

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

AGENDA

Thursday, May 16, 2019

Oaks Middle School - MPR
1221 S. Oaks Avenue
Ontario, California 91762

Closed Session: 6:30 PM
Open Session: 7:00 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, 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*"¹ 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.

¹At 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, 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 políticas¹. 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.

¹Significa 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, May 16, 2019

Meeting Location
Oaks Middle School - MPR
1221 South Oaks Ave, Ontario, CA 91762

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 – 6:30 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

b. Public Employee Appointment

- Principal
 - Mariposa Elementary School
- Assistant Principal
 - Serrano Middle School

2. Conference with Legal Counsel

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

- Two (2) Cases

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 – 7:00 PM

C. PLEDGE OF ALLEGIANCE TO THE FLAG

Flag Salute will be led by Helen Copo (6th grade student) from Elderberry Elementary School. Student will be introduced by Principal Alicia Brewer.

D. ADOPTION OF AGENDA

Moved _____ Seconded _____

Vote by Trustees: Ayes: _____ Noes: _____ Abstain: _____

E. RECOGNITIONS/PRESENTATIONS

1. Awards Presentation for Students Receiving the Pathway Seal of Biliteracy as Presented by Tammy Lipschultz, Assistant Superintendent, Learning & Teaching: **Recognition** (Ref. E 1.1-5)
2. Awards Presentation for the 2019 Scholastic Achievement Award Recipients as Presented by Tammy Lipschultz, Assistant Superintendent, Learning & Teaching: **Recognition** (Ref. E 2.1-10)
3. Recognition of the Ontario-Montclair School District’s Retirees for the 2018-2019 School Year, as Presented by Hector Macias, Assistant Superintendent, Human Resources: **Recognition** (Ref. E 3.1-3)
4. Preliminary May Revise Update as Presented by Phil Hillman, Chief Business Official: **Presentation** (Ref. E 4.1)

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

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 **4 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 **12 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. COMMENTS FROM EMPLOYEE REPRESENTATIVES

This listing provides an opportunity for the Board of Trustees to hear reports and communications from employee associations as listed. All reports are limited to five (5) minutes.

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

H. 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. Adoption of Resolution 2018-19-34, Board Remuneration for Trustee Alfonso Sanchez: **Approval** (Ref. a 1.1-2)

b. Business Services

- b1. Acceptance of Warrant Registers: Fund 01 Batch # 2882, 2884-2887, 2890-2892, 2894-2902, 2906-2911, 2913-2916, 2918, 2920-2924, 2930-2932, 2935, 2939, 2940, 2950, 2952-2954, 2957-2969, 2971-2987, 2994, 2995, 3000-3002, 3006-3013, 3015, 3016, 3018-3023, 3025, 3026, 3030-3033, 3035, 3038-3040, 3042-3048, 3696, 3805, 5860; Fund 12 Batch # 2903, 2904, 2912, 2917, 2942, 2996, 3003; Fund 13 Batch # 2893, 2934, 2970, 2999, 3017, 3049; Fund 21 Batch # 2883, 2888, 2926-2928, 2933, 2936-2938, 2943-2946, 2948, 2951, 2956, 2988-2993, 3004, 3005, 3014, 3024, 3027, 3028, 3034, 3036, 3041; Fund 25 Batch # 2925, 3037; Fund 35 Batch # 2947, 3029; Fund 40 Batch # 2949, 2955; Fund 67 Batch # 2889, 2905, 2919, 2929, 2941, 2997, 2998: **Approval** (Additional Supporting Information Available Under Separate Cover)
- b2. Purchase Orders 394648-394863: **Approval** (Additional Supporting Information Available Under Separate Cover)
- b3. Purchasing and Contracts Report: **Approval** (Ref. b 3.1-4)
- b4. Acceptance of Gifts/Donations: **Approval** (Ref. b 4.1-2)
- b5. 2019-2020 Section 125 Flexible Benefit Plan Adoption Agreement: **Approval** (Additional Supporting Information Available Under Separate Cover) (Ref. b 5.1)
- b6. Adoption of Resolution 2018-19-35, Notice of Intention to Grant Pipeline Easement at Vernon Middle School to Monte Vista Water District: **Approval** (Ref. b 6.1-7)

c. Human Resources

- c1. Certificated Personnel Recommendations Report # CERT189-0516 including Employment; Assignment, Classification, Schedule Change; Certificated Substitutes; Request for Leave of Absence; Revised Approved Leave of Absence; Authorization to Teach Outside of Credential: Ed Code §44258.2(b); Variable Term Waiver; Subsequent Variable Term Waiver; Retirement, Resignation, Release and Termination: **Approval** (Ref. c 1.1-3)
- c2. Classified Personnel Recommendations Report #CLA189-0516 including Employment; Assignment, Classification, Schedule Change, Additional Assignment; Classified Substitute; Request for Leave of Absence; Revised Approved Leave of Absence; Retirement, Resignation, Probationary Release and Termination: **Approval** (Ref. c 2.1-3)

d. Learning & Teaching: NONE

I. DISCUSSION/ACTION/PUBLIC HEARING

Learning & Teaching

Public Hearing Opened _____

Public Hearing Closed _____

- I1. Public Hearing regarding the Proposed 2019-2020 Ontario-Montclair School District (OMSD) Special Education Local Plan Area (SELPA) Annual Service Plan: **Public Hearing** (Ref. I 1.1-23)

Business Services

Public Hearing Opened _____

Public Hearing Closed _____

- I2. Public Hearing regarding the Proposed 2019-2020 Ontario-Montclair School District (OMSD) Special Education Local Plan Area (SELPA) Annual Budget Plan: **Public Hearing** (Ref. I 2.1-3)

J. CALL OUT OF CLOSED SESSION ACTIONS

K. COMMENTS AND RECOMMENDATIONS BY BOARD OF TRUSTEES

L. COMMENTS BY THE SUPERINTENDENT

M. INFORMATION/ANNOUNCEMENTS

- M1. Program Self-Evaluation Annual Report for State Funded Preschool which will be Submitted to the California Department of Education: **Information** (Ref. M 1.1-11)

M. INFORMATION/ANNOUNCEMENTS (CONTINUED)

M2. Last Day of School for the 2018-2019 School Year will be May 23, 2019. Students return on August 7, 2019 for the 2019-2020 School Year.

M3. Future Agenda Items

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

M4. Next Regular Board Meeting:

June 13, 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

Moved _____ **Seconded** _____

Vote by Trustees: Ayes: _____ **Noes:** _____ **Abstain:** _____

Time: _____

NOTICE: Individuals requiring special accommodations or modifications, including, but not limited to, any disabilities, including an American Sign Language interpreter or auxiliary aids and services, accessible seating, or documentation in accessible formats, should contact the Office of the Superintendent at (909) 418-6445, or designee, at least two days before the meeting date.

The district hereby certifies that a public accessible copy of this agenda was posted at the Briggs Education Center, located at 950 West D Street, Ontario, California 91762, not less than 72 hours prior to this meeting. Public records related to the public session agenda that are distributed to the Governing Board less than 72 hours before a regular meeting, may be inspected by the public at Briggs Education Center, 950 West D Street, Ontario CA 91762, during the regular business hours of 8:00 a.m. to 4:30 p.m.

Recognitions/Presentations

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President, and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: **Students Receiving the Pathway Seal of Biliteracy Award**

REQUESTED ACTION

Recognize the students receiving the Pathway Seal of Biliteracy award and present them with a Scholastic Achievement Award certificate and medal as presented by Tammy Lipschultz, Assistant Superintendent, Learning & Teaching Division.

BACKGROUND INFORMATION

On May 17, 2018, the Board of Trustees adopted a resolution establishing the Pathway Seal of Biliteracy in the Ontario-Montclair School District. This program affirms the multiple language attributes our students either possess from their home language and/or attain during instruction, which promotes student pride and positive contributions to their school, family and community as a multilingual member. The purpose of the District-wide awards in grades Kindergarten and 8th remains consistent with the District's mission of providing a world class education. Students are encouraged to retain their heritage languages and to learn an additional language along their educational journey into high school where they can work towards obtaining the California State Seal of Biliteracy. Currently, Chaffey Joint Union High School District awards the Seal to graduating seniors who meet their criteria.

Principals received training on October 12, 2018 on the implementation timeline and communication efforts in OMSD. The District also worked with Project 2 Inspire parents to conduct presentations in a parent-to-parent perspective on the importance of encouraging their children to acquire a language in addition to English. In April and May 2019, school sites were provided with recognition ribbons, medals and certificates for eligible students in Kindergarten and 8th grades. The students were recognized at their sites and are listed in Exhibit A.

The Board of Trustees is proud to recognize the following Pathway Seal of Biliteracy Award Recipients who performed exceptionally and are representing their schools:

- Ximena Amarillas-Lam – Euclid E.S.
- Fatima Bahena – Bon View E.S.
- Valeria Balderrama – Edison E.S.
- Andrea Benitez – Corona E.S.
- Illhisalel Cortez – Montera E.S.
- Belen Esparza – Edison E.S.
- Moises Gomez – Moreno E.S.
- Ashley Hernandez-Belman – Arroyo E.S.
- Michelle Huizar – Serrano M.S.
- Luis Madrigal – Wiltsey M.S.
- Samantha Padilla – Central Language Academy
- Emily Ramirez – Vernon M.S.
- Haily Rosales – Vina Danks M.S.
- Micaela Verissimo – Central Language Academy

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching



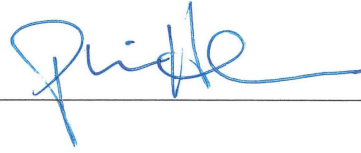
Students Receiving the Pathway Seal of Biliteracy Award

May 16, 2019

FINANCIAL IMPLICATIONS

Cost of certificates and medals.

Reviewed by: Phil Hillman, Chief Business Official



SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends the Board recognize the students receiving the Pathway Seal of Biliteracy award and present them with a Scholastic Achievement Award certificate and medal.

Approved by: James Q. Hammond, Superintendent



EXHIBIT A
Students Receiving the Pathway Seal of Bilingual Award
May 16, 2019

KINDERGARTEN STUDENTS			
Ashley Hernandez-Belman	Arroyo	Ian Mayorquin	Central
Fatima Bahena	Bon View	Morgan McQuerrey	Central
Sophia Acosta	Central	Isabel Medina	Central
Sakura Alvarado	Central	Samantha Medina	Central
Payton Angeles	Central	Elenor Minero-Soriano	Central
Adam Ayala	Central	German Morales	Central
Natalie Banuelos	Central	Jefferson Morales	Central
Elizabeth Beas-Moran	Central	David Moran	Central
Adam Bueno	Central	Sophia Moreno	Central
Evan Castaneda	Central	Camila Nunez	Central
Andrew Castillo	Central	Emily Olvera	Central
Damaris Celedon Celedon	Central	Nikov Pacheco Fonseca	Central
Gael Cruz	Central	Ryan Paez	Central
Alana Dalton	Central	Amelia Paz	Central
Valeria De La Cruz-Sandoval	Central	Alexander Peralta	Central
Sebastian Dominguez	Central	Laila Perez	Central
Camila Dumas	Central	Giselle Ramirez	Central
Marae Dumas	Central	Zoe Ramirez Peralta	Central
Stephanie Duran-Cervantes	Central	Jesse Reyes	Central
Jayden Erazo-Ornelas	Central	Melanie Reyes Gonzalez	Central
Lylah Escanuelas	Central	Kriss Rivera	Central
Leanna Estrada	Central	Thomas Rizo	Central
Isaiah Flores	Central	Julian Rodriguez	Central
Mia Flores	Central	Victor Rodriguez	Central
Aaniyah Ford	Central	Marvin Rojas Morales	Central
Ashley Garcia	Central	Giovanni Rubio	Central
Isabella Garcia	Central	Naomi Salazar	Central
Melinda Garcia	Central	Chloe Sanchez	Central
Ivan Gemartino Diaz	Central	Michael Santos	Central
Deisy Gomez	Central	Shanzae Shahbaz	Central
Fabian Gonzales	Central	Julian Sierra	Central
Rudy Gutierrez	Central	Aaron Silva	Central
Astrik Hernandez	Central	Genesis Soria	Central
Max Herroz	Central	Sebastian Soto	Central
Nathan Hidalgo	Central	Alina Tavares	Central
Siria Holloway	Central	Richard Torres	Central
Joaquin Huicochea	Central	Giselle Torres Jimenez	Central
Zameer Jackson	Central	Melina Torres Valencia	Central
Antonio Jacobo	Central	Edwin Torres-Neri	Central
Abel Lopez	Central	Claudia Urbano	Central
Samuel Lopez	Central	Leilany Vazquez	Central
Mila Macias	Central	Mateo Vega	Central
Matthias Macuil	Central	Micaela Verissimo	Central
Zacariah Marquez-Zaragoza	Central	Samuel Villalobos	Central
Adela Martinez	Central	Giselle Villegas	Central

EXHIBIT A
 Students Receiving the Pathway Seal of Biliteracy Award
 May 16, 2019

KINDERGARTEN STUDENTS			
Astrid Zacher	Central	Damian Hardaway	Euclid
Drew Zarate	Central	Maria Hernandez	Euclid
Andrea Benitez	Corona	Ariana Ibarra	Euclid
Valeria Balderrama	Edison	Yamile Jacobo	Euclid
Genesis Rivera-Sosa	Edison	Kimberly Lopez-Pinal	Euclid
Isabella Sandoval	Edison	Neimar Lopez-Salgado	Euclid
Patrick Sullivan	Edison	Jaime Magana	Euclid
Scarleth Alva Lopez	Euclid	Jose Marin-Negrete	Euclid
Allisson Alvarez-Reyes	Euclid	Alexis Martinez-Dolores	Euclid
Ximena Amarillas-Lam	Euclid	Lauren Mejia	Euclid
Valerie Arredondo	Euclid	Isabella Montero	Euclid
Emily Ayala-Arizmendi	Euclid	Jazzlyn Murillo	Euclid
Daniel Barrera-Morales	Euclid	Jenevieve Navarro	Euclid
David Bedoy-Deniz	Euclid	Michelle Olivas	Euclid
Briseyda Bolanos	Euclid	Xochitl Pedro-Constantino	Euclid
Omar Calixto-Peralta	Euclid	Flynn Perez	Euclid
Zuleima Campuzano	Euclid	Marcos Ramirez	Euclid
Andrew Caruso	Euclid	Rubi Robles	Euclid
Sebastian Casillas Santos	Euclid	Nicole Rocha Lopez	Euclid
David Castanos	Euclid	Violet Rodriguez	Euclid
Lukas Correa	Euclid	Izabell Roman	Euclid
Isabelle Damian	Euclid	Dominic Ruiz	Euclid
Luis Diaz	Euclid	Olive Ruiz	Euclid
Rosemary Escamilla	Euclid	Ava Salhab	Euclid
Ricardo Espinoza	Euclid	Genesis Salinas-Ramirez	Euclid
Dylan Flores	Euclid	Isaac Sanchez	Euclid
Violeta Flores-Espinoza	Euclid	Keily Sanchez-Perez	Euclid
Ryan Fuentes	Euclid	Daniel Sandoval-Palos	Euclid
Katelyn Galvez Gutierrez	Euclid	Genesis Saravia Delgadillo	Euclid
Carlos Garcia	Euclid	Francisco Soto	Euclid
Natalie Garcia-Vega	Euclid	Viviana Valdez	Euclid
Gerardo Godinez Anguiano	Euclid	Aaliyah Yoc	Euclid
Dalila Gomez	Euclid	Ezra Zamora	Euclid
Emma Gonzalez	Euclid	Itzel Zavala	Euclid
Yahir Gonzalez	Euclid	Illhisalel Cortez	Montera
Eidan Gonzalez Naranjo	Euclid	Moises Gomez	Moreno
Margaret Grimm	Euclid	Andrea Jimenez	Moreno
Madelyn Gunnarsson	Euclid	Maressa Maldonado	Moreno

