

Ontario-Montclair School District  
Regular Meeting of the Board of Trustees

# AGENDA

Thursday, November 21, 2019

Chino Basin Water Conservation District  
4594 San Bernardino Street  
Montclair, CA 91763

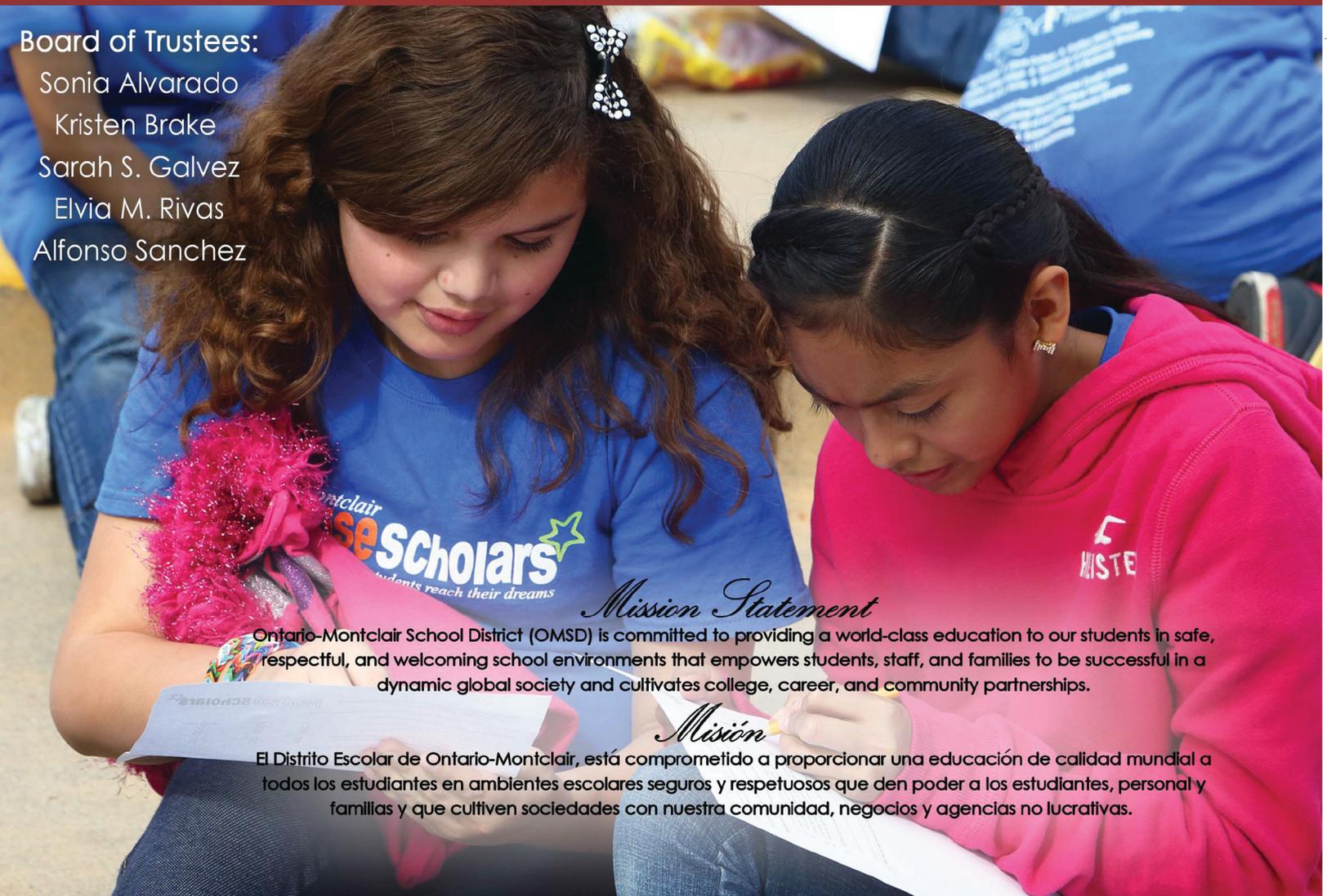
Closed Session: 5:00 PM  
Open Session: 5:30 PM



“Our Community, Our Children, Our Commitment, Our Future”

Board of Trustees:

Sonia Alvarado  
Kristen Brake  
Sarah S. Galvez  
Elvia M. Rivas  
Alfonso Sanchez



### *Mission Statement*

Ontario-Montclair School District (OMSD) is committed to providing a world-class education to our students in safe, respectful, and welcoming school environments that empowers students, staff, and families to be successful in a dynamic global society and cultivates college, career, and community partnerships.

### *Misión*

El Distrito Escolar de Ontario-Montclair, está comprometido a proporcionar una educación de calidad mundial a todos los estudiantes en ambientes escolares seguros y respetuosos que den poder a los estudiantes, personal y familias y que cultiven sociedades con nuestra comunidad, negocios y agencias no lucrativas.

# ONTARIO-MONTCLAIR SCHOOL DISTRICT

## Board of Trustees

Elvia M. Rivas - President  
Sarah S. Galvez - Vice President  
Kristen Brake - Clerk  
Sonia Alvarado - Member  
Alfonso Sanchez - Member

## Board Secretary

Superintendent  
Dr. James Q. Hammond

## Cabinet

Phil Hillman, Chief Business Official, Business Services  
Tammy Lipschultz, Assistant Superintendent, Learning & Teaching  
Hector Macias, Assistant Superintendent, Human Resources  
  
Irma Sanchez, Executive Assistant to the Superintendent



# ONTARIO-MONTCLAIR SCHOOL DISTRICT

## BOARD MEETING NOTICE

We are pleased you can be with us at this meeting, and we hope you will return. Your visit assures us of continuing community and parent interest in our schools and our students.

This agenda and its extensive background materials are available to all schools and departments in the school district, as well as representatives of the teachers' and classified organizations. A limited number of copies of the agenda will be available at the board meeting and the agenda can be accessed on the District's web page at [www.omsd.net](http://www.omsd.net), Board of Trustees link.

Members of the Board of Trustees of this district are locally elected officials, who serve a four-year term of office and are responsible for the educational programs of the community from grades kindergarten through eight. Board members are required to conduct programs of the schools in accordance with the State of California Constitution, the State Education Code and other laws enacted by the State Legislature relating to schools, and policies and procedures, which this Board adopts.

The Board is a policy-making "*at large*"<sup>1</sup> body. Administration of the District is delegated to a professional administrative staff headed by the Superintendent.

Each member of the Board has an opportunity to review the agenda and its extensive background materials for at least three days preceding the meeting. Before the board meeting, board members typically follow up with administration for clarification on any items in question. This procedure enables the Board to act on agenda items more effectively.

### WHAT TO DO IF YOU WISH TO ADDRESS THE BOARD OF TRUSTEES

The board president, or designee, will invite persons to speak concerning any items on the agenda or other District matters not on the agenda. This is not meant to be a debating period. Complaints and problems related to District policy will be referred to the superintendent.

#### 1. Comments from Visitors

**Yellow  
speaker slip  
to be turned  
in before  
Recognitions/  
Presentations**

Any person who desires to be heard by the Board may complete a yellow speaker form (available on the board materials table located at entrance to the meeting, available at the podium, or available from the Executive Assistant to the Superintendent).

To be acknowledged correctly and/or identified in the minutes, it is helpful that the speaker states and/or spells their name before addressing the Board. The Board President will call for comments from the floor for any person wishing to speak to any item **not** on the agenda. The president will call for comments regarding items **on** the agenda at the time the item is being heard. A person addressing the Board on an agenda item shall confine their remarks exclusively to that agenda item.

The audience will not be permitted to participate in the legislative deliberations of the Board about the agenda item.

Per Brown Act requirements, the Board may respond briefly to public comments but cannot take board action on anything not on the agenda.

<sup>1</sup>At large meaning board members must reside within Ontario-Montclair School District boundaries.

## ONTARIO-MONTCLAIR SCHOOL DISTRICT BOARD MEETING NOTICE

### 2. Accessibility, Special Accommodation

**Individuals requiring special accommodations or modifications**, including, but not limited to, any disabilities, including an American Sign Language interpreter, auxiliary aids and services, accessible seating, or documentation in accessible formats, should contact the superintendent's office, at (909) 418-6445, as soon as possible, and if at all possible, **at least two days before** the meeting date.

All individual comments shall **be limited to four minutes**, unless this time limit is waived by action of the Board. The maximum time the Board will hear comments on the same subject shall be **12 minutes**, unless such time limit is waived by action of the Board. In order to ensure non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

The Board encourages proponents on the same subject to determine in advance their principal speakers and the speakers will be afforded first consideration in expending the 12-minute total allocation to the same subject. The Board also encourages all speakers whenever possible, (a) to be direct and concise, (b) to avoid repetition of statements made earlier by fellow proponents on the same subject, and, (c) to place views in writing for the Board and/or Superintendent. If questions are to be submitted to the Board and/or Superintendent, such questions should be in writing. The Superintendent, if requested by the Board, shall provide written responses to such questions in a reasonable timeline.

If the same concerns from the same person(s) have been addressed at previous Board Meetings, with no updated information provided, the Board may lessen amount of time allowed for comments.

Speakers are encouraged to make their remarks in a courteous manner that is respectful of all members of the education community and of the District's goal of supporting student achievement.

Conduct that willfully interrupts the meeting, so as to render the orderly conduct of the meeting unfeasible, may result in the Board ordering the removal of the individual willfully interrupting the meeting.

The Board will not act on a complaint presented by a speaker at the same meeting during the public comment. A copy of the District's formal complaint procedures and complaint forms will be made available upon request and is available on the District's website.

**NOTICE:** The public is provided an opportunity for comments before the board adjourns to closed session. State law authorizes closed sessions for discussion and action on matters of District business, including individual employee and student matters, negotiations, litigation, and other matters specified by law. Closed session is not open to the public. Action taken in closed session is reported in the open session that follows, unless otherwise required by law. Please contact the Superintendent's Office at 909-418-6445, if you have any questions.

The district hereby certifies that a public accessible copy of the agenda was posted at the Briggs Education Center, located at 950 West "D" Street, Ontario, California 91762, not less than 72 hours prior to a regular meeting, or at least 24 hours prior to a special meeting.

Public records related to the public session agenda and distributed to the Governing Board no less than 72 hours before a regular meeting, may be inspected by the public at the Briggs Education Center, 950 West D Street, Ontario, CA 91762, during the regular business hours of 8:00 to 4:30 p.m.

Additionally, Per Board Bylaw 9324, the District may tape, film, or broadcast any open Board Meeting. If available, a duplicate of the recording of this meeting may be found on our District website. Please contact the Superintendent's Office at (909) 418-6445, if questions.

## **DISTRITO ESCOLAR DE ONTARIO-MONTCLAIR**

### **AVISO DE LA MESA DIRECTIVA**

Nos complace que pueda acompañarnos en esta junta, y esperamos que regrese con frecuencia. Su visita nos asegura el interés persistente de la comunidad y de los padres en nuestras escuelas y nuestros estudiantes.

Esta orden del día y sus materiales de contexto extensivos están al alcance de todas las escuelas y departamentos en el distrito escolar, así como también para representantes de maestros, directores, y organizaciones clasificadas. Una cantidad limitada de copias del orden del día estará disponible en la junta de la mesa directiva y el índice del orden del día puede encontrarlo en las páginas del distrito del Internet en [www.omsd.net](http://www.omsd.net), que es la dirección de la Mesa Directiva.

Los miembros de la mesa directiva de este distrito son oficiales elegidos y locales, quienes ocupan este puesto por cuatro años y son responsables por los programas educativos de la comunidad desde kindergarten hasta octavo grado. Los miembros de la mesa directiva tienen que conducir programas de las escuelas conforme a la Constitución del Estado de California, el Código de educación del estado y otras leyes instituidas por la Legislatura del estado relacionadas a las escuelas, y normas y procedimientos que adopte esta Mesa directiva.

La Mesa Directiva es una entidad local que elabora políticas<sup>1</sup>. La administración del distrito es delegada a empleados profesionales administrativos dirigidos por el superintendente del distrito.

Cada uno de los miembros de la mesa directiva tiene oportunidad de repasar el orden del día y sus materiales de contexto extensivos por lo menos con tres días de anticipación de la junta. Antes de la junta de la mesa directiva, los miembros de la misma típicamente dan seguimiento con la administración en caso de que necesiten aclaración en cualquiera de los artículos en cuestión.

### **QUÉ HACER SI DESEA DIRIGIRSE A LA MESA DIRECTIVA**

El presidente de la mesa directiva, o su designado, invitará personas para que hablen con respecto a cualquier artículo indicado en el orden del día o de otros asuntos del distrito que no estén en el orden del día. Esto no significa que este sea un período de debate. Quejas y problemas relacionados a las normas del distrito serán referidas al superintendente.

#### **1. Comentarios de los visitantes**

**La hoja amarilla para dirigirse a la mesa directiva debe ser entregada antes de los Reconocimientos/ Presentaciones**

Cualquier persona que desee ser escuchada por la mesa directiva puede completar un formulario amarillo (estará en la mesa de materiales de la mesa directiva localizada a la entrada de la junta, en el estrado, o con la asistente ejecutiva del superintendente.)

Para ser reconocido correctamente o ser identificado, o ambos en el acta, es necesario que el interlocutor diga y deletree su nombre antes de dirigirse a la mesa directiva.

El presidente preguntará si hay comentarios de la audiencia o de cualquier persona que desee hablar sobre cualquier asunto que **no** esté en el orden del día. El presidente preguntará si hay comentarios con respecto a los asuntos que **están** en el orden del día cuando este está siendo escuchado. La persona que se dirige a la mesa directiva sobre un asunto en el orden del día deberá limitar sus comentarios exclusivamente a ese asunto del orden del día.

La audiencia no tiene permitido participar en las deliberaciones legislativas de la mesa directiva sobre el asunto en el orden del día.

Conforme a los requisitos de la Ley Brown, la mesa directiva puede responder brevemente a los comentarios del público y en la junta no se puede tomar ninguna medida en ningún asunto que no esté en el orden del día.

<sup>1</sup>Significa que los miembros de la mesa directiva deben vivir dentro de los límites de residencia del Distrito Escolar de Ontario-Montclair.

