



# 2026-2027 SCHOOL YEAR

## PARENT, GUARDIAN & STUDENT ANNUAL NOTIFICATION HANDBOOK



STUDENT  
SUCCESS



EQUITY &  
EXCELLENCE



STRONG  
PARTNERSHIPS



SAFE &  
SUPPORTIVE  
ENVIRONMENTS



950 West "D" Street, Ontario, CA 91762 |



(909) 459-2500 |



[www.omsd.net](http://www.omsd.net)

## 2026-2027 SCHOOL YEAR

# ONTARIO-MONTCLAIR SCHOOL DISTRICT

Dear OMSD Families,

Welcome to the 2026–2027 school year!

We are excited to welcome you and your family to a new year of learning and growth. We value the partnership between our schools and families and appreciate your continued support in helping our students succeed.

This Parent, Guardian & Student Annual Notification Handbook provides important information about our schools, programs, services, policies, and available resources. In accordance with California Education Code 48980, the District is required to annually notify parents and guardians of their rights and responsibilities, and this handbook serves as that annual notification.

We encourage you to take a few moments to review the information contained in this handbook. If you have any questions or would like additional information about any of the topics or documents referenced, please contact your child's school administrator. They will be happy to assist you and provide copies of any materials you wish to review.

Thank you for being a valued partner in your child's education. We look forward to a successful and rewarding 2026–2027 school year!

Child Welfare, Attendance & Records  
950 West "D" Street  
Ontario, CA 91762  
(909) 418-6470



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## **ACKNOWLEDGEMENTS**

### **STUDENT MULTI-MEDIA CONSENT AND RELEASE**

Ontario-Montclair School District (OMSD) is known for its outstanding and talented students. From time to time, the District would like to publicize their achievements for the purpose of positive public relations. As these events occur year-round, we are requesting parental permission for the entire school year, rather than on a case-by-case basis.

As a part of these promotional activities, OMSD may create multi-media content (photography, audio or video productions), and may indicate students' full names, schools attended and program participation along with the footage. The footage and information may be displayed at OMSD facilities, on OMSD websites, social media platforms, print media such as brochures/advertisements, in media reports and at OMSD-sponsored events. OMSD intends to use the voice and video/photo footage and information to promote programs and events. Your child's identity may be disclosed to other students, parents and the public.

If you agree to give permission to have your child's voice, image and information being used, please indicate your agreement by signing below. Your permission below means that you also agree that all right, title and interest, including copyrights, in the materials created by OMSD pursuant to this agreement are the exclusive property of OMSD and that you and your child will obtain no rights in such materials. Your consent to photograph/video your child is NOT required for your child to participate in school programs or events. By signing below, you irrevocably consent to the use and reproduction of the footage and information by OMSD, and represent that you are the parent or legal guardian of the child with authority to execute this release form. In addition, you give consent for the footage and information to be used as described above without restrictions as to alterations and without compensation to you or those under your parental care or guardianship. You also agree that the footage and information will constitute the sole property of OMSD. You further agree to waive any and all claims against OMSD and its officers, agents or employees arising from, or relating to, the use or reproduction of the footage and information.

### **STUDENT CELL PHONE POLICY**

California law allows student possession and limited use of cell phones and other electronic communication devices while at school. Students must, however, obey the following district guidelines as well as individual school rules for use.

Students may possess or use cell phones and other electronic communication devices on a school campus provided that such devices do not disrupt the educational program, or any school activity, and are not used for illegal or unethical activities such as cheating on assignments or tests.

Electronic communication devices shall be turned off and kept out of sight during class time, or at any other time, as directed by a school employee, except where deemed medically necessary or when otherwise permitted by a teacher or administrator.

Students shall not be prevented from using their cell phone in case of an emergency, except where that use inhibits the ability of school district employees to effectively communicate instructions for the safety of students.

Students shall not use cell phones or other electronic communication devices, such as a smartwatch with camera, video or voice recording function, in a way or under circumstances which infringe the privacy rights of other students and adults and without express permission from a school employee (BP 5131).

Violations of this policy shall be subject to each school's progressive discipline plan. If a student's use of an electronic communication device causes a disruption, a school district employee on the first offense may direct the student to turn off the device or give a verbal warning to the student. On subsequent offenses, the employee may confiscate the device and return it to the student at the end of the class period, school day or activity. Continued violations could result in confiscation and hold for parent pick-up and loss of permission to possess the device on campus, except where deemed medically necessary. Students may be subject to additional disciplinary measures when their use of an electronic communication device violates individual school rules (BP 5131).

Students are responsible for personal electronic communication devices they bring to school. The district shall not be responsible for loss, theft or destruction of any such device brought onto school property, except that it shall be the responsibility of the school to ensure the safekeeping of any confiscated devices. Confiscated electronic communication devices shall be stored by school district employees in a secure manner (BP 5131).

In the case of a serious matter or emergency, a school official may ask the student or parent/guardian to view the content of the student's electronic device. This may include inappropriate or illegal access of the district network, software and operating equipment.

Please contact your child's school office or the Ontario-Montclair School District's Office of Child Welfare, Attendance & Records for questions or concerns.