EXHIBIT A
 Students Receiving the Pathway Seal of Biliteracy Award
 May 16, 2019

8TH GRADE STUDENTS			
Cindy Alaniz	Central	Daniel Sanchez	Central
Marisol Alvarez	Central	Jerry Sanchez	Central
Jennifer Apolinar	Central	Najaira Sedano	Central
Amy Arteaga	Central	Jose Soto	Central
Briceida Castillo	Central	Gabriela Vallejo	Central
Isabella Flores	Central	Katherine Velazco	Central
Jordy Haro	Central	Kayleen Virgen	Central
Zitlaly Hernandez	Central	Ariatna Virgen-Andrade	Central
Galilea Jimenez	Central	Belen Esparza	Edison
Analucia Juarez-Inzunza	Central	Michelle Huizar	Serrano
Cesar Lopez-Barahona	Central	Odalys Vicente	Serrano
James Martinez	Central	Emily Bravo	Vernon
Erica McDowell	Central	Marvelyn Breceda	Vernon
Lenny Miranda	Central	Daniela Castro	Vernon
Joel Monge	Central	Karina Charco	Vernon
Bryant Nuñez	Central	Emily Ramirez	Vernon
Samantha Padilla	Central	Jorge Rodriguez	Vernon
Naomi Patino	Central	Michael Torres	Vernon
Anya Peterson	Central	Tiffany Villalobos	Vernon
Edith Ramirez	Central	America Lima-Santos	Vina Danks
Gregory Ramos	Central	Hailey Rosales	Vina Danks
Kai-William Rasshan	Central	Luis Madrigal	Wiltsey
Gabrielle Renteria	Central	Adriana Mireles	Wiltsey
Nayeli Rodriguez	Central	Lesly Silva	Wiltsey
Brianna Saldaña-Melgarejo	Central	Albert Vega	Wiltsey

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President, and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: 2019 Scholastic Achievement Award Recipients

REQUESTED ACTION

Recognize the 2019 Scholastic Achievement Award Recipients and present them with a Scholastic Achievement Award certificate and medal as presented by Tammy Lipschultz, Assistant Superintendent, Learning & Teaching Division.

BACKGROUND INFORMATION

The Mission of the Ontario-Montclair School District (OMSD) states its commitment to providing a world-class education to our students. During the 2018-2019 school year, OMSD hosted a myriad of events. Students participated in extracurricular events, programs, tournaments, athletic events and educational activities, which emphasized their learning achievements and provided an opportunity for students to utilize their talents, strengths and leadership skills. Over 4,600 students participated in the events listed below and have been acknowledged at their individual events. Furthermore, the students, which excelled in each of these categories will be receiving Board of Trustees' Scholastic Achievement Award certificate at their school sites on behalf of the Board of Trustees and will be celebrated by their school peers. (Exhibit A)

- OMSD Annual Chess Tournament
- OMSD Top Coders
- Ontario-Montclair School District Spelling Bee
- District Science and Engineering Symposium
- Fourth Annual Art Contest
- Math Pentathlon
- Seventh Annual Poetry Day
- MathCON
- Special Education Field Day
- Robot Rally
- Middle School Track and Field Event
- Special Education and Middle School Cross Country Event
- Elementary Track and Field Day

Every year, the Board of Trustees recognizes groups of students for their outstanding achievements. This year's recognition includes the following student groups:

- Seventh Annual Poetry Day Student Representative
- Chess Tournament Winners
- Art Contest Special Education Winners
- Special Education Field Day Participants
- National MathCON 2019 Finalist
- San Bernardino County Spelling Bee Champion and Scripps National Spelling Bee Finalist
- San Bernardino/Inyo/Mono (SIM) Science and Engineering Fair 2019 Medal Recipients

(Ref. E 2.1)

2019 Scholastic Achievement Award Recipients

May 16, 2019

Seventh Annual District Poetry Day: The District's commitment to literacy and the arts is evident in the various programs implemented throughout the District. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge, as well as familiarity with various text structures and elements. Being exposed to a variety of text types, including poetry, is a focus for all grade levels. The District's Seventh Annual Poetry Day was held on April 13, 2019. In acknowledgement of our talented student poets, a student author will recite her poem. The Board of Trustees is proud to recognize the following student:

- Victoria Arellano Garcia (Central Language Academy)

Chess Tournament: The history of chess goes back almost 1,500 years with the game originating in Northern India in the 6th century AD. Today, chess remains a highly popular pastime among the general population. A recent survey found that chess players now make up one of the largest communities in the world with 605 million adults playing chess regularly. There are many benefits to playing chess such as development of critical thinking skills, abstract reasoning, strategic thinking and sportsmanship. The Ontario-Montclair School District's Chess Tournament was held on December 15, 2018 with 154 players representing their schools. The Board of Trustees is proud to recognize the following students:

- Nathan Martin (Howard Elementary)
- Andrew Doan (Oaks Middle)

Art Contest: The month of March is Art Education Month and educational communities are encouraged to celebrate the arts with appropriate instructional activities, which commemorate and celebrate the contributions of the arts to the learning and development of all students. The Art Contest showcased students' interpretation of this year's theme "Through Our Eyes...A Community of Diversity" through photography, visual arts and class performance. The Art Contest gives all students the opportunity to showcase their creativity. The Annual Art and Food Festival was held on March 16, 2019. The Board of Trustees is proud to recognize the following students:

- Jacob Prince (Berlyn Elementary)
- Galy Vazquez-Solis (Moreno Elementary)

Special Education Field Day: Field Day is an event designed for the Special Education students. Students participate in several events such as soccer, baseball, parachute, ball toss and volleyball. The Special Education Field Day was held on April 13, 2019. The Board of Trustees is proud to recognize the following students:

- Julia Barba (Lincoln Elementary)
- Isaias Bernal (Lincoln Elementary)
- Rodolfo Martinez (Lincoln Elementary)

National MathCON 2019: MathCON is a nationwide math competition for students in grades 5-12 consisting of two rounds. The first round is administered online at participating school sites. Students qualifying for the second round competed at the University of Illinois in Chicago. This is the third year OMSD was represented in this nationwide event at the second round in Chicago with one student placing as a Finalist out of 10,000 7th graders nationwide. The Board of Trustees is proud to recognize the following student:

- Dylan Ventura (Edison Elementary)

(Ref. E 2.2)

2019 Scholastic Achievement Award Recipients

May 16, 2019

Ontario-Montclair School District Spelling Bee: On February 23, 2019, students from throughout the District came together to compete for the title of Spelling Bee Champion. Austin Leong, 7th grade student from Serrano, was declared Champion after 14 rounds. This is the fourth year Austin has won the District’s Spelling Bee. On Saturday, March 16, 2019 Austin participated in the San Bernardino County Spelling Bee. After an exhausting day of spelling, Austin won the county Spelling Bee. As a result, Austin will be travelling to Washington D.C. to participate in the Scripps National Spelling Bee on May 26-31, 2019. Austin is the first OMSD student to gain entry into this prestigious event. What an amazing accomplishment! The Board of Trustees is proud to recognize the following student:

- Austin Leong (Serrano Middle School)

San Bernardino/Inyo/Mono (SIM) Science and Engineering Fair: On January 26, 2019, students participated in the District’s Science and Engineering Symposium. In addition to the exhibition of grade level science and engineering projects, this year’s festivities included a Crazy Contraption Contest, which challenged teams of students to design a solution to this year’s engineering problem “Design and Build a Machine to Catch an Ozobot.” Students demonstrated creativity, problem solving and perseverance while engaging in this challenge. The OMSD Science and Engineering Symposium was an engaging, innovative and fresh approach to highlighting STEM learning in our District. Thirty-eight students in Grades 4th - 8th competed in the SIM Science and Engineering Fair and six medaled. The Board of Trustees is proud to recognize the following students:

Silver Medal Winners

- Isabella Betzer (Ramona Elementary)
- Angelina Garcia (Ramona Elementary)
- Samantha Padilla (Central Language Academy)
- Matthew Pancratz-Ruiz (Central Language Academy)

Bronze Medal Winners

- Scarlett Guzman (Edison Elementary)
- Grace Lindstrom (Edison Elementary)

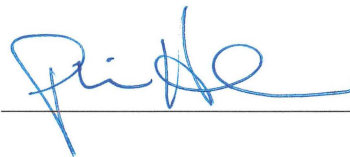
Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching



FINANCIAL IMPLICATIONS

Cost of certificates and medals.

Reviewed by: Phil Hillman, Chief Business Official



SUPERINTENDENT’S RECOMMENDATION

The Superintendent recommends the Board recognize the 2019 Scholastic Achievement Award Recipients and present them with a Scholastic Achievement Award certificate and medal.

Approved by: James Q. Hammond, Superintendent




EXHIBIT A
2019 Scholastic Achievement Award Recipients
May 16, 2019

OMSD ANNUAL CHESS TOURNAMENT			
Nathan Martin	Howard	Andrew Doan	Oaks
Nicholas Flores	Lehigh	Adrian Torres	Oaks
Carlos Pena	Lehigh	Alan Camacho	Vernon

OMSD TOP CODERS			
Stanley Nguyen	Arroyo	Emilee Espinoza	Lehigh
Daniel Espinoza	Berlyn	Zoe Rodriguez	Lincoln
Natalia Romo	Bon View	Bryant Gomez	Mariposa
Carina Caballero	Buena Vista	Gilberto Baeza Jr.	Mission
Kelso De La Fuente	Central	Oscar Jimenez	Monte Vista
Galilea Jimenez	Central	Giselle Gomez	Montera
Elizabeth Holguin	Corona	Emily Nunez	Moreno
Romeo Ibarra-Gonzalez	De Anza	Michelle Huynh	Oaks
Zachary Stahmer	Del Norte	Giancarlo Torreblanca	Ramona
Samuel Calles	Edison	Austin Leong	Serrano
Anna Bell	El Camino	Santos Beserra	Sultana
Spencer Wadlin	Elderberry	Samisoni Kalavite	Vernon
Marisol Camacho	Euclid	Ethan Pari	Vina Danks
Yik Long Li	Hawthorne	Valeria Verdugo	Vineyard
Kareli Jara	Haynes	Danika Chan	Vista Grande
Ogheneovie Fieboh	Howard	Jared Lopez	Wiltsey
Angel Natividad	Kingsley		

OMSD SPELLING BEE			
Camila Del Castillo Bendezu	Arroyo	Paul Lujan	Kingsley
Viviana Navarro Medina	Berlyn	Adriana Castrellon	Lehigh
Miranda Rodriguez	Bon View	Heidi Lin	Lincoln
Honesty Riley-Green	Buena Vista	William Yang	Mariposa
Alessandra Chavez	Central	Michelle Barrera-Gonzalez	Mission
Ray Nunez	Corona	Gioloyvan Goloran	Monte Vista
Otoniel Valencia	De Anza	Jessica Nguyen	Montera
Zachary Stahmer	Del Norte	Bradley Goodman	Moreno
Rory Lindstrom	Edison	Maurice Morgan	Oaks
Kean Givechian	El Camino	Madelyn Flores	Ramona
Johan Medrano	Euclid	Austin Leong	Serrano
Mia Cadena	Hawthorne	Joan Torres Gutierrez	Vina Danks
Daniel Munoz	Haynes	Arianna Hernandez	Wiltsey
Leslie Garcia Paez	Howard		

EXHIBIT A
2019 Scholastic Achievement Award Recipients
May 16, 2019

OMSD SCIENCE AND ENGINEERING SYMPOSIUM			
Francisco Ian Romo	Arroyo	William Schorr	Moreno
Joshua Lassiter	Berlyn	Aryana Adams	Ramona
Bruce Vasquez	Berlyn	Omar Banuelos	Ramona
Tiffany Dimas	Bon View	Isabella Betzer	Ramona
Landon Applegate	Central	Victoria Chacon	Ramona
Justin Hartley	Central	Natalie Chavez	Ramona
Samantha Padilla	Central	William Crowe	Ramona
Matthew Pankratz-Ruiz	Central	Angelina Garcia	Ramona
Violet Cervantes	Del Norte	Amelia Mauldin	Ramona
Jacqueline Palma	Del Norte	Zuleyka Ortiz	Ramona
Abigail Reyes	Del Norte	Nina Philpot	Ramona
Aracely Torres	Del Norte	Xithlaly Rafael	Ramona
Simon Cabbell	Edison	Daniel Sanchez	Ramona
Damian Chavez	Edison	April Yu	Ramona
Leslie Chavez	Edison	Albert Alvarez	Serrano
Brandon Gonzalez	Edison	Kausandra Dewitt	Serrano
Mialuna Guilbault	Edison	Caroline Isidro	Serrano
Scarlett Guzman	Edison	Austin Leong	Serrano
Gabriela Hernandez	Edison	Aleijah Barnett	Vernon
Justin Hernandez	Edison	Jovana Castaneda	Vina Danks
Grace Lindstrom	Edison	Alejandra Ledesma	Vina Danks
Wesley Porter	Edison	Estrella Mariscal	Vina Danks
Joshleen Rizo	Edison	Chris Mendoza	Vina Danks
Duve Rodriguez-Garcia	Edison	Daniel Salgado	Vina Danks
Nathanael Ulrich	Edison	Jose Velasco	Vina Danks
Luke Vinall	Edison	Denise Andujo	Vineyard
Anahi Salazar	El Camino	Leilani Boespflug	Vineyard
Rodrigo Alvarez	Howard	Ik Soeng Choi	Vineyard
Evan Gomez	Howard	David Garcia	Vineyard
Jaiden Gomez	Howard	John Garcia	Vineyard
Julissa Saucedo	Howard	Sienna Gaytan	Vineyard
Nhan Tran	Howard	Kristian Gonzalez	Vineyard
Lucy Arevalo	Mariposa	Nicole Gonzalez	Vineyard
Liliana Baca	Mariposa	Victor Mercado	Vineyard
Jose Bravo	Mariposa	Jacob Ramirez	Vineyard
Emanuel Leonardo Gaspar	Mariposa	Angie Terrones	Vineyard
Brandon Orellana-Zavaletam	Mariposa	Uriel Vargas	Vineyard
Alan Sanchez	Mariposa	Camila Verduzco	Vineyard
Joaquin Aguirre	Moreno	Aiden Hernandez	Vista Grande
Iago Banuelos	Moreno	Genesis Moran	Vista Grande
Xavier Estrada	Moreno	Mariah Ramirez	Vista Grande
Masuma Fatema	Moreno	Mariah Tamayo	Vista Grande
Joe Guerrero	Moreno	Denise Hernandez	Wiltsey
Albert Marmolejo	Moreno	Lizbeth Morales	Wiltsey
Gavin Pizarro	Moreno	Juan Ramirez	Wiltsey