## **DISTRITO ESCOLAR DE ONTARIO-MONTCLAIR**

### **AVISO DE LA MESA DIRECTIVA**

#### 2. Accesibilidad, Acomodación especial

**Los individuos que requieren acomodaciones o modificaciones especiales**, incluyendo, pero no limitadas a, cualquier incapacidad, incluyendo intérprete de lenguaje Americano por señas, aparatos auxiliares y servicios, asiento accesible, o documentación en modelo accesible debe comunicarse con la oficina del superintendente, al (909) 418-6445, o su designado tan pronto sea posible, y si es posible, **por lo menos dos días antes** de la fecha de la junta. **Si necesita traducción en cualquier asunto del Orden del día puede comunicarse con los respectivos departamentos o con la oficina del Superintendente.**

Todos los comentarios individuales deberán **ser limitados a cuatro minutos**, a menos que este límite de tiempo sea revocado por acción de la mesa directiva. El tiempo máximo que la directiva escuchará comentarios sobre el mismo asunto será de **12 minutos**, a menos que dicho límite de tiempo sea revocado por acción de la mesa directiva. La mesa directiva sugiere que los proponentes sobre el mismo asunto determinen por anticipado a sus interlocutores principales y a estos se les considerará primero para que expongan en 12 minutos el mismo asunto. Para garantizar que las personas que no hablan inglés tengan la misma oportunidad de dirigirse directamente a la Mesa Directiva, cualquier miembro del público que utilice un traductor deberá ser proporcionado por lo menos doble el tiempo asignado para dirigirse a la Mesa Directiva, a menos que se use el equipo de traducción simultánea para permitir que la Mesa Directiva pueda escuchar el testimonio público traducido simultáneamente (Código de Gobierno 54954.3). La directiva también sugiere a todos los interlocutores, siempre que sea posible, (a) que sean directos y breves, (b) eviten repetición de las declaraciones hechas anteriormente por sus compañeros partidarios sobre el mismo asunto, y (c) redactar por escrito sus puntos de vista para la directiva o superintendente. Si desean hacer preguntas a la directiva o superintendente, dichas preguntas deben ser por escrito. El superintendente, si se lo pide la mesa directiva, deberá dar respuesta a dichas preguntas dentro de plazo de tiempo razonable.

Si el mismo asunto de la misma persona(s) ha sido planteado en juntas anteriores de la directiva, sin que hayan dado información al día, la directiva puede disminuir el tiempo permitido para comentarios.

Se recomienda que los interlocutores hagan sus comentarios de una manera corté que sea respetuosa a todos los miembros de la comunidad educativa y de la meta del distrito de apoyar el progreso de los estudiantes.

La conducta que intencionalmente interrumpe la junta, para que esta no se pueda llevar a cabo de manera ordenada, puede tener como consecuencia que la mesa directiva ordene la expulsión del individuo que a propósito interrumpe la junta.

La directiva no tomará ninguna medida sobre una queja presentada por un interlocutor en la misma junta durante el período de comentarios del público. Una copia de los procedimientos formales para presentar quejas y los formularios se les darán cuando los pidan.

**AVISO:** Al público se le da la oportunidad de hacer comentarios antes de que la directiva se retire para deliberar en sesión cerrada. La ley estatal autoriza sesiones cerradas para deliberar, tomar medidas sobre asuntos del distrito, incluyendo empleados individuales y asuntos de estudiantes, negociaciones, litigación y otros asuntos especificados por la ley. La sesión cerrada no está abierta al público. Las medidas tomadas en sesión cerrada son divulgadas en la sesión abierta que sigue, a menos que sea requerido por la ley. Por favor comuníquese con la oficina del superintendente al 909-418-6445, si tiene preguntas.

El distrito por este medio declara que una copia accesible al público del orden del día fue anunciada en el Centro de educación Briggs, localizado en el 950 West "D" Street, Ontario, California 91762, no menos de 72 horas antes de una junta regular, o por lo menos con 24 horas antes de una junta especial.

Registros públicos relacionados al orden del día de la sesión publica y que fueron distribuidos a la Mesa directiva menos de 72 horas antes de una junta regular pueden ser inspeccionados por el público en el Centro de Educación Briggs, 950 West D Street, Ontario, CA 91762, durante horas hábiles de 8:00 a 4:30 p.m.

Según el Estatuto 9324 de la Meza Directiva, el Distrito puede grabar, filmar o transmitir cualquier reunión abierta de la Mesa Directiva. Se puede encontrar un duplicado de esta grabación de la reunión en nuestro sitio web del Distrito. Por favor, comuníquese con la Oficina del Superintendente al (909) 418-6445, si tiene preguntas.

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

**REGULAR MEETING OF THE BOARD OF TRUSTEES**

**A G E N D A**  
**Thursday, November 21, 2019**

**Meeting Location**  
Chino Basin Water Conservation District  
Waterwise Community Center  
4594 San Bernardino Street, Montclair, California 91763

For assistance with clarification or language translation of a specific board meeting agenda item, you may contact the Superintendent's Office at (909) 418-6445.

As a courtesy, please silence your cell phones, pagers, and other electronic devices while the meeting is in session.

Per Board Bylaw 9324, the District may tape, film, or broadcast any open Board Meeting. A copy of the recording of this meeting may be found on our District website. Please contact the Superintendent's Office at (909) 418-6445, if you have any questions.

**A. PUBLIC MEETING – 5:00 PM**

**BOARD OF TRUSTEES**

**CALL TO ORDER**

\_\_\_\_\_ **Ms. Alvarado**

**COMMENTS FROM THE PUBLIC**

\_\_\_\_\_ **Ms. Brake**

**CLOSED SESSION**

\_\_\_\_\_ **Ms. Galvez**

\_\_\_\_\_ **Ms. Rivas**

\_\_\_\_\_ **Mr. Sanchez**

**Moved** \_\_\_\_\_ **Seconded** \_\_\_\_\_ **Vote** \_\_\_\_\_

The following are the items for discussion and consideration at the Closed Session of the Meeting for the Board of Trustees:

**1. Personnel Actions**

- a. Public Employee Discipline/Dismissal/Release: Pursuant to Government Code Section 54957

**2. Conference with Legal Counsel**

- a. Anticipated Litigation: *Pursuant to Government Code Section 54956.9(d)(2):*
- One (1) Case

- b. Existing Litigation: Pursuant to Government Code Section 54956.9:

- Case No: CIVDS1914763

**3. Negotiations/Public Employee Evaluations**

- a. Conference with Labor Negotiator: *Pursuant to Government Code Section 54957.6*  
Agency Negotiator: Hector Macias, Assistant Superintendent, Human Resources  
Employee Organizations: OMTA and CSEA Chapter # 108

**ADJOURNMENT OF CLOSED SESSION**

**B. RECONVENE TO OPEN SESSION – 5:30 PM**

**C. PLEDGE OF ALLEGIANCE TO THE FLAG**

Flag Salute will be led by Eduardo Santamaria Bautista (5th grade student) from Lehigh Elementary School. Student will be introduced by Elementary Administrator Donny Brubaker.

**D. ADOPTION OF AGENDA**

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Vote by Trustees: Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

**E. RECOGNITIONS/PRESENTATIONS**

1. Measure K “Ontario-Montclair School District Repair, Student Safety, Classroom Technology Measure” Projects Update as presented by Phil Hillman, Chief Business Official: **Presentation** (Ref. E 1.1)
2. Informational Update on the Respective Efforts of the Citizen’s Advisory Committee on the Possible Renaming of De Anza Middle School as presented by Dr. James Q. Hammond, Superintendent: **Presentation** (Ref. E 2.1-2)

**F. PUBLIC COMMENTS BY ATTENDEES (BB 9323.b 5): THIS IS INCLUSIVE OF OMTA, CSEA, PARENT GROUPS, INDIVIDUAL STAFF, STUDENTS, FAMILIES, BUSINESS PARTNERS, PUBLIC AGENCIES, NON-PROFIT GROUPS, AND OTHER MEMBERS OF THE PUBLIC.**

Visitors wishing to comment on agenda items should request recognition by the Board President at the time the Board is considering the item. The Board will hear such comments by visitors before the Board members discuss the items and prior to the vote of the Board.

All individual comments shall be limited to **5 minutes**, unless the time limit is waived by action of the Board. The maximum time allowed for the Board to hear various comments on the same subject will be **15 minutes**, unless such time limit is waived by action of the Board.

The Board of Trustees welcomes comments and/or questions from visitors. Should you wish to address the Board, you may voluntarily complete a yellow speaker information form located at the table in the lobby, the auditorium podium, or obtain from the Executive Assistant to the Superintendent. The form should be submitted to the Executive Assistant **before** the Recognitions/Presentations section on the Agenda.

Per Brown Act requirements, the Board may respond briefly to public comments but cannot take Board action on anything not listed on the agenda.

1. Comments or questions from visitors on **District matters not on the agenda or agenda matters** items will be heard at this time.

**G. CONSENT CALENDAR**

(Warrant Register and contracts are included in the agenda and are provided under separate cover.)

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Vote by Trustees: Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

**a. Superintendent’s Office**

- a1. Thursday, October 3, 2019, Regular Meeting Minutes of the Board of Trustees: **Approval** (Ref. a 1.1-6)
- a2. Adoption of Resolution 2019-20-14, Board Remuneration for Trustee Alfonso Sanchez: **Approval** (Ref. a 2.1-2)

**b. Business Services**

- b1. Acceptance of Warrant Registers AP-1920-1121: **Approval** (Additional Supporting Information Available Under Separate Cover)
- b2. Purchase Orders 402895-402985: **Approval** (Additional Supporting Information Available Under Separate Cover)
- b3. Purchasing and Contracts Report 1920-03: **Approval** (Ref. b 3.1-3)
- b4. Acceptance of Gifts/Donations: **Approval** (Ref. b 4.1-2)
- b5. Rejection of Liability Claim 2019-20-001: **Approval** (Ref. b 5.1)

**c. Human Resources**

- c1. Certificated Personnel Recommendations Report #CERT1920-1121: **Approval** (Ref. c 1.1-3)
- c2. Classified Personnel Recommendations Report #CLAS1920-1121: **Approval** (Ref. c 2.1-3)
- c3. Revised Job Description for Certificated Occupational Therapist, Early Childhood Assistant, Instructional Assistant, Instructional Assistant-Behavior Intervention, Instructional Aide Learning Needs, Instructional Assistant-Orthopedic Needs, Instructional Assistant Preschool Inclusion, and Special Needs Program Assistant: **Approval** (Ref. c 3.1-29)

**d. Learning & Teaching: NONE**

**H. DISCUSSION/ACTION/PUBLIC HEARING**

**Superintendent’s Office**

- H1. Set December 12, 2019 as the Official Date for the Annual Organizational Meeting for the Ontario-Montclair School District Board of Trustees: **Approval** (Ref. H.1)

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Vote by Trustees: Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

**I. CALL OUT OF CLOSED SESSION ACTIONS**

**J. COMMENTS AND RECOMMENDATIONS BY BOARD OF TRUSTEES**

**K. COMMENTS BY THE SUPERINTENDENT**

**L. INFORMATION/ANNOUNCEMENTS**

L1. Proposed Calendar of Regular Meetings of the Board of Trustees for the 2020 Calendar Year: **Information** (Ref. L 1.1-2)

L2. 2019-2020 Williams First Quarter Findings Report: **Information** (Ref. L 2.1-2)

L3. 2019-2020 Williams First Quarter Uniform Complaint Report Summary: **Information** (Ref. L 3.1-2)

L4. Future Agenda Items  
*(Request for Board consideration must be submitted in writing and meet the criteria as indicated in Board Bylaw 9322)*

L5. Annual Organizational Board Meeting:  
**December 12, 2019 at 5:30 PM (Open Session) \***  
**Chino Basin Water Conservation District**  
**4594 San Bernardino Street, Montclair, California 91763**  
\*Time and location may change.  
Please refer to posted agenda or visit our District website.

**M. ADJOURNMENT**

Moved \_\_\_\_\_ Seconded \_\_\_\_\_

Vote by Trustees: Ayes: \_\_\_\_\_ Noes: \_\_\_\_\_ Abstain: \_\_\_\_\_

Time: \_\_\_\_\_

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# Presentations/Recognitions

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT:** **Measure K "Ontario-Montclair School District Repair, Student Safety, Classroom Technology Measure" Projects Update**

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**REQUESTED ACTION**

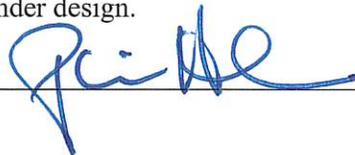
Receive for information the presentation on the Measure K "Ontario-Montclair School District Repair, Student Safety, Classroom Technology Measure" Projects Update as presented by Phil Hillman, Chief Business Official.

**BACKGROUND INFORMATION**

In November 2016, the electorate approved Measure K, the "Ontario-Montclair School District Repair, Student Safety, Classroom Technology Measure," authorizing the District to issue and sell general obligation bonds under the regulations of Proposition 39.

At the regularly scheduled board meetings on September 13, 2018 and February 7, 2019, the Board received presentations highlighting various Measure K projects. This presentation will provide updates to completed projects, projects under construction, and projects under design.

Prepared by: Phil Hillman, Chief Business Official



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**FINANCIAL IMPLICATIONS**

None.

Prepared by: Phil Hillman, Chief Business Official

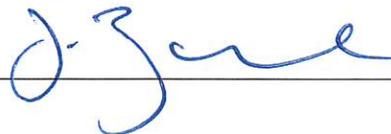


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**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board receive for information the presentation on the Measure K "Ontario-Montclair School District Repair, Student Safety, Classroom Technology Measure" Projects Update.

Approved by: James Q. Hammond, Superintendent



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## ONTARIO-MONTCLAIR SCHOOL DISTRICT

Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT: Informational Update on the Respective Efforts of the Citizen's Advisory Committee on the Possible Renaming of De Anza Middle School**

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### **REQUESTED ACTION**

No action required. Receive an informational update on the respective efforts of the Superintendent appointed Citizen's Advisory Committee on the possible renaming of De Anza Middle School.

### **BACKGROUND INFORMATION**

The Ontario-Montclair School District is excited about the expansion of dynamic and innovative programs at De Anza Middle School. In particular, the recent completion of a \$13 million Wellness, Arts and Technology Center, De Anza has implemented state-of-the art programs such as a philharmonic orchestra, multi-media lab, makerspace, expansion of world languages to include, Spanish, Arabic and Mandarin, and expanded the sports program. The District is also exploring implementing a high school credit program jointly with the Chaffey Joint Union High School District that will be housed at De Anza Middle School. Renaming De Anza Middle School could provide an opportunity to rebrand the school to encourage more neighborhood and District-wide students to enroll, thus, mitigating declining enrollment.

