Health Assistant	Olga Henderson	olga.hernderson@omsd.net
Counselor/Outreach Consultant	Karissa Guerra	karrisa.guerra@omsd.net
School & Family Outreach Assistant	Jeneen Cuevas	Jeneen.Cuevas@omsd.net
School Mentor	Rosalia Campos	rosalia.campos@omsd.net
Extended Learning Opportunities Program (After School Program)	Catelyn Smith	Catelyn.smith@omsd.net
Teacher	First Last Name	FirstName.LastName@omsd.net



Vista Grande is a proud AVID Elementary School.

AVID'S mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID Elementary Students:

- Develop academic habits they will need to be successful in middle school, high school, and college.
- Learn about organization, study skills, communication, and self-advocacy.
- Take structured notes and answer and ask high-level questions that are beyond routine answers.
- Are part of a school culture that promotes college and career plans.

AVID Elementary Parents:

- Ensure students arrive on time and are attending school every day.
- Support and promote academic habits which include:
 - Establish a daily routine for homework
 - Review student's daily agendas
 - Ensure students complete homework assignments and promote good study skills
- Ensure students are responsible for school organizational tools and bring them to and from school as needed.
- Maintain positive communication with teachers and review Dojo messages daily.
- Engage in the Vista Grande school culture that promotes college and career plans and regularly communicate with teachers.

AVID Curriculum Consists of WICOR:

- Writing
- Inquiry
- Collaboration
- Organizational Tools/Time Management
- Reading



Attention: Incoming TK, Kindergarten, 1st, 2nd and 3rd Graders

SUPER SIMPLE SCHOOL SUPPLY SHOPPING

Here is what you will need for a successful school year. Remember: Less is Best!

Incoming TK—Grimley and Kindergarten--Yung:

- 1 backpack (please label with child's name)
- 1 reusable water bottle (please label with child's name)

Incoming Kindergarten--Chan:

- 1 backpack (please label with child's name)
- 1 reusable water bottle (please label with child's name)
- 1 pair headphones (to be kept in class)
- 1 pair of kid's scissors (to be kept in class)

Incoming 1st Graders:

- Backpack (please label with child's name)
- Reusable water bottle (please label with child's name)
- 1 pack of expo markers
- 1 2-pocket folder (plastic preferred)
- 1 student sized scissors
- 1 pair headphones (over the ear preferred; to be used/kept at school)

Incoming 2nd Graders:

- 1 pocket folder for weekly homework
- 1 box 16- count crayons
- 2 ~ Expo markers (chiseled point)
- 1 student-sized scissors
- 3 large glue sticks
- plastic pencil box (no larger than 5in. x 8in.)
- earbuds (to be kept at school)

Incoming 3rd Graders:

- 1.5-inch heavy duty 3-ring notebook
- 4 ~ Expo markers (chiseled point)
- 1~ yellow highlighter
- 1 red or blue pen
- 1 glue stick
- 1 acrylic /wooden ruler (inches and centimeters)
- 1 box 12- count colored pencils or crayons
- 1 pair earbuds (to be kept at school for testing)



Attention: Incoming 4th, 5th and 6th Graders
SUPER SIMPLE SCHOOL SUPPLY SHOPPING

Here is what you will need for a successful school year. Remember: Less is Best!

Incoming 4th Graders:

- 2-inch heavy duty 3-ring notebook with clear insert
- 4 ~ Expo markers (Fine Tip)
- 1 glue stick
- 1 Protractor
- 1 box 12-count colored pencils
- Blue and black pens for writing in agenda
- Personal pencil sharpener (w/ container for catching shavings)
- 2 to 3 single subject spiral notebooks (college rule)
- 1 pair earbuds (to be kept at school for testing)

Incoming 5th Graders:

- 2-inch heavy duty 3-ring notebook with clear insert
- 4 ~ Expo markers (chiseled point)
- 2 ~ yellow highlighters
- 1 box 12-count colored pencils
- Blue and black pens for writing in agenda
- Personal pencil sharpener (w/ container for catching shavings)
- 2 to 3 single subject spiral notebooks (wide or college rule)
- 1 pair ear buds (to be kept at school for testing)

Incoming 6th Graders:

- 2-inch heavy duty 3-ring notebook with clear insert on front.
- 1 Pentel Hi-Polymer Block Eraser for art *available at Target or Amazon
- 1 box 12- count colored pencils (for home)
- Number 2 Pencils (for home)
- 1 Pencil Pouch to be kept in AVID Notebook *No pencil boxes.
- 1 ~ Bic 4 color ballpoint pen (blue & white)
- Erasable Pens for writing in agenda.
- 1 pair earbuds (to be kept at school for testing)

ONTARIO-MONTCLAIR SCHOOL DISTRICT

2025-2026 District Calendar

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days 0 To Date: 0						

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days 18 To Date: 18						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days 21 To Date: 39						

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days 22 To Date: 61						

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Student Days 13 To Date: 74						

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days 15 To Date: 89						

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student Days 19 To Date: 108						

2026

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
Student Days 18 To Date: 126						

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Student Days 20 To Date: 146						

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days 19 To Date: 165						

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Student Days 15 To Date: 180						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days 0 To Date: 180						

July 2025

July 4 Independence Day

August 2025

Aug 1, 4, 5 Teacher Preparation Days

Aug 6 First Day for Students

September 2025

Sept 1 Labor Day

Sept 29 - 30 Middle School Parent Conference

October 2025

Oct 1 - 3 Middle School Parent Conference

Oct 6 Non-School Day

Oct 31 Elem. School Min. Day - Report Card

November 2025

Nov 10 Floating Holiday

Nov 11 Veterans Day

Nov 17 - 21 Elementary School Parent Conference

Nov 24 - 28 Thanksgiving Break

December 2025

Dec 12 Middle School Min. Day - Report Card

Dec 22 - 31 Winter Break

January 2026

Jan 1 - 2 Winter Break

Jan 19 Martin Luther King Jr. Day

February 2026

Feb 9 Lincoln's Birthday

Feb 16 Presidents' Day

March 2026

Mar 2-6 Middle School Parent Conference

Mar 13 Elem. School Min Day - Report Card

Mar 23 - 27 Elementary School Parent Conference

Mar 30 - 31 Spring Break

April 2026

April 1 - 3 Spring Break

May 2026

May 1 Middle School Min. Day - Report Card

May 21 Last Day for Students

May 22 Teacher Preparation Day

May 25 Memorial Day

June 2026

June 19 Juneteenth

Elementary Schools	1st Trimester : 61 days	10/31/2025
	2nd Trimester: 65 days	2/27/2026
	3rd Trimester: 54 days	5/21/2026
Middle Schools	1st Progress Report	9/19/2025
	2nd Progress Report	10/31/2025
	1st Semester: 89 days	12/19/2025
	1st Progress Report	2/20/2026
	2nd Progress Report	4/17/2026
	2nd Semester: 91 days	5/21/2026