### **STUDENT TECHNOLOGY RESPONSIBLE AGREEMENT**

The Ontario-Montclair School District is providing students access to the district's electronic network. The purpose of the network is to assist in preparing students for success in career and college readiness by providing them with electronic access to a wide range of information. The district network and technology devices have been given to students as tools to promote educational excellence, innovation, and communication for students and staff.

This document (hereinafter, referred to as "Agreement") applies to ALL students accessing the OMSD electronic network, all resources and tools made available through the network such as student email, google classroom, district provided hotspots, and all devices connected to the network, including the use of **Personal Devices** on District property that are connected to the district's network.

### **Required Review**

To educate students on the expectations for responsible and appropriate use of the OMSD provided devices, services, network and internet access, students are required to review and sign this Agreement each school year. Additionally, OMSD staff supervising students who use the OMSD electronic network shall emphasize to students' appropriate use of network and devices. The parent/guardian of a student is also required to acknowledge receipt and understanding of this Agreement.

### **District Technology Policies**

- The OMSD electronic network has been established for educational purposes and not as a public access service or a public forum.
- A content filtering solution is in place to prevent access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the Children's Internet Protection Act (CIPA).

- Students must sign and adhere to this Agreement, and parent/guardian permission is required for all students under the age of 18. The district is not responsible for the actions of students who violate this Agreement.

#### **Access is a privilege – not a right:**

- *The district reserves the right to monitor all activity on the OMSD electronic network, district provided accounts and devices. Students have no expectation of privacy with respect to usage of the electronic network, even if the use is for personal purposes. This includes personal devices logged on/using OMSD network and/or tools.*
- Students and Parents/Guardians may be held responsible for any damage that is caused by their inappropriate use of the network or devices.

#### **Digital Citizenship Expectations:**

While utilizing OMSD's electronic network and devices, students are expected to exhibit responsible behavior and to refrain from engaging in inappropriate use. The OMSD electronic network is considered a limited forum, and therefore the District and School site has the right to restrict a student's use of the network for valid reasons, including but not limited to, violations of the following:

- Students shall not post information that, if acted upon, could cause damage or danger to any person(s) or disruption to the educational environment for staff and/or students.
- Students shall not engage in any form of cyberbullying or electronic personal attacks. This includes, but is not limited to harassment or engagement in any activities intended to harm (physically or emotionally) another person.
- Students shall not distribute or post fabricated, harmful or defamatory information about a person or organization.
- Students shall not use the OMSD electronic network or devices or personal devices to engage in criminal activity.
- Students shall not display, access or send offensive, explicit, or inappropriate messages or content.
- Students shall not offer, provide, or purchase products or services through the OMSD electronic network.
- Students shall not search, share, or save any inappropriate images from the internet or from other students.
- Students shall not download unauthorized games, programs, files, electronic media, and/or standalone applications (Apps) from the internet.
- Accessing, viewing, saving, or transmitting pornographic or obscene material.

#### **Appropriate Use**

OMSD regards technology use as a privilege, not a right, and inappropriate use may result in disciplinary consequences.

- Use of technology that results in compromising the security of the operating equipment and/or software is prohibited.
- Technology is used to support student learning and enhance instructional programs. The Internet makes it possible for students to access many types of resources and to interact with other students, individuals, or services located inside and outside the district.
- Some of the information available through the Internet may contain harmful matter, or be otherwise inappropriate for educational purposes.

- Acceptable use of technology includes communication in support of research and learning, access and exploration of appropriate information and resources, on assignments or projects. Routine maintenance and monitoring of computer and Internet systems will occur.
- The district reserves the right to conduct individualized searches of a user's actions on the network if there is reasonable suspicion that a law or rule has been violated.

### **Security**

- Each student is responsible for their individual student account and should take reasonable precautions to prevent others from being able to access them, which includes not sharing passwords.
- Students shall immediately report to a staff member if they have identified a potential security problem, or if they receive a message that is inappropriate.
- Students should not search for an alternative method of accessing inappropriate, unauthorized, or blocked websites.
- Students shall not attempt to access non-student District Systems.
- Students shall not make deliberate attempts to disrupt the OMSD electronic network or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Students shall not intentionally attempt to access websites blocked by District policy, including use of proxy services, software, or blocked websites.

### **Vandalism**

- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software may result in cancellation of network privileges

### **Violation of this Agreement**

- Violating any point of this Agreement may result in loss of access as well as other disciplinary and/or legal action(s) at the discretion of the school administration and District personnel.
- A violation of this Agreement shall be subject to the consequences as indicated within this Agreement, as well as other appropriate disciplinary action(s), including but not limited to
  - Use of OMSD electronic network only under direct supervision
  - Suspension/Revocation of network privileges
  - Suspension of computer privileges
  - Suspension/Expulsion from school

**THE SUPERINTENDENT OR DESIGNEE AND/OR THE BOARD SHALL DETERMINE FOR EXTREME INCIDENTS WHEN SCHOOL EXPULSION AND/OR LEGAL ACTION OR ACTIONS BY THE AUTHORITIES ARE THE APPROPRIATE COURSE OF ACTION.**

## **72 HOUR NOTIFICATION OF REGULATED PEST MANAGEMENT CHEMICALS**

Under the Healthy Schools Act of 2000 school districts using registered pesticides are to notify parents, guardians, and staff annually of pesticides expected to be applied during the school year. School districts that have adopted integrated pest management (IPM) practices that employ the use of least-toxic, non-regulated, products and practices, are exempt from notification and posting because of the reduced risk to the public.