As per Board Policy 7310, the Superintendent was tasked with forming a Citizen's Advisory Committee to explore the possibility of renaming De Anza Middle School. As a result, the Citizen's Advisory Committee was comprised of:

- De Anza Middle School Parents
- De Anza Middle School Students
- De Anza Middle School Classified Employees
- De Anza Middle School Teachers/Counselor
- De Anza Middle School Principal
- District Office Staff
- De Anza Middle School Feeder Schools Staff and Parents
- Community Members
- San Bernardino County Superintendent of Schools Superintendent Designee
- Chaffey Community College Trustee
- City of Ontario Representative
- Also providing input and participation were the City of Ontario Mayor and City Manager

**Informational Update on the Respective Efforts of the Citizen’s Advisory Committee on the Possible Renaming of De Anza Middle School**

November 21, 2019

The Citizen’s Advisory Committee met four times: September 12, 2019, September 26, 2019, October 3, 2019 and October 31, 2019. The committee reviewed topics such as:

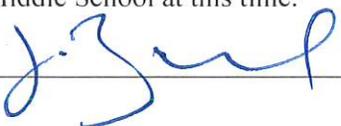
- History of De Anza Middle School
- Future Vision of De Anza Middle School
- Board Policy 7310: Naming of a Facility
- Process for Input and Recommendation
- Discuss and Analyze Pros and Cons of Possibly Renaming De Anza Middle School
- Creation of Surveys
- Review & Analyze Survey Results
- Developing Subcommittees as Needed

It was important that the committee hear the voices of those who might be impacted by a possible name change, and gather the necessary preferences, input and information that could help formulate the best recommendation to the Board. Two surveys were administered to the constituents of South Ontario and stakeholders who have ties to De Anza Middle School. The surveys were also distributed to all of the De Anza Middle School stakeholders (parents and local community members), which included parents of 5<sup>th</sup> and 6<sup>th</sup> grade students at the three feeder elementary schools and District staff.

Survey #2 culminated by asking participants their preference in suggested names for consideration:

1. De Anza Preparatory Academy
2. De Anza Preparatory Middle School
3. De Anza Academy for Advanced Studies
4. I do not want to see any name change for De Anza

Due to the significant percentage of respondents not wishing to see any name change for De Anza Middle School, the Superintendent recommends to sunset the Citizen’s Advisory Committee and not bring forward a name change recommendation for De Anza Middle School at this time.

Prepared by: James Q. Hammond, Superintendent 

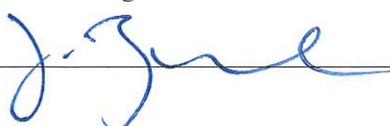
**FINANCIAL IMPLICATIONS**

None.

Reviewed by: Phil Hillman, Chief Business Official 

**SUPERINTENDENT’S RECOMMENDATION**

The Superintendent recommends the Board receive an informational update on the respective efforts of the Citizen’s Advisory Committee on the possible renaming of De Anza Middle School, sunset the Citizen’s Advisory Committee and not bring forward a name change recommendation at this time.

Approved by: James Q. Hammond, Superintendent 

# Consent Calendar

(a) Superintendent's Office

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Minutes of the October 3, 2019 Regular Meeting of the Board of Trustees**

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**REQUESTED ACTION**

Approve the Minutes of the October 3, 2019, Regular Meeting of the Board of Trustees.

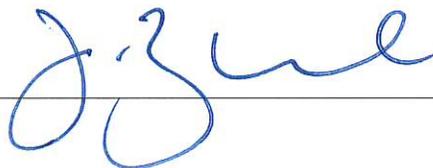
**BACKGROUND INFORMATION**

The Board of Trustees recognizes that maintaining accurate minutes of Board meetings provides a record of Board actions for use by District staff and the public. Accurate minutes also help foster public trust that Board actions are occurring in public in accordance with law.

Board Bylaw 9122 states that the Board of Trustees shall appoint the Superintendent to serve as Secretary to the Board. The Secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings.

As Secretary to the Board of Trustees, the Superintendent presents the minutes of the Regular Meeting of the Board of Trustees for October 3, 2019.

Prepared by: James Q. Hammond, Superintendent



**FINANCIAL IMPLICATIONS**

None.

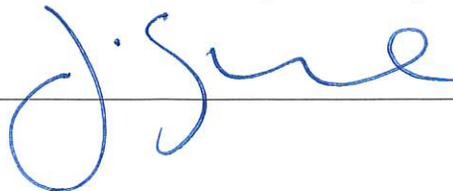
Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the Minutes of the Regular Meeting of the Board of Trustees held on October 3, 2019.

Approved by: James Q. Hammond, Superintendent



(Ref. a 1.1)

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

**REGULAR BOARD OF TRUSTEES MEETING**  
Thursday, October 3, 2019

**MINUTES**

**A. CALL TO ORDER**

A regular meeting of the Ontario-Montclair School District Board of Trustees was called to order at 6:30 PM by President Elvia M. Rivas. The meeting was held at Chino Basin Water Conservation District, Waterwise Community Center, located at 4594 San Bernardino Street, Montclair, California 91763.

**ROLL CALL**

**Trustees Present:** Elvia M. Rivas, President; Sarah S. Galvez, Vice President; Kris Brake, Clerk; and Trustees Sonia Alvarado and Alfonso Sanchez. Trustee Alfonso Sanchez arrived at 6:33 PM.

**Administrators Present:** Dr. James Q. Hammond, Superintendent; Phil Hillman, Chief Business Official (Business Services); Hector Macias, Assistant Superintendent, (Human Resources); and Irma Sanchez, Executive Assistant to the Superintendent. Tammy Lipschultz, Assistant Superintendent (Learning & Teaching) was absent.

**COMMENTS ON CLOSED SESSION ITEMS**

No comments made.

**ADJOURNED TO CLOSED SESSION**

On a motion by Trustee Galvez, seconded by Trustee Brake, the Board entered into Closed Session at 6:30 PM by a vote of 4-0-0 by the Board of Trustees. Trustee Alfonso Sanchez arrived at 6:33 PM for Closed Session.

**B. RECONVENE TO OPEN SESSION**

The Board reconvened to Open Session at 7:00 PM.

Trustee Rivas asked that the meeting be opened in memory of Montclair Councilmember Trisha Martinez who recently passed away and Serrano Middle School student, Jose Cortez who recently passed away. She asked that everyone keep their families in their thoughts.

**EMPLOYEE REPRESENTATIVES IN ATTENDANCE**

Employee Association Representatives attending the Board Meeting were California School Employees Association Chapter # 108, President Chris Vargas and Ontario-Montclair Teachers Association President John Egan.

**C. PLEDGE OF ALLEGIANCE TO THE FLAG**

Pledge of Allegiance was led by Arianna Victoria Munoz (6th grade student) from Haynes Elementary School. Student was introduced by Principal Jamemy Barnett.

**D. ADOPTION OF AGENDA**

Upon a motion by Trustee Galvez and seconded by Trustee Sanchez, the Board of Trustees **APPROVED, Adoption of Agenda**, by a unanimous, 5-0-0 vote by the Board of Trustees.

**E. RECOGNITIONS/PRESENTATIONS: NONE**

**F. PUBLIC COMMENTS BY ATTENDEES (BB 9323.b 5)**

No comments made.

**G. COMMENTS FROM EMPLOYEE REPRESENTATIVES**

1. Ontario-Montclair Teachers Association (OMTA)
2. California School Employees Association (CSEA) Chapter #108

OMTA President John Egan and CSEA President, Chris Vargas made a joint statement regarding the time change for future Board meetings, as well as the consolidation of the Public Comment and Comment from Employee Representatives portions of the agenda. They support the earlier time change which they believe will allow for more stakeholder participation. They did not support the consolidation of the agenda sections.

John Egan also commented that he was glad Governor Newsom signed AB1505 & AB1507 and spoke in favor of creating a resolution between the District and the associations in support of the Schools and Community First Initiative.

**H. CONSENT/INFORMATION CALENDAR**

On a motion by Trustee Sanchez, seconded by Trustee Brake, the Board of Trustees **APPROVED, Consent/Information**, by a unanimous vote of 5-0-0 vote by the Board of Trustees.

**a. Superintendent's Office**

**APPROVED, Agenda Item a1**, Thursday, July 25, 2019, Regular Meeting Minutes of the Board of Trustees;

**b. Business Services**

**APPROVED, Agenda Item b1**, Acceptance of Warrant Registers: Fund 01 Transmittal# 20000719-20000723, 20000735, 20000746-20000749, 20000751-20000753, 20000757-20000760, 20000762, 20000763, 20000769, 20000770, 20000773, 20000778-20000783, 20000786-20000790, 20000792, 20000796-20000808, 20000810-20000816, 20000818-20000821, 20000823-20000828, 20000830, 20000831, 20000833-20000836, 20000838-20000845, 20000847, 20000848, 20000865-20000881, 20000886, 20000887, 20000889, 20000891, 20000892, 20000896-20000902, 20000907, 20000908, 20000910-20000919, 20000921-20000929; Fund 12 Transmittal# 20000769, 20000778, 20000789, 20000799, 20000808, 20000848; Fund 13 Transmittal# 20000750, 20000769, 20000784, 20000791, 20000809, 20000822, 20000829, 20000915; Fund 21 Transmittal# 20000724-20000734, 20000736-20000742, 20000745, 20000754-20000756, 20000765, 20000772, 20000774-20000777, 20000785, 20000793, 20000794, 20000830, 20000837, 20000846, 20000849-20000864, 20000867, 20000869, 20000882-20000885, 20000888, 20000890, 20000894, 20000903-20000905, 20000920; Fund 25 Transmittal# 20000767; Fund 35 Transmittal# 20000771, 20000868; Fund 40 Transmittal# 20000743, 20000744, 20000761, 20000766, 20000768, 20000795, 20000810, 20000817, 20000832, 20000848, 20000893, 20000895,

20000902, 20000906, 20000916, 20000917; Fund 67 Transmittal# 20000758, 20000821, 20000892, and 20000909;

**APPROVED, Agenda Item b2**, Purchase Orders 402081-402296: *(additional supporting information was made available under separate cover)*;

**APPROVED Agenda Item b3**, Purchasing and Contracts Report;

**c. Human Resources**

**APPROVED, Agenda Item c1**, Certificated Personnel Recommendations Report # CERT1920-1003 Employment; Assignment, Classification, Schedule Change; Certificated Substitutes; Request for Leave of Absence; Revised Approved Leave of Absence; Variable Term Waiver; Subsequent Variable Term Waiver; Retirement, Resignation, Release and Termination;

**APPROVED, Agenda Item c2**, Classified Personnel Recommendations Report #CLA1920-1003 Employment; Assignment, Classification, Schedule Change, Additional Assignment; Classified Substitute; Short Term Assignment Classified Substitute; Request for Leave of Absence; Revised Approved Leave of Absence; Retirement, Resignation, Probationary Release and Termination; and

**d. Learning & Teaching: NONE**

**I. DISCUSSION/ACTION/PUBLIC HEARING**

**Learning & Teaching**

Upon a motion by Trustee Galvez, and seconded by Trustee Alvarado, the Board of Trustees **APPROVED, Agenda Item I1**, Adoption of Resolution 2019-20-08; Recognizing October 23-31, 2019 as Red Ribbon Week, by a vote of 5-0-0 by the Board of Trustees.

**Learning & Teaching**

Upon a motion by Trustee Galvez, and seconded by Trustee Brake, the Board of Trustees **APPROVED, Agenda Item I2**, Adoption of Resolution 2019-20-09; Recognition of Ramona Elementary School, Sultana Elementary School and Oaks Middle School as Positive Behavior Intervention and Support (PBIS) Platinum Schools; Arroyo Elementary School, Berlyn Elementary School, Central Language Academy, Corona Elementary School, Del Norte Elementary School, Edison Elementary School, El Camino Elementary School, Elderberry Elementary School, Euclid Elementary School, Hawthorne Elementary School, Haynes Elementary School, Howard Elementary School, Kingsley Elementary School, Lehigh Elementary School, Lincoln Elementary School, Mariposa Elementary School, Monte Vista Elementary School, Montera Elementary School, Moreno Elementary School, Vineyard Elementary School, Vista Grande Elementary School, Serrano Middle School, Vernon Middle School, and Vina Danks Middle School as Positive Behavior Intervention and Support (PBIS) Gold Schools and Bon View Elementary School, Buena Vista Arts-integrated, De Anza Middle School and Wiltsey Middle School as Positive Behavior Intervention and Support (PBIS) Silver Schools in the Ontario-Montclair School District, by a vote of 5-0-0 by the Board of Trustees.

**Superintendent's Office**

Upon a motion by Trustee Brake, and seconded by Trustee Alvarado, the Board of Trustees **APPROVED, Agenda Item I3**, First Reading of Board Policies (BPs), Administrative Regulations

(ARs), Board Bylaws (BBs) and Exhibits (Es) as Listed, by a vote of 5-0-0 by the Board of Trustees.  
*Additional Supporting Information Was Made Available Under Separate Cover.*

**Superintendent's Office**

BP 1100: Communication with the Public  
BP 1112: Media Relations  
AR 1312.4 & Exhibits 1-4: Williams Uniform Complaint Procedures  
BP 2121: Administration –Superintendent's Contract  
BB 9320: Meetings and Notices

**Business Services**

AR 3320: Claims and Actions Against the District  
BP 3400: Management of District Assets Accounts  
BP & AR 3551: Food Service Operations/Cafeteria Fund

**Human Resources**

AR 4117.7; 4317.7: Employment Status Reports  
BP 4119.24; 4219.24; 4319.24: Maintaining Appropriate Adult-Student Interactions  
BP & AR 4218: Dismissal/Suspension/Disciplinary Action  
BP & AR 4218.1: Dismissal/Suspension/Disciplinary Action (Merit System)  
BP 5123: Promotion/Acceleration/Retention  
BP & AR 5136: Gangs  
AR 5148: Child Care and Development

**Learning & Teaching**

BP & AR 6142.2: World Language Instruction  
AR 6145.2: Athletic Competition  
BP & AR 6174: Education For English Learners  
BP 6179: Supplemental Instruction

**J. CALL OUT OF CLOSED SESSION ACTIONS**

Hector Macias, Assistant Superintendent, Human Resources reported no action was taken in Closed Session.

**K. BOARD OF TRUSTEES COMMENTS AND RECOMMENDATIONS**

Trustee Sanchez commended Principal Jamemy Barnett for the wonderful way he introduced his student and shared that he has been impressed by all OMSD Principals who so excellently prepare speeches to introduce their students. He stated it is wonderful to learn so much about the character and accomplishments of each student. He also stated that he supports closing the meeting in memory of City of Montclair Councilmember Trisha Martinez.

Trustee Brake had no comment.