EXHIBIT A
2019 Scholastic Achievement Award Recipients
May 16, 2019

FOURTH ANNUAL ART CONTEST			
Rayleen Rodriguez	Arroyo	Kassandra Martinez-Martinez	Lincoln
Jacob Valenzuela	Arroyo	Nathalie Morales	Lincoln
Kaliopé Castellanos	Berlyn	Sabastian Morales	Lincoln
Jacob Prince	Berlyn	Aniyah Ochoa	Lincoln
Emily Trejo	Berlyn	Arianna Olivares	Lincoln
Lindsey Milazzo	Buena Vista	Isaiah Padilla	Lincoln
Honesty Riley-Green	Buena Vista	Emeli Pastrana-Escorzia	Lincoln
Emily Adame	De Anza	Kelly Texta-Lopez	Lincoln
Cristian Flores	Edison	Hannah Guthrie	Monte Vista
Jackeline Ramirez	Edison	Camilla Mendez-Rodriguez	Monte Vista
Kean Givechian	El Camino	David Calderon	Moreno
Brooklyn Navarro	El Camino	Aliyah Dubransky	Moreno
Ramon Emmons	Hawthorne	Elleana Esquivel	Moreno
Valerie Aguilera	Howard	Jordan Phan	Moreno
Diego Cervantez	Lincoln	Nathan Ramirez	Moreno
Yoselyn Gomez-De Leon	Lincoln	Abraham Valencia	Moreno
Alexander Hernandez	Lincoln	Galy Vazquez-Solis	Moreno
Daisy Hernandez Bonilla	Lincoln	Alberto Cerezo-Garcia	Oaks
David Lagunas	Lincoln	Evaneé Herrera	Ramona
Leilani Lopez	Lincoln	Nathalie Petrovic	Serrano
Valeria Lopez-Rivas	Lincoln	Brandon Thomas	Vernon
Gimena Marquez Lopez	Lincoln		

MATH PENTATHLON			
Brenton Allen	Edison	Ixsehel Barbosa	Vineyard
Lilly Astudillo	Edison	Adam Benmohamed	Vineyard
Mohan Cao	Edison	Jesaud Bienvenue	Vineyard
Yeshua Escalante	Edison	Leilani Boespflug	Vineyard
Sophia Gallardo Vazquez	Edison	Alex Briceno Hernandez	Vineyard
Mialuna Guilbault	Edison	Daniel Carrillo	Vineyard
Aleron Jett	Edison	Daniel Castanon	Vineyard
Diego Roman	Edison	Ik Seong Choi	Vineyard
Caroline Trinh	Edison	Tri Ho	Vineyard
Nate Ulrich	Edison	Perla Munoz	Vineyard
Dylan Ventura	Edison	Star Ramirez	Vineyard
Kimberly Alvarez	Vineyard	Jimena Sanchez	Vineyard
Kailyn Aquino	Vineyard	Camila Verduzco	Vineyard

EXHIBIT A
2019 Scholastic Achievement Award Recipients
May 16, 2019

SEVENTH ANNUAL POETRY DAY			
Evan Mercado	Arroyo	Yvette Perez	Howard
Destiny Pedroza	Arroyo	Nathalie Natividad	Kingsley
Amaris Carlos	Berlyn	Ty'ese Pate	Kingsley
Ewin Chen	Berlyn	Alianna Andres	Lincoln
Jerick Aniel	Buena Vista	Anahi Correa	Lincoln
Milee Bryant	Buena Vista	Vanessa Frias	Lincoln
Elliot Izay	Buena Vista	Heaven Ovalle	Lincoln
Malyah Phillips	Buena Vista	Kimberly Valle Alvarez	Lincoln
Tanner Shaw	Buena Vista	Robert DeWester	Mission
Parker Thomas	Buena Vista	Ellie Furlong	Mission
Markus Anthony	Buena Vista	Michelle Garcia	Mission
Victoria Arellano Garcia	Central	Danna Nicolas Nolasco	Mission
Samantha Chang	Central	Elvis Ordonez	Mission
Alondra Perez	Central	Neftali Roman Fuentes	Mission
Nayeli Rodriguez	Central	Brisa Salcedo	Mission
Angelina Fabian	Corona	Logan Guthrie	Monte Vista
Sully Garcia	Corona	Jessica Hutauruk	Monte Vista
Giselle Gonzalez	Corona	Bradley Goodman	Moreno
Nathan Gonzalez	Corona	Samara Fuller	Moreno
Bennett Koh	Corona	Devin Chavez	Oaks
Arianna Orozco	Corona	Audry Aguirre	Sultana
Olivia Rodriguez	Corona	Ruben Cortez	Sultana
Savannah Rosales	De Anza	Mary Joy David	Sultana
Yaretzi Catalan	Del Norte	Elijah Hernandez	Sultana
Reianna De La Cruz	Edison	Mairany Peraza	Sultana
Sophia De Lao	Edison	Daniel Fernandez	Vina Danks
Jassel Espinal	Edison	Itzel Lara	Vina Danks
Melissa Figuero	Edison	Arely Medina	Vina Danks
Kayla Lay	Edison	Monica Robles	Vina Danks
Rory Lindstrom	Edison	Hailey Rosales	Vina Danks
Nayeli Rivera-Sosa	Edison	Ashley Solorzano	Vina Danks
Joshleen Rizo	Edison	Leslie Castro	Wiltsey
London Turner	Edison	Diana Fernandez	Wiltsey
Camila Rodriguez	Euclid	Lizbeth Morales	Wiltsey
Elijah Mierau	Howard		

MATHCON			
Nathanael Ulrich	Edison	Austin Leong	Serrano
Dylan Ventura	Edison	Adam Benmohamed	Vineyard

EXHIBIT A
2019 Scholastic Achievement Award Recipients
May 16, 2019

SPECIAL EDUCATION FIELD DAY			
Jonathan Cornejo	Berlyn	Roberto Valladolid	El Camino
Valeria Cuevas	Berlyn	Hezekiah White	El Camino
Jimmy Garcia	Berlyn	Jasper Allen	Lincoln
Julian Garcia	Berlyn	Ernie Alvarez	Lincoln
Pablo Garcia	Berlyn	Gianna Arcena	Lincoln
Michelle Manzano	Berlyn	Julia Barba	Lincoln
Julio Palacios	Berlyn	Isaias Bernal	Lincoln
Isaiah Avendano	El Camino	Anthony Davis	Lincoln
Angel Barajas	El Camino	Ashi Deras	Lincoln
Fabian Castaneda	El Camino	Roger Gallardo	Lincoln
Steven Dominguez	El Camino	Diego Galvan	Lincoln
Ethan Garcia	El Camino	Sailyu Garcia	Lincoln
Dario Gutierrez	El Camino	Rodolfo Martinez	Lincoln
Nicolas Gutierrez	El Camino	Dayanna Merino	Lincoln
Kash Jones	El Camino	Marlon Monroe	Lincoln
Eduardo Manzaneres	El Camino	Joseph Santoyo	Lincoln
Brianna Parra	El Camino	Daniel Saucedo	Lincoln
Cruz Paz	El Camino	David Calderon	Moreno
Adam Ramirez	El Camino	Jose Cortez	Moreno
Angel Rivero	El Camino	Johnathan Alcantara	Serrano
Danica Salas	El Camino	Angela Labrador	Serrano
Alejandro Valladolid	El Camino	Nadia Carrillo	Vina Danks

MIDDLE SCHOOL TRACK AND FIELD			
Salma Jimenez	Central	Lesly Tovar	Serrano
Elena Martinez	Central	Jessie Guerrero	Vernon
Leah Nieto	Central	Kayla Kappelman	Vernon
Jazmin Ornelas	Central	Matthew Marcial	Vernon
Alex Camarena	De Anza	Zakary Balderrama	Vina Danks
Andrea Gonzalez	De Anza	Jasmin Curiel	Vina Danks
Andrew Melgoza	De Anza	Adrian Gutierrez	Vina Danks
Rommel Roman	De Anza	Samuel Twitty	Vina Danks
Jaden Stiles	De Anza	Hazly Guevarra	Vineyard
Luis Vega	De Anza	Stephanie Rivera	Vineyard
Adriana Bonilla	Edison	Alexis Romero	Vineyard
Giovanni Bonilla	Serrano	Briana Sambrano	Vineyard
Jerry Flores	Serrano	Naima Cano	Wiltsey
Samuel Mora	Serrano	Aniyah Dames	Wiltsey
Jannet Ngo	Serrano	Jennifer Feliciano	Wiltsey

EXHIBIT A
2019 Scholastic Achievement Award Recipients
May 16, 2019

ROBOT RALLY			
Pablo Flores	De Anza	Rogelio Texta-Lopez	Lincoln
Romeo Ibarra-Gonzalez	De Anza	David Briseno	Sultana
Luis Lopez	De Anza	Jorge Cano	Sultana
Jonathan Munoz	De Anza	Jose Perez	Sultana
Tho Nguyen	De Anza	Juan Alejandro	Vineyard
Samuel Calles	Edison	Sophia Aviles	Vineyard
Karina Hernandez	Edison	Dayaana Camacho-Garcia	Vineyard
An Le	Edison	Enrique Canedo	Vineyard
Rory Lindstrom	Edison	Oscar Castillo Rojas	Vineyard
Kalie Lopez	Edison	Jack Dunn	Vineyard
Kenny Navas	Edison	Ralph Duran	Vineyard
Vincent Peek Vallejo	Edison	Jasmin Estrada-Saldana	Vineyard
Taige Taylor	Edison	Alexa Fierro	Vineyard
Luke Vinall	Edison	Joshua Garcia-Hernandez	Vineyard
Elijah Woods	Edison	Isaiah Gordillo	Vineyard
Ashley Guerrero	Euclid	Nathalie Gutierrez	Vineyard
Alejandra Morales	Euclid	Roy Hawkins	Vineyard
Jesus Negrete	Euclid	Oscar Hernandez	Vineyard
Gustavo Ramirez-Galan	Euclid	Ayden Ibarra	Vineyard
Javier Segovia	Euclid	Rasheem Orellana-Hernandez	Vineyard
Evelyn Solis	Euclid	Gabriela Peraza Castellanos	Vineyard
Alexander Antonio Cardenas	Lincoln	Angelina Rodriguez	Vineyard
Isaac Guillen-Sanguino	Lincoln	Said Sanchez Aldape	Vineyard
Joel Martinez	Lincoln	Andrew Tapia	Vineyard

MIDDLE SCHOOL CROSS COUNTRY			
Neftali Figueroa	Central	Clarisa Pacheco-Perez	Serrano
Elena Martinez	Central	Jacob Rodriguez	Serrano
Francisco Mendoza-Millan	De Anza	Jessie Guerrero	Vernon
Rommel Roman	De Anza	Alexa Partida	Vernon
Sade Escalante	Edison	Aubrianna Barajas	Vina Danks
Anelly Pena	Oaks	Max Batres	Vina Danks
Jonathan Alcantara	Serrano	Ian Fabian	Vina Danks
Desiree Alvarez Tirado	Serrano	Damien Franco	Vina Danks
Asher Arvizu	Serrano	Ozzie Gutierrez	Vina Danks
Giovanni Bonilla	Serrano	Jeremiah Romero	Vina Danks
Cynthia Ceja Banuelos	Serrano	Rowan Salgado	Vina Danks
Jerry Flores	Serrano	Leslie Venancio-Martinez	Vina Danks
Angela Labrador	Serrano	Naima Cano	Wiltsey
Audrey Moreno	Serrano	Jennifer Feliciano	Wiltsey

EXHIBIT A
 2019 Scholastic Achievement Award Recipients
 May 16, 2019

ELEMENTARY TRACK & FIELD DAY			
Alec Arellano	Arroyo	Seth Delgado	Hawthorne
Tony Pacheco	Arroyo	Juliette Orsorio	Hawthorne
Francheska Diaz	Bon View	April Perez	Hawthorne
Daniel Robles	Buena Vista	Ovie Feiboh	Howard
Grace Galdamez	Central	Katelynn Pleitez	Lehigh
Antonio Juarez	Central	Daniel Gutierrez	Mission
Ashley Orozco	Central	Olivia Hutcherson	Mission
Vanessa Parra	Del Norte	Desiree Bejermo	Sultana
Kenny Marquez	Edison	Giselle Mercado	Sultana
Brandon Almagar	El Camino	Gabriella Lomeli	Vineyard
Losaline Kalavitev	Elderberry	Jorge Bernal	Vista Grande
Sophia Rodriguez	Elderberry	Jason Garcia	Vista Grande
Julian Zambrano	Elderberry	Demeric Luddea	Vista Grande
Ashley Dominguez	Euclid	Hailey McDow	Vista Grande

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16 2019

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

FROM: James Q. Hammond, Superintendent

SUBJECT: **Recognition of the Ontario-Montclair School District's Retirees for the 2018-2019 School Year**

REQUESTED ACTION

Recognize the Ontario-Montclair School District's 2018-2019 retirees as presented by Hector Macias, Assistant Superintendent, Human Resources.

BACKGROUND INFORMATION

The Ontario-Montclair School District employees are responsible for some of the most important work in our society – educating children. Many of our employees have dedicated their life's work to education. Many have given their entire career to the students of the Ontario-Montclair School District.