Effective January 1, 2020, the District adopted integrated pest management (IPM) that employs the use of least-toxic, non-regulated, products and practices. Should the District's IPM products prove to be ineffective at addressing conditions posing a serious threat to the health and safety of students, staff, or the community, or to maintain the integrity of a structure, the use of regulated products would be considered. During such instances, whenever possible, the application of such products will occur during non-school hours, following the required notification process for such regulated products.

A warning notification will be posted at the application site of your child's school 24-hours in advance of the application of a regulated product. The warning notification will remain posted for 72-hours after the application. A copy of the warning notification will be on file in the school office. The pest management product list, indicating the names of the pesticides and their active ingredients that may be used by the District, is attached to this communication.

For more information regarding these pesticides and pesticide use reduction, visit the Department of Pesticide Regulation's website at <http://www.cdpr.ca.gov>. You can also find information on our District website <https://www.omsd.net/main-facilities-planning-operations/integrated-pest-management-ipm>

If you have any questions, please contact me at 909-418-6366.

## **OMSD ANNUAL NOTIFICATION OF PLANNED PESTICIDE USE**

In accordance with the Healthy Schools Act of 2000, the following is a listing of pesticides that may be used at the District's schools or support facilities during the 2026-27 school year.

| <b>Names of Pesticide</b>     | <b>Active Ingredients</b>                                |
|-------------------------------|----------------------------------------------------------|
| Advion Fire Ant Bait          | Indoxacarb 0.045%                                        |
| Alpine WSG                    | Dinotefuran 40%                                          |
| Audible 90                    | Glycerin, Diethylene Glycol 90%                          |
| BASF PT 565 Plus XLO          | Pyrethrins .5%, Piperonyl Butoxide 1.0%                  |
| BASF PT Alpine Flea & Bed Bug | Dinotefuran .25%, Pyriproxyfen .10%, Prallethrin .05%    |
| BASF PT Cy-Kick CS            | Cyfluthrin 0.1%                                          |
| Bayer Maxforce FC             | Fiproni 1.0045%                                          |
| Bayer Maxforce Quantum        | Imidacloprid .03%                                        |
| Bayer Tempo Ultra WP          | Cyfluthrin 10%                                           |
| Burnout Weed and Grass*       | Citric Acid 24%, Clove Oil 8%                            |
| Contrac ALL Weather Blox      | Bromadiolone .005%                                       |
| Cy-Kick CS                    | Cyfluthrin 6%                                            |
| Dimension 2EW                 | Dithiopyr 24%, Cyclohexanone 13%                         |
| Ecomazapyr 2 SL               | Isopropylamine 27.8%                                     |
| EcoVia CA*                    | Thyme Oil .88%, Rosemary Oil .53% Cinnamon Oil .26%      |
| Eco Via EC*                   | Thyme Oil 20%, Pencythyl Propionate 14%, Rosemary Oil 8% |
| Eco Via G*                    | Thyme Oil 2.4%, Clove Oil 2.4%, Lemongrass Oil 2%        |

|                                        |                                                                 |
|----------------------------------------|-----------------------------------------------------------------|
| Eco Via WH*                            | Sodium Lauryl Sulfate 4%, Clove Oil 1%, Peppermint Oil 1%       |
| Essentria Wasp and Hornet Spray*       | Peppermint Oil 1.5%, Sodium Lauryl Sulfate 0.15%                |
| Essentria G*                           | Eugenol 2.9%, Thyme Oil 0.6%, Wintergreen Oil 96.5%             |
| Essentria IC3*                         | Rosemary Oil 10%, Geraniol 5%, Peppermint Oil 2%                |
| FMC CB-80                              | Pyrethrins.50%, Piperonyl Butoxide 4%                           |
| FMC DOS Flea and Crawling Insect Spray | Pyrethrins .05%, Permethrin .20%                                |
| Gopher Scram*                          | Castor Oil 13%, Clove Oil 1.25%, Garlic Oil 13%, Linseed Oil 3% |
| In2Mix                                 | Pyriproxfen 74.03%, Beauveria bassiana 10%                      |
| Inzecto Mosquito Trap                  | Permethrin .022%, Pyriproxifen .00031%                          |
| Lifeline Herbicide                     | Glufosinate-ammonium 41%                                        |
| Oxadiazon 2G                           | Oxadiazon 2.0%, Titanium Dioxide .92%, Naphthalene .42%         |
| Precor 2000 Plus                       | Methoprene .085%, Permethrin 0.35%, Phenothrin .3%              |
| Ranger Pro                             | Glyphosate 41%                                                  |
| Skeeter Mosquito Control Larvicide*    | Garlic Oil 20%, Soybean Oil 1%                                  |
| Specticide G                           | Indaziflam .0224%                                               |
| Terro-PCO                              | Sodium Tertaborate Decahdrate 5.4%                              |
| Termidor SC                            | Fibronil 9.1%                                                   |
| Termidor HE                            | Fibronil 8.73%                                                  |
| Weed Zap*                              | Cinnamon Oil, Clove Oil                                         |

*\*These chemicals are exempt from notification regulations established by AB2260*

More information regarding these pesticides and pesticide use reduction is available on the Department of Pesticide Regulation's web site at <http://www.cdpr.ca.gov>.