	First/Last Day for Students
	All Schools Closed/Non-School Days
	District Closed
	Teacher Preparation Days
	Elem. School Minimum Day - Report Card
	Middle School Minimum Day - Report Card

Board approved on: November 7, 2024



Student Hours



Grade	Monday, Wednesday, Thursday, Friday	Tuesday	Conference Week/ Minimum Days	Last Day of School
TK	8:00-12:45	8:00-12:45	8:00-12:45	8:00-11:30
Kindergarten	8:00-12:45	8:00-12:45	8:00-12:45	8:00-11:30
1 st -6 th	8:00-2:40	8:00-1:25	8:00-12:45	8:00-11:30

Breakfast is served daily beginning at 7:30 a.m. and ending at 7:55 a.m.

Minimum Days (12:45pm dismissal)

August 15, 2025

October 31, 2025

December 19, 2025

March 13, 2026

April 17, 2026

Parent Teacher Conference Weeks

November 17-21, 2025

March 23-27, 2026

Last Day of School

May 21, 2026

SCHOOL OFFICE HOURS

7:30 a.m. – 3:30 p.m.

Please call the front office at
909-988-2234 for all student absences.

School Procedures



CLASS PLACEMENT

Student and teacher assignments are subject to change depending on the fluctuation in pupil enrollment. At times, changes in classroom assignment are required to best deliver the instructional program to meet student needs. Parent support and understanding of necessary class changes is much appreciated.

ATTENDANCE

Regular school attendance is very important. When students come to school each day on time, they derive the full benefit from the instructional program. If a student has chronic absences and/or tardies, families are required to attend a S.A.R.T. (School Attendance Review Team) meeting. If attendance concerns continue, families will be referred to the District Attendance and Welfare Officer or the District Student Attendance Review Board (SARB). The SARB is made up of representatives from school, probation department, social services, law enforcement, youth services, health services, and other community organizations. This is all done in an effort to ensure our students are given the opportunity to access their full educational rights.

The California Education Code states, "Each child between the ages of six and eighteen years, not exempted under provisions of this chapter, is subject to compulsory full-time education (Education Code 48200)."

ABSENCES

When your child is absent from school, please notify the School Office as to the reason for the absence. **You can verify your child's absence by calling (909) 988-2234, between the hours of 7:30 a.m. and 3:30 p.m., or sending a note to your child's teacher with the correct date and reason for the absence, preferably within 3 days of the absence.**

A telephone call will be made to your home if a child is absent. A home visit may be made when contact cannot be made by telephone or when a child has a record of chronic absences. If a student is absent 3 or more days in a row, a doctor's note is required to excuse the absences. Please note that students with 5 or more absences are considered chronically absent.

The State of California has established guidelines on what constitutes an excused or unexcused absence. Only death in the immediate family or illness is an acceptable reason for an excused absence. We encourage you to schedule appointments for your children (when possible) on Tuesdays in the afternoon or during vacation periods.

If your child is having problems, or cannot attend regularly, please call us. We may be able to help. Both the home and school need to work together in order to provide the education your child deserves. Our school team may be able to access or refer for services needed to help. In such cases, contact the school at (909) 988-2234, and ask for support.

Absences may be made up by attending Attendance Make Up Academy on specified Saturdays during the school year.

TARDY PROCEDURE

It is important that children arrive to school on time and ready to learn. When a child arrives late, he or she misses a needed portion of the instructional day. Tardiness causes problems for students and their teachers alike. Poor attendance causes the child to fall behind in their academic preparation and develops poor habits for future working years as well. Please note that according to the California Education Code, students that are tardy more than 30 minutes can be classified as truant.



Any child who enters the school gates after the tardy bell at 8:00 a.m. will be marked tardy. Children who have excessive tardiness may be referred to the Student Attendance Review Team (SART). Students that continue with more chronic attendance/tardy problems may also be referred to the Student Attendance and Review Board (SARB). **Please note that Perfect Attendance awards are issued to students who have no absences (excused or unexcused), no tardies and no early outs for any reason at the end of each trimester.**

ARRIVAL AND DISMISSAL

ARRIVAL

Students may not arrive on campus earlier than 7:30 a.m. **There is no adult supervision prior to this time. Breakfast is served beginning at 7:30 a.m. and ends at 7:55 a.m. Students should be in line on the blacktop by 7:57 a.m.**

DISMISSAL

Students will be dismissed by their teachers at 2:40 p.m. (on Monday, Wednesday, Thursday and Friday) and at 1:25 p.m. on Tuesdays. Students dismiss through the gate that corresponds to the first letter of their last name. Students attending the after school programs will meet the learning leaders and sign in at the lunch benches under the pavilion in the main quad.

DROP OFF AND PICK UP PROCEDURES

When dropping off or picking up students it is important that parents drive slowly and exercise caution. ***Cars in the driveway may not be left unattended. If someone needs to get out of their car for any reason they should not be using the drop off and pick up area.*** For safety purposes, do not drop off students in the parking lot. When dropping off and picking up students, please model good citizenship and patience for our students.

PROCEDURES FOR LEAVING SCHOOL EARLY

If it is necessary for a student to leave school during the day, he or she must be checked out through the office by a parent, guardian, or other adult listed on the emergency card. Parents and guardians are asked to please make changes on their child's emergency card as needed throughout the year. **No child will be dismissed from the school with a person who is not on the emergency card.** Please list the names of all individuals who have permission to pick up your child. Students may not be released to individuals less than 18 years of age. All persons should have a valid Driver's License or other appropriate picture identification when checking a student out of school. When a child is ill or has to go home for a personal reason, the parents or guardians are contacted immediately. They must be picked up at the school site and checked out through the office.

Please note that Perfect Attendance awards are issued to students who have no absences (excused or unexcused), no tardies and no early out for any reason at the end of each trimester.