Trustee Galvez thanked everyone who attended the De Anza Ribbon Cutting Ceremony. She thanked the staff, both at the district and site level, for all their hard work on ensuring a wonderful event. She truly enjoyed the student participation. She commented this is the second ribbon cutting ceremony for OMSD and is very pleased with both events.

Trustee Alvarado commented on the De Anza Ribbon Cutting. It was a happy and joyous occasion. She also reminded everyone about the “See Something, Hear Something, Say Something” Campaign. She concluded by thanking staff for all their hard work.

**(Ref. a 1.5)**

Trustee Rivas also commented on the De Anza Ribbon Cutting Ceremony. She thanked everyone involved who helped make the event a success. She gave kudos to Craig Misso for being on time and on budget with the WAT Center project. She thanked Montclair PD for their service. Trustee Rivas reiterated that the Board meeting will close in memory of Councilmember Trisha Martinez and Serrano Middle School student Jose Cortez.

**L. SUPERINTENDENT’S COMMENTS**

Dr. Hammond echoed the sentiments of the Board on the De Anza Ribbon Cutting Ceremony. He stated the campus looked wonderful, thanks to the hard work of both certificated and classified staff. He shared the event was attended by over 300 people and there were various stakeholder representation. He stated the WAT Center at De Anza Middle School will become a crown jewel for the South Ontario Community for years to come.

Dr. Hammond shared his support of the Split Roll Tax and the restructuring of Prop 13. He supports educating and making the public aware to ensure the correct information is shared and the public is not misinformed.

He asked Irma Sanchez to share about the recent supply donations to OMSD. She commented that Purchasing and Warehouse worked hard sorting and distributing the supplies to school sites which included pallets of copy paper, composition books, backpacks, and other school supplies.

**M. INFORMATION/ANNOUNCEMENTS**

M1. Future Agenda Items

*(Request for Board consideration must be submitted in writing and meet the criteria as indicated in Board Bylaw 9322)*

M2. Next Regular Board Meeting

October 17, 2019 at 7:00 PM (Open Session) \*

Chino Basin Water Conservation District

Waterwise Community Center

4594 San Bernardino Street, Montclair, California 91763

\*Time and location may change.

Please refer to posted agenda or visit our District website.

**N. ADJOURNMENT**

On a motion from Trustee Brake and a second by Trustee Galvez, the Board Meeting adjourned at 7:31 PM, by a unanimous vote of 5-0-0 by the Board of Trustees. The Board meeting adjourned in memory of Councilmember Trisha Martinez and Serrano Middle School student Jose Cortez.

**ONTARIO-MONTCLAIR SCHOOL DISTRICT BOARD OF TRUSTEES**

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**Kristen “Kris” Brake, Board Clerk**

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**James Q. Hammond, Ed.D, Superintendent/Board Secretary**

**BOARD APPROVED:** \_\_\_\_\_

*Minutes respectfully submitted by: Irma Sanchez, Executive Assistant to the Superintendent.*

ONTARIO-MONTCLAIR SCHOOL DISTRICT  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** Adoption of Resolution 2019-20-14, Board Remuneration for Trustee Alfonso Sanchez

---

**REQUESTED ACTION**

Approve the Adoption of Resolution 2019-20-14, Board Remuneration for Trustee Alfonso Sanchez.

**BACKGROUND INFORMATION**

Education Code section 35120 and District Board Bylaw 9250(a) allow for Board members to receive pay for missed Board meeting(s) when the Board, by resolution, finds that the Board member was absent due to illness, hardship, jury duty, or performing designated duties of the district at the time and date of the meeting.

Trustee Sanchez was absent on Thursday, October 17, 2019.

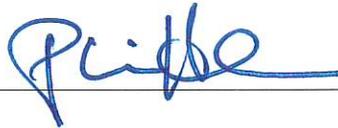
Prepared by: James Q. Hammond, Superintendent



**FINANCIAL IMPLICATIONS**

Release of regular stipend at no additional cost.

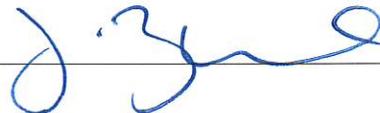
Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the Adoption of Resolution 2019-20-14, Board Remuneration for Trustee Alfonso Sanchez and authorizing full compensation for excused absence from the Regular Board Meetings of October 17, 2019.

Approved by: James Q. Hammond, Superintendent



**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

Resolution 2019-20-14

**Board Remuneration for Trustee Alfonso Sanchez**

**WHEREAS**, California Education Code §35120 states that a school board member may be paid for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board.

**AND WHEREAS**, the Governing Board of the Ontario-Montclair School District acknowledges that Trustee Alfonso Sanchez was absent from the Thursday, October 17, 2019, Regular Board of Trustees meetings;

**THEREFORE, BE IT RESOLVED**, that the Board of Trustees excuses the absence of Trustee Alfonso Sanchez from the October 17, 2019, Regular Board of Trustees meetings and authorizes full compensation to Trustee Alfonso Sanchez for his excused absence from the Regular Board Meetings.

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Dr. James Q. Hammond, Superintendent and Board Secretary

**Board Approved:**

# Consent Calendar

(b) Business Services

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT: Purchasing and Contracts Report (PCR 1920-03)**

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**REQUESTED ACTION**

Approve the contracts listed in the Purchasing and Contracts Report (PCR 1920-03).

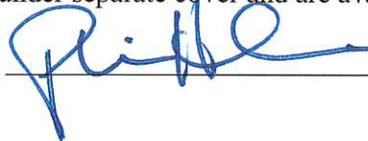
**BACKGROUND INFORMATION**

In accordance with Government Code 53060 and Education Codes 35160 and 17604, contracts must be approved by the Board of Trustees.

District staff routinely review existing contracts and bring those that need renewing to the Board for consideration.

The proposed contracts are included in the agenda under separate cover and are available for review.

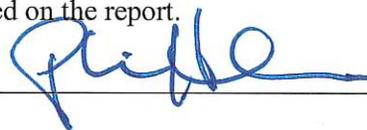
Prepared by: Phil Hillman, Chief Business Official



**FINANCIAL IMPLICATIONS**

The fiscal impact and funding source(s) are delineated on the report.

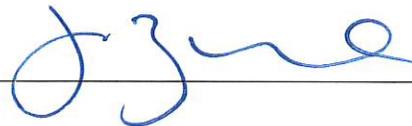
Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the contracts listed in the Purchasing and Contracts Report (PCR 1920-03).

Approved by: James Q. Hammond, Superintendent



## **Purchasing and Contracts Report (PCR 1920-03)**

November 21, 2019

The following contracts are included in the November 21, 2019 agenda and are available under separate cover:

1. Notice of Completion for PO 401348 with **M.A. OGG HEATING & AIR CONDITIONING** for air conditioning upgrades at Howard Elementary School. At final cost of \$38,875. [Originator: Purchasing/Fund: Restricted General]
2. Notice of Completion for Contract C-189-023E, Project K001 with **K&Z CABINET CO., INC.**, for the De Anza Middle School Health and Learning Center, Category 08 Casework and Finish Carpentry. At a final cost of \$71,060. [Originator: Purchasing/Fund: Building]
3. Change Order No. 1 (deductive) and Notice of Completion for Contract C-189-023H, Project K001 with **E&R GLASS CONTRACTORS, INC.**, for the De Anza Middle School Health and Learning Center, Category 12 Glass, Glazing and Storefront. At a final cost of \$245,500. [Originator: Purchasing/Fund: Building]
4. Notice of Completion for Contract C-189-023L, Project K001 with **JPI DEVELOPMENT GROUP, INC.**, for the De Anza Middle School Health and Learning Center, Category 20 Fire Sprinklers. At a final cost of \$97,000. [Originator: Purchasing/Fund: Building]
5. Notice of Completion for Contract C-189-333A, Project AF96.2 with **QUEEN CITY GLASS CO.** for the Water Line Replacement, Gas Line Installation and Secured Entry Installations at Central Language Academy and Euclid Elementary School, Category 12 Central and Euclid Secured Entry. At a final cost of \$57,065. [Originator: Purchasing/Fund: Building]
6. Contract C-190-350 with **ART SPECIALTIES** to provide four days of art instruction as well as create and install mural designs for the ASES expanded learning programs at seven schools (Berlyn, Del Norte, Edison, Howard, Lincoln, Ramona, and Vernon). Effective November 21, 2019 through June 30, 2020. Total cost of not to exceed \$30,000. [Originator: Fiscal Services/Fund: General]
7. Contract C-190-351 with **DISCOVERY EDUCATION** for Streaming K-8 License for an online system to provide engaging digital resources for students at Bon View Elementary School. Effective November 21, 2019 through June 30, 2020. Total cost not to exceed \$1,000. [Originator: Purchasing/Fund: General]
8. Award of bid and Contract C-190-355 with **TRANS WEST TRUCK CENTER** for purchase of vehicles for maintenance department. Effective November 21, 2019 through November 20, 2020. Total cost not to exceed \$160,000. [Originator: Purchasing/Fund: General]
9. Contract C-190-356 with **HIGH SOCIETY DJ** to provide DJ services for Moreno Elementary School's end-of-year and father-daughter dances. Effective April 3, 2020 through May 31, 2020. Total cost not to exceed \$595. [Originator: Business Services/Fund: Donations]
10. Contract C-190-357 with **ENGINEERING FOR KIDS- I.E. NORTH** to provide engineering workshop for students at Buena-vista Arts-Integrated. Effective January 1, 2020 through February 1, 2020. Total cost not to exceed \$450. [Originator: Business Services/Fund: Donations]
11. Contract C-190-358 with **LORI LUTTIG** to paint murals at Ramona Elementary School. Effective November 22, 2019 through May 21, 2020. Total cost not to exceed \$2,500. [Originator: Business Services/Fund: General]

**Purchasing and Contracts Report (PCR 1920-03)**

November 21, 2019

12. Contract C-190-359 with **LAFAYETTE R. DORSEY SR.** to provide services and support for SOAR, SASA, MTSS, after-school incentive programs, student interventions, restorative practices, and alternatives to student suspension, mediation services, staff support for District and site-based parent meetings/trainings and professional development/trainings to Campus Mentors District-wide. Effective November 22, 2019 through June 30, 2023. Total cost not to exceed \$40,000. [Originator: Superintendent's Office/Fund: General/Title I]
13. Contract C-190-363 with **CURRICULUM ASSOCIATES** to implement the iReady Math Diagnostic and Instruction curriculum program at Buena Vista Arts-integrated in support of student achievement. Effective September 26, 2019 through September 25, 2020. Total cost not to exceed \$4,500. [Originator: Learning & Teaching/Fund: General Restricted]
14. Contract C-190-364 with **C BELOW, INC.**, for underground utility investigation and mapping at De Anza Middle School. Effective November 1, 2019 through June 30, 2022. Total cost not to exceed \$10,000. [Originator: Facilities Planning & Operations/Fund: Building]
15. Correction to Contract C-190-260 with **OCEAN INSTITUTE** to provide outdoor educational activities for students at Ramona Elementary School. The educational activities provide experiences to strengthen the physical, social, and emotional development of students. Correction is to dates. Effective November 27, 2019 through May 23, 2020. All other properties remain the same. [Originator: Business Services/Fund: Donations/General]

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Acceptance of Gifts/Donations**

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**REQUESTED ACTION**

Approve the acceptance of gifts/donations to benefit and provide additional resources for District schools and/or programs.

**BACKGROUND INFORMATION**

In accordance with Board Policy/Administrative Regulation 3290, donations valued at \$200 or more made to the District by individuals and organizations are presented to the Board of Trustees for approval. Subject to the Board's acceptance, the Board President shall send a letter of appreciation to the group and/or individual.

The gifts listed in Exhibit A will benefit and provide additional resources for District schools and/or programs.

Prepared by: Phil Hillman, Chief Business Official



**FINANCIAL IMPLICATIONS**

All monetary/items donated become District property and at the Superintendent or designee's discretion, may be used at a particular site. The fiscal impact is identified in Exhibit A.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the acceptance of these gifts/donations.

Approved by: James Q. Hammond, Superintendent



Exhibit A

**ACCEPTANCE OF GIFTS/DONATIONS**

Submitted to the Board of Trustees for Approval on November 21, 2019

<b>Name of Donor</b>	<b>School/Department</b>	<b>Designated Use</b>	<b>Monetary/Items Donated</b>
Assemlymember Freddie Rodriguez	Euclid Elementary School	Student Use	160 backpacks <i>Estimated Value \$489</i>
Friends of OMSD	Family & Collaborative Services	Family & Collaborative Services	50 hygiene kits <i>Estimated Value \$450</i>
Inland Empire United Way	Family & Collaborative Services	Instructional Use	546 Whiteboard write-boards <i>Estimated Value \$42,480</i>
Reliance Community Church	Mission Elementary School	Instructional Use	35 cases of paper and markers <i>Estimated Value \$1,075</i>

(Ref. b 4.2)

\*For non-monetary items estimated values are provided by the donors.

ONTARIO-MONTCLAIR SCHOOL DISTRICT  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President, and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT: Rejection of Liability Claim 2019-20-001**

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**REQUESTED ACTION**

Approve Rejection of Liability Claim 2019-20-001

**BACKGROUND INFORMATION**

In accordance with Board Policy 3320, the Board of Trustees desires to ensure that the District's operations are conducted in a manner that minimizes risk, protects District resources, and promotes the health and safety of students, staff, and the public. Any and all claims for money or damages against the District shall be presented to and acted upon in accordance with law, board policy, and administrative regulation as well as the District's Joint Powers Authority (JPA) agreement or insurance coverage.

Based upon District staff investigation of the reported incidents, it is recommended the following claim be rejected:

- Claim 2019-20-001

Prepared by: Phil Hillman, Chief Business Official



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**FINANCIAL IMPLICATIONS**

None.

Reviewed by: Phil Hillman, Chief Business Official

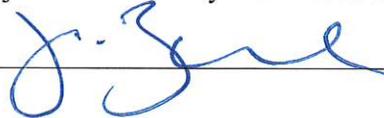


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**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends that the Board approve rejection of Liability Claim 2019-20-001.

Approved by: James Q. Hammond, Superintendent



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# Consent Calendar

(c) Human Resources

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Certificated Personnel Recommendations Report #CERT1920-1121**

---

**REQUESTED ACTION**

Approve Certificated Personnel Recommendations.