If you have any questions, please contact Doug Jones  
Supervisor of Operations/Regulatory Compliance at 909-418-6366.

### **AHERA NOTIFICATION**

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA). This Act required inspection and testing of building materials suspected for containing asbestos and those materials found to contain asbestos be reported in the District's AHERA Management Plan. These materials are to be reinspected every three (3) years by an outside company to ensure its condition has not changed and to update the plan to account for any materials abated. In addition to these inspections, the District also conducts semi-annual inspections of these materials. The District is committed to ensuring a safe environment exists for its students, staff, and visitors. The AHERA Management Plan is available for their inspection between the hours of 7:30 a.m. and 4:00 p.m., Monday through Friday in the District's Facilities Planning and Operations department located at 950 West D Street, Ontario, CA, 91762.

If you have any questions, please contact Doug Jones  
Supervisor of Operations/Regulatory Compliance at 909-418-6366.

## **PROFESSIONAL CERTIFICATIONS**

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

- Whether the student's teacher:
  - Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - Is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact Veronica Bucheli (909) 418-6307.

## **ATTENDANCE POLICY**

### **Attendance Supervision (BP/AR 5113.11)**

The district requires regular attendance for all students from pre-kindergarten through 8th grade. California law mandates daily school attendance for children aged six to eighteen. All enrolled students, regardless of age, must follow the same attendance rules. The Superintendent has designated the Director of Child Welfare, Attendance, and Records to oversee attendance, manage an inclusive attendance program, collaborate with local resources, use data to tailor interventions, and share outcomes with the County Superintendent and the Governing Board.

### **Goals of the Attendance Policy and Program**

1. Raise awareness of the impact of chronic absenteeism and truancy.
2. Identify and address patterns of chronic absenteeism and truancy by grade level or pupil subgroup.
3. Address factors contributing to chronic absenteeism and habitual truancy.
4. Identify and support pupils with attendance problems early.
5. Evaluate the effectiveness of strategies to reduce absenteeism and truancy.

### **Limiting Excused Absences & Eliminating Unexcused Absences**

The attendance program will limit excused absences to necessary ones and reduce unexcused absences. EC Sections 48205 and 48225.5 list valid reasons for excused absences.

**Ten (10) or more absences for health reasons are considered excessive and may require verification by a school official or physician.** Prior notice may be needed for absences excused for justifiable personal reasons (EC Sections 46014 and 48205). School administrators may excuse other absences based on individual circumstances (EC Section 48260[c]).

Chronic absenteeism, whether excused or unexcused, can signal academic risk and potential dropout. It should be monitored as defined in EC Section 60901(c)(1).

## **Providing Support Services and Interventions**

The Supervisor of Attendance will refer chronic absentees and truants to support services and interventions, including:

- a. Conferences between school personnel, parents/guardians/caregivers, and the pupil.
- b. Promoting activities that increase pupil connectedness to school (mentoring, arts, athletics, tutoring).
- c. Recognizing pupils with great attendance or significant improvement.
- d. Referrals to support personnel (nurse, counselor, psychologist, social worker) for support.
- e. Collaboration with child welfare services, law enforcement, courts and medical/mental/dental providers.
- f. Collaboration with school study teams, and SART to assess attendance or behavioral issues
- g. Identifying schoolwide strategies to address high rates of chronic absenteeism.
- h. Referrals to a SARB or county truancy mediation program.

## **School Attendance Review Board (SARB) BP/AR 5113.12**

The Ontario-Montclair School District has partnered with representatives from various youth-serving agencies, to form the District's School Attendance Review Board (SARB). This board is dedicated to finding supportive solutions for students' chronic absenteeism through the use of available school and community resources while ensuring compliance with state attendance laws. Our collaboration with school, city, county and state partners aims to effectively address these issues and support students and families in overcoming barriers to regular attendance. As a last resort, if a student continues to struggle despite our efforts, the SARB may refer the case to the San Bernardino District Attorney's office.

The SARB process reflects our commitment to providing every possible support to help students attend school regularly and succeed in their education.

## **Student Attendance Review Teams (SART)**

The Student Attendance Review Team (SART) is a school-level team designed to address attendance issues and provide targeted interventions to improve student attendance. The SART process includes tiered criteria for communication and interventions based on the pattern of attendance.

## **Criteria for Communication and Tiered Interventions**

### **Three (3) Unexcused Absences:**

A notification will be sent if a student has missed more than 30 minutes of instruction without a valid excuse. Parents are asked to contact the school to provide valid reasons and ensure all absences are reported daily.

### **Six (6) Total Absences:**

A notification will be sent emphasizing the school's commitment to partnering with families for their child's success. Families are encouraged to work with the school to ensure regular attendance. Support and resources will be offered to help improve attendance.

### **Nine (9) Total Absences:**

A meeting with the School Attendance Review Team (SART) and the family will be scheduled to develop a personalized attendance plan to address any issues and improve attendance.

### **Twelve (12) Total Absences:**

Parents will be invited to revisit and adjust the attendance plan with the school team. Together, necessary changes will be identified to improve attendance and ensure student success.