LATE PICK-UPS

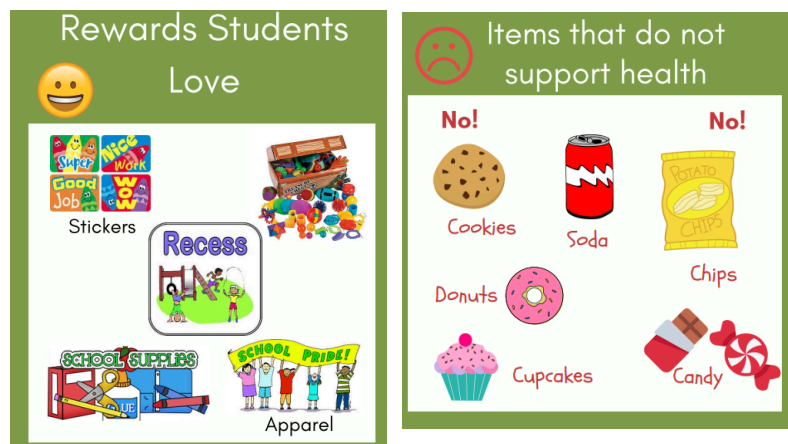
Parents are urged to make arrangements to have students picked up at dismissal. Please arrange to have a few trusted adults included on students' emergency cards to enable them to pick up your child when you are unable to do so. Unexpected situations are a reality of life and it's important to plan ahead. If students are regularly picked up late, or if parents are excessively late, the school administrator may call the proper authorities to ensure students' well being.

EMERGENCY CARDS

Parents are responsible for updating their child's Emergency Card at the beginning of each school year, and whenever the information on the card is no longer current. Please keep us informed of changes as soon as possible so we can easily notify you when needed. ***Please keep all phone numbers current.***

Birthday Celebrations

In accordance with OMSD Wellness Policy (OMSD Board Policy 5030), food items will not be allowed to celebrate student birthdays. If you choose to celebrate your student's birthday with prior approval from the teacher, you must send non-food items with your student: pencils, stickers, erasers, etc. that your student can pass out to classmates the last 5 minutes of school. Please leave any such items in the office for the classroom teacher to pick up at their convenience. Thank you in advance for your cooperation with this.



Breakfast, Lunch & Snack Procedures

Breakfast and lunch are free to all students daily. Breakfast is available from 7:30 – 7:55. If your child wishes to bring lunch to school, please be sure to follow the district wellness policy. We ask that students do not share any food, due to the high volume of allergies.

BICYCLES & SCOOTERS

Students in 4th-6th grade may ride a bicycle or scooter to and from school. Students must adhere to the following policies. Students must walk their bikes/scooters once on school property. During school hours, students should lock their bikes up in the bike racks located by the outside lunch table. Students are responsible for bringing their own bike lock and chain to school to secure their bikes during the school day. The school is not responsible for any damage or vandalism to a bike nor is the school liable for a stolen bike. The policy of Ontario-Montclair School District that all students riding bikes and e-bikes, if allowed to and from school MUST wear a safety helmet. This is a state law, as well as a school rule. The helmet may not be held in the hands of students or carried on handlebars; THEY MUST BE WORN, while riding the bike or e-bike. Any child who enters the campus without a helmet on their head will have their bike or e-bike confiscated immediately. Students cannot ride motorized scooters or level 3 e-bikes, as they must be age 16 or older. The vehicle will not be released until a parent comes to campus to retrieve it. Roller skate shoes and roller blades may NOT be brought to school.

Behavioral Expectations—PBIS


“The Vista Grande Staff, students, and community members are committed to a lifelong pursuit of teaching and learning by actively being respectful, responsible, kind and safe every day.”

At all times Vista Grande students are expected to be respectful, responsible, kind and safe. At Vista Grande, we will work with children to encourage them to make good choices by teaching them classroom and school-wide expectations. Students will be explicitly taught what behaviors are expected in different areas on campus.

Positive Reward Incentives

We will focus on working with children to encourage them to make good choices by teaching them classroom and school-wide expectations, rewarding them with PBIS Points as they are seen making good choices, and encouraging them to be in school every day and on time with attendance recognition and certificates. Rewards are on-going with each student and classroom having many chances “to win”.

Proud to be a Bronco

	Everywhere all the time!	Office/ Library Zone 1, 2, 3	MPR/ Picnic Tables Zone 1 Zone 1	Blacktop Zone 4	Grass/ Wood-chips Zone 4 Zone 4	Assemblies Zone 0 or 4	Bath-rooms Zone 3	Arrival Zone 3	Dismissal Zone 3	Social Interactions Zone 3
We are Respectful	Follow directions of adults. Hats are for outside use only, and facing forward. Always tell the truth. Respect personal space.	Wait your turn. Take care of books and property. Enter and exit quietly.	Use good table manners. Raise your hand if you need help.	Everyone can play.	Everyone can play. Wait your turn.	Look and listen to the speaker.	Raise your hand if you need to use the restroom. Take care of business and leave quickly. Give others privacy—no going above or under the stall.	Look, listen, and watch. Greet others and respond when greeted—ex: “Good morning.” Line up on your class number and wait to be dismissed.	Look, listen, and watch. While waiting for your ride, stand on a marker. Respect the privacy of others.	Look at the person who is speaking to you. Listen to the person that is speaking; when it is your turn, use school appropriate language. Respect the privacy of others.
We are Responsible	If you open it, close it. If it's dropped, help pick it up. Take all your things with you. Take care of property.	Have a pass; tell an adult what you need. Buddies need a pass too.	Clean up your own mess - table and floor. Eat your own food; no sharing. Use equipment in the proper way—like using a soccer ball for kicking only.	Follow the rules of the game. Return equipment to its place. Use equipment in the proper way—like using a soccer ball for kicking only.	Follow the rules on the equipment. Woodchips stay on the ground; if it grows outside, it stays outside.	Clap to show you like it—no mouth noises. Follow the presenters directions for a response.	Leave things in working order—tell an adult if it's unsafe or not working. Be sure paper towels are thrown away.	Look, listen, and watch. Keep your belongings in your backpack.	Look, listen, and watch. Get ready to load your vehicle once your name is called. Keep your belongings in your backpack.	Take ownership of your actions. Do the right thing, even if an adult is not looking. If you are unable to solve a problem yourself, ask an adult for help.
We are Safe	Practice good hand hygiene. Always listen for the signal. Walking feet to and from. Keep your hands, feet, and objects to yourself. Hear something, see something, say something.	Carry things with 2 hands.	Single file line, facing forward (hair stare), walking only. Stay seated and keep your hands, feet and objects to yourself. Raise your hand for what you need. Eat your own food (no sharing).	Stay where the adults can see you. Safely walk up and down the ramp. Handrails are used for hands and not shortcuts.	Walk down from equipment.	Stay seated and keep your hands, feet and objects to yourself. Raise your hand if you need an adult.	2 students at a time. If the bathroom is crowded, use the other one or wait outside. Wash your hands with soap and water.	Look, listen, and watch. Stand still and watch while waiting. Backpacks on your back. Keep your hands to yourself.	Look, listen, and watch. Stand still and watch while waiting. Backpacks on your back. Keep your hands to yourself.	Stay in your personal bubble when speaking to others. Always keep your hands and feet to yourself. If a student is being unkind, ask them to stop. If they do not listen, walk away and get an adult.
We are Kind	Use positive language. Greet others. Respect everyone on campus (adults and students). Include others.	Greet others. Soft Voices. Use manners (say “please” and “thank you”).	Kind words and actions. Be polite and use manners. Soft voices.	Kind words and actions. Invite others to play. Take turns and share. Respect PE equipment on PE days.	Kind words and actions. Invite others to play. Take turns and share. Respect PE equipment on PE days.	Celebrate peer accomplishments at the appropriate time. Sit facing forward. Eyes and ears on the speaker to show you are listening.	Respect privacy. Wait your turn. Soft voices.	Greet others. Wait on your class number line to be dismissed.	Once your ride has arrived, let a staff member know.	Encourage and applaud others when they do something good. Try to understand/ respect other people's point of view.