**EMPLOYMENT**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
None.		

**ASSIGNMENT, CLASSIFICATION, SCHEDULE CHANGE**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
None.		

**CERTIFICATED SUBSTITUTES**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
Angela Maestas	Substitute Teacher	10/30/2019
Ashlyn Parker	Substitute Teacher	11/04/2019

**REQUESTS FOR LEAVE OF ABSENCE**

<b><u>NAME</u></b>	<b><u>LEAVE REQUEST</u></b>	<b><u>EFFECTIVE</u></b>
Jeanette Barber	Teacher/Vista Grande Unpaid Medical Leave	11/07/2019-12/19/2019
Somaia Barsoum	Teacher/Arroyo Medical Leave	10/01/2019-11/16/2019
Margarita Bloodworth	Teacher/Sultana Medical Leave	10/08/2019-10/30/2019

**Certificated Personnel Recommendations Report #CERT1920-1121**

November 21, 2019

**REQUESTS FOR LEAVE OF ABSENCE** (continued)

<b><u>NAME</u></b>	<b><u>LEAVE REQUEST</u></b>	<b><u>EFFECTIVE</u></b>
Amy Callahan	Teacher/Hawthorne Extended Medical Leave	09/30/2019-11/12/2019
Desiree Gilbert	Teacher/Vineyard Medical Leave	10/28/2019-12/04/2019
Cynthia Hurzeler	Teacher/Wiltsey Medical Leave	10/24/2019-11/21/2019
Susie Imrich-Chavez	Teacher/El Camino Extended Medical Leave	11/10/2019-01/03/2020
Kerri Porter	Teacher/Howard Medical Leave	10/18/2019-01/04/2020
Taylor Quentin	PE Teacher/Briggs-L&T Extended Medical Leave	10/30/2019-11/18/2019
Megan Rodriguez	Intervention Teacher/Sultana FMLA Leave	11/05/2019-01/05/2020

**REVISED APPROVED LEAVE OF ABSENCE**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>APPROVED DATES</u></b>	<b><u>REVISED DATES</u></b>
None.			

**AUTHORIZATION TO TEACH OUTSIDE OF CREDENTIAL: EDUCATION CODE 44258.2**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
None.			

**VARIABLE TERM WAIVER**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
None.		



**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Classified Personnel Recommendations Report #CLA1920-1121**

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**REQUESTED ACTION**

Approve Classified Personnel Recommendations.

**EMPLOYMENT**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
Michelle Arroyo	School Office Asst. II/Lincoln 3 hours	11/12/2019
Veronica Weihs	Food Service Asst. I/Mariposa	11/12/2019

**ASSIGNMENT, CLASSIFICATION, SCHEDULE CHANGE, ADDITIONAL ASSIGNMENT**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
Renee De La Garza	Bus Driver/Transportation 7.25 hours to 7.5 hours	11/21/2019
Nadia Gutierrez Martinez	Bus Driver/Transportation 7.25 hours to 7.75 hours	11/08/2019

**CLASSIFIED SUBSTITUTES**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
Tiffany Blanco	Substitute Behavior Intervention Asst./Learning Needs/ Instructional Asst./PE Asst./Special Orthopedic Asst.	11/07/2019
Jacob Cazares	Substitute Custodian	11/06/2019
Denice Navarro	Substitute Behavior Intervention Asst./Instructional Asst./ Learning Needs/Special Orthopedic Asst.	10/31/2019
Daelene Piampracha	Substitute Behavior Intervention Asst./Clerical/ Early Childhood Education Asst./Instructional Asst./ Learning Needs Asst./Special Needs Program Asst./ Special Orthopedic Asst.	11/05/2019

**Classified Personnel Recommendations Report #CLA1920-1107**  
November 21, 2019

**SHORT TERM ASSIGNMENT CLASSIFIED SUBSTITUTES**

<b><u>NAME</u></b>	<b><u>ASSIGNMENT</u></b>	<b><u>EFFECTIVE</u></b>
None.		

**REQUEST FOR LEAVE OF ABSENCE**

<b><u>NAME</u></b>	<b><u>LEAVE REQUEST</u></b>	<b><u>EFFECTIVE</u></b>
Sylvia Buenrostro	IA-Behavior Intervention/El Camino Extended Medical Leave	11/15/2019-12/20/2019
Monica Carbajal	Health Service Asst.-Special Needs II/Lincoln Intermittent FMLA Leave	10/15/2019-05/24/2020
Amber Helm	Special Needs Program Asst./Serrano Medical Leave	10/29/2019-12/30/2019
Micaela Hernandez	School Office Asst. II/De Anza Medical Leave	11/01/2019-11/15/2019
Javier Huerta	Head Custodian/Vista Grande Intermittent FMLA Leave	10/24/2019-06/30/2020
Marisa Lipan	IA-Behavior Intervention/El Camino Medical Leave	10/30/2019-11/13/2019
Karely Ocampo	Early Childhood Education Asst. & IA-Preschool Inclusion/Sultana Medical Leave	10/04/2019-11/01/2019
Jonathan Orozco	Warehouse Worker/Warehouse Extended Medical Leave	10/03/2019-11/14/2019
Michelle Palacios	IA-Behavior Intervention FMLA Leave	10/31/2019-01/24/2020
Loretha Ray	Health Service Asst.-Special Needs II/Moreno Extended Medical Leave	10/30/2019-11/03/2019
Luisa Sanchez-Escobar	Senior Office Asst./Student & Family Support Extended Medical Leave	11/11/2019-11/13/2019
Jacqueline Smith	IA-Learning Needs/Arroyo Extended Medical Leave	09/27/2019-11/05/2019

**Classified Personnel Recommendations Report #CLA1920-1107**

November 21, 2019

**REQUEST FOR LEAVE OF ABSENCE** (continued)

<u>NAME</u>	<u>LEAVE REQUEST</u>	<u>EFFECTIVE</u>
Renee Smith	Lead Food Service Asst. I/Buena Vista Medical Leave	10/15/2019-11/08/2019
Stanley Smith	Custodian/Mission Extended Medical Leave	10/10/2019-11/21/2019

**REVISED APPROVED LEAVE OF ABSENCE**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>APPROVED DATES</u>	<u>REVISED DATES</u>
None.			

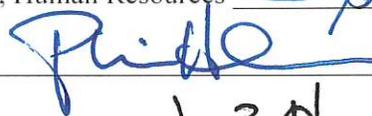
**RETIREMENT, RESIGNATION, PROBATIONARY RELEASE AND TERMINATION**

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
Christopher Campos-Quiroz	Bus Driver/Transportation	10/26/2019
Michael Hopson	General Tradesman/Briggs-Operations	01/31/2020
Vanessa Torres	Food Service Asst. I/Arroyo	11/01/2019

Prepared by: Hector Macias, Assistant Superintendent, Human Resources



Reviewed by: Phil Hillman, Chief Business Official



Approved by: James Q. Hammond, Superintendent



**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees

**FROM:** James Q. Hammond, Superintendent

**SUBJECT:** **Revised Job Descriptions for Certificated Occupational Therapist, Early Childhood Assistant, Instructional Assistant, Instructional Assistant-Behavior Intervention, Instructional Aide Learning Needs, Instructional Assistant-Orthopedic Needs, Instructional Assistant Preschool Inclusion, and Special Needs Program Assistant**

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**REQUESTED ACTION**

Approve the Revised Job Descriptions for Certificated Occupational Therapist, Early Childhood Assistant, Instructional Assistant, Instructional Assistant-Behavior Intervention, Instructional Aide Learning Needs, Instructional Assistant-Orthopedic Needs, Instructional Assistant Preschool Inclusion, and Special Needs Program Assistant.

**BACKGROUND INFORMATION**

The heightened needs of our students and ability to respond with the appropriate knowledge and skills to maintain safety, health and wellness remains a top priority. It is for this reason that several of our paraprofessional classified job descriptions have been revised to now include the requirement of cardiopulmonary resuscitation (CPR) and first-aid training.

First Aid refers to the emergency or immediate care provided when a person is injured or ill until full medical treatment is available. For minor conditions, first aid care may be enough. Important components of First Aid include:

- Dealing with cuts, scrapes, grazes, burns and other minor injuries
- Managing eye injuries of different kinds
- Immobilizing fractures, sprains and strains of joints
- Preventing choking
- Stopping excessive bleeding
- Helping unconscious patients

CPR is performed on people who have stopped breathing and do not have a pulse. The aim of CPR is to compress the chest and heart so that blood can be pumped to the brain, albeit weakly.

The decision to be trained and act appropriately with First Aid and CPR can mean the difference between life and death.

**Revised Job Description for Certificated Occupational Therapist, Early Childhood Assistant, Instructional Assistant, Instructional Assistant-Behavior Intervention, Instructional Aide Learning Needs, Instructional Assistant-Orthopedic Needs, Instructional Assistant Preschool Inclusion, and Special Needs Program Assistant**

November 21, 2019

The classifications specification are shown as indicated below:

- Exhibit A - Certificated Occupational Therapist
- Exhibit B - Early Childhood Assistant
- Exhibit C - Instructional Assistant
- Exhibit D - Instructional Assistant-Behavior Intervention
- Exhibit E - Instructional Aide Learning Needs
- Exhibit F - Instructional Assistant-Orthopedic Needs
- Exhibit G - Instructional Assistant Preschool Inclusion
- Exhibit H - Special Needs Program Assistant

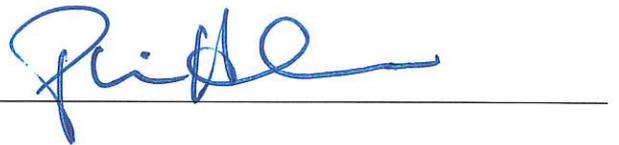
Prepared by: Hector Macias, Assistant Superintendent, Human Resources



**FINANCIAL IMPLICATIONS**

No financial impact.

Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board approve the Revised Job Description for Certificated Occupational Therapist, Early Childhood Assistant, Instructional Assistant, Instructional Assistant-Behavior Intervention, Instructional Aide Learning Needs, Instructional Assistant-Orthopedic Needs, Instructional Assistant Preschool Inclusion, and Special Needs Program Assistant.

Approved by: James Q. Hammond, Superintendent



## Exhibit A

Ontario-Montclair School District

### **CLASS SPECIFICATION Certified Occupational Therapist Assistant Range 50**

#### **GENERAL PURPOSE**

Under the direction of a registered Occupational Therapist and/or the Director of Pupil Personnel Services, the incumbent will participate as a member of the education team to treat disabled students and report on the student's progress in attaining goals and objectives. The Certified Occupational Therapist Assistant may, with prior approval, adjust specific treatment procedure in accordance with changes in student status. Employees in this classification receive limited supervision within a framework of standard policies and procedures. This job class performs a variety of activities essential to student performance in sensory processing, organization and integration motor planning and coordination, fine motor abilities and self-help judgment. This job class requires that employees meet national and state practice codes and standards as well as professional training and certification requirements.

#### **DISTINGUISHING CHARACTERISTICS**

Provide direct services to assist individuals with conditions that are mentally, physically, developmentally or emotionally disabling so that they may benefit from their basic educational program. Assist in providing direct occupational therapy services to pre-kindergarten students through 8<sup>th</sup> grade, according to individualized education plan and goals. Collaborate with district team members to assist with the assessment of children to determine the nature and extent of motor disabilities. The Certified Occupational Therapist Assistant also assists the registered Occupational Therapist in the procurement, preparation, and maintenance of materials and supplies.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Gathers data to assist in the evaluation of student needs as a basis for treatment planning. Documents evaluation results, treatment and follow up, submitting these and other required reports in a timely fashion.
2. Follows intervention plans, including measurable goals and objectives, with strategies for meeting them.
3. Implements intervention plans directly under the supervision of the Occupational Therapist.
4. Monitors student progress and performance, documents response for intervention, and consults with the Occupational Therapist regarding modification of strategies as indicated to attain goals.
5. Maintains and assists in the training of students, family, and staff in the use of adaptive equipment designed to assist students in self-care and academic activities.
6. Follows through on plans to maintain and enhance the performance of students in their natural environments.
7. Assists in developing transition plans for students moving to other environments.
8. Operate a variety of office and instructional equipment and assist pupils with use of adaptive equipment.

## **OTHER DUTIES**

1. Works cooperatively with the Occupational Therapist and classroom personnel in providing services to the student or family.
2. Assures the health and safety of student by following health and safety practices and procedures.
3. Attend a variety of meeting, workshops and in-service trainings to maintain current knowledge of special education and pediatric occupational therapy practices.
4. May assist with routine clerical duties directly related to classroom work.
5. Set up work areas and prepare materials for instructional use.

## **QUALIFICATIONS**

### **Knowledge of:**

- The intellectual, sensory and physical development of young children.
- Techniques used in the assessment and treatment of disabilities.
- Child guidance principles and practices related to children with special education needs.
- A variety of current treatment approaches appropriate to meet the student needs, instructional goals and classroom support.
- Correct English usage, punctuation, spelling grammar and math.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Record keeping and report preparation techniques.

### **Ability to:**

- Assist in the assessments of the developmental status and educational needs of children.
- Demonstrate an understanding, patient and receptive attitude toward students.
- Work collaboratively in trans-disciplinary teams.
- Work collaboratively with families
- Monitor and evaluate student progress.
- Work independently with little supervision.
- Work collaboratively to maintain detailed case records and reports.
- Work collaboratively to prepare lessons and instructional materials for students.
- Communicate effectively both orally and in writing.
- Operate a variety of office and instructional equipment including a computer and assigned software.
- Maintain confidentiality of sensitive and privileged information.
- Maintain professional behavior and appearance with all student related contacts.
- Understand and work within scope of authority and defined guidelines.
- Observe health and safety regulations.
- Administer First Aid and CPR.
- Drive a vehicle to conduct work.
- Establish and maintain effective relationships with those contacted in the course of work.
- Maintains job punctuality and regular attendance.

**Education, Training, and Experience:**

- Graduation from an approved program for occupational therapy assistants.
- Experience in a public school setting preferred.
- Two years experience as a certified occupational therapist assistant preferred.

**Licenses; Certificates; Special Requirements:**

- Certification by the American Occupational Therapy Certification Board as a Certified Occupational Therapy Assistant is required within six months of appointment.
- Possession of First Aid and CPR certificates.
- Positions in this classification require the use of a personal automobile, the possession of a valid California Class C Drivers License, and proof of current and appropriate auto insurance coverage. If required to drive a District vehicle, must be insurable at standard market rates under the District's insurance policy.
- A current Community CPR/First Aid Certificate.

**PHYSICAL AND MENTAL DEMANDS****Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; use hands to finger, handle or fell objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, couch or crawl, climb or balance, and stand for extended periods of time. The employee must be able to perform the duties of a rigorous work schedule, which includes lifting, moving and positioning students (up to adult size) in providing occupational therapy services. The employee must regularly lift and/or move up to 25 pounds, frequently lift and/or move up to 10 pound, and occasionally lift and/or move up to 50 pounds.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with district faculty, staff, parents, students and other encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works in outside weather conditions, and the noise level is usually moderate.