The Board of Trustees honors the 2018-2019 retiring Ontario-Montclair School District employees (Exhibit A). These certificated, classified, and management retirees will be presented with a "Certificate of Appreciation" and a memento in recognition for their years of dedicated service to the students and community of the Ontario-Montclair School District.

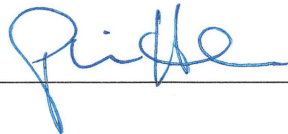
Prepared by: Hector Macias, Assistant Superintendent, Human Resources



FINANCIAL IMPLICATIONS

The costs for the retiree certificates and mementos, not to exceed \$3,000, have been expended from Human Resources Administration budget.

Reviewed by: Phil Hillman, Chief Business Official



SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends the Board Recognition of the Ontario-Montclair School District's Retirees for the 2018-2019 School Year.

Approved by: James Q. Hammond, Superintendent



Exhibit A



ONTARIO-MONTCLAIR SCHOOL DISTRICT
2018-2019 RETIREES

SCHOOL/DEPARTMENT	NAME	POSITION	YEARS OF SERVICE
Arroyo	Stephanie Gottfried	Teacher	25
Berlyn	Betty Chilibolost	Custodian	8
Bon View	Nancy Mason	Teacher	32
Bon View	Cheryl Ramirez	TOA-Academic Intervention	35
Bon View	WC Wynn	Teacher	28
Buena Vista	Elisabeth Doran	Teacher	24
Buena Vista	Katherine Neal	Teacher	22
Central	Angiolina Corey	Teacher	26
Central	Kathleen Keene	Teacher	14
Central	Joyce Lalone	Teacher	16
Central	Melisa McKinney	Teacher	28
De Anza	Sally Stewart	Teacher-Spec. Ed.	29
Del Norte/Serrano	Helena Lewis	School Office Asst. I/Student Record Asst.	22
Edison	Susan Verburg	Teacher-Intervention	28
Elderberry	Kelly Astley	User Support Tech	24
Elderberry	Susan Matter	Teacher	21
Elderberry	Laura Monroy	Lead Food Service I	19
Euclid	Erika Rodriguez	Instructional Asst.	7
Family Collaborative Services	Rhonda Cleeland	Director II, Family & Collaborative Services	24
Family Services	Gregory Pandzic	Coordinator	28
Fiscal Services	Robin Wilson	Fiscal Service Specialist	17
Haynes	Leah Leonard	Teacher	20
Haynes	Barbara Mackenzie	Teacher	33
Haynes	Leslie Miller	Teacher	32
Haynes	Sylvia Valenzuela	Food Service Asst. I	22
Howard	Darcy Contat	Teacher	22
Howard	Janet Kranz	IA-Learning Needs	20
Learning & Teaching	Dottie Brown	PE Asst.	23
Learning & Teaching	Leslie Johnson	Teacher-Music	16
Lehigh	Christina Juarez	Teacher	20
Lincoln	William Corrette	Principal	12
Lincoln	Diann Morales	Teacher	27
Mariposa	Diane Calabro	Lead Food Service I	19
Mariposa	Jeff Scheer	IA-Learning Needs	18
Montera	Frances Kranich	Teacher	22
Monte Vista	Gail Zacher	Teacher	31
Moreno	Sam Rabino	Custodian	22
Oaks	Valeria Escobedo	School Office Asst. II	22
Oaks	Deborah Henderson	IA-Learning Needs	30
Oaks	David Millard	Teacher	19

ONTARIO-MONTCLAIR SCHOOL DISTRICT**2018-2019 RETIREES**

SCHOOL/DEPARTMENT	NAME	POSITION	YEARS OF SERVICE
Operations	Victor Lopez	Custodian	5
Operations	John Nemetz	Carpenter	6
Ramona	Shirley Morango	Food Service Asst. I	38
Special Education	Nancy Miller	Teacher-Spec. Ed.	26
Sultana	Stuart Barnes	Teacher	30
Sultana	Candace Cook	Teacher	22
Sultana	Madeline Gillum	Teacher	22
Sultana	Dan Lundberg	Teacher	20
Transportation	Deborah Cole	Supervisor of Transportation Safety & Training	31
Transportation	Melinda Santos	Bus Driver	30
Vernon	Cathy Hoch	Special Needs Prg. Asst.	28
Vernon	Jack Young	Teacher	29
Vina Danks	Donna Batson	Teacher	16
Vina Danks	Patricia Cunningham	Teacher	20
Vina Danks	Diana Dominy	IA-Learning Needs	24
Vina Danks	Lisa McCown	Teacher	19
Vista Grande	Monica Ford	Teacher	25
Vista Grande	Alfredo Sanchez	Custodian	27
Wiltsey	Mark Monroe	Teacher	14
Wiltsey	Debra Starks	Technology Training Asst.	18
Wiltsey	Bruce Wellenkamp	Teacher	31

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: 2019-2020 May Revision Update

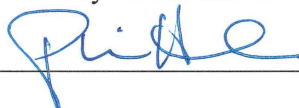
REQUESTED ACTION

Receive the Presentation on the 2019-2020 May Revision Update as presented by Phil Hillman, Chief Business Official.

BACKGROUND INFORMATION

On May 9, 2019, Governor Newsom presented a revised California budget proposal for the 2019-2020 fiscal year along with an updated State economic outlook. This latest proposal is commonly known as the "May Revise" and is the second of two formal budget presentations from Governor Newsom. Although the May Revise covers all aspects of the State budget, District staff will analyze the impacts to OMSD and adjust the preliminary 2019-2020 District budget accordingly, prior to Board consideration in June. The presentation tonight will provide an overview of the May Revise announcement/presentation.

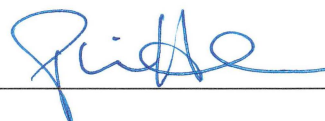
Prepared by: Phil Hillman, Chief Business Official



FINANCIAL IMPLICATIONS

None.

Prepared by: Phil Hillman, Chief Business Official



SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends the Board receive the presentation on the 2019-2020 May Revision Update.

Approved by: James Q. Hammond, Superintendent



Consent Calendar

(a) Superintendent's Office

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: Adoption of Resolution 2018-19-34, Board Remuneration for Trustee Alfonso Sanchez

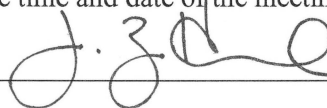
REQUESTED ACTION

Approve the Adoption of Resolution 2018-19-34, 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.

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 2018-19-34, Board Remuneration for Trustee Alfonso Sanchez and authorizing full compensation for excused absence from the Regular Board Meeting of May 2, 2019.

Approved by: James Q. Hammond, Superintendent



ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

Resolution 2018-19-34

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, May 2, 2019, Regular Board of Trustees meeting;

THEREFORE, BE IT RESOLVED, that the Board of Trustees excuses the absence of Trustee Alfonso Sanchez from the Thursday, May 2, 2019, Regular Board of Trustees meeting and authorizes full compensation to Trustee Alfonso Sanchez for his excused absence from the Regular Board Meeting.

Dr. James Q. Hammond, Superintendent, Board Secretary

Board Approved:

Consent Calendar

(b) Business Services

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: Purchasing and Contracts Report

REQUESTED ACTION

Approve the contracts listed in the Purchasing and Contracts Report.

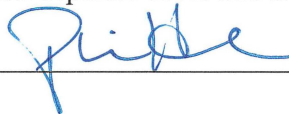
BACKGROUND INFORMATION

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.

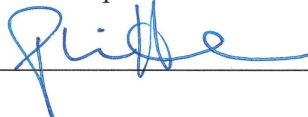
Prepared by: Phil Hillman, Chief Business Official



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.

Approved by: James Q. Hammond, Superintendent



Purchasing and Contracts Report

May 16, 2019

The following contracts are included in the May 16, 2019 agenda and are available under separate cover:

1. Reject and authorize rebid of Contract C-189-490, Project K004.1 for HVAC Roof Top Replacement at Berlyn Elementary School. [Originator: Purchasing]
2. Award of Bid and Contract C-189-522, Project AF78 with **BEST CONTRACTING SERVICES, INC.**, for the MPR Roofing Project at Elderberry, Lehigh and Vineyard elementary schools. Effective May 17, 2019 through June 30, 2019. Total cost not to exceed \$225,498. [Originator: Purchasing/Fund: Capital Outlay/General]
3. Award of Bid and Contract C-189-523, Project AF79 with **BEST CONTRACTING SERVICES, INC.**, for the Relocatable Roofing Project at Berlyn, Buena Vista, Edison and Kinsley elementary schools. Effective May 17, 2019 through June 30, 2019. Total cost not to exceed \$175,317. [Originator: Purchasing/Fund: Capital Outlay/General]
4. Reject and authorize rebid of C-189-527, Project AF50 for the ADA Ramp at Mariposa Elementary School. [Originator: Purchasing]
5. Contract C-189-540 with **HOPE THROUGH HOUSING FOUNDATION** to provide meals to students at the community center at the Hope Through Housing facility in Montclair. Effective June 1, 2019 through May 31, 2020. At no cost to District. [Originator: Food & Nutrition Services]
6. Contract C-189-546 with **AVID TECHNOLOGY, INC.**, for licenses and support for video editing and sound production software. Effective May 2, 2019 through May 30, 2020. Total cost not to exceed \$596. [Originator: Information Services/Fund: General]
7. Contract C-189-547 with **SOUTHERN CALIFORNIA GAS** for work to provide gas service to Central Language Academy. Effective April 19, 2019 through July 19, 2019. Total cost not to exceed \$10,000. [Originator: Facilities Planning & Operations/Fund: Building]
8. Contract C-189-548 with **SOUTHERN CALIFORNIA GAS** to install service and meter at Euclid Elementary School. Effective May 1, 2019 through August 1, 2019. Total cost not to exceed \$10,000. [Originator: Facilities Planning & Operations/Fund: Building]
9. Contract C-189-549 with **WESTERN UNIVERSITY OF HEALTH SCIENCES** to provide a formal working relationship between parties. OMSD will provide clinical experience for students in the physical therapy program. Effective April 1, 2019 through June 30, 2023. At no cost to the District. [Originator: Human Resources]
10. Contract C-190-004 with **CITY OF ONTARIO** to allow OMSD to operate the Child and Adult Care Food Program and Seamless Summer Feeding Program to provide after school meals and summer meals to students at designated community centers in the City of Ontario. Effective July 1, 2019 through June 30, 2020. At no cost to the District. [Originator: Food & Nutrition Services]
11. Contract C-190-005 with **CALIFORNIA BAPTIST UNIVERSITY** for clinical affiliate agreement. University students enrolled in the university's social work program will be assisting OMSD mental health providers in providing appropriate mental health education and services to OMSD students, staff, families and community. Effective July 1, 2019 through June 30, 2020. At no cost to the District. [Originator: Learning & Teaching]

Purchasing and Contracts Report

May 16, 2019

12. Contract C-190-011B with **SCHOOL PORTRAITS BY ADAMS PHOTOGRAPHY, INC.**, to provide photography services for the 2019-2020 school year at Arroyo Elementary School. Effective July 1, 2019 through June 30, 2020. At no cost to the District. [Originator: Business Services]
13. Contract C-190-016 with **CRUZ AND ASSOCIATES** to provide professional development to staff at Euclid Elementary School focused on strategies to work towards eliminating the achievement gap. Effective only on September 12, 2019. Total cost not to exceed \$3,500. [Originator: Business Services/Fund: General]
14. Contract C-190-017 with **SCHOOL SERVICES OF CALIFORNIA INC.**, to assist with issues related to school finance, legislation, school budgeting and general fiscal issues. Effective July 1, 2019 through June 30, 2020. Total cost not to exceed \$4,000. [Originator: Business Services/Fund: General]
15. Contract C-190-018A-G with **LIFETOUCH NATIONAL SCHOOL STUDIOS** to provide photography services for the 2019-2020 school year at Central Language Academy, Howard Elementary School, Lehigh Elementary School, Montera Elementary School, Oaks Middle School, Vineyard Elementary School and Wiltsey Middle School. Effective July 1, 2019 through June 30, 2020. At no cost to the District. [Originator: Business Services]
16. Contract C-190-022 with **ILLUMINATE EDUCATION, INC.**, to provide licenses, training and assessment development on web-based software system for student data and assessment management. Effective July 1, 2019 through June 30, 2022. Total cost not to exceed \$424,000. [Originator: Learning & Teaching/Fund: General]
17. Contract C-190-023 with **ESGI, LLC** to provide licenses in support of student assessments. Effective July 8, 2019 through July 7, 2020. Total cost not to exceed \$20,000. [Originator: Learning & Teaching/Fund: General]
18. Amendment M1 to Contract C-189-160 with **GUNN PSYCHOLOGICAL SERVICES, INC.**, to provide specialized assessments to students in Special Education programs per their Individualized Education Program (IEP) plan or per the recommendation of designated special education staff. Amendment is to include the following additional services: conduct TSNA assessment. Revise rate sheet to include additional assessments. [Originator: OMSD SELPA /Fund: Special Education/SELPA]
19. Amendment M1 to Contract C-189-229 with **SMARTETOOLS, INC.**, to provide software license grant and maintenance support to the District. Amendment is to term and cost. Total cost of amendment not to exceed \$10,800 for a revised total cost not to exceed \$21,600. Effective July 1, 2019 through June 30, 2020. All other properties of agreement remain unchanged. [Originator: Fiscal Services/Fund: General]
20. Amendment M2 to Contract C-178-123 with **DATAWATCH** for software license and services associated with documentation, professional services and maintenance of the District payroll system. Amendment is to term and cost. Effective June 22, 2019 through June 21, 2012. Total cost of amendment not to exceed \$2,200, for a revised total cost not to exceed \$17,550. [Originator: Fiscal Services/Fund: General]
21. Amendment M2 to Contract C-178-235 with **WAGeworks, INC., formerly CONEXIS** to provide District with COBRA and HIPAA Portability Services. Amendment is to term and cost. Total cost of amendment not to exceed \$5,000 for a revised total cost not to exceed \$15,000. Effective July 1, 2019 through June 30, 2020. All other properties of agreement remain unchanged. [Originator: Fiscal Services/Fund: General].

Purchasing and Contracts Report

May 16, 2019

22. Amendment M4 to Contract C-156-261 with **RAM SERVICES** to provide District with Software that allows District to monitor information necessary to comply with Assembly Bill AB 1522 the Healthy Workplace Healthy Family Act of 2014. Amendment is to term and cost. Total cost of amendment not to exceed \$15,000, for a revised total of \$57,464. Effective July 1, 2019 through June 30, 2020. All other properties of agreement remain unchanged. [Originator: Fiscal Services/Fund: General]

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16, 2019

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

REQUESTED ACTION

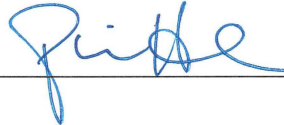
Approve the acceptance of gifts/donations to benefit and provide additional resources for District schools and/or programs.