Any serious offenses may result in suspension/expulsion. A structured system of rewards and recognitions is provided for exemplary behavior.

Rewards for meeting behavioral expectations may include:

- PBIS Points/Rave tickets
- Raffles for prizes
- Opportunities for special activities
- Opportunities to shop at the Western Warehouse

Consequences for not meeting behavioral expectations may include:

- Loss of privilege
- Detention
- Behavior citations/contracts
- Parent contact
- Suspension



School officials stand in loco parentis (“in the place of a parent”); and have authority to enforce school expectations. When a student behaves inappropriately, staff will warn the student, re-teach the expectation, counsel the student to make better choices, implement appropriate consequences and /or interventions as well as issue Minor Discipline Referrals (MDR) for a minor offense or Office Data Referral (ODR) for major offenses. Any staff can address minor discipline while Office Referrals are addressed by Admin or Admin Designees. These forms are a communication tool from school to home and serve as notification of your child’s behavior. MDR’s ODRs are not made part of students’ permanent records.

Senate Bill 291 Requires that students have at least 30 minutes of recess a day. On Minimum days it is only 15 minutes. The 30/15 minutes do not have to be met in a single session (multiple recess periods totaling 30 mins over the course of the regular instructional day. Students who pose an immediate physical threat to themselves or others can be denied recess at the discretion of site administration or a designated site LEA. It is our district protocol that this will only happen if all other reasonable efforts have been exhausted.



Vista Grande PBIS Information

Dear Parents,

Our school is participating in an important district initiative. It is called Positive Behavior Interventions and Support (PBIS).

What is Positive Behavior Interventions and Support?

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school’s ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have adopted a unified set of classroom rules. Similar to the CMS Code of Student Conduct, these rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:

- Rule #1: We Are Safe
- Rule #2: We Are Responsible.
- Rule #3: We Are Respectful.
- Rule #4: We are Kind.

We will be teaching these expectations during our first month of school in August. Some of the activities that will take place include:

- An interactive student assembly during lunch time.
- Each day we will focus on a different expectation and will reward students PBIS points to use towards our student store.
- An expectation by location rotation led by our Support Staff.

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior:

- ⇒ Constantly teach and refer to our school-wide expectations.
- ⇒ Provide students with more praise than correction.
- ⇒ Talk to students with respect using a positive voice tone.
- ⇒ Actively engage everyone in the class during instruction.
- ⇒ Use pre-correcting, prompting, and redirecting as we teach.
- ⇒ Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

If you have questions about Positive Behavior Support, please feel free to contact our Outreach

Consultant, Ms. Karissa. We look forward to a wonderful year of teaching your child.

Thank you!!

CHILD HEALTH AND WELFARE

Health Issues

Students with health issues will be addressed on a case by case basis. Parents who have a child with a specific health issue should contact the school office. The health aide is available daily, and the school nurse is at school one day per week.

Medication Procedures

In most cases, the timing of medication can be adjusted so that the prescription medicine does not need to be taken during school hours. Unless an exact time is specified by the doctor, prescription medicines labeled to be taken two to three times a day are to be given outside of school hours (before school, after school, at bedtime).

When it is necessary to take prescription medication during school hours, the school is required to have all the appropriate documentation on file before prescription medication may be given at school. The parent, legal guardian or other person having legal control of the student **must provide the** prescribed medication. In order to ensure the student's safety, it may be necessary for the school nurse to contact the prescribing physician for clarification regarding the medication. ***Medication must be:**

- prescribed by a United States physician (licensed Nurse Practitioner)
- issued by a United States pharmacy
- properly labeled by the pharmacy in the original container
- prescribed for the **current school year**
- Prescription medications containing codeine or other narcotics are not to be brought to or administered during the school day.
- All prescription medication shall be delivered to the school by the parent or a responsible



adult.

- o Students shall not carry medication on the school bus and shall not deliver medication to the school.
- o It is the responsibility of the parent to see that the prescription medication is picked up from school by a responsible adult at the end of the school year.

Even the simplest and safest over-the-counter medications can mask symptoms of illness and/or create undesirable reactions, therefore over-the-counter medications also require a prescription*. **Even cough drops** are considered an over-the-counter medication and **must have a prescription and be held and administered in the Health Office by the Health Aide or another school employee***.

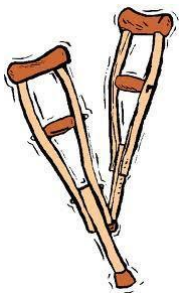


Any student **requiring special procedures** such as tube feeding, catheterization, suctioning, etc. must have the necessary authorization forms **renewed annually** and on file with the school nurse prior to the first day of treatment.

Crutches

Students who require the use of crutches and/or orthopedic devices should report to the school nurse following the injury and/or upon returning to school following a surgical procedure.

A note from a physician will be required to use crutches or any other medical appliance on campus. The use of crutches requires physician authorization, including:



- * affirmation of appropriate training, fitting, and use of crutches (discharge instructions)
- * the length of time crutches will be necessary at school
- * instructions for icing and/or elevation
- * the student will not be permitted to participate in physical education or recess activities without a physician's release

The school nurse and parent/guardian will work together to determine any additional accommodations for the student requiring crutches. Examples might include a buddy system, early classroom dismissal, assistance with books, assistance in the hallways between classes, premium classroom seating, help in the cafeteria for meals, using the Health Office restroom.