Board Approved:

## Exhibit B

Ontario–Montclair School District

### CLASS SPECIFICATION Early Childhood Education Assistant Range 26

#### GENERAL PURPOSE

Under general supervision, provides instruction to individual or small groups of students in assigned early childhood education programs; observes, monitors and records student performance and behavior; interacts with children and encourages positive learning; and performs related duties as assigned.

#### DISTINGUISHING CHARACTERISTICS

Early Childhood Education Assistants are responsible for providing instruction to individual or small groups of children in assigned pre-school programs to encourage and facilitate positive social and cognitive learning.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Works and interacts with individual and small groups of children in assigned early childhood education programs; encourages positive learning, eating and communication skills by modeling initiative play; assists children in recalling memories and planning their daily activities; facilitates social learning through the use of play and singing.
2. Observes children and records observations of all cognitive and physical achievements; takes anecdotal records and notes to document each child's progress and growth; confers with teaching staff regarding programs and materials to meet student needs; performs student assessments, including COR assessments.
3. Assists teaching staff in planning daily classroom activities; plans, gathers, prepares and sets up basic instructional materials; sets up work areas, displays, exhibits and bulletin boards; operates audiovisual equipment; distributes and collects materials and supplies.
4. Assists in supervising and monitoring children's activities; takes attendance; signs children in and out; supervises playground activities; may assist children entering and leaving school buses; accompanies classes on field trips.

5. Assists with lunch and snack preparations; orders and picks up meals from the cafeteria; sets out meals and utensils; sits with an assigned group of children at meals to introduce and encourage family-style eating and to model healthy eating habits.
6. Participates in home visits and parent conferences; meets with parents to remind them of field trips and special events; may provide translation for parents and teachers during conferences and meetings.
7. Performs administrative duties in support of classroom activities; duplicates materials; organizes the bulletin board; sets up and puts away equipment and toys.
8. Assists in maintaining a clean and safe learning environment; assists in cleaning the classroom; supervises children to prevent injuries; may provide basic first aid as needed; assists children in washing their hands to encourage hygienic behavior; may wash and dress children in the event of an accident; may need to diaper children with special needs.

#### **OTHER DUTIES**

1. Attends meetings, in-services, seminars and workshops as required.
2. Monitors and maintains volunteer attendance records.

#### **QUALIFICATIONS**

##### **Knowledge of:**

1. Practices and methods of instruction, care and supervision of young children.
2. Basic concepts of child development and child behavior patterns of preschool-aged children.
3. Procedures and practices of classroom and playground safety.
4. Correct English usage, including spelling, grammar and punctuation.
5. Administrative practices and procedures, including record keeping and filing practices and procedures.

##### **Ability to:**

1. Instruct and encourage learning in preschool-aged children.
2. Organize, set priorities and exercise sound judgment within areas of responsibility.
3. Organize and maintain confidential student records and files.
4. Communicate clearly and effectively orally and in writing.
5. Understand and follow written and oral instructions.

6. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.
7. Establish and maintain effective working relationships with District staff, teachers, parents, students and others encountered in the course of work.
8. Maintains job punctuality and regular attendance.

**Education, Training and Experience:**

Graduation from high school or G.E.D. equivalent and possession of Competency certificate; and at least one year of experience working with preschool-age children in an organized setting; or some combination of education, training and experience that produces the requisite knowledge and ability.

**Licenses; Certificates; Special Requirements:**

Completion of six post-secondary semester units or equivalent quarter units in early childhood education or child development from an accredited or approved college or university, which includes courses in child or human growth and development, child and family or child, family and community program curriculum.

The Child Development Assistant Permit is issued for five (5) years and is renewable for successive five-year periods. Renewable requires completion of one-hundred and fifty (150) hours of professional growth.

Upon acceptance of the District's offer of employment, new hires may be required to complete a baseline physical examination prior to the first day of employment.

A current Community CPR/First Aid Certificate.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; use hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl, climb or balance and lift up to 30 pounds.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with District faculty, staff, parents, students and others encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works in a classroom setting, and the noise level is generally quiet.

Board Approved:

## Exhibit C

### Ontario–Montclair School District

#### **CLASS SPECIFICATION**

Instructional Assistant

Range 29

#### **GENERAL PURPOSE**

Under general supervision, provides instruction to individual or small groups of students in assigned subject-matter areas to reinforce classroom lessons; observes, monitors and records student behavior and performance; assists teachers in maintaining student academic and attendance records; and performs related duties as assigned.

#### **DISTINGUISHING CHARACTERISTICS**

Instructional Assistants are responsible for tutoring and providing instruction to individual and small groups of students to reinforce classroom lessons and improve remedial skill areas. Work assigned to an Instructional Assistant requires knowledge of subject areas applicable to an area of assignment and the ability to provide instruction to others in an effective manner.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Works with and tutors individual and small groups of children in assigned subject matter areas to reinforce class lessons, improve the level of remedial skill areas and assist students in completing class and home work assignments; monitors students while they are completing drills, practices and assignments; assists with and supervises students working at classroom learning centers.
2. Observes, monitors and records student performance and behavior; assesses a student's learning needs based on their performance in individual or group tutoring sessions; meets with teachers to discuss progress and determine lesson needs; prepares progress reports and schedules parent conferences as needed.
3. May work with students in small groups or on an individual basis in reading and writing to improve students' literacy skills and abilities using structured lesson plans and phonics inventory strategies; may perform guided reading and use instructional materials to aid the learning process; supervises students as they complete assignments.
4. Assists in and administers testing and scoring of examinations and class and home work assignments; distributes and collects assignments and tests; corrects and records grades; posts student assignments; may assist with and proctor CELDT, CAT, Star, SABE, Woodcock-Munoz and SAT 9 testing for student placement purposes; may score and enter data in the student information system for Woodcock-Munoz testing.
5. May coordinate and administer various reading programs, such as Reading for Mastery, Corrective Reading, Read Naturally, EIP, STARS, Accelerated Reading and Success for All; maintains student progress folders; completes pre- and post-assessments and evaluations; prepares and maintains inventory of instructional materials, supplies and equipment.

(Ref. c 3.10)

6. Administers the Target Teach program; prints and scores Target Teach scantrons; monitors student testing on computers; generates and distributes Target Teach results and reports to teachers and administrators; data enters grades and scores; attends regular program meetings.
7. Prepares, organizes and maintains student record files; maintains attendance, daily activity and exercise records; signs students in and out of class.
8. Assists teaching staff in preparing lesson plans and conducting class lessons; may be asked to co-teach the class as needed or provide instruction on specific subject matter areas; may conduct lessons using specialized math equipment; provides instruction to students on use of calculators.
9. With teacher guidance and direction, prepares lessons, instructional materials, packets and homework assignments; reviews, checks and corrects assignments.
10. With teacher guidance and direction, prepares educational materials and equipment for classroom use; operates instructional equipment; sets up and prepares classroom bulletin boards, work areas, displays and exhibits; checks in and out student supplies and materials; maintains inventory of books, audiovisual and other classroom materials.
11. Oversees student activities and assists in observing and controlling student behavior; assists with student discipline and conflict resolution; covers the classroom as needed; supervises students during nutrition breaks and yard time; escorts students as needed; accompanies classes on field trips to assist in supervising students.
12. Performs general clerical duties in support of the classroom; duplicates and files student documents and records; answers the classroom phone and places calls for the teacher; type letters and memos; sends faxes; creates new files and alphabetizes records; laminates materials; runs errands and makes deliveries for the teacher.
13. Coordinates meeting arrangements; provides translation for parents and teachers during conferences, meetings and interviews; provides refreshments.
14. Assists in maintaining a clean and orderly learning environment to ensure the health and safety of students; assists in cleaning the classroom and class supplies and equipment.

#### **OTHER DUTIES**

1. Attends meetings, in-services, seminars and workshops as required.
2. Assists with school book fairs as needed.
3. Performs general clerical duties in support of the program.
4. Plans and implements daily parent workshops in basic English usage and curriculum objectives to facilitate a more productive home study environment; provides and teaches basic English usage to parents; researches and organizes workshop lessons and prepare lesson materials.
5. Enrolls and schedules students in extended learning classes.
6. Assist with delivering books and materials to classroom at the beginning of the school year.
7. Organizes, maintains and runs a school's book nook; maintains cleanliness; maintains inventory.
8. Plans and coordinates a school's fine and performing arts program; prepares and distributes materials for Art Masters program to classrooms; posts and maintains Art Masters schedule; acts as liaison

between Art Masters teachers and staff; evaluates and selects promotional fine arts solicitations and distributes accordingly; oversees auditions and directs student performances.

## **QUALIFICATIONS**

### **Knowledge of:**

1. Assigned subject matter areas, including mathematics, grammar, spelling, language, reading, history and science.
2. Methods, practices and techniques of improving student literacy through specialized structured lesson plans, teaching techniques and instructional materials.
3. Methods and practices of child instruction and tutoring.
4. Correct English usage, including spelling, grammar and punctuation.
5. Administrative practices and procedures, including record keeping and filing practices and procedures.

### **Ability to:**

1. Operate a computer and other standard office equipment.
2. Organize, set priorities and exercise sound judgment within areas of responsibility.
3. Organize and maintain confidential student records and files.
4. Communicate clearly and effectively orally and in writing.
5. Understand and follow written and oral instructions.
6. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.
7. Establish and maintain effective working relationships with District staff, teachers, parents, students and others encountered in the course of work.

### **Education, Training and Experience:**

The applicant must have one of the following: Associates degree (or higher) from an accredited institution of higher learning or 48 semester transferable units or successfully completed a District approved test i.e.; (CODESP, or CBEST); Applicants must also include a verification of High School diploma/G.E.D if Associates degree is not submitted. Possession of the knowledge and abilities listed above.

### **Licenses; Certificates; Special Requirements:**

Upon acceptance of the District's offer of employment, new hires may be required to complete a baseline physical examination prior to the first day of employment.

A current Community CPR/First Aid Certificate.

## **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; use hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl, climb or balance and lift up to 30 pounds.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

### **Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with District faculty, staff, parents, students and others encountered in the course of work.

## **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works in a classroom setting, and the noise level is generally quiet.

Board Approval:

## **Exhibit D**

### **Ontario–Montclair School District**

#### **CLASS SPECIFICATION** **Instructional Assistant – Behavior Intervention** Range 29

##### **GENERAL PURPOSE**

Under general supervision, provides instruction to individual or small groups of students with behavioral challenges in accordance with the prescribed course of instruction; observes, monitors and records student behavior and performance; assists teachers in maintaining student academic and attendance records; and performs related duties as assigned.

##### **DISTINGUISHING CHARACTERISTICS**

Instructional Assistants – Behavior Intervention are responsible for tutoring and providing instruction to individual and small groups of students with behavioral challenges in a special day class, resource specialist classroom and/or the general education classroom. They may be required to monitor and redirect student progress regarding inappropriate behaviors and performance; support acquisition of appropriate skills and behaviors; assist in meeting special needs which may include feeding and toileting students; perform a variety of responsible and specialized tasks in the physical care and classroom instruction of students with disabilities; administer Intensive Behavior Intervention methods based on the Applied Behavior Analysis (ABA) model to identified Special Education students; and perform a variety of clerical duties as assigned.

Instructional Assistants – Behavioral Intervention are distinguished from Instructional Assistants in that incumbents in the former class specialize in providing instruction and tutoring to students with special behavioral challenges, including but not limited to, Autism.

##### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Supports instruction to individuals or small groups of students with special needs as assigned.
2. Assists students in prescribed learning activities.
3. Monitors student conduct and utilizes approved behavior management techniques to redirect and modify inappropriate behaviors.
4. Administers one-on-one ABA-based Intensive Behavior Intervention methods to designated students in a school setting as directed by supervisor or other specialist.
5. Participates in Intensive Behavior Intervention staff development in-services.
6. Implements documented therapy plans for Intensive Behavior Intervention treatment.
7. Monitors, observes and reports behavioral data of students according to approved procedures.
8. Assists students upon arrival and departure at school and throughout the school day.

9. Assists students by providing appropriate modeling, emotional support, a friendly attitude, and general guidance.
10. Communicates with teachers and assigned staff regarding student progress and needs.
11. Assists students with washing, eating, toileting, and other personal care needs.
12. Assists students in learning proper personal hygiene and in developing self-sufficiency.
13. Maintains activity rooms, equipment, and utensils.
14. Assists teacher in supervision of assigned students in physical and instructional activities.
15. Performs related tasks as required

### **OTHER DUTIES**

1. Attends a variety of meetings, workshops and seminars as requested.
2. Assists teachers in mainstream classrooms with special education students as needed.
3. Assists in preparing student rosters.

### **QUALIFICATIONS**

#### **Knowledge of:**

1. Personal needs and behavior characteristics of children with disabilities, including special needs and requirements of students with autism.
2. Instructional accommodations and modifications for students with disabilities.
3. Intensive Behavior Intervention methods and techniques.
4. Correct English usage, including spelling, grammar and punctuation.
5. Administrative practices and procedures, including record keeping and filing practices and procedures.
6. Interpersonal skills using tact, patience, and courtesy.

#### **Ability to:**

1. Operate a computer and other standard office equipment.
2. Organize, set priorities and exercise sound judgment within areas of responsibility.
3. Organize and maintain confidential student records and files.
4. Implement behavior management techniques used with individuals with special needs.
5. Implement training techniques and chart behavior as directed by a teacher/specialist.
6. Communicate clearly and effectively orally and in writing.
7. Understand and follow written and oral instructions.
8. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.
9. Establish and maintain effective working relationships with District staff, teachers, parents, students and others encountered in the course of work.
10. Maintains job punctuality and regular attendance.

#### **Education, Training and Experience:**

The applicant must have one of the following: Associates degree (or higher) from an accredited institution of higher learning, or 48 semester transferable units, or successfully completed a District approved test (e.g. CODESP). Applicants must also include a verification of High School diploma/G.E.D if Associates degree is not submitted. Possession of the knowledge and abilities listed above.

**(Ref. c 3.15)**

**Licenses; Certificates; Special Requirements:**

Upon acceptance of the District's offer of employment, new hires may be required to complete a baseline physical examination prior to the first day of employment.

A current Community CPR/First Aid Certificate.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear both in person and by telephone; use hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl, climb or balance and lift up to 30 pounds.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with District faculty, staff, parents, students and others encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee works in a classroom setting, the noise level may vary.