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.

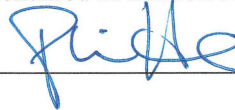
Prepared by: Phil Hillman, Chief Business Official



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 May 16, 2019

Name of Donor	School/Department	Designated Use	Monetary/Items Donated
Central PTA	Central Language Academy	General Use	\$7,200
Staples	Homer F. Briggs District Office	Districtwide	6 pallets of office/school supplies <i>Estimated Value \$9,300.10</i>

(Ref. b 4.2)

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

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: **2019-2020 Section 125 Flexible Benefit Plan Adoption Agreement
(Additional Supporting Information Available Under Separate Cover)**

REQUESTED ACTION

Approve the 2019-2020 Section 125 Flexible Benefit Plan Adoption Agreements (Additional Supporting Information Available Under Separate Cover).

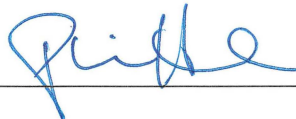
BACKGROUND INFORMATION

A Section 125 Flexible Benefit Plan is an employee benefits program designed to take advantage of Section 125 of the Internal Revenue Code. This plan allows employees to choose among different types of benefits and select the combination best suited to their individual goals, desires, and needs. These choices include an option to receive certain benefits in lieu of taxable compensation.

The 2019-2020 Section 125 Flexible Benefit Plan Adoption Agreement has been established in conformity with Section 125 of the Internal Revenue Code of 1986, as amended, and in compliance with applicable rules and regulations issued by the Internal Revenue Service. This Plan will grant to eligible Employees an opportunity to purchase qualified benefits which would not be taxable.

The plan year will begin on July 1, 2019 and end on June 30, 2020. Each subsequent plan year will begin on July 1 and end on June 30. The Section 125 Flexible Benefit Plan Adoption Agreements are presented as "Exhibit A" under separate cover.

Prepared by: Phil Hillman, Chief Business Official



FINANCIAL IMPLICATIONS

None.

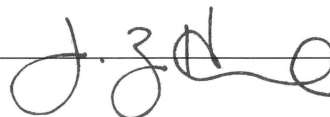
Reviewed by: Phil Hillman, Chief Business Official



SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends the Board approve the 2019-2020 Section 125 Flexible Benefit Plan Adoption Agreements (Additional Supporting Information Available Under Separate Cover).

Approved by: James Q. Hammond, Superintendent



ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: **Adoption of Resolution 2018-19-35, Notice of Intention to Grant Pipeline Easement at Vernon Middle School to Monte Vista Water District**


REQUESTED ACTION

Approve Adoption of Resolution 2018-19-35, Notice of Intention to Grant Pipeline Easement at Vernon Middle School to Monte Vista Water District.

BACKGROUND INFORMATION

The fire line service provided by The Monte Vista Water District (MVWD) for the Vernon Middle School Wellness, Arts & Technology Center necessitates an easement with the MVWD to permit access for maintaining the lateral and riser pipeline leading up to the school's fire service backflow device. The easement will occupy an approximate 100 square foot section of the school's north property line along San Bernardino Street. Resolution 2018-19-35, Notice of Intention to Grant Pipeline Easement at Vernon Middle School to Monte Vista Water District is presented as Exhibit A.

Education Code section 17556 authorizes the District to convey an easement to other agencies for the requested purpose following a public hearing at which time public comment will be heard and action taken. June 13, 2019 is the requested meeting for the public hearing and subsequent Board action.

Prepared by: Phil Hillman, Chief Business Official 

FINANCIAL IMPLICATIONS

None.

Reviewed by: Phil Hillman, Chief Business Official 

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends that the Board approve adoption of Resolution 2018-19-35, Notice of Intention to Grant Pipeline Easement at Vernon Middle School to Monte Vista Water District.

Approved by: James Q. Hammond, Superintendent 

Exhibit A

**ONTARIO-MONTCLAIR SCHOOL DISTRICT
May 16, 2019**

RESOLUTION 2018-19-35

**NOTICE OF INTENTION TO GRANT PIPELINE EASEMENT AT VERNON MIDDLE
SCHOOL TO MONTE VISTA WATER DISTRICT**

WHEREAS, the Monte Vista Water District (“MVWD”) has requested that the Ontario-Montclair School District (“District”) dedicate an easement to MVWD upon a portion of certain real property owned by the District (“Easement”) for the purpose of conveying water under the property herein described.

WHEREAS, pursuant to Education Code section 17556, the governing board of a school district may convey to a public utility any real property belonging to such school district upon such terms and conditions as the parties thereto may agree;

WHEREAS, the District desires to provide an Easement to MVWD for the purpose to construct, maintain, repair, replace and operate underground pipelines and/or mains for the purpose of conveying water under the property, pursuant to the terms and conditions set forth in the Pipeline Easement attached hereto as Attachment A and incorporated herein;

WHEREAS, the District and community will benefit from the dedication of the Easement to MVWD by allowing MVWD to plan, construct, maintain, repair, replace, and operate certain utilities to provide the services for the District and surrounding community;

WHEREAS, pursuant to Education Code section 17557, the District’s governing board must, prior to dedicating the Easement, adopt a resolution declaring its intention to dedicate such Easement in a regular open meeting by no less than a two-thirds (2/3) vote of all of its members;

WHEREAS, pursuant to Education Code section 17557, the District’s governing board must fix a time at its regular place of meeting for a public hearing upon the question of making the dedication of the Easement; and

WHEREAS, pursuant to Education Code section 17558, the District is required to post copies of this Resolution, signed by the board, in three (3) public places within the District’s boundaries not less than ten (10) days before the public hearing, and publish notice once, not less than five (5) days before the public hearing in a newspaper of general circulation published in the District, if there is one, or, if there is no such newspaper published in the District, then in a newspaper published in the county which has a general circulation in the District.

NOW, THEREFORE, THE BOARD DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. That the District's governing board ("Board") declares its intent to dedicate the Pipeline Easement to MVWD upon the terms and conditions set forth in the recitals and the Pipeline Easement.

Section 3. That the Board establishes June 13, 2019 for a public hearing on the question of the District's intent to dedicate the Pipeline Easement to MVWD.

Section 4. The District staff shall post this resolution in three (3) public places within the District's boundaries and publish notice of the adoption of this resolution in compliance with Education Code section 17558.

ADOPTED, SIGNED AND APPROVED this 16th day of May, 2019.

Elvia M. Rivas, President
Ontario-Montclair School District

I, Kristen Brake, Clerk of the Board of Trustees of Ontario-Montclair School District, do hereby certify that the foregoing Resolution was adopted by the Governing Board of said District at a meeting of said Board held on the 16th day of May, 2019, and that it was so adopted by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Kristen Brake, Board Clerk
Ontario-Montclair School District

Attachment A

Recording Requested by:
Ontario-Montclair School District

When Recorded Return to:

Monte Vista Water District
10575 Central Avenue, Montclair
California 91763

Exempt from filing fee per Govt. Code, Section 6103

PIPELINE EASEMENT

FOR VALUABLE CONSIDERATION, receipt of which is hereby acknowledged, ONTARIO-MONTCLAIR SCHOOL DISTRICT, hereinafter referred to as "Grantor," does hereby grant to MONTE VISTA WATER DISTRICT, a public agency county water district, hereinafter referred to as "Grantee," an easement and right of way including the right to enter upon the property herein described at any time that it may see fit to plan, construct, maintain, repair, replace and operate underground pipelines and/or mains for the purpose of conveying water under the property herein described, together with the right to excavate and refill ditches and/or trenches for the location of said pipelines and/or mains and, further, the right to remove trees, bushes, undergrowth, and other obstructions interfering with the planning, construction and maintenance, repair, replacement and operation of said pipelines and/or mains, together with the right of ingress and egress from said property of the Grantors described herein at reasonable times which will not substantially interfere with the Grantor's operations, for the purpose of planning, constructing, maintaining, repairing, operating and replacing said pipelines and/or mains.

The property affected by the grant of this easement and right of way is located in the County of San Bernardino, State of California, and is more particularly described as:

SEE EXHIBIT "A" (LEGAL DESCRIPTION) AND EXHIBIT "B" (MAP)
ATTACHED HERETO AND MADE A PART HEREOF

Grantee hereby agrees to restore said right of way to its original condition as said condition existed immediately prior to the construction of said pipelines and mains.

Said easement and right of way are subject to covenants, conditions, restrictions, reservations, exceptions, right and easements of record.

The easement and right of way hereby granted to MONTE VISTA WATER DISTRICT are permanent and are perpetual and are granted to MONTE VISTA WATER DISTRICT, its successors and assigns forever.

The Grantor hereby grants the said Pipeline Easement this 13th day of June, 2019.

Signature of Grantor:

ONTARIO-MONTCLAIR SCHOOL DISTRICT

By:

Signature

STATE OF CALIFORNIA

COUNTY OF SAN BERNARDINO

On this ____ day of _____, 2019, before me, _____, the undersign, a Notary Public in and for said County and State, personally appeared _____

_____ personally known to me, or _____ proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledge to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s) or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

Signature

Notary's

Exhibit "A"

A STRIP OF LAND LYING, 10.00 FEET IN WIDTH WITHIN LOT 2, BLOCK 9, MONTE VISTA TRACT, AS PER PLAT RECORDED IN BOOK 11 OF MAPS, PAGES 34, IN THE OFFICE OF THE COUNTY RECORDER OF SAN BERNARDINO, DESCRIBED AS FOLLOWS;

COMMENCING AT THE INTERSECTION OF THE EAST LINE OF SAID LOT 2, WITH THE CENTERLINE OF SAN BERNARDINO AVENUE, 44 FOOT HALF-WIDTH;

THENCE LEAVING CENTERLINE SOUTH 00°15'14" EAST 44 FEET TO THE SOUTHERLY LINE OF SAID SAN BERNARDINO AVENUE;

THENCE CONTINUING ALONG SAID SOUTHERLY LINE NORTH 89°53'12" WEST 66.00 FEET TO THE **POINT OF BEGINNING**;

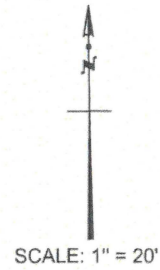
THENCE LEAVING SAID SOUTH LINE OF SAN BERNARDINO AVENUE, SOUTH 00 DEGREES 6 MINUTES 28 SECONDS EAST, 11.50 FEET.

THE SIDE LINES OF SAID STRIP SHALL BE SHORTENED OR PROLONGED SO AS TO TERMINATE NORTHERLY IN THE SOUTH LINE OF SAID SAN BERNARDINO AVENUE.

SEE "**EXHIBIT B**" ATTACHED HERETO AND MADE A PART HEREOF, BY THIS REFERENCE.



EXHIBIT B



AREA AFFECTED BY PIPELINE EASEMENT 

THIS PLAT IS SOLELY AN AID IN LOCATING THE PARCEL(S) DESCRIBED IN THE ATTACHED DOCUMENT. PLEASE REFER TO LEGAL DESCRIPTION FOR EXACT LOCATION.

PREPARED BY:
 BRANDOW & JOHNSTON
 700 S. FLOWER ST. SUITE 1800
 LOS ANGELES, CA 90017
 TEL: (213)596-4500

SHEET
1
 OF 1 SHEETS

EXHIBIT
B
 PLAT
 OF
 FIRE SERVICE PIPELINE EASEMENT

SCALE: AS SHOWN

DRAWN BY: CT

DATE: 08-15-18

CHECKED BY: EM

JN: C17-0463

Consent Calendar

(c) Human Resources

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: Certificated Personnel Recommendations Report # CERT189-0516

REQUESTED ACTION

Approve Certificated Personnel Recommendations.

EMPLOYMENT

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
Kay Hoard	Elementary Administrator/Vista Grande	07/01/2019

ASSIGNMENT, CLASSIFICATION, SCHEDULE CHANGE

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
Maria Dunlap	Data Coach/Hawthorne to Elementary Administrator/Hawthorne	07/01/2019
Camille Johnson	Principal/Mariposa to Principal/Wiltsey	04/29/2019
Melaine Troesh	Elementary Administrator/Mission to Principal/Kingsley	07/01/2019

CERTIFICATED SUBSTITUTES

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
Patti Hobbs	Substitute Certificated Management	04/29/2019

REQUESTS FOR LEAVE OF ABSENCE

<u>NAME</u>	<u>LEAVE REQUEST</u>	<u>EFFECTIVE</u>
Michelle Araneta	Teacher/Vernon Medical Leave	04/02/2019-05/23/2019
Jeanette Barber	Teacher/Vista Grande Extended Medical Leave	04/16/2019-05/28/2019

Certificated Personnel Recommendations Report # CERT189-0516
 May 16, 2019

REQUESTS FOR LEAVE OF ABSENCE (continued)

<u>NAME</u>	<u>LEAVE REQUEST</u>	<u>EFFECTIVE</u>
Elizabeth Blaikie	Teacher/Mariposa Medical Leave	04/26/2019-05/10/2019
Evelyn Blanco	Teacher/Mariposa Extended Medical Leave	04/22/2019-04/29/2019
Evelyn Blanco	Teacher/Mariposa FMLA Leave	05/07/2019-05/24/2019
Regina Delfin	Teacher/Lincoln Extended Medical Leave	04/30/2019-05/10/2019
Jeanne Deseran	Teacher/Kingsley Extended Medical Leave	04/28/2019-05/24/2019
Desiree Gilbert	Teacher/Vineyard Medical Leave	04/08/2019-04/29/2019
Brigette Gonzales	Teacher/Serrano Extended Medical Leave	04/30/2019-05/14/2019
Charlene Guerra	TOA-Curriculum Support/Briggs-L&T Medical Leave	05/09/2019-05/23/2019
Christina Ihde	Teacher/Oaks Extended Medical Leave	03/22/2019-05/13/2019
Dora Renteria	Teacher/Elderberry Medical Leave	04/15/2019-06/19/2019
Yesenia Rodriguez	Psychologist/Briggs-SPED Medical Leave	04/17/2019-05/02/2019

REVISED APPROVED LEAVE OF ABSENCE

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

AUTHORIZATION TO TEACH OUTSIDE OF CREDENTIAL: EDUCATION CODE 44258.2

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

Certificated Personnel Recommendations Report # CERT189-0516
May 16, 2019

VARIABLE TERM WAIVER


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


SUBSEQUENT VARIABLE TERM WAIVER

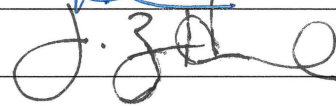
<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
None.		