Any child who arrives at school on crutches without a doctor's order will be sent home. This is to insure they are used for the right reasons, and have been custom fitted for your child. Improperly fitted crutches can lead to nerve damage in the arm pit (axilla) area.

- ❑ If you are concerned about your child's safety or ability to maneuver with crutches at school, your options could include;



Independent Study (collecting school assignments from the teacher and completing them at home, for 2-weeks or less, while recuperating)



Home Hospital Instruction (Physician order needed for recovery time expected to last longer than 2-weeks at home) All time sensitive forms needed from the physician to start, or extend, and then to return to school are available at the school sites.

Physical Education Excuses

Students may be excused from physical education, for health or medical reasons, for a maximum of three calendar days with a note from a parent. Excuses for more than three days require a note from a professional healthcare provider. If a student is unable to participate in physical education class, he/she will not be permitted to participate in recess activities.

Conversely, if a student comes to school with a splint, ace wrap, foot boot, brace, knee brace or cast on an extremity, the student will not be permitted to participate in physical education or recess activities without a physician's release.

Any student with a permanent or long term disability, requiring non-participation in the physical education program or participation on a limited basis only, **must** submit the Modified Physical Education or Daily Recess Restrictions form annually, signed by a physician. The Modified Physical Education or Daily Recess Restrictions form is available from the school site and must be completed by the doctor. Alternative activities and/or units of instruction for students whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in physical education courses will be provided.



HEAD LICE (Pediculosis) Head Lice do not discriminate – they love everyone.

Head Lice -- Based upon specialized training and the professional judgment of the school nurse and health assistant, students with live lice or signs of active infestation will be excluded from school. These students should receive prompt treatment for lice and are expected to return to school the following day, free of live organisms.

Upon return to school, the student and parent/guardian must report directly to the school nurse, provide information about the treatment utilized and have the student's hair checked before reporting to class. Parents should check their child weekly for head lice.

If parents discover head lice on their child, please notify the health office as soon as possible. Your school site health office can provide resources and detailed instructions to guide your success. An informational letter about lice can be sent home anonymously with the classmates, explaining to other parents what to watch for.

Prevention is the key! Check your child's head regularly. Keep long hair in braids or in a pony-tail. Do not share hats, hair brushes, combs, hair ties, or bicycle helmets.

Accidents

The Board of Trustees of the Ontario-Montclair School District does not and cannot 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 weeks of school. In case of an emergency, it is important to have phone numbers where parents can be reached, the phone number of someone to contact in the event we can't reach the parents, and the name and number of your doctor. Please be sure this information is kept up to date in our office on your child's emergency card.

Child Abuse and Neglect

The responsibility, by law, of all educators or other school staff employees is to report every incident of suspected child abuse to the San Bernardino County Child Protection Services. School staff members may briefly question the child as per California Education Code 44690-44691 (Child Abuse Detection).

Hearing Test

The school nurse will screen students in kindergarten, second, and fifth grade. Students referred by parents, teachers, or administrators may also be screened at other times.

Physical Examinations

Kindergarten enrollees must have proof of a complete physical examination and a dental care examination upon entrance to school. Physical exams are provided for students by the County of Health Department if necessary. If you have questions, please call the school office.

Immunizations

For the safety of all students, certain immunizations are required by the California School Immunization Law. These include DPT/DTAP/DT, TD (combinations of diphtheria, tetanus, and pertussis), polio, MMR (measles, mumps, rubella), and a hepatitis B series for kindergarten. Pupils may be exempted only for medical reasons. Students not exempted must have immunizations to attend school. Inoculations may be provided by the family physician or by the San Bernardino County Health Department (325 East "C" Street, Ontario (909) 988-1312). The County Health Department provides immunization services for a minimal fee. Please call the school health office if you have any questions.

TDAP-All 6th grade students must have a current TDAP immunization before going to Middle School. It is recommended that all 6th graders are vaccinated during their 6th grade school year, so that they are scheduled for Middle School classes and start school on the first day of 7th grade.

DISASTER PREPAREDNESS

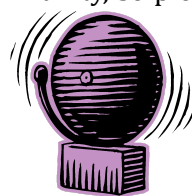
Vista Grande's staff and students practice disaster preparedness through established training and drills. These drills are coordinated by the principal and meet state and district standards for disaster preparation.

Lockdown/Violent Intruder Drill Notification

Vista Grande will conduct Lockdown/Violent Intruder drills twice a year as part of our commitment to student safety. Families will be notified at least seven (7) days in advance of each drill. If you wish to opt your child out of participating, please contact the front office. For any questions or concerns, feel free to reach out to us directly.

NATURAL DISASTER OR EMERGENCY

In the event of a natural disaster or other emergency, Vista Grande Elementary staff will follow state, district and local policies and procedures in an effort to keep children safe. Students will be monitored and cared for at school until such time as District or local authorities direct that children shall be released to parents. At that time school personnel will require that individuals who are picking children up are listed on Emergency Cards and show appropriate identification. School and district personnel will use the Connect-Ed telephone system to communicate with the community, so please ensure that you keep your contact numbers current.



Dress Code

The Board of Trustees believes that appropriate dress and grooming contribute to a productive and positive 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 or physical appearance must not present a health or safety hazard or a distraction which would interfere with the educational process. Please keep in mind that these are general standards and that Board Policy 5132 and Administrative Regulation 5132 allows each site discretion regarding dress code issues.

We ask parents to keep in mind the following guidelines:

1. Students must wear appropriate closed toe shoes at all times to ensure their safety on the campus, on play equipment and during recess and physical education. **NO Sandals, No CROCS, NO Flip Flops and NO backless shoes.**
2. Clothing, hats, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are gang-related, crude, vulgar, offensive, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice as determined by site administration. No gang related apparel. Large hoop earrings, piercings, and dangling necklaces are not permitted since those items pose a safety risk.
3. Clothes shall be sufficient to conceal undergarments at all times. NO ripped jeans of any kind, excessively tight, 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. **Pajamas, kimonos/robes or capes are NOT allowed to be worn at school.**
4. Hats are permitted outside only for sun protection and sunglasses may be worn if a student has a doctor's prescription.

Toys/Personal Items

All toys, games and personal items should be left at home so as not to interrupt instruction. Any personal items will be stored and returned to parents.