Board Approved:

## **Exhibit E**

**Ontario–Montclair School District**

### **CLASS SPECIFICATION Instructional Assistant – Learning Needs Range 29**

#### **GENERAL PURPOSE**

Under general supervision, provides instruction to individual or small groups of students with disabilities in accordance with the prescribed course of instruction; observes, monitors and records student behavior and performance; assists teachers in maintaining student academic and attendance records; and performs related duties as assigned.

#### **DISTINGUISHING CHARACTERISTICS**

Instructional Assistants – Learning Needs are responsible for tutoring and providing instruction to individual and small groups of students with disabilities. Work assigned to an Instructional Assistant – Learning Needs requires working with students with disabilities in the prescribed course of instruction in accordance with and the ability to provide instruction to others in an effective manner and meet IEP goals.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Works with and tutors individual and small groups of children with disabilities in a classroom to reinforce class lessons, improve the level of skill areas and assist students in completing class and home work assignments; monitors students while they are completing drills, practices and assignments; assists with and supervises students working at classroom learning centers; may provide translation for students during class lessons to reinforce understanding.
2. Observes, monitors and records student performance and behavior; assists teachers with student assessments and provides recommendations to teachers on methods to differentiate instruction among diverse learners.
3. Assists in, proctors and administers testing and scoring of examinations and class and home work assignments; distributes and collects assignments and tests; corrects and records grades; posts student assignments; assists with preparing student progress reports;
4. Maintains student records of attendance, grades and test scores; signs students in and out of class.

5. Assists teachers in preparing lesson plans and conducting class lessons; work with small group instruction.
6. Assists in preparing paperwork in connection with student IEP's; prepares and distributes reports to mainstream faculty in regards to a student's IEP; notifies parents of IEP meetings; may assist teachers and nurses with home visits.
7. With teacher guidance and direction, prepares educational materials and equipment for classroom use; operates instructional equipment; sets up and prepares classroom bulletin boards, work areas, displays and exhibits; checks in and out student supplies and materials; maintains inventory of books, audiovisual and other classroom materials; submits orders for classroom supplies.
8. Oversees student activities and assists in observing and controlling student behavior; assists with student discipline and conflict resolution; assists with supervision of students during nutrition breaks and recess; escorts students as needed; accompanies classes on field trips to assist in supervising students.
9. Performs general clerical duties in support of the classroom; duplicates and files student documents and records; answers the classroom phone and places calls for the teacher ;creates new files and alphabetizes records; laminates materials
10. Assists in maintaining a clean and orderly learning environment to ensure the health and safety of students;.

#### **OTHER DUTIES**

1. Attends a variety of meetings, workshops and seminars as requested.
2. Assists teachers in mainstream classrooms with special education students as needed.
3. Assists in preparing student rosters.

#### **QUALIFICATIONS**

##### **Knowledge of:**

1. Assigned subject matter areas, including mathematics, grammar, spelling, language, reading, history and science.
2. Methods and practices of child instruction and tutoring.
3. Correct English usage, including spelling, grammar and punctuation.
4. Administrative practices and procedures, including record keeping and filing practices and procedures.

##### **Ability to:**

1. Operate a computer and other standard office equipment.
2. Organize, set priorities and exercise sound judgment within areas of responsibility.
3. Organize and maintain confidential student records and files.
4. Communicate clearly and effectively orally and in writing.
5. Understand and follow written and oral instructions.
6. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.
7. Establish and maintain effective working relationships with District staff, teachers, parents, students and others encountered in the course of work.
8. Maintains job punctuality and regular attendance.

**Education, Training and Experience:**

Must have a Certificate of Competency; In addition the applicant must have one of the following: Associates degree (or higher) from an accredited institution of higher learning, or 48 semester transferable units or successfully completed a District approved test ie; (CODESP, or CBEST); Applicants must also include a verification of High School diploma/G.E.D if Associates degree is not submitted. Possession of the knowledge and abilities listed above.

Upon acceptance of the District's offer of employment, new hires may be required to complete a baseline physical examination prior to the first day of employment.

**Licenses; Certificates; Special Requirements:**

A current Community CPR/First Aid Certificate.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; use hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl, climb or balance and lift up to 30 pounds.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

**Mental Demands**

(Ref. c 3.19)

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with District faculty, staff, parents, students and others encountered in the course of work.

#### **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works in a classroom setting, and the noise level is generally quiet.

Board Approval:

## Exhibit F

Ontario–Montclair School District

### CLASS SPECIFICATION Instructional Assistant – Special Orthopedic Needs Range 29

#### GENERAL PURPOSE

Under general supervision, provides instruction and tutors individual and small groups of students in assigned special education programs with physical disabilities in various subject-matter areas to reinforce classroom lessons; observes, monitors and records student performance and behavior; performs administrative functions in support of classroom activities; and performs related duties as assigned.

#### DISTINGUISHING CHARACTERISTICS

Instructional Assistants – Special Orthopedic Needs are responsible for providing, under the guidance and direction of a classroom teacher, instruction and tutoring on various subjects to students with physical disabilities in assigned special education programs. Work assigned to an Instructional Assistant – Special Orthopedic Needs requires knowledge of subject areas applicable to an area of assignment and the ability to provide instruction to students with disabilities in an effective manner.

Instructional Assistants – Special Orthopedic Needs are distinguished from Instructional Assistants in that incumbents in the former class are assigned to work with students with physical disabilities.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Works with and tutors individual and small groups of children in assigned special education programs in various subject matter areas to reinforce class lessons and assist students in completing class and home work assignments; reads with groups of students; directs the activities of small groups of students; supervises students working in classroom learning centers.
2. Observes, monitors and records student performance and behavior; assesses a student's learning needs based on their performance in individual or group tutoring sessions; meets with teachers to check on student progress, obtain grades and clarify assignments; confers with specialists on programs and materials to meet students individual needs.
3. Oversees student activities and assists in observing and controlling student behavior; assists with student discipline and conflict resolution; assists in keeping students focused and on-track; monitors student behavior and reports progress and problems to teaching staff; implements behavior management plans set by the teacher; covers the classroom as needed; supervises students during nutrition breaks; escorts students as needed; accompanies classes on field trips to assist students; assists students in entering and leaving school buses and moving around campus, including pushing wheelchairs, opening and closing walkers, working with braces and lifting children and equipment; takes students to physical therapy department for equipment adjustments.
4. Under teacher guidance and direction, prepares homework assignments and packets according to student needs; corrects student assignments and records grades; distributes and collects papers and supplies; assists in administering subject and assessment examinations to students.
5. Prepares basic instructional materials for lesson use; prepares modifies handouts and materials; sets up and prepares classroom bulletin boards, work areas, displays and exhibits.

(Ref. c 3.21)

6. Takes attendance and maintains students records of attendance, grades and test scores; keeps track of assignments turned in by students.
7. Performs general clerical duties in support of the classroom; duplicates and files student materials and records; types various correspondence and documents; collates and laminates materials; maintains confidential documents; ensures there are enough supplies for students to use.
8. Attends regular staff, in-service and IEP meetings.
9. Assists in maintaining a clean and orderly learning environment to ensure the health and safety of students; assists in cleaning and straightening the classroom; assists with student personal hygiene and grooming needs including toileting and toilet training, eating, changing diapers and clothes in the event of accidents.

#### **OTHER DUTIES**

1. Assists teachers with special projects and programs.
2. May provide basic first aid to students as needed.

#### **QUALIFICATIONS**

##### **Knowledge of:**

1. Methods and practices of child guidance, especially as it relates to special education students.
2. Basic subject matter areas taught in District schools, including mathematics, grammar, spelling, language and reading.
3. Procedures and practices of classroom and playground safety.
4. Conflict resolution methods and techniques.
5. Correct English usage, including spelling, grammar and punctuation.
6. Administrative practices and procedures, including record-keeping and filing practices and procedures.

##### **Ability to:**

1. Assist students in developing self-help, social and daily living skills, including eating, dressing, toileting and personal grooming.
2. Recognize individual student learning needs and adapt materials and homework assignments to facilitate learning.
3. Operate a computer and other standard office equipment.
4. Organize, set priorities and exercise sound judgment within areas of responsibility.
5. Organize and maintain confidential student records and files.
6. Communicate clearly and effectively orally and in writing.
7. Understand and follow written and oral instructions.
8. Lift, restrain and discipline students according to approved policies and procedures.
9. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.
10. Establish and maintain effective working relationships with District staff, teachers, parents, students and others encountered in the course of work.

**Education, Training and Experience:**

The applicant must have one of the following: Associates degree (or higher) from an accredited institution of higher learning, or 48 semester transferable units or successfully completed a District approved test ie; (CODESP, or CBEST); Applicants must also include a verification of High School diploma/G.E.D if Associates degree is not submitted. Possession of the knowledge and abilities listed above.

Possession of the knowledge and abilities listed above and at least one year of experience working with special education children in an organized, educational environment.

**Licenses; Certificates; Special Requirements:**

Upon acceptance of the District’s offer of employment, new hires must be required to complete a baseline physical examination prior to the first day of employment.

A current Community CPR/First Aid Certificate.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; use hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl, climb or balance and lift up to 100 pounds with appropriate assistance.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with District faculty, staff, parents, students and others encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee works in a classroom setting, and the noise level is generally quiet.

Board Approval:

## Exhibit G

Ontario–Montclair School District

### CLASS SPECIFICATION Instructional Assistant- Preschool Inclusion

Range 29

#### GENERAL PURPOSE

Under general supervision, provides instruction to individual or small groups of students in regular education and students with learning disabilities in an inclusion preschool class in accordance with the prescribed course of instruction; observes, monitors and records student behavior and performance; assists teachers in maintaining student academic and attendance records; and performs related duties as assigned.

#### DISTINGUISHING CHARACTERISTICS

Preschool Inclusion Instructional Assistants are responsible for tutoring and providing instruction to individuals and small groups of students in regular education and students with learning disabilities in an inclusion preschool class. Work assigned to a Preschool Inclusion Instructional Assistant requires knowledge of working with students with special learning needs as well as regular education students.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Works with and tutors individual and small groups of regular education students and students with learning disabilities in a classroom to reinforce class lessons, improve the level of remedial skill areas and assist students in completing class assignments; monitors students while they are completing drills, practices and assignments; assists with and supervises students working at classroom learning centers; may provide translation for students during class lessons to reinforce understanding.
2. Observes, monitors and records student performance and behavior; assesses a student's learning needs based on their performance in individual or group tutoring sessions; takes anecdotal records and notes to document each child's progress and growth; assists teachers with student assessments and provides recommendations to teachers on methods to differentiate instruction among diverse learners.
3. Assists teaching staff in planning daily classroom activities, plans, gathers, prepares and sets up basic instructional materials; sets up work areas, displays, exhibits and bulletin boards; operates audiovisual equipment; distributes and collects materials and supplies.
4. Assists in supervising and monitoring children's activities; takes attendance; signs children in and out; supervises playground activities; may assist children entering and leaving school buses' accompanies classes on field trips.
5. Assists with lunch and snack preparations; orders and picks up meals from the cafeteria; sets out meals and utensils; sits with an assigned group of children at meals to introduce and encourage family-style eating and to model healthy eating habits.
6. With teacher guidance and direction, prepares educational materials and equipment for classroom use; operates instructional equipment; sets up and prepares classroom bulletin boards, work areas,

(Ref. c 3.24)

displays and exhibits; checks in and out student supplies and materials; maintains inventory of books, audiovisual and other classroom materials; submits orders for classroom supplies.

7. Oversees student activities and assists in observing and controlling student behavior; assists with student discipline and conflict resolution; covers the classroom as needed; supervises students during nutrition breaks and yard time; escorts students as needed; accompanies classes on field trips to assist in supervising students.
8. Performs general clerical duties in support of the classroom; duplicates and files student documents and records; answers the classroom phone and places calls for the teacher; types letters and memos; sends faxes; creates new files and alphabetizes records; laminates materials; runs errands and makes deliveries for the teacher.
9. Coordinates meeting arrangements; provides translation for parents and teachers during conferences, meetings and interviews.
10. Assists in maintaining a clean and orderly learning environment to ensure the health and safety of students; assists in cleaning the classroom and class supplies and equipment; supervises children to prevent injuries; may provide basic first aid as needed; assists children in washing their hands to encourage hygienic behavior; may wash and dress children in the events of an accident; may need to diaper children.

#### **OTHER DUTIES**

1. Attends a variety of meetings, workshops and seminars as requested.
2. Assists teachers in mainstream classrooms with special education students as needed.
3. Assists in preparing student rosters.

#### **QUALIFICATIONS**

##### **Knowledge of:**

1. Practices and methods of instruction, care and supervision of young children.
2. Basic concepts of child development and child behavior patterns of preschool-aged children.
3. Procedures and practices of classroom and playground safety.
4. Correct English usage, including spelling, grammar and punctuation.
5. Administrative practices and procedures, including record keeping and filing practices and procedures.

##### **Ability to:**

1. Operate a computer and other standard office equipment.
2. Instruct and encourage learning in preschool-aged children.
3. Organize, set priorities and exercise sound judgment within areas of responsibility.
4. Organize and maintain confidential student records and files.
5. Communicate clearly and effectively orally and in writing.
6. Understand and follow written and oral instructions.
7. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.
8. Establish and maintain effective working relationships with District staff, teachers, parents, students and others encountered in the course of work.
9. Maintains job punctuality and regular attendance.

#### **Education, Training and Experience:**

The applicant must have one of the following: Associates degree (or higher) from an accredited institution of higher learning, or 48 semester transferable units or successfully completed a District approved test i.e.

(Ref. c 3.25)

(CODESP, or CBEST). Applicants must also include a verification of High School diploma/G.E.D if Associates degree is not submitted. Possession of the knowledge and abilities listed above. Crisis Prevention Intervention (CPI) Certification or ProACT Certification or ability to earn certification within 90 days of employment

**Licenses; Certificates; Special Requirements:**

Completion of 12 post-secondary semester units or equivalent quarter units in early childhood education or child development from an accredited or approved college or university which includes courses in child or human growth and development, child and family or child, family and community program curriculums. Must possess a valid First Aid & Infant/Child CPR certificates.

The Child Development Assistant Permit is issued for five (5) years and is renewable for successive five-year periods. Renewable requires completion of one-hundred and fifty (150) hours of professional growth.

Upon acceptance of the District's offer of employment, new hires may be required to complete a baseline physical examination prior to the first day of employment.

A current Community CPR/First Aid Certificate.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; use hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl, climb or balance and lift up to 30 pounds.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with District faculty, staff, parents, students and others encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The employee works in a classroom setting, and the noise level varies.