RETIREMENT, RESIGNATION, RELEASE AND TERMINATION

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
Elisabeth Duran	Teacher/Buena Vista	06/30/2019
Diann Morales	Special Education Teacher/Lincoln	05/25/2019

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

May 16, 2019

TO: Elvia M. Rivas, President and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: Classified Personnel Recommendations Report # CLA189-0516

REQUESTED ACTION

Approve Classified Personnel Recommendations.

EMPLOYMENT

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
Ernesto Buenrostro	IS Systems Support Technician/Briggs-IS	05/13/2019
Ruben Fernandez	Lead Food Service Asst. I/Elderberry	05/07/2019

ASSIGNMENT, CLASSIFICATION, SCHEDULE CHANGE, ADDITIONAL ASSIGNMENT

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
Elsa Aparicio	Food Service Asst. I/Ramona 3 hours to 6 hours	05/07/2019
Mariela Esparza	Administrative Asst. I/Parent Education Center 4 hours to 5 hours	04/01/2019
Vanessa Vazquez	Food Service Asst. I/Ramona to Haynes	08/06/2019

CLASSIFIED SUBSTITUTES

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>EFFECTIVE</u>
Caleb Castaneda	Substitute PE Asst.	05/03/2019
Alejandra Guzman	Substitute Instructional Aide/Learning Needs/Behavior Intervention/Special Needs Program/Special Orthopedic Needs Asst.	04/15/2019
Ahmad Tarifi	Substitute PE Asst.	05/03/2019

REQUEST FOR LEAVE OF ABSENCE

<u>NAME</u>	<u>LEAVE REQUEST</u>	<u>EFFECTIVE</u>
Pamela Clark	IA-Learning Needs/Arroyo Medical Leave	04/22/2019-05/03/2019

(Ref. c 2.1)

Classified Personnel Recommendations Report # CLA189-0516

May 16, 2019

REQUEST FOR LEAVE OF ABSENCE (continued)

<u>NAME</u>	<u>LEAVE REQUEST</u>	<u>EFFECTIVE</u>
Bianca Escalon	Special Needs Program Asst./Lincoln Medical Leave	04/17/2019-04/26/2019
Richard Espinoza	Senior Warehouse Worker/Central Production Kitchen Extended Medical Leave	03/15/2019-05/30/2019
Cynthia Fabela	School Office Asst. I/Buena Vista Extended Medical Leave	05/03/2019-06/03/2019
Maribel Garcia	Intervention Specialist/Family Collaborative Services Medical Leave	05/10/2019-06/04/2019
Marisa Garcia	IA-Learning Needs/Corona FMLA Leave	05/13/2019-05/23/2019
Veronica Garcia-Cerecedes	IA-Behavior Intervention/El Camino FMLA Leave	05/01/2019-05/23/2019
Michelle Iniguez	IA-Learning Needs/Sultana Extended Medical Leave	04/28/2019-05/07/2019
Alanis Marinelli	IA-Behavior Intervention/El Camino Extended Medical Leave	04/15/2019-05/24/2019
Rebecca May	Occupational Therapist/Briggs-SPED FMLA Leave	05/06/2019-05/23/2019
Celia Medina	Health Service Asst./Berlyn Medical Leave	05/06/2019-05/24/2016
Keren Noble	Information Services Data System Specialist/Briggs-IS Extended Medical Leave	04/26/2019-06/02/2019
Nadia Robledo	Head Start Early Childhood Education Asst./Howard FMLA Leave	05/02/2019-05/22/2019
Nadia Robledo	Head Start Early Childhood Education Asst./Howard FMLA Leave	08/07/2019-09/27/2019
James Severin	Lead Painter/Briggs-Operations Extended Medical Leave	05/01/2019-06/08/2019

Classified Personnel Recommendations Report # CLA189-0516
May 16, 2019

REQUEST FOR LEAVE OF ABSENCE (continued)

<u>NAME</u>	<u>LEAVE REQUEST</u>	<u>EFFECTIVE</u>
Marita Santos	Food Service Asst. III/Central Extended Medical Leave	04/26/2019-05/24/2019
Elvira Vazquez	Early Childhood Education Asst./Lehigh Medical Leave	05/02/2019-05/16/2019

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>
Sarah Lee	Occupational Therapist/Briggs-SPED	06/22/2019
Abby Parana	Occupational Therapist/Briggs-SPED	06/11/2019
Kellee Petroelje	Instructional Asst./Buena Vista	05/03/2019

Prepared by: Hector Macias, Assistant Superintendent, Human Resources

Reviewed by: Phil Hillman, Chief Business Official

Approved by: James Q. Hammond, Superintendent

Consent Calendar

(d) Learning & Teaching

Consent Calendar

d. Learning & Teaching: NONE

Discussion/Action/Public Hearing

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16, 2019

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

FROM: James Q. Hammond, Superintendent

SUBJECT: Public Hearing Regarding the Proposed 2019-2020 Ontario-Montclair School District (OMSD) Special Education Local Plan Area (SELPA) Annual Service Plan

REQUESTED ACTION

Conduct a Public Hearing Regarding the Proposed 2019-2020 Ontario-Montclair School District (OMSD) Special Education Local Plan Area (SELPA) Annual Service Plan.

BACKGROUND INFORMATION

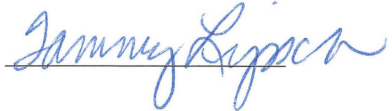
On January 11, 2017, at the regularly scheduled State Board of Education (SBE) meeting, the SBE unanimously approved OMSD's request to waive California Education Code Section 56195.1(a), regarding size and scope requirements of special education local plan areas and allowed OMSD to establish a single district SELPA. The two-year approval of OMSD's application for waiver of the requirements was made with conditions. One of the conditions according to California *Education Code (EC)* Section 56205 requires each SELPA to develop and submit an Annual Service Plan, which has been adopted at a public hearing. The Annual Service Plan for the 2019-2020 school year is due to the California Department of Education (CDE) on or before June 30, 2019. The following components must be met by each SELPA:

- 1. Develop or Revise the Annual Service Plan:** Each SELPA will develop and adopt the Annual Service Plan according to the governance and policymaking process established in their local plan. The completion of the process will be documented by evidence that a SELPA-level public hearing has been held to adopt the Annual Service Plan. The OMSD SELPA Local Plan specifies that the SELPA shall adopt an Annual Service Plan at a public hearing for which written notice has been provided to members of the staff, parents and general public by posting said notice at each school located within the Local Plan area and at the SELPA Office at least 15 days prior to the hearing.
- 2. Description of Services and Nature of Services:** The Annual Service Plan must include a description of the full continuum of service options to be provided within the SELPA assuring access to appropriate instruction and services for all students with disabilities from birth to twenty-two years of age, including children with low-incidence disabilities. Because the OMSD SELPA is a single-district, K-8 SELPA, the services described in the Annual Service Plan encompass services to be provided to the student population served by OMSD. The description of services shall also include the physical location of the services.
- 3. Hold a SELPA-level Public Hearing to Adopt the Annual Service Plan:** Notice of the SELPA-level public hearing shall be posted in each school district at least 15 days prior to the public hearing. A copy of the Public Hearing Notice must be submitted with the Annual Service Plan.

Public Hearing Regarding the Proposed 2019-2020 Ontario-Montclair School District (OMSD) Special Education Local Plan Area (SELPA) Annual Service Plan
May 16, 2019

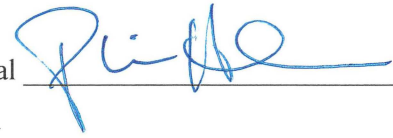
The Annual Service Plan was developed with input from members of the OMSD SELPA Program Committee, reviewed by the OMSD SELPA Community Advisory Committee (CAC), and describes the full continuum of services for OMSD students with disabilities and the location of such services. The Public Hearing on Thursday, May 16, 2019 during the regularly scheduled Board of Trustees meeting is being held to grant the public the opportunity for discussion of the District's OMSD SELPA Annual Service Plan prior to its adoption by the Board of Trustees on June 13, 2019. The Notice of Public Hearing for the May 16, 2019 Public Hearing was posted from Wednesday, May 1, 2019 through Friday, May 17, 2019.

The Proposed 2019-2020 Ontario-Montclair School District (OMSD) Special Education Local Plan Area (SELPA) Annual Service Plan is presented as Exhibit A.

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching 

FINANCIAL IMPLICATIONS

None for this Public Hearing.

Reviewed by: Phil Hillman, Chief Business Official 

SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends the Board conduct a Public Hearing Regarding the Proposed 2019-2020 Ontario-Montclair School District (OMSD) Special Education Local Plan Area (SELPA) Annual Service Plan.

Approved by: James Q. Hammond, Superintendent 

EXHIBIT A

California Department of Education
ASP-03 (rev Feb 2017)

Special Education Division

**Certification of Annual Service Plan
Fiscal Year 2019-20**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3614	SELPA Name Ontario-Montclair School District Special Education Local Plan Area	Application Date June 30, 2019
SELPA Address 950 West D Street	SELPA City Ontario	SELPA Zip code 91762
Name SELPA Director (Print) Dr. Alana Hughes-Hunter		SELPA Director's Telephone Number (909) 418-6508
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name Ontario-Montclair School District Special Education Local Plan Area	Name/Title of RLA/AU Superintendent Dr. James Q. Hammond, Superintendent	RLA/AU Telephone Number (909) 418-6445
RLA/AU Street Address 950 West D Street	RLA/AU City Ontario	RLA/AU Zip code 91762
Date of Governing Board Approval June 13, 2019		

**Certification of Approval of Annual Service Plan Pursuant to California Education Code
Section 56205(b)**

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on June 13, 2019.

Adopted this _____ day of _____, 20__.

Signed: _____
 RLA/AU Superintendent – Dr. James Q. Hammond

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____
 (Ref. I 1.3)

Customized Service Descriptions

Spe	California Department of Education Form ASP-01b (rev Feb 2017)			Special Education Division		
CASEMIS Code	Special Education Service Category Descriptions Birth-21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only			
			Compliance	Meets Compliance		Findings/ Comments
				Yes	No	
330	<p>Specialized Academic Instruction is provided to special education students who require Home/Hospital Instruction through a Physician's (Medical Doctor) request. Home/Hospital Instruction is only provided to students who would be missing 2 weeks or more of instruction due to a medical condition. Home/Hospital Instruction provides a maximum of five hours of instruction to the medically compromised student each week. If a doctor recommends Home/Hospital Instruction for a student in Special Education, the IEP team must meet to conduct an IEP and document the physician's instructions to place the student on Home/Hospital Instruction and determine as an IEP team if the placement is appropriate. If the IEP team determines Specialized Academic Instruction through the Home/Hospital Instruction is appropriate, the student is dropped by their home school, but is immediately picked up as a student receiving Homebound Hospital Instruction, still enrolled under their home school. Upon physician's submission of the Release back to school, the IEP team must again convene to reinstate the IEP, and indicate Specialized Academic Instruction services to be provided at their home public day school.</p>	34 <i>CFR</i> Section 300.39(b)(3)	<p>Has the Special Education Local Plan Area (SELPA) included:</p> <ul style="list-style-type: none"> - Name of service? - Description of service? - How service provided? 			

(Ref. I.1.4)

California Special Education Management

Service Descriptions

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the	X			34 <i>Code of Federal Regulations (CFR)</i> sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0–2 only): Services provided by a licensed physician to determine a child’s developmental status and need for early intervention services.	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0–2 only)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child’s individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child’s development.	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0–2 only)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226

(Ref. I.1.5)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref: I.1.6)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
270	Respite care services (ages 0–2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X	X		34 <i>CFR</i> Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 <i>California Education Code (EC)</i> Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	X			5 <i>California Code of Regulations (CCR)</i> Section 3051; 30 <i>EC</i> Section 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	X			5 <i>CCR</i> Section 3051.1; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> sections 300.34 (c)(15), 300.8 (c)(11)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref. I.1.7)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	X			5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	Health and nursing–specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.	X			5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;
436	Health and nursing–other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	X			5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref. I.1.8)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105
450	Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref. I.1.9)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> (B&PC) Chapter 5.7 sections 2600–2696; <i>Government Code (GC)</i> Interagency Agreement Chapter 26.5 Section 7575(a)(2)
510	Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref. I.10)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	X			34 <i>CFR</i> sections 300.24.(b)(2), 300.306; 5 <i>CCR</i> Section 3051.9
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.	X			5 <i>CCR</i> Section 3051.11; 34 <i>CFR</i> Section 300.34(c)(8)
525	Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	X			5 <i>CCR</i> Section 3051.13; 34 <i>CFR</i> Section 300.34(c)(14)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref. I.1.11)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling.	X			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)
540	Day treatment services: Structured education, training, and support services to address the student's mental health needs.	X			Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.	X			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref: I.1.12)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	X			5 CCR Section 3030(d); 30 EC Section 56364.1

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref. I.1.13)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X			5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading services	X		X	5 CCR Section 3051.16
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X			5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	X			5 CCR Section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref. I.1.14)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	X			5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.			X	34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.			X	5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

(Ref. I.15)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.			X	5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)
870	Travel training (includes mobility training)	X			5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	X			

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
900**	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.			X	
	* <i>B&PC–Business and Professional Codes</i> <i>CCR–California Code of Regulations</i> <i>CFR–Code of Federal Regulations</i> <i>EC–Education Code</i> <i>GC–Government Code</i>				
	** Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900				

(Ref. I.1.16)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Special Education Local Plan Area:

Local Educational Agency (LEA):

Annual Service Plan (001)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.										
Site Name	Type Of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)										
6036123- Arroyo Elementary	10	330	340	415	425	450	460	525				
6036131- Berlyn Elementary	10	330	340	415	425	450	460	610	720	725		
6036149 - Bon View Elementary	10	330	415	436	450	515	525					
6036156 - Buena Vista Arts-Integrated	10	330	415	450	525							
6036164 - Central Language Academy	10	330	415	450	525	610	720					
6036172 - Corona Elementary	10	330	415	425	450	515						
6036206 - De Anza Middle	10	330	415	425	450	510	515	525	610	720		
6036214 - Del Norte Elementary	10	330	415	425	450	510	525	610	720			
6036222 - Edison Elementary	10	330	415	450	525							
6036230 - El Camino Elementary	10	330	340	415	425	450	515	525				
6036248 - Elderberry Elementary	10	330	415	425	435	450						
6036255 - Euclid Elementary	10	330	415	450	525							
6036263 - Hawthorne Elementary	10	330	415	450	525							
6036271 - Howard Elementary	10	330	340	415	425	450	510	515	525	610	720	725
6036297 - Kingsley Elementary	10	330	340	415	450	515	525	530				
6036305 - Lehigh	10	330	340	415	425	450	525	610	720	725		