### **Fifteen (15) Total Absences:**

The principal will send a notice expressing concern about continued irregular attendance. The attendance plan may be updated, and the principal may partner with the School Attendance Review Board (SARB) to refer the student for additional support.

For questions regarding the district attendance policy, please contact the Child Welfare, Attendance & Records Department at (909) 418-6477.

## **LEGAL NOTICE FOR PUPILS & PARENTS/GUARDIANS REGARDING OMSD BULLYING AND HARASSMENT POLICY**

The Ontario-Montclair School District prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics of a person's disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activities on campus and may include acts occurring off campus during non-school hours.

Bullying is defined as any **severe or pervasive** physical or verbal act or conduct, including communications made in writing or by means of an electronic act, known as cyber-bullying, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has, or can be reasonably predicted to have, the effect of causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health, academic performance, or ability to participate in school activities.

### **REPORT IT**

Any student who has been a victim of bullying or harassment, or someone who has witnessed bullying or harassment, on school grounds, during school activities, going to and coming from school, or when applicable, off-campus during non-school hours, is highly encouraged to report the incident. Students should immediately contact an administrator, counselor, teacher or other school staff member to report an incident. Students who wish to remain anonymous may report an incident by completing a Bullying/Harassment Incident Form and submitting it to any school staff member. These forms are available in the school office or online at the OMSD District website.

### **INVESTIGATION**

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The student who reports the complaint shall have an opportunity to complete a Bullying/Harassment Incident Form, providing details of the event, including the identity of the alleged perpetrator, a detailed description of the event, known witnesses, and anyone else they have shared the information with. Within 10 school days of the reported incident, the principal or designee shall provide a written response to the complainant and his/her parent/guardian. The report shall include the administrator's findings, decision, as well as the rationale for the decision. If the student or parent/guardian is in disagreement with the outcome of the investigation, an appeal may be filed at the Department of Child Welfare, Attendance & Records at 950 West D Street, Ontario, CA 91762.

## TRANSFER REQUEST

A child that has been reported as the victim of a violent offense as defined by state law is entitled to transfer to another school within or outside of the district, under California Education Code 46600 § (b). Placement at a requested school is contingent upon space availability.

Transfer requests can be obtained at the Department of Child Welfare, Attendance & Records located at 950 West D Street, Ontario, CA 91762.

For questions and concerns, contact:

Hugo Lopez, Director, Child Welfare, Attendance & Records  
950 West D Street, Ontario, CA 91762 | (909) 418-6477 | hugo.lopez@omsd.net

## UCP ANNUAL NOTICE 2026-2027

**For students, employees, parents/guardians, school and district advisory committee members, private school officials, and other interested parties.**

The **Ontario-Montclair School District** annually notifies its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The **Ontario-Montclair School District** is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

| The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accommodations for Pregnant and Parenting Program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils of military families, former Juvenile Court pupils, pupils who are migratory, and pupils participating in a newcomer program. |
| After School Education and Safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                  |
| Child Care and Development Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                  |
| Compensatory Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Every Student Succeeds Act (ESSA)                                                                                                                                                                                                |
| Consolidated Categorical Aid Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Instructional Materials and Curriculum: Diversity                                                                                                                                                                                |
| Course Periods without Educational Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Local Control Accountability Plans (LCAP)                                                                                                                                                                                        |
| Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) Sections 200 & 220 & Government Code Section 11135, including any actual or perceived characteristics as set for in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or | Migrant Education                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Physical Education Instructional Minutes                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reasonable Accommodations to a Lactating Pupil                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | School Plan for Student Achievement                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | School Site Council                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | State Preschool                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | State Preschool Health and Safety Issues in LEAs Exempt from Licensing                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unlawful Pupil Fees                                                                                                                                                                                                              |

|                                                                                                           |                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| that receives or benefits from, any state financial assistance.                                           |                                                                                                                                      |
| Critical or immediate site situations which jeopardize the wellness or security of students and personnel | Any other state and federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate. |
| Teacher vacancy or misassignments                                                                         | Instructional Material                                                                                                               |

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fee and/or an LCAP complaint may be filed anonymously, however, the complaint must provide evidence or information leading to evidence to support the complaint. A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity.

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, pupils of military families, migrant students, and former juvenile court pupils now enrolled in a school district as specified in EC Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable. Complete contact information related to Title IX is posted on the District's website at [www.omsd.net](http://www.omsd.net).

Hugo Lopez, Director, Child Welfare, Attendance & Records  
950 West D Street, Ontario, CA 91762 | (909) 418-6477 | [hugo.lopez@omsd.net](mailto:hugo.lopez@omsd.net)

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision. A complainant seeking civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, may pursue civil law remedies outside the District's UCP Process, 60 calendar days after filing an appeal with CDE.

Copies of our Uniform Complaint Procedures process shall be available free of charge at [www.omsd.net](http://www.omsd.net).