Cell Phone Policy

In accordance with the OMSD School Board Policy (BP 5131, BP & AR 5145.12), cell phones are **not to be used during the school day** and must remain **powered off** while on campus. **Students must power off their phones before entering school grounds.** Failure to follow this policy may result in the phone being **confiscated by school staff** and held until a parent or guardian is notified.

The following are district guidelines with respect to violation of school cell phone policy:

1st Offense: Phone confiscated. Student given phone at end of the day.

2nd Offense: Phone confiscated. Parent picks up phone at office. Behavior notification sent home.

3rd Offense: Phone confiscated. Parent meets with site administrator to return phone. Progressive consequences will be applied.

4th Offense: Progressive discipline for defiance/violation of school rules.

SOCIAL MEDIA

Students under the age of 13 should not have social media accounts per the Children's Online Privacy Protection Act (COPPA) set by Congress. We ask all parents to partner with us as we help our students learn the importance of Digital Citizenship. If we find that a student has impersonated the school, an employee or their image without consent legal actions will be taken.

The web can be dangerous, and should be accessed by minors under the direct supervision of an adult. We thank you in advance for partnering with us as we keep our students safe.



PARENT INVOLVEMENT

Parent involvement is a very important part of the educational process. We welcome and appreciate your partnership. We understand that our partnership must be healthy and strong to bring out the best in our students. There are many ways for parents to have a role in the education of their children. Below you will find the variety of ways parents can be involved at Vista Grande Elementary School. Please check our school website and monthly school calendar for dates and times.

School Site Council (SSC)

Vista Grande School has a school site council which meets approximately four times a year, plans and monitors our school's Strategic Plan. Parents are always welcome to attend School Site council meetings to witness the work of the council. The SSC consists of equal members of staff and parents and elections are held every two years.

Parent-Teacher Conferences

Parent-teacher conferences will be held during the weeks of November 17-21, 2025 and March 23-27 2026. If you cannot attend during parent conference week, please contact your child's teacher to schedule an alternate time or to conduct a phone conference. Please note that in order to encourage communication between home and school, the report cards will be sent home ***only after*** a conference has been conducted, either in person or via phone.

Campus Safety

All visitors to campus must first check in and sign in at the school office. Visitors are not allowed in the breakfast/lunch area or on the playground before school or during recess and lunch. You will be given a visitor's badge to wear so that school personnel will not question your presence on campus. Visitors must sign out upon leaving campus. If you desire a conference with your child's teacher, please make arrangements to meet at a more convenient time after regular school hours. Parents dropping off homework, lunches etc. must leave these items in the office. Students will be called to collect items during non-instructional times.

Volunteering

Parents are always welcome to help and assist teachers in the classroom. OMSD requires that all parent volunteers, including field trip chaperones, have a Volunteer Application on file in our Vista

Grande office and have proper clearance. Once you have been cleared to volunteer, we ask that you speak to the teacher in advance so they are prepared prior to your arrival. All of you have special talents we can use! Please contact your child's teacher or the school office if you wish to volunteer. Remember that we can always use your help.

Back-to-School Night and Open House

Back-to-School is a great opportunity for parents to meet your child's teacher and learn what the teacher's expectations are and understand what the curriculum for your child's grade level will be. Back-to-School Night will be held on **Thursday, August 14, 2025 from 6:00- 7:00 p.m.** Open House provides your child an opportunity to share his/her accomplishments for the year with you. Open House this year is scheduled for **Thursday, April 16, 2026 from 6:00 – 7:00 p.m.**

PROGRESS REPORTS

If a student is performing far below grade level in any academic area, a progress report will be sent home between the sixth and ninth week of each trimester.

Frequently Requested Telephone Numbers

Family and Collaborative Services: (909) 418-6923

School District Office: (909) 459-2500

Vista Grande Elementary School: (909) 988-2234

District Web Address

<http://www.omsd.net/>

School Web Address

<https://www.omsd.net/Domain/33>

School Accountability Report Card (SARC)

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office. The SARC is available in hard copy upon request.

OMSD Civility Policy

Ontario-Montclair SD

Board Policy 1313 Civility Conduct Of Parents, Other Visitors And District

BP 1313

Community Relations

It is the intent of the Board of Trustees to promote mutual respect, civility and orderly conduct among district employees, parents and the public. It is not the intent of the Board of Trustees to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to greatest extent reasonably possible, a safe and orderly workplace for teachers, students, administrators, staff, parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the Board of Trustees encourages positive communications and discourages volatile, hostile or aggressive communications or actions. This policy seeks to promote a school and workplace culture of mutual respect, civility, and orderly conduct. One of the primary goals of this policy is to ensure a learning environment that is safe, productive, and nurturing for all students and staff. Ontario-Montclair School District seeks public cooperation with this endeavor.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [1000](#) - Concepts and Roles)

1. Expected level of behavior:

School and district personnel will treat parents and other members of the public with courtesy and respect; Parents and visitors will treat teachers, administrators, other district employees, and site visitors with courtesy and respect.

(cf. [1250](#) - Visitors/Outsiders)

(cf. [5020](#) - Parent Involvement)

2. Unacceptable/disruptive behavior:

Disruptive behavior includes, but is not necessarily limited to:

Behavior which interferes with or threatens to interfere with the operation of a classroom, an employee's office or office area, areas of school or facility open to parents/guardians and the general public. It also covers areas of a school or facility, which are not open to parents/guardians and general public

(cf. [3515.2](#) - Disruptions)

(cf. [6116](#) - Classroom Interruptions)

Using loud and/or offensive language, swearing, cursing or display of temper;

Threatening to do bodily or physical harm to a teacher, school administrator, school employee, student, or visitor to the site regardless of whether or not the behavior constitutes or may constitute a criminal violation

Damaging or destroying school or district property

Abusive, threatening or obscene e-mail or voice mail messages

Taunting, jeering, inciting others to taunt or jeer at a person

Using epithets referring to ones ethnic/racial, religion, gender, color, sexuality, or disability

Invading the personal space of a person after being directed to move away

Repeatedly and aggressively interrupting another person who is speaking at an appropriate

time and place Any other behavior that disrupts the orderly operation of a school, classroom

or any other district facility

3. Parent recourse:

Any parent who believes he/she was subject to unacceptable/disruptive behavior on the part of any staff member should bring such behavior to the attention of the staff member's immediate supervisor or appropriate director. The parent may report verbally or in writing using the district's uniform complaint form. Parents are encouraged to work out issues of concern

promptly. No retaliation will be permitted against persons for working in good faith under this policy to resolve conflicts.