Elementary												
6096283 - Lincoln Elementary	10	330	340	415	425	445	450	460	610	720	725	
6036347 - Mariposa Elementary	10	330	340	415	425	450	515	525	610	720		
6036354 - Mission Elementary	10	330	340	415	425	450	460	515	525	535	610	720
6036362 - Monte Vista Elementary	10	210	240	250	330	340	350	415	425	450	525	720
0100115 - Montera Elementary	10	330	415	450	515	525						
6036370 - Moreno Elementary	10	330	340	415	425	435	450	460	525	725		
6113476 - Oaks Middle	10	330	340	415	425	450	525	610	720	725		
6036388 - Ramona Elementary	10	330	415	435	450	525	610	720				
6036289 - Ray Wiltsey Middle	10	330	415	515	525	610	720					
6036198 - Richard Haynes Elementary	10	330	415	450	610	610	720					
6036404 - Serrano Middle	10	330	340	415	425	436	450	460	525	610	720	725
6036412 - Sultana Elementary	10	330	340	415	425	450	460	510	515	525	610	725
6036420 - Vernon Middle	10	330	340	415	425	450	460	515	525	610	720	
6036438 - Vina Danks Middle	10	330	340	415	425	435	450	460	510	515	525	720
6036446 - Vineyard Elementary	10	330	415	450	525	610	720					
0100107 - Vista Grande Elementary	10	330	415	450	510	525	610	720				

Use these codes to identify the type of facility providing services to students ages 6–22:

10–Public Day School	11–Public Residential School	15–Special Education Center/Facility
19–Other Public School/Facilities	20–Continuation School	22–Alternative Work Education Center/ Work Study Program
24–Independent Study	31–Community School	55–Charter School (operated by an LEA/ District/County Office of Education)
56–Charter School (operating as an LEA)		

Special Education Local Plan Area:

Local Educational Agency (LEA):

Infant Services (003)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.
Site Name	Type of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)
<p>OMSD SELPA and Inland Regional Center have established an interagency agreement to provide services for infants and toddlers per their IFSP. OMSD SELPA will be responsible for the provision of services for children with solely low incidence services. Services for infants and toddlers in the Early Start program will be provided in the home by an Early Start teacher and other service providers as appropriate as documented in the student's IFSP.</p>		

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

00-No School (Ages 0-5 only)	10-Public Day School
11-Public Residential School	19-Other Public School/Facilities
40-Home	45-Hospital Facility
62-Child Development or Child Care Facility	65-Extended Day Care

Special Education Local Plan Area:

Local Educational Agency (LEA):

Pre-School Services (004)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.					
Site Name	Type Of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)					
6036123- Arroyo Elementary	10	415					
6036131- Berlyn Elementary	10	415					
6036149 - Bon View Elementary	10	415					
6036156 - Buena Vista Arts-Integrated	10	415					
6036164 - Central Language Academy	10	415	610	720			
6036172 – Corona Elementary	10	330	415	450	720		
6036214 - Del Norte Elementary	10	330	415	425	450		
6036222 - Edison Elementary	10	415					
6036230 - El Camino Elementary	10	330	415	450			
6036248 - Elderberry Elementary	10	415					
6036255 - Euclid Elementary	10	330	415	450			
6036263 - Hawthorne Elementary	10	415					
6036271 - Howard Elementary	10	415					
6036297 – Kinglsey Elementary	10	330	415				
6036305 - Lehigh Elementary	10	250	330	415			

6096283 - Lincoln Elementary	10	330	340	415	425	436	450
		460	610	710	720	725	730
6036347 - Mariposa Elementary	10	330	415				
6036354 - Mission Elementary	10	330	415	450			
6036362 - Monte Vista Elementary	10	330	415	450			
0100115 - Montera Elementary	10	330	340	415	450	460	610 720
6036370 - Moreno Elementary	10	330	340	415	425	450	460 725
6036388 - Ramona Elementary	10	330	415	450			
6036198 - Richard Haynes Elementary	10	415					
6036412 - Sultana Elementary	10	330	340	415	425	450	460 510
6036446 - Vineyard Elementary	10	330	415	610	720		
0100107 - Vista Grande Elementary	10	415					
<i>OMSD SELPA will also establish a program for 3-5 year olds who require Speech services, with services provided 30 minutes-1 hour per week by Speech Language Pathologists and Speech Language Assistants.</i>							

Use these numbers to identify the type of facility where Pre-School Services (ages 3–5) are provided:

40–Home Instruction	45–Hospital Facility
61–Head Start Program	62–Child Development or Child Care Facility
63–State Preschool Program	64–Private Preschool
65–Extended Day Care Program	

Notice of Public Hearing

Ontario-Montclair School District's Special Education Local Plan Area (SELPA) Annual Service Plan



Thursday, May 16, 2019

(during the Board of Trustees regularly scheduled meeting)

7:00 p.m.

**Oaks Middle School - MPR
1221 S. Oaks Avenue
Ontario, CA 91762**

The purpose of the Public Hearing is to seek input from the Ontario-Montclair School District's stakeholders and to grant the opportunity for discussion of the District's Special Education Local Plan Area (SELPA) Annual Service Plan.

For more information, please contact the Ontario-Montclair School District at (909) 418-6508.

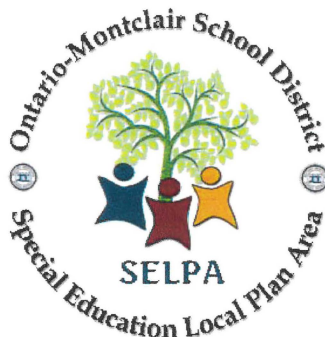
Date of Posting: May 1, 2019

Remove After: May 16, 2019

(Ref. I 1.22)

Aviso De Audiencia Pública

Plan De Servicio Anual Del Plan Local De Educación Especial (SELPA) Del Distrito Escolar Ontario-Montclair



jueves, 16 de mayo, 2019
(durante la junta regular de la mesa directiva)

7:00 p.m.

Oaks Middle School - MPR
1221 S. Oaks Avenue
Ontario, CA 91762

El propósito de esta Audiencia Pública es para buscar la opinión de los participantes del Distrito Escolar Ontario-Montclair y brindarles la oportunidad para entablar una conversación sobre el Plan de Servicio Anual del Plan Local De Educación Especial Del Distrito (SELPA).

Para más información, por favor llame al Distrito Escolar de Ontario-Montclair al (909) 418-6508.

Fecha de Publicación: 1 de mayo, 2019

Remover después del: 16 de mayo, 2019

(Ref. I 1.23)

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16, 2019

TO: Elvia M. Rivas, President and Board of Trustees
FROM: James Q. Hammond, Superintendent
SUBJECT: **Public Hearing Regarding the Proposed 2019-2020 Ontario-Montclair School District Special Education Local Plan Area (SELPA) Annual Budget Plan**

REQUESTED ACTION

Conduct a public hearing regarding the Proposed 2019-2020 Ontario-Montclair School District Special Education Local Plan Area (SELPA) Annual Budget Plan.

BACKGROUND INFORMATION

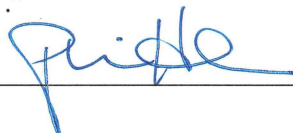
California *Education Code (EC)* Section 56205 requires the submission of an Annual Budget that is adopted at public hearings held by the SELPA.

Each SELPA will adopt the Annual Budget Plan according to the governance and policy making process established in their local plan. The completion of the process will be documented by evidence that a SELPA-level public hearing has been held to adopt the Annual Budget Plan.

The Annual Budget Plan may be revised during any fiscal year and shall identify expected expenditures.

The proposed annual 2019-2020 budget was presented and approved during a SELPA Budget Committee meeting held on May 2, 2019. A summary of the Proposed 2019-2020 Ontario-Montclair School District SELPA Annual Budget Plan is attached as "Exhibit A".

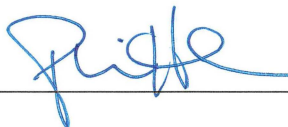
Prepared by: Phil Hillman, Chief Business Official



FINANCIAL IMPLICATIONS

None.

Reviewed by: Phil Hillman, Chief Business Official



SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends the Board conduct a public hearing regarding the Proposed 2019-2020 Ontario-Montclair School District Special Education Local Plan Area (SELPA) Annual Budget Plan.

Approved by: James Q. Hammond, Superintendent



Exhibit A

California Department of Education
ABP-01 (rev Feb 2017)

Special Education Division

**Annual Budget Plan
Fiscal Year 2019-20**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	17,101,420
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	3,489,192
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	277,810
		SACS Goal Code 5730	3,308,945
		SACS Goal Code 5750	12,227,033
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	26,761,850
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	903,424
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	
		SACS Goal Code 5060	
G	The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572	Statement is included in Local Plan	

¹ Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

**Certification of Annual Budget Plan
 Fiscal Year 2019-20**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3614	SELPA Name Ontario-Montclair School District Special Education Local Plan Area	Application Date June 30, 2019
SELPA Address 950 West D Street	SELPA City Ontario	SELPA Zip code 91762
Name SELPA Director (Print) Dr. Alana Hughes-Hunter		SELPA Director's Telephone Number (909) 418-6508
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name Ontario-Montclair School District Special Education Local Plan Area	Name/Title of RLA/AU Superintendent Dr. James Q. Hammond, Superintendent	RLA/AU Telephone Number (909) 418-6445
RLA/AU Street Address 950 West D Street	RLA/AU City Ontario	RLA/AU Zip code 91762
Date of Governing Board Approval June 13, 2019		

**Certification of Approval of Annual Budget Plan Pursuant to California *Education Code*
 Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on June 13, 2019.

Adopted this _____ day of _____, 20____.

Signed: _____
 RLA/AU Superintendent – Dr. James Q. Hammond

Information/Announcements

ONTARIO-MONTCLAIR SCHOOL DISTRICT
Ontario, California

May 16, 2019

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

FROM: James Q. Hammond, Superintendent

SUBJECT: **Program Self-Evaluation Annual Report for State Funded Preschool which will be Submitted to the California Department of Education**

REQUESTED ACTION

Receive for information the Program Self-Evaluation Annual Report for State-Funded Preschool which will be submitted to the California Department of Education.

BACKGROUND INFORMATION

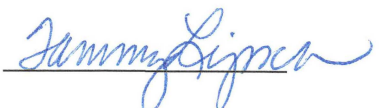
Annually, the Early Education and Support Division (EESD) of the California Department of Education requires a Program Self-Evaluation Annual Report to be completed by the District's Child Development program in compliance with the implementation of the state funding contract. The Funding Terms and Conditions for Contract #CSPP-8426 states that a copy of the Program Self-Evaluation Annual Report will be provided to the Governing Board for informational purposes.

The Program Self-Evaluation Annual Report for State Funded Preschool covers four areas (Exhibit A):

1. Parent Survey Results: This Desired Results Parent Survey is designed to collect parental feedback about the quality of services. All parents complete a Parent Survey and the results are compiled into a Summary of Findings at the classroom, site agency levels.
2. Classroom Observation: Early Childhood Environmental Rating Scale (ECERS) Data: The Environmental Rating Scales are used to measure the quality of the classroom environment. Using the ECERS, each preschool classroom completes a self-evaluation, which are compiled into the Summary of Findings.
3. Desired Results Developmental Profile (DRDP) Group Summary: Examines all components of the program operations, determines strengths and areas for improvement, and establishes goals for next year.
4. Program Review Instrument: Federal Program Monitoring/Contract Monitoring Review is the monitoring and review instrument for child development programs to determine compliance.

The Program Self-Evaluation Report ELCD 4000 is also provided to the Board of Trustees for informational purposes. The report is an overview of assessment data, evaluation data, information provided throughout the school year and dates the information was presented to parents and staff. (Exhibit B)

Prepared by: Tammy Lipschultz, Assistant Superintendent, Learning & Teaching

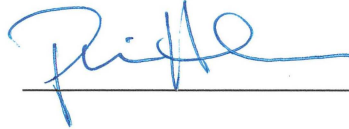


Program Self-Evaluation Annual Report for State Funded Preschool which will be Submitted to the California Department of Education
May 16, 2019

FINANCIAL IMPLICATIONS

None.

Reviewed by: Phil Hillman, Chief Business Official



SUPERINTENDENT'S RECOMMENDATION

The Superintendent recommends the Board accept the information on the Program Self-Evaluation Annual Report for State Funded Preschool which will be Submitted to the California Department of Education.

Approved by: James Q. Hammond, Superintendent



Exhibit A

PROGRAM SELF-EVALUATION ANNUAL REPORT FOR STATE FUNDED PRESCHOOL

Accomplishments and recommendations for improvement, ongoing monitoring and action steps from the Self-Evaluation Report for State-funded Preschool Program include:

1. **Parent Survey Results**

Parents surveyed indicated that program met standards in the following areas:

- When asked if they felt that their child is safe in this program, 100% of parents surveyed stated yes, they feel that their child is safe in this program.
- When asked if they felt that their child is happy in this program, 100% of parents surveyed stated yes.

Ongoing monitoring and action steps:

- Site administrator will monitor parent meetings and bring results to the Preschool principals meetings for discussion.
- Program administrator will meet with Family & Collaborative Services and Parent Educational Center to design classes for parents.

Parent Surveys indicated a need in the areas of Hours of Operation, Interaction with Other Parents, Parent Involvement, and Cultural Activities. Parents requested more information on how to motivate their children, how to discipline, how to help their children at home and understanding classroom daily activities.

Action steps:

- Increase Hours of Operation –
 - Child Development Office will provide parents with information on attending TK or Easter Seals' home program when it becomes available.
- Parent Involvement and Information–
 - Teachers will provide incentives to encourage parents to volunteer.
 - Sites will encourage preschool parents to participate in school wide events.
 - Sites will develop parent workshops.
 - School sites will use class dojo and blackboard connect to communicate with parents.
 - Classroom teachers will inform parents of daily activities and how to help their child at home.
 - Classroom staff will send Developmentally Appropriate homework ideas and/or newsletters to parents.
- Interaction –
 - Parent meetings will take place at both the district and site levels.
 - Connect parents with presentations for parents through Family & Collaborative Services and Parent Educational Center in the areas of discipline and motivating your child.
- Cultural Activities –
 - Purchase materials and props that reflect the children's home language and culture.
 - Invite parents to share their cultures with the classroom.