## **PARENT & STUDENT RIGHTS REGARDING IMMIGRATION STATUS**

The Ontario-Montclair School District will continue to follow the decision made by the U.S. Supreme Court in Plyler vs. Doe 1984 that declared that no child will be denied a public education regardless of immigration status. Schools are also directed to exercise “flexibility” to verify a child’s age and residence. OMSD already directs each school in our District to accept a variety of documentation to enroll new students, when more traditional forms of proof such as birth certificate or baptismal certificate are not available. **Furthermore, school staff cannot ask a student’s immigration status or require that they show evidence that they possess a Social Security number.** In an unlikely case where an ICE official requests records of a student, we are required by the California Department of Education (CDE) to subject them to the same procedures and rules that “any other government official” must follow, which is five business days per our Board Policy.

However, during that period, it is strongly recommended by CDE to immediately contact the parent or guardian to inform them of the request, so that they could produce a court order that would deny ICE access to their child’s records. OMSD also requires all school administrators to not release students to ICE during school hours. Administrators can state that such an act would disrupt school activities and the instructional process. Instead, ICE officials will be directed to the district office to meet with the Superintendent or designee to determine if the ICE official has a subpoena, court order, investigating a crime, or is seeking information related to terrorist activities. Please be advised that a child’s name must be clearly listed in the subpoena or court order for the district to comply with any request. Without any of these reasons, schools according to CDE are not required to allow the agency access to the child. OMSD will continue to assure our parents that we will take every available action to protect their child while in school and release records using established guidelines that apply to the offices of **ALL** governmental agencies.

If you have any questions or concerns, please contact Child Welfare, Attendance & Records at (909) 418-6477.

## **CHILD ABUSE AND NEGLECT REPORTING**

PC 11164 et seq.

The Ontario-Montclair School District is committed to protecting all students in its care. All employees of the district are mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion that abuse or neglect has occurred. District employees may not investigate to confirm a suspicion.

All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e. Police or Sheriff’s Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents and guardians of students also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. Complaints may be filed with the local law enforcement agency or the district, by contacting the Child Welfare, Attendance & Records Office at (909) 418-6477.

Child abuse does not include an injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:

1. To stop a disturbance threatening physical injury to people or damage to property
2. For purposes of self-defense
3. To obtain possession of weapons or other dangerous objects within control of a student
4. To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning

For additional resources, visit California Department of Education webpage: <http://www.cde.ca.gov/ls/ss/ap>

## **CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS**

SB906

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Ontario-Montclair School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
  - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from discharge of a firearm by that person's child or ward.

Note: your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

### **FERPA NOTIFICATION**

The Family Education Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

The right to inspect and review the student’s education records within 45 days after the Ontario-Montclair School District (“OMSD”) receives a request for access.

Parents or eligible students who wish to inspect their child’s or their education records should submit OMSD a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy right under FERPA.

Parents or eligible students who wish to ask OMSD to amend their child’s or their education records should write OMSD, clearly identify the part of the record they want changed, and specify why it should be changed. If OMSD decides not to amend the record as requested by the parent or eligible student, OMSD will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to provide written consent before OMSD discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to OMSD school officials with legitimate educational interests. The criteria for determining who constitutes an OMSD school official and what constitutes a legitimate educational interest must be set forth in OMSD’s annual notification for FERPA rights. OMSD’s school official typically includes a person employed by OMSD as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. An OMSD school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which OMSD would otherwise use its own employees and who is under the direct control of OMSD with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by OMSD to comply with the request of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office, U.S. Department of Education  
400 Maryland Avenue, SW, Washington, DC 20202

The family Educational Rights and Privacy Act (FERPA), a federal law, requires that OMSD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, OMSD may disclose appropriately designated "directory information" without written consent, unless you have advised OMSD to the contrary in accordance with district procedures. The primary purpose of directory information is to allow OMSD to include this type of information from your child's education records in certain school and/or district publications. Examples include: a playbill, showing your child's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two federal laws require OMSD receiving assistance under Elementary and Secondary Education Act of 1965 (ESEA), as amended, to provide military recruiters, upon request, with student's name, address, and telephone listening, unless parents/guardians have advised OMSD that they do not want their child's information disclosed without their prior written consent. OMSD has designated the following information as directory information:

- |                        |                               |                           |
|------------------------|-------------------------------|---------------------------|
| • Name                 | • Dates of attendance         | • Weight and height of    |
| • Address              | • Degrees and awards          | athletic team members     |
| • Telephone number     | received                      | recognized activities and |
| • Email address        | • Most recent previous        | sports                    |
| • Date of birth        | school                        |                           |
| • Major field of study | • Participation in officially |                           |

OMSD also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or another factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

Directory information does not include your child's citizenship status, immigration status, place of birth or any other information indicating national origin. OMSD will not disclose such information without your consent or a court order.

If you do NOT want OMSD to disclose directory information from your child's education records without your prior written consent, you must notify OMSD in writing. If you do not notify the district in writing, it will be assumed that you have authorized consent for your child's information to be given to representatives of the news media, colleges, prospective employers, nonprofit organizations, and/or military recruiters upon request.

**The request to withhold student directory information is applicable only to the current school year.**

## **NOTIFICATION OF ONTARIO-MONTCLAIR SCHOOL DISTRICT LANGUAGE ACQUISITION PROGRAM OPTIONS**

The Ontario-Montclair School District's Five-Year Plan encourages students to become Multilingual to prepare them to acquire the OMSD Pathway Seal of Biliteracy and enter the California State Seal of Biliteracy Award preparation coursework when they matriculate to Chaffey Joint Union High School District.