Board Approved:

## Exhibit H

Ontario–Montclair School District

### CLASS SPECIFICATION Special Needs Program Assistant Range 29

#### GENERAL PURPOSE

Under general supervision, assists in the physical care of students with severe mental and/or physical disabilities; and performs related duties as assigned.

#### DISTINGUISHING CHARACTERISTICS

This class is distinguished from classes in the Instructional Assistant series in that incumbents of this class are primarily concerned with assisting and caring for the physical needs of severely disabled students.

#### ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class. There will typically be an assigned schedule for these duties.

1. Assists with student personal hygiene and grooming needs, including toilet training and changing diapers and clothes in the event of accidents.
2. Assists students with eating and other personal physical needs; assists students with the use of wheelchairs, walkers, gait trainers and lifts.
3. Assists students in boarding and exiting of school buses and vans; assists school bus drivers as needed.
4. Assists students in accessing and departing school sites; assists students in the utilization of school site facilities.
5. Assists teachers in lunchroom and playground supervision.
6. Assists in keeping facilities neat, clean and safe.
7. Following approved training and District policies, provides emergency medical first aid to severely disabled students.
8. Assists teachers in the implementation of a functional skills curriculum specially designed for severely handicapped students.

(Ref. c 3.27)

## **QUALIFICATIONS**

### **Knowledge of:**

1. Procedures and practices of classroom and playground safety.
2. Conflict resolution methods and techniques.
3. Correct English usage, including spelling, grammar and punctuation.
4. Basic first aid methods and practices.

### **Ability to:**

1. Assist students in developing self-help, social and daily living skills, including eating, dressing, toileting and personal grooming.
2. Organize, set priorities and exercise sound judgment within areas of responsibility.
3. Communicate clearly and effectively orally and in writing.
4. Understand and follow written and oral instructions.
5. Lift, restrain and discipline students according to approved policies and procedures.
6. Use tact, discretion, courtesy and patience in dealing with sensitive and difficult students and situations.
7. Establish and maintain effective working relationships with District staff, teachers, parents, students and others encountered in the course of work.

### **Education, Training and Experience:**

Graduation from high school or G.E.D. equivalent with Certificate of Competency; and at least one year of experience working with special education children in an organized setting; or some combination of education, training and experience that produces the requisite knowledge and ability.

### **Licenses; Certificates; Special Requirements:**

Upon acceptance of the District's offer of employment, new hires must be required to pass a baseline physical examination prior to the first day of employment.

A current Community CPR/First Aid Certificate.

## **PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

(Ref. c 3.28)

**Physical Demands**

While performing the duties of this class, an employee is regularly required to stand, walk and sit; talk or hear, both in person and by telephone; use hands to finger, handle or feel objects or controls; reach with hands and arms. An employee also is regularly required to stoop, kneel, bend, crouch or crawl, climb or balance and lift up to 100 pounds with appropriate assistance.

Specific vision abilities required by this job include close vision, distance vision, depth perception, color vision and the ability to adjust focus.

**Mental Demands**

While performing the duties of this class, the employee is regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; observe and interpret people and situations; use basic math; learn and apply new information or skills; work under intensive deadlines and interact with District faculty, staff, parents, students and others encountered in the course of work.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee works in a classroom setting, and the noise level is generally quiet.

Board Approval:

# Consent Calendar

(d) Learning & Teaching

Consent Calendar: (d) Learning & Teaching

**NONE**

# Discussion/Action/Public Hearing

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**

Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **Set December 12, 2019 as the Official Date for the Annual Organizational Meeting for the Ontario-Montclair School District Board of Trustees**

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**REQUESTED ACTION**

Approve to Set December 12, 2019 as the official date for the Annual Organizational Meeting for the Ontario-Montclair School District Board of Trustees.

**BACKGROUND INFORMATION**

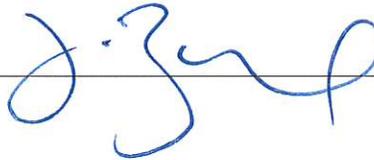
Education Code sections 5017, 35143, and 72000(c)(2)(A) require governing boards hold an annual organizational meeting and each Board member be notified of the date and time selected. The organizational meeting for election of officers and meeting dates for calendar year 2020 must be held at the first Board meeting within 15 days commencing with and including the first Friday in December (December 6 to December 20, 2020). The organizational meeting date must be selected at any regular meeting prior to the first day of this 15-day period.

The November 21, 2019 Regular Meeting date, meets the Education Code timeline for selecting a date for the Annual Organizational Board Meeting and authorizes Superintendent James Q. Hammond to submit the required Organizational Meeting forms to the San Bernardino County Superintendent of Schools.

The Annual Organization Board Meeting includes election of President, Vice President, Clerk, Legislative Representative, Representative to County Committee on School District Organization, and an Alternate Representative for the County Committee on School District Organization.

At the December organizational meeting, the Board of Trustees will also review and set dates for Board Meetings for the upcoming calendar year. The proposed dates for 2020 Board meetings will be submitted in draft format at the Regular Meeting of November 21, 2019.

Prepared by: James Q. Hammond, Superintendent



**FINANCIAL IMPLICATIONS**

None.

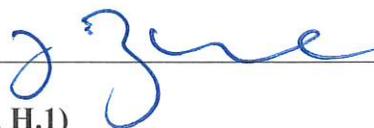
Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board Set December 12, 2019 as the Official Date for the Annual Organizational Board Meeting for the Ontario-Montclair School District Board of Trustees.

Approved by: James Q. Hammond, Superintendent



(Ref. H.1)

# Information/Announcements

ONTARIO-MONTCLAIR SCHOOL DISTRICT  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** Proposed Calendar of Regular Meetings of the Board of Trustees for the 2020 Calendar Year

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**REQUESTED ACTION**

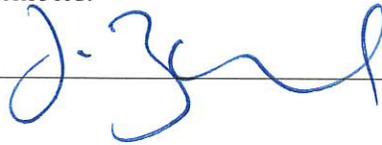
Receive for Information the Proposed Calendar of Regular Meetings of the Board of Trustees for the 2020 Calendar Year.

**BACKGROUND INFORMATION**

Each year, at the Annual Organizational Board Meeting, the Board of Trustees establishes a calendar of meetings for the next calendar year. The Board of Trustees is receiving a DRAFT of the proposed 2020 Board meeting dates in preparation for the Annual Organizational Meeting. A schedule of proposed meeting dates is shown as Exhibit A. The proposed calendar will be presented to the Board of Trustees for consideration at the December Annual Organizational Meeting.

It has been District practice that two (2) meetings are scheduled each month, with the exception of occasionally March and April and routinely January, August, September and December, when only one meeting is scheduled. Exceptions are made to the Board meeting schedule for these months based on agenda needs, holiday observances, or vacation schedules for Board and staff members.

Prepared by James Q. Hammond, Superintendent



**FINANCIAL IMPLICATIONS**

None.

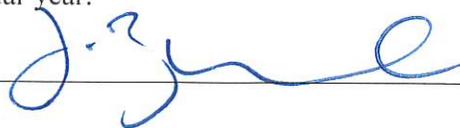
Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board of Trustees receive for information the proposed calendar of regular meetings of the Board of Trustees for the 2020 calendar year.

Approved by: James Q. Hammond, Superintendent



# Exhibit A

ONTARIO-MONTCLAIR SCHOOL DISTRICT  
Ontario, California  
Superintendent's Office

**DRAFT**

## Board Meeting Dates for Calendar Year 2020

Start of Calendar Year	July 2, 2020
January 16, 2020	July 16, 2020
February 6, 2020	August 20, 2020
February 20, 2020	September 17, 2020
March 12, 2020	October 1, 2020
April 16, 2020	October 15, 2020
May 7, 2020	November 5, 2020
May 21, 2020	November 19, 2020
June 4, 2020	December 17, 2020
June 18, 2020	<i>Annual Organizational Board Meeting</i>
End of Fiscal Year	

**The location for all meetings are TBD.  
Please refer to posted agenda for location  
information.**

### 2020 Dates for Possible Conflict Consideration

**(May affect agenda due dates/preparation/Friday packet/Board meeting dates)**

December 23, 2019-January 1, 2020	Winter Recess/Holidays
January 20 (Monday)	Dr. Martin Luther King Holiday
February 10 (Monday)	Lincoln's Birthday
February 17 (Monday)	Presidents' Day
March 23-27	Spring Recess
April 4-6	National School Boards Association Annual Conference
May 21 (Thursday)	Student Last Day of 2019-2020 School Year
May 25 (Monday)	Memorial Day
June 23-25	NALEO Annual Conference
July 4 (Saturday –Holiday on Friday)	Independence Day Holiday
August 6 (Thursday)	First Day of School 2020-2021
September 7 (Monday)	Labor Day Holiday
November 11 (Wednesday)	Veterans' Day
November 25-27	Thanksgiving Holiday
December 3-5	2020 CSBA Annual Conference
December 24, 2020-January 1, 2021	Winter Recess/Holidays

**(Ref. L 1.2)**

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** **2019-2020 Williams First Quarter Findings Report**

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**REQUESTED ACTION**

Accept for information the 2019-2020 Williams First Quarter Findings Report.

**BACKGROUND INFORMATION**

As a result of the Williams Lawsuit Settlement, a class action lawsuit against the State of California and its educational agencies, California Education Code 1240 requires the County Superintendent of Schools to annually visit Williams monitored schools (schools ranked in deciles 1-3 currently based on the state's 2012 Base Academic Performance Index).

The purpose of the site visit is to:

- Determine if all students have a board-approved material assigned to them for all core subjects to use in school and at home.
- Determine if school facilities are clean, safe and functional.

Visit findings, even if there are none to report, are provided to the school site, district, and local board on a quarterly basis.

On October 31, 2019, the San Bernardino County Superintendent of Schools issued a report detailing the findings of each participating site (available under separate cover). A summary of the report is provided as "Exhibit A."

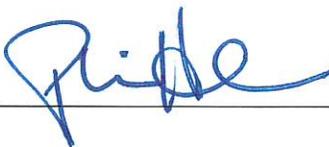
Prepared by: Phil Hillman, Chief Business Official



**FINANCIAL IMPLICATIONS**

None.

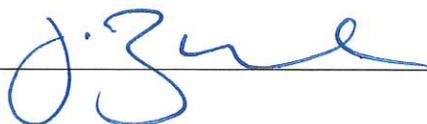
Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board accept for information the 2019-2020 Williams First Quarter Findings Report.

Approved by: James Q. Hammond, Superintendent



## Exhibit A

### **2019-2020 Williams First Quarter Findings Report Summary**

In the area of *Instructional Materials*, there were no insufficiencies observed, or insufficiencies observed were resolved within two months (eight weeks) of the beginning of the school year.

There were no findings in the *School Accountability Report Card (SARC)* review. The final SARC findings will be included in the second quarterly report.

There were no findings in the area of *Teacher Assignment Monitoring*. The final findings for Teacher Assignment information will be provided in the fourth quarterly report.

There were 53 total *School Facilities* findings, of which 32 were corrected prior to end of the visit. The remaining findings are scheduled to be completed prior to the end of the school year pursuant to Education Code 52055.740 (b) (4).

Site	Instructional Materials	School Facilities	SARC	Teacher Assignment
Berlyn Elementary School	0	0	0	0
Bon View Elementary School	0	2	0	0
Central Language Academy	0	2	0	0
De Anza Middle School	0	3	0	0
Del Norte Elementary School	0	0	0	0
Euclid Elementary School	0	6	0	0
Hawthorne Elementary School	0	8	0	0
Haynes Elementary School	0	1	0	0
Kingsley Elementary School	0	4	0	0
Mariposa Elementary School	0	0	0	0
Mission Elementary School	0	0	0	0
Montera Elementary School	0	0	0	0
Sultana Elementary School	0	1	0	0
Vernon Middle School	0	0	0	0
Vineyard Elementary School	0	22	0	0
Wiltsey Middle School	0	4	0	0
<b>Totals</b>	<b>0</b>	<b>53</b>	<b>0</b>	<b>0</b>

**ONTARIO-MONTCLAIR SCHOOL DISTRICT**  
Ontario, California

November 21, 2019

**TO:** Elvia M. Rivas, President and Board of Trustees  
**FROM:** James Q. Hammond, Superintendent  
**SUBJECT:** 2019-2020 Williams First Quarter Uniform Complaint Report Summary

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**REQUESTED ACTION**

Receive for information the 2019-2020 Williams First Quarter Uniform Complaint Report Summary.

**BACKGROUND INFORMATION**

As a result of the Williams Lawsuit Settlement, a class action lawsuit against the State of California and its educational agencies, schools in California, including Ontario-Montclair School District, are required to track the number of Williams complaints received by the District.

A Williams complaint is a complaint subject to the Uniform Complaint process specifically addressing:

- Sufficiency of instructional materials
- Emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff
- Teacher vacancies or misassignments

These complaints are to be reported to the Board of Trustees and the county superintendent on a quarterly basis. The 2019-2020 Williams First Quarter Uniform Complaint Report Summary is shown in Exhibit A.

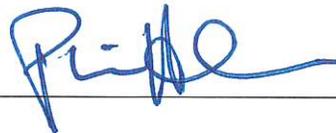
Prepared by: Phil Hillman, Chief Business Official



**FINANCIAL IMPLICATIONS**

None.

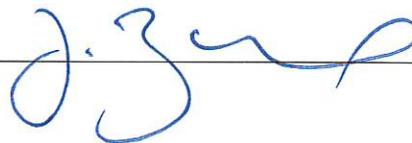
Reviewed by: Phil Hillman, Chief Business Official



**SUPERINTENDENT'S RECOMMENDATION**

The Superintendent recommends the Board receive for information 2019-2020 Williams First Quarter Uniform Complaint Report Summary.

Approved by: James Q. Hammond, Superintendent



**Exhibit A**

**2019-2020 WILLIAMS FIRST QUARTER  
UNIFORM COMPLAINT REPORT SUMMARY**

**For submission to school district governing board and county office of education**

District Name: Ontario-Montclair School District  
Quarter covered by this report: 1<sup>th</sup> Quarter (July-September 2019)

	<b>Number of complaints received in quarter</b>	<b>Number of complaints resolved</b>	<b>Number of complaints unresolved</b>
<b>Instructional Materials</b>	0	0	0
<b>Facilities</b>	0	0	0
<b>Teacher Vacancy and Misassignments</b>	0	0	0
<b><u>Totals</u></b>	<b>0</b>	<b>0</b>	<b>0</b>



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**LIGHTNING**

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Ontario-Montclair School District  
Superintendent's Office  
950 West "D" Street Ontario, CA 91762  
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