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

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

4. Authority of school personnel (as referenced in BP 3515.5):

Authority to direct persons to leave school or Board of Trustees premises: Any individual who (1) disrupts or threatens to disrupt school or district operations; (2) threatens or attempts to do or does physical harm to district personnel, students or others lawfully on a school or district premises; (3) threatens the health or safety of students, district personnel or others lawfully on a school or district premises; (4) intentionally causes damage to schools, district property or property of others lawfully on a school campus or district premises; (5) uses loud or offensive language or who, without authorization, comes on a school or other district facility may be directed to leave the school or district premises by a school's principal or assistant principal, or in their absence a person who is lawfully in charge of the school or any district level administrator. If the person refuses to leave the premises or returns before the applicable period of time as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary.

5. Appeal procedure (as referenced in BP 3515.5):

Any person who is asked to leave a school district grounds may appeal to the Superintendent or designee. This appeal shall be no later than the second school day after the person has been directed to leave the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding.

The decision of the Superintendent or designee may be appealed to the Board of Trustees. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final.

Authority To Deal With Persons Who Are Verbally Abusive

If any member of the public uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the employee to whom the remarks are directed shall calmly and politely warn the speaker to communicate civilly. If the verbal abuse continues, the employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference or telephone conversation. If the meeting or conference is on district premises, any employee may request that an administrator or other authorized person direct the speaker to promptly leave the premises. If the person refuses to leave, the administrator or other authorized personnel shall seek the assistance of law enforcement and request that law enforcement take such action as is deemed necessary. If the employee is threatened with personal harm, the employee may contact law enforcement.

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance of public school or meeting

35160 Authority of governing boards

44810

44811 Disruption of public school activities

PENAL CODE

627-627.10 Access to school premises

Ontario-Montclair SD

Board Policy

Married/Pregnant/Parenting Students

BP 5146

Students

The Board of Trustees recognizes that responsibilities related to marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6164.5 - Student Success Teams)

The district shall not exclude or deny any student from any educational program or activity, including any class or extracurricular activity, solely on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex. (Education Code 221.51, 230; 5 CCR 4950; 34 CFR 106.40)

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

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code 222.5, 48980)

(cf. 5145.6 - Parental Notifications)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in the regular education program or an alternative education program. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or the student's child.

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6200 - Adult Education)

Any alternative education program, activity, or course that is offered separately to pregnant or parenting students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (Education Code 221.51; 5 CCR 4950)

If required for students with other temporary disabling condition, the Superintendent or designee may require a student, based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician or nurse practitioner indicating that the student is physically and emotionally able to continue participation in the regular education program or activity. (Education Code 221.51; 5 CCR 4950; 34 CFR 106.40)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6183 - Home and Hospital Instruction)

To the extent feasible, the district shall provide educational and related support services, either directly or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

6. Academic and personal counseling
(cf. 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation
(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Absences

Pregnant or parenting students may be excused for absences for medical appointments and other purposes specified in BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)
(cf. 5113 - Absences and Excuses)

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

(cf. 5113.11 - Attendance Supervision)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Accommodations

When necessary, the district shall provide accommodations to enable a pregnant or parenting student to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child

2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk

3. Access to a power source for a breast pump or any other equipment used to express breast milk

4. Access to a place to store expressed breast milk safely

5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the requirement to provide reasonable accommodations for lactating students shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222, 46015; 5 CCR 4600-4670)
(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on student participation in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

221.51 Nondiscrimination; married, pregnant, and parenting students

222 Reasonable accommodations; lactating students

222.5 Pregnant and parenting students, notification of rights

230 Sex discrimination

8200-8498 Child Care and Development Services Act

46015 Parental leave

48205 Excused absences

48206.3 Temporary disability, definition

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

48980 Parental notifications

49553 Nutrition supplements for pregnant/lactating students

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

CIVIL CODE

51 Unruh Civil Rights Act

FAMILY CODE

7002 Description of emancipated minor

HEALTH AND SAFETY CODE

104460 Tobacco prevention services for pregnant and parenting students

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4950 Nondiscrimination, marital and parental status

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General licensing requirements for child care centers

101351-101439.1 Infant care centers

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Education Act Amendments

UNITED STATES CODE, TITLE 42

1786 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 7

246.1-246.28 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 168 (2004)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997)

16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS

Pregnant Students and Confidential Medical Services, 2013

Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012

The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Women's Law Center: <http://www.cwlc.org>

U.S. Department of Agriculture, Women, Infants, and Children Program: <http://www.fns.usda.gov/wic>

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

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT

adopted: February 7, 2019 Ontario, California

Ontario-Montclair SD

Board Policy

Firearms on School Grounds

BP 3515.7

Grounds

Business and Non-Instructional Operations

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

The prohibition against the possession of firearms on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7961 Gun-Free Schools Act; student expulsions for possession of firearm

Policy CSBA MANUAL MAINTENANCE SERVICE

Adopted: April 19, 2018

Ontario-Montclair SD Board Policy

Ontario-Montclair SD Board Policy

Bullying

BP 5131.2 Students

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

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

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

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

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

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5116.1 – Intra-district Open Enrollment)
(cf. 5117 – Inter-district Attendance)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules
 46600 Student transfers
 48900-48925 Suspension or expulsion
 48985 Translation of notices
 52060-52077 Local control and accountability plan
 PENAL CODE
 422.55 Definition of hate crime
 647 Use of camera or other instrument to invade person's privacy; misdemeanor
 647.7 Use of camera or other instrument to invade person's privacy; punishment
 653.2 Electronic communication devices, threats to safety
 CODE OF REGULATIONS, TITLE 5
 4600-4670 Uniform complaint procedures
 UNITED STATES CODE, TITLE 47
 254 Universal service discounts (e-rate)
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
 CODE OF FEDERAL REGULATIONS, TITLE 34
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 110.25 Notification of nondiscrimination on the basis of age
 COURT DECISIONS
 Wynar v. Douglas County School District, (2013) 728 F.3d 1062
 J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
 Lavine v. Blaine School District, (2002) 279 F.3d 719
 Management Resources:
 CSBA PUBLICATIONS
 Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
 Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
 Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012
 Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
 Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
 Bullying Module
 California's Social and Emotional Learning: Guiding Principles, 2018
 Social and Emotional Learning in California: A Guide to Resources, 2018
 Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
 Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
 Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
 Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
 Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