Parents or guardians may choose a language acquisition program that best suits their child (EC Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. All students may participate in this program, but it is mandatory for students identified as English learners. If you are not aware if your child is considered an English learner, please contact your child's school.

We are required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). We also offer Dual-Immersion language acquisition programs in Spanish and Mandarin at selected schools. The following programs are available to students:

**Structure English Immersion Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

**Dual-Language Immersion (DLI) Program:** A language acquisition program also referred to as Two-Way Immersion that provides language learning and academic instruction for native speakers of English and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. We have Spanish DLI programs at Central Language Academy and Euclid Elementary School. We have a Mandarin DLI program at Montera Elementary School. Please see OMSD.net for school information.

Schools in which the parents or guardians of 30 students or more per school, or the parents or guardians of 20 students or more in any grade, request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][Viii][III]; EC Section 310[a]). Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Cristina Lopez at [Cristina.lopez@omsd.net](mailto:Cristina.lopez@omsd.net) to ask about the process.

## **TITLE IX NOTIFICATION**

(Education Code Section 221.61)

Summary of Student Rights (Education Code Section 221.8)

- a. You have the right to fair and equitable treatment and to be free from discrimination based on your sex.
- b. You have the right to an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- c. You have the right to ask the athletic director of your school about the athletic opportunities offered by the school.
- d. You have the right to apply for athletic scholarships.
- e. You have the right to equitable treatment and benefits in:
  1. Equipment and supplies
  2. Scheduling of games and practices
  3. Transportation and daily allowances
  4. Access to tutoring
  5. Coaching
  6. Locker rooms
  7. Practice and competitive facilities
  8. Medical and training facilities and services
  9. Publicity
- f. You have access to a gender equity coordinator to answer questions about gender equity laws.
- g. You have the right to contact the California Department of Education (CDE) and the California Interscholastic Federation (CIF) for information on gender equity laws.
- h. You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights (OCR) or CDE if you believe you have been discriminated against or received unequal treatment on the basis of your sex.
- i. You have the right to pursue civil remedies if you have been discriminated against.
- j. You have the right to be protected from retaliation if you file a discrimination complaint.

For more information regarding student rights under Title IX, please visit:

<http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

The United States Department of Education Office of Civil Rights at:

<https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html>.

### **The School's Responsibilities:**

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in programs and activities of federally funded institutions. School district programs and activities must be operated free from discrimination. Key areas addressed by Title IX include: athletics, sexual misconduct, including sexual harassment and sexual violence, pregnant and parenting students, off-campus activities, recruitment and admission, and employment. Schools must protect against discrimination in these areas. Schools must also prohibit retaliation areas. Schools must also prohibit retaliation against any person for opposing an unlawful practice or policy, or filing, testifying about, or participating in any complaint under Title IX.

For more information about school's responsibilities under Title IX, please visit:

The California Office of Equal Opportunity at <http://www.cde.ca.gov/re/di/eo/titleixnotification.asp>

The United States Department of Education Office of Civil Rights at  
[https://www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html)

## How to File a Title IX Complaint

Individuals who believe they have been discriminated against in violation of Title IX may file a complaint with the District of the Office for Civil Rights (OCR). If a crime is involved, such as sexual assault, individuals may also file a report with the local police department. A person may pursue one or all of these avenues at the same time. Below is a summary of each process.

### A. District Complaint

Title IX complaints may be filed using the district's uniform complaint procedure, Board Policy 5145.3

#### Time Requirement:

A complaint with the district must be filed within six months of the discrimination occurring or your awareness of the discrimination (5 CCR 4630(b)).

#### Investigation Procedure:

Upon receipt of any complaint related to a potential Title IX violation, the district will ensure every allegation is investigated promptly, adequately and impartially. The district will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the district's investigation process. As part of its Title IX obligations, the district also takes steps to prevent recurrence of any sexual violence and remedy discrimination effects on the complaints and others, as appropriate. The district's procedures for investigating a Title IX complaint can be found in our Board Policy Procedures.

Please contact the Title IX Coordinator if you have any questions.

Hugo Lopez, Director-Child Welfare, Attendance & Records

### B. OCR Complaint

For information regarding filing a complaint with OCR, please see

<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

OCR provides an online complaint filing system at <https://ocras.ed.gov/>.

OCR can also be contacted through the California regional office at:

Office for Civil Rights, U.S. Department of Education  
50 United Nations Plaza, Mail Box 1200, Room 1545, San Francisco, CA 94102 | (415) 486-5555 |  
[ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

#### Time Requirement:

OCR requires that the complaint be filed within 180 calendar days of the discrimination. Please contact OCR, or visit the websites above, if you have any questions or concerns about this time requirement.