Exhibit A

PROGRAM SELF-EVALUATION ANNUAL REPORT FOR STATE FUNDED PRESCHOOL

2. Classroom Observation: Early Childhood Environmental Rating Scale (ECERS) Data

- Program reviewed twenty-eight classes. Ten classrooms reviewed by an outside evaluator, Quality Start San Bernardino and Ontario-Montclair School District staff reviewed 18 classes.
- Program met standards in the areas of Program Structure, Interaction, General Supervision, Provisions for Parents and Staff and Language and Reasoning.

Ongoing monitoring and action steps:

- Continue to monitor classrooms through review process, principal meetings, staff self-review and Quality Start San Bernardino quality improvement assessments and professional development coaching.

Early Childhood Environmental Rating Scale indicated need for improvement in the following subscales:

- Space & Furnishings – Space for Gross Motor
- Personal Care Routines - Safety Practices
- Activities – music and movement - use of television, video and/or computer.

Ongoing monitoring and action steps:

- Provide training for all staff in the areas of “materials” for music and movement, classroom and outdoor environment, health and safety practices and Preschool Learning Foundations & Frameworks.
- Site Supervisors and Program Administrator will monitor implementation of trainings.
- Bi-annual classroom monitoring will take place.
- Collaborate with OMSD Operations Department.
- Purchase materials such as various types of musical instruments.
- Provide training in the area of health and safety.

3. Desired Results Developmental Profile (DRDP) - Children’s Assessment Data Group Summary

The Desired Results Agency Group Summary indicated the highest scores were in the domains of health and physical development.

Ongoing monitoring and action steps:

- Continue the contract with San Bernardino County Superintendent of Schools (SBCSS) to provide trainings for staff and parents in the areas of health, nutrition and physical wellness with the Harvest-of-the-Month program.
- Continue to contract with Learning Genie for digital portfolios to complete the DRDP 2015 assessment.

Desired Results Developmental Profile (DRDP) Group Summary indicated a need to increase children’s understanding in the areas of Social-Emotional, Math and Literacy Development (Phonological Awareness).

Action steps:

- Survey all staff to determine staff development, support and material needs.
- Schedule professional development trainings to include Preschool Learning Foundations, Conscious Discipline, Eureka Math, Preschool writing and Preschool literacy comprehension.
- Purchase classroom materials and training support materials.

Exhibit A

PROGRAM SELF-EVALUATION ANNUAL REPORT FOR STATE FUNDED PRESCHOOL

- Site Supervisors and Program Administrator will monitor classroom implementation.
- Offer School site and the District Parent Education Center workshops for parents.
- California Preschool Instructional Networks (CPIN) trainings.
- Encourage staff to attend District trainings for preschool staff in the areas of Math and Literacy.

4. **Program Review Instrument**

Federal Program Monitoring (FPM) and Contract Monitoring Review are the State of California monitoring and review instruments for child development programs to determine compliance.

Areas of strength include Family Eligibility Requirements, Staff Child Ratios, and Staff Development Program.

Ongoing monitoring and action steps:

- Program Administrator and Site Administrators will continue to monitor and review eligibility files and classrooms at least twice a year.

The program review instrument indicated a need for improvement in the areas of EES 04 Recording and Reporting Attendance, EES 08 -Activity Plans, Child Portfolios and Child Progress Reports and EES-18 – Environmental Rating Scale.

Action steps:

- Train staff on FPM requirements.
- Monitor classrooms.
- Review developmentally appropriate activities and use of data to plan curriculum.
- Continue to participate in San Bernardino County Quality Improvement activities.



EXHIBIT B
**Program Self-Evaluation
Fiscal Year 2018–19**

1. **Contractor Legal Name** (Full Spelling of Legal Name required. Acronyms or site names not accepted):

Ontario-Montclair School District

2. **Four-Digit Vendor Number:**

6781

3. **Program Director Name** (as listed in the Child Development Management Information System [CDMIS]):

Tammy Lipschultz – Assistant Superintendent

4. **Program Director Phone Number:**

(909) 459-2500

5. **Program Director Email:**

Tammy.Lipschultz@omsd.net

6. **Statement of Completion:**

I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Review Instrument (PRI), age appropriate Environment Rating Scales, Desired Results Parent Survey, Alternative Payment and/or Resource and Referral Parent Survey, and the Desired Results Development Profile for all applicable contract types, per *California Code of Regulations*, Title 5 (5 CCR), Section 18279. I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submittal upon request.

Program Review Instrument (<https://www.cde.ca.gov/ta/cr/proginst201819.asp>) includes:

- Desired Results Developmental Profile (PRI Item 8)
- Desired Results Parent Survey (Center-based Contracts, PRI Item 9)
- Parent Survey (Alternative Payment and/or Resource and Referral Contracts, PRI Item 9)
- Age Appropriate Environment Rating Scales (PRI Item 18)

7. **Signature of Program Director**, as listed in the CDMIS (Wet signature):

Tammy Lipschultz – Assistant Superintendent

8. **Date of Signature:**

May 16, 2019

9. **Name and Title of contact person completing the PSE:**

Brenda Mason - Administrator

10. **Contact Person Telephone number:**

(909) 418-6898

11. Contact Person Email Address:

Brenda.Mason@omds.net

12. NOTE: See instructions for submission of the PSE.

13. In accordance with Title 5 *California Code of Regulations* (5CCR), Section 18279(b)(3), provide an assessment, in narrative format, summarizing the:

A) Staff and

B) Board member participation, in the PSE process.

Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

All State Preschool Instructional Staff (28 teachers and 57 aides and assistants) were present at meetings held throughout the year to complete the Desired Results required documentation. Staff completed the child's Developmental Progress Form and reported 3 times during the year to the parents using the DRDP 2015 Rating Record and Ontario-Montclair School District Student Achievement Report. Staff completed the ECERS-R. Staff reviewed FPM document. Parents completed the Desired Results Parent Survey.

JULY 31, 2018: HOME VISIT TRAINING - Reviewed plan for parent involvement.

AUGUST 7, 2018: STAFF TRAINING – Learning Genie Portfolio

AUGUST 8, 2018: STAFF ORIENTATION - Reviewed regulations regarding documentation of attendance. All Staff members were trained in the Desired Results Developmental Profile (DRDP 2015) and DRDP Online, Federal Program Monitoring (FPM) document, Environmental Rating Scales (ECERS-R) and Title 5 and Title 22 Regulations. Reviewed program philosophy, goals, objectives and DRDP Program Action Plan, Form EESD 4003.

SEPTEMBER 5, 2018: MENTOR SUPPORT MEETING - All instructional staff met with the Program Administrator to review Common Core State Standards, Preschool Learning Foundations and lesson planning. Child Development Office reviewed Family Data Files and Child Development Profiles.

SEPTEMBER 20, 2018: PRESCHOOL SITE SUPERVISORS MEETING – Budget updates; Conscious Discipline; supporting social emotional development; licensing health and safety check and implementation assessment tool.

SEPTEMBER 27, 2018: PRESCHOOL DISTRICT PAC MEETING - (PAC) Parent Advisory Committee members were trained on their roles and responsibilities. Shared program goals

from Form EESD 4003.

OCTOBER 3, 2018: MENTOR SUPPORT MEETING - All instructional staff met with the Program Administrator to review their 60-day DRDP 2015 Summary of Findings and to finalize curriculum mapping and lesson planning.

NOVEMBER 7, 2018: MENTOR SUPPORT MEETING - Teachers turned in their First ECERS and Summary of Findings (Form CD 4002). Parent Surveys were distributed.

NOVEMBER 12-16, 2018: First Parent Conferences were held and parents completed DRDP Parent Surveys.

DECEMBER 5, 2018: MENTOR SUPPORT MEETING – All instructional staff met with the Program Administrator. Parent Survey Tally sheets were collected. Reviewed Child’s Developmental Progress forms and Parent Teacher Conference Schedules.

JANUARY 9, 2019: MENTOR SUPPORT MEETING – Parent Surveys were tallied and Parent Survey Summary of Findings were written.

JANUARY 17, 2019: PRESCHOOL DISTRICT PAC MEETING – Parent Advisory Committee (PAC) reviewed results of parent surveys. Board Member – Sonia Alvarado attended.

FEBRUARY 6, 2019: MENTOR SUPPORT MEETING – All instructional staff met with the Program Administrator to complete their second ECERS-R Action Plans.

FEBRUARY 13, 2019: PRESCHOOL SITE SUPERVISORS MEETING - Budget updates; 2019-2020 Schedule updates; AB 752 - No expulsions, no suspensions - Quarterly Update from Community Care Licensing; Preschool Positive Behavior Guidelines – Review and update; Parent Survey Results

MARCH 6, 2019: MENTOR SUPPORT MEETING – All instructional staff met with the Program Administrator to review the DRDP rating conditional measures.

APRIL 3, 2019: MENTOR SUPPORT MEETING – Reviewed 6-month DRDP 2015 Group Summary. Teachers completed the 6-month DRDP Summary of Findings and Action Plan “Follow-up and Reflection” on Form EESD 3900.

APRIL 4, 2019: PRESCHOOL SITE SUPERVISORS MEETING – Preschool site supervisors met with Program Administrator to review Program Self Evaluation and DRDP by site.

APRIL 8-12, 2019: Second Parent Conferences were held.

MAY 1, 2019: MENTOR SUPPORT MEETING – All instructional staff met with the Program Administrator to review the 6 month DRDP (2015) Child’s Developmental Progress Reports.

The Ontario-Montclair School District Board of Trustees provides direction for the operation of the California State Preschool Program (CSPP). Board members develop policies by which the

educational programs of the District are carried out. The CSPP contract is submitted to the Board for approval every year.

14. In accordance with 5 CCR, Section 18279(b)(5), provide a summary of the program areas that:

- A) Did not meet standards and**
- B) A list of tasks needed to improve those areas.**

Summary is to include all contract types for your agency. Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

Parent Surveys indicated a need in the areas of **Hours of Operation**, **Interaction with Other Parents**, **Parent Involvement**, and **Cultural Activities**. Parents requested more information on: how to motivate their children, how to discipline, how to help their children at home and understanding classroom daily activities.

Action Steps:

- Increase Hours of Operation –
 - Child Development Office will provide parents with information on attending TK or Easter Seals' home program when it becomes available.
- Parent Involvement and Information–
 - Teachers will provide incentives to encourage parents to volunteer.
 - Sites will encourage preschool parents to participate in school wide events.
 - Sites will develop parent workshops.
 - School sites will use class dojo and blackboard connect to communicate with parents.
 - Classroom teachers will inform parents of daily activities and how to help their child at home.
 - Classroom staff will send Developmentally Appropriate homework ideas and/or newsletters to parents.
- Interaction –
 - Parent meetings will take place at both the district and site levels.
 - Connect parents with presentations for parents through the Community Collaboratives and parent engagement center in the areas of discipline and motivating your child.
- Cultural Activities –
 - Purchase materials and props that reflect the children's home language and culture.
 - Invite parents to share their cultures with the classroom.

Early Childhood Environmental Rating Scale (ECERS) – indicated need for improvement in the following subscales:

Space & Furnishings – Space for Gross Motor **Personal Care Routines** - Safety Practices **Activities** – music and movement and use of television, video and/or computer.

Action steps:

(Ref. M 1.9)

- Provide training for all staff in the areas of “materials” for music and movement, classroom and outdoor environment, health and safety practices and Preschool Learning Foundations & Frameworks.
- Site Supervisors and Program Administrator will monitor implementation of trainings.
- Bi-annual classroom monitoring will take place.
- Collaborate with OMSD Operations Department.
- Purchase materials such as various types of musical instruments.
- Provide training in the area of health and safety.

DRDP - Desired Results Developmental Profile Group Summary indicated a need to increase children’s understanding in the areas of Social-Emotional, Math and Literacy Development (Phonological Awareness).

Action steps:

- Survey all Staff to determine staff development, support and material needs.
- Schedule professional development trainings to include Preschool Learning Foundations, Conscious Discipline, Eureka Math, Preschool writing and Preschool literacy comprehension.
- Purchase classroom materials and training support materials.
- Site Supervisors and Program Administrator will monitor classroom implementation.
- Offer School site and the District Parent Education Center workshops for parents.
- California Preschool Instructional Networks (CPIN) trainings.
- Encourage staff to attend District trainings for preschool staff in the areas of Math and Literacy.

Program Review Instrument (FPM)

The program review instrument indicated a need for improvement in the areas of EES 04 Recording and Reporting Attendance, EES 08 -Activity Plans, Child Portfolios and Child Progress Reports and EES-18 – Environmental Rating Scale.

Action steps:

- Train staff on FPM requirements.
- Monitor classrooms.
- Review developmentally appropriate activities and use of data to plan curriculum.
- Continue to participate in San Bernardino County Quality Improvement activities.

15. In accordance with 5 CCR, Section 18279(b)(6), provide a summary of program areas that:

A) Met standards and

B) Explains the procedures for ongoing monitoring to ensure that those areas continue to meet standards.

Summary is to include all contract types for your agency. Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.

Parent Survey Results

Parents surveyed indicated that standards met in the following areas:

When asked if they felt that their child is safe in this program, 100% of parents surveyed stated yes, they feel that their child is safe in this program.

When asked if they felt that their child is happy in this program, 100% of parents surveyed stated yes.

Ongoing monitoring and action steps:

- Site administrator will monitor parent meetings and bring results to the Preschool principals meetings for discussion.
- Program administrator will meet with Family & Collaborative Services and Parent Educational Center to design classes for parents.

Classroom Observation Environmental Rating Scale (ECERS) Data

Twenty-eight classes reviewed. Five sites reviewed by an outside evaluator, Quality Start San Bernardino.

Program standards met in the areas of Program Structure, Interaction, General Supervision, Provisions for Parents and Staff and Language and Reasoning.

Ongoing monitoring and action steps:

- Continue to monitor classrooms through review process, principal meetings, staff-self review and Quality Start San Bernardino quality improvement assessments and professional development coaching.

DRDP - Children's Assessment Data (Desired Results Program Action Plan)

Desired Results Agency Group Summary indicated the highest scores were in the domains of health and physical development.

Ongoing monitoring and action steps:

- Continue the contract with San Bernardino County Superintendent of Schools (SBCSS) to provide trainings for staff and parents in the areas of health, nutrition and physical wellness with the Harvest-of-the-Month program.
- Continue to Contract with Learning Genie for digital portfolios to complete the DRDP 2015 assessment

Program Review Instrument (FPM)

Areas of strength include Family Eligibility Requirements, Staff Child Ratios, and Staff Development Program.

Ongoing monitoring and action steps:

Program Administrator and Site Administrators will continue to monitor and review eligibility files and classrooms at least twice a year.



Ontario-Montclair School District
Superintendent's Office
950 West "D" Street Ontario, CA 91762
Office: (909) 418-6445 Fax: (909) 459-2542



E-mail: info@omsd.net