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

WEB SITES
 CSBA: <http://www.csba.org>
 California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>
 California Office of the Attorney General: <http://oag.ca.gov>
 Center on Great Teachers and Leaders: <https://gtlcenter.org>
 Collaborative for Academic Social and Emotional Learning: <https://casel.org>
 Common Sense Media: <http://www.commonsensemedia.org>
 National School Safety Center: <http://www.schoolsafety.us>
 Partnership for Children and Youth: <https://www.partnerforchildren.org>
 U.S. Department of Education: <http://www.ed.gov>
 Policy
 ONTARIO-MONTCLAIR SCHOOL DISTRICT
 adopted: February 6, 2020
 Ontario, California

Board Policy

Parent Involvement

BP 6020

Instruction

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

(cf. 0500 - Accountability)

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful

parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially

best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11505 Programs to encourage parent involvement
48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 School plan for student achievement, consolidated application programs

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

7241-7246 Family engagement in education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

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

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers:

<http://www.pirc-info.net>

Parents as Teachers National Center:

<http://www.parentsasteachers.org>

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

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT

adopted: April 9, 2024 Ontario, California

Ontario-Montclair SD

Exhibit

Students

E 5145.71(a)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to students at all grade levels and their parents/guardians:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Hugo Lopez

950 West "D" Street, Ontario, CA 91762
(909) 418-6477
hugo.lopez@omsd.net

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures on the district's web site at www.omsd.net.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: Child Welfare, Attendance & Records, (909) 418-6477, hugo.lopez@omsd.net.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

Exhibit: ONTARIO-MONTCLAIR SCHOOL DISTRICT

Ontario-Montclair SD

Nondiscrimination/Harassment

BP 5145.3

Students

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Board of Trustees desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful

discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any

prevenir su recurrencia y atender cualquier efecto persistente en los estudiantes

Los estudiantes que participen en la discriminación ilícita, incluyendo el acoso discriminatorio, intimidación y represalias, en violación de la ley, la política de la Mesa Directiva o el reglamento administrativo estarán sujetos a consecuencias o medidas disciplinarias apropiadas, que pueden incluir la suspensión o expulsión cuando el comportamiento es grave o generalizado como es definido en el Código de Educación 48900.4 Cualquier empleado que permita o se involucre en discriminación o la intimidación discriminatoria, estará sujeto a medidas disciplinarias que pueden incluir ser despedido.

(cf. 4118 – Suspensión/Medida disciplinaria
(cf.4119.21/4219.21/4319.21 - Estándares profesionales)
(cf.4218 – Despido/Suspensión/ Medida disciplinaria)
(cf. 5144 – Disciplina)
(cf. 5144.1 – Suspensión y Expulsión/ Proceso debido
(cf. 5144.2 – Suspensión y Expulsión/Proceso debido (Estudiantes con incapacidades)
(cf. 5145.2 – Libertad de palabra/Expresión

Registro y archivo

El superintendente o la persona designada deberá mantener un registro de todas las denuncias relacionadas con casos de discriminación indebida, incluyendo acoso, intimidación y hostigamiento discriminatorio, para que el distrito pueda monitorear, atender y prevenir conductas reiteradas en las escuelas del distrito.
(cf. 3580 – Registros del distrito)

Referencia legal:

CÓDIGO DE EDUCACIÓN

200-262.4 Prohibición de discriminación

48900.3 Suspensión o expulsión por actos de violencia motivada por odio

48900.4 Suspensión o expulsión por amenazas o acoso

48904 Responsabilidad de padres/tutores por conducta intencional de estudiantes

48907 Ejercicio del estudiante de la libertad de expresión

48950 Libertad de expresión

48985 Traducción de avisos

49020-49023 Programas atléticos

49060-49079 Expedientes estudiantiles

51500 Instrucción o actividad prohibida

51501 Medios de instrucción prohibidos

60044 Materiales instruccionales prohibidos

CÓDIGO CIVIL

1714.1 Responsabilidad de padres/tutores por conducta intencional de menores

CÓDIGO GUBERNAMENTAL

11135 No discriminación en programas o actividades financiadas por el estado

CÓDIGO PENAL

422.55 Definición de crimen de odio

422.6 Delitos, acoso

CÓDIGO DE REGLAMENTOS, TÍTULO 5

432 Expediente estudiantil

4600-4670 Procedimientos uniformes de quejas

4900-4965 No discriminación en programas educativos de primaria y secundaria

CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 20

1681-1688 Título IX de las Enmiendas Educativas de 1972

CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 29

794 Sección 504 de la Ley de Rehabilitación de 1973

CÓDIGO DE LOS ESTADOS UNIDOS, TÍTULO 42

2000d-2000e-17 Título VI y Título VII de la Ley de Derechos Civiles de 1964, con enmiendas

2000h-2-2000h-6 Título IX de la Ley de Derechos Civiles de 1964

6101-6107 Ley de Discriminación por Edad de 1975

12101-12213 Título II igualdad de oportunidades para personas con discapacidades

CÓDIGO DE REGLAMENTOS FEDERALES, TÍTULO 28

35.107 No discriminación por discapacidad; quejas

CÓDIGO DE REGLAMENTOS FEDERALES, TÍTULO 34

99.31 Divulgación de información de identificación personal

100.3 Prohibición de discriminación por raza, color u origen nacional

104.7 Designación del empleado responsable para la Sección 504

104.8 Aviso

106.8 Designación del empleado responsable para el Título IX

106.9 Notificación de no discriminación por motivo de sexo

110.25 Prohibición de discriminación por edad

DECISIONES JUDICIALES

Donovan vs. Poway Unified School District, (2008) 167

Cal.App.4th 567

Flores vs. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Recursos de gestión:

PUBLICACIONES CSBA

Guía legal actualizada: Protección de estudiantes transgénero y con identidad de género no conforme contra discriminación por sexo, marzo 2017

PUBLICACIONES DE LA OFICINA DEL FISCAL GENERAL DE CALIFORNIA

Promoviendo un ambiente seguro y protegido para todos: Guía y políticas modelo para ayudar a las escuelas K-12 de California a responder a temas migratorios, abril 2018

PUBLICACIONES DEL CENTRO DEL PRIMER ENMIENDA

Escuelas públicas y orientación sexual: Marco de la Primera

Enmienda para encontrar un terreno común, 2006

PUBLICACIONES DEL DEPARTAMENTO DE EDUCACIÓN DE EE.UU., OFICINA DE DERECHOS CIVILES

Ejemplos de políticas y prácticas emergentes para apoyar a estudiantes transgénero, mayo 2016

Carta para colegas: Coordinadores del Título IX, abril 2015

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Política

DISTRITO ESCOLAR ONTARIO-MONTCLAIR

aprobada: 1 de octubre de 2020

Ontario, California