#### Police Report

To file a police report, please contact local law enforcement at:

**Ontario Police Department** — 2500 S. Archibald Ave., Ontario, CA 91761 | (909) 395-2001

**Montclair Police Department** — 4870 Arrow Hwy., Montclair, CA 91763

## **DISTRICT RULES AND PROCEDURES**

### **SCHOOL DISCIPLINE**

#### **EC 35291**

##### **A. All Students**

##### **1.Suspension-EC 48900**

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r) inclusive:

- a. (1) Caused, attempted to cause or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense
- b. Possessed, sold or otherwise furnished a firearm, knife, explosive or other dangerous object, unless in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual vulgarity or profanity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm. As used in this section "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- n. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- o. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For purposes of this subdivision, "hazing" is any method of initiation or pre-initiation into a pupil organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or

personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

- q. Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 28900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - 1. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
    - 2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - 3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - 4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - ii. (A) “Electronic act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, pager, of a communication including, but not limited to, any of the following:
    - 1. A message, text, sound, or image.
    - 2. A post on a social network Internet Web site, including but not limited to: a) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (i); b) creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (i). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purposes of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated; c) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (i). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

B. Notwithstanding paragraph (i) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- iii. “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- r. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for the acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:
  - a. i. While on school grounds;
  - b. ii. While going to or coming from school;

- c. iii. During the lunch period whether on or off the campus;
- d. iv. During, or while going to or coming from, a school sponsored activity.
- s. A pupil who aides or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- t. As used in this section, "school property" includes, but is not limited to electronic files and databases.
- u. For a pupil subject to discipline under this section, a superintendent of the school district may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.
- v. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise, absent from school activities.

## 2. Expulsion

A student may be recommended for expulsion for any of the reasons enumerated in Education Code 48915, and pursuant to the expulsion procedures identified in Education Code 48918 and 48918.5.

### **A. Attendance of Suspended Child's Parent or Guardian for Portion of School Day-EC 48900.1**

Pursuant to board policy, a teacher may require a parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for either committing an obscene act, engaging in habitual profanity or vulgarity or disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, to attend a portion of a school day in the classroom of his or her child or ward.

### **B. Sexual Harassment Policy-EC 231.5, 48980(g)**

The district will not tolerate sexual harassment by anyone participating in any District program or activity. This includes student-to-student or peer sexual harassment as well as harassment between a student and any District participant. The district takes all complaints of sexual harassment seriously, investigates and addresses identified sexual harassment, and if the investigation results in the determination that sexual harassment has occurred, takes reasonable, immediate corrective action to stop the harassment, eliminate a hostile environment, and prevent future sexual harassment. Alleged pupil sexual harassment in violation of District policy or federal or state law will be handled pursuant to District policy and procedures that can be found online at [www.omsd.net](http://www.omsd.net).

### **C. Suspension/Expulsion: Alternative and Other Means of Correction- EC 48900, 48900.5**

The district may document other means of correction short of suspension and expulsion and place the documentation in the pupil's record. Other means of correction may include: a conference between school personnel, the pupil's parent or guardian and the pupil; referrals to the school counselor or psychologist; study teams, guidance teams or other intervention-related teams that assess behavior and develop and implement behavior plans; referral for psycho-educational assessment; and after-school programs that address specific behavioral issues. For students with disabilities, a manifestation determination must occur within 10 days of any decision to change the child's placement because of a violation of a code of student conduct (Sección 300.53(e)) IDEA 2004.

## **PUPIL NUTRITION**

Commencing in School Year 2022-2023, Ed. Code 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades TK-12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility.

## **RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS**

EC 32255-32255.6

Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals, based on moral objects, and complete an alternative educational project acceptable to the teacher. In order to refrain from participation, a parent or guardian must submit a written note of the objections to participating in an educational project involving the harmful or destructive use of animals.

## **SPECIAL EDUCATION INFORMATION**

### **PUPILS WITH TEMPORARY DISABILITIES; INDIVIDUAL INSTRUCTION**

EC 48206.3, 48207, 48208

Special individual instruction (as distinct from independent study) is available for students with temporary disabilities that make attendance at school impossible or inadvisable. Parents or guardians should first contact the principal to determine services.

### **DISABLED PUPILS-SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibits discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled students are met.

If you have concerns or complaints related to Section 504, you should contact your school site principal and/or District Section 504 Coordinator:

Alana Hughes Hunter, Assistant Superintendent, SELPA & Equity, at (909) 418-6508.

- Screening and evaluation procedures used by the district when there is a reason to believe a student has a disability under Section 504.
- A student has the right to a written accommodation plan if the student qualifies for services under Section 504.
- A student has the right to be educated with nondisabled students to the maximum extent appropriate based on the student's needs.

## **SPECIAL EDUCATION: CHILD FIND SYSTEM**

### **IDEA; EC 56301**

Federal and state law require that a free and appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. Any parent suspecting a child has exceptional needs due to a disability may request an assessment for eligibility for special education services through the school principal. For more information about the district's child find policy and procedures please contact the Special Education Office at 909-418-6422.

## **SPECIAL EDUCATION: COMPLAINTS**

### **EC 56500.2**

The district has established an Early Dispute Resolution (EDR) process for parents who believe the rights of their students with disabilities have been violated. Please contact your local school site principal or special education office to obtain an EDR Form. Parents or guardians have a right to file a written complaint with the school if they believe the school is in violation of federal or state laws governing the identification or placement of special education students, or similar issues. State regulations require the party filing the complaint to forward a copy of the complaint to the local educational agency serving the child at the same time the party files the complaint with the California Department of Education. Procedures are available from your school site principal.

## **SPECIAL EDUCATION: DUE PROCESS HEARINGS**

### **EC 56502**

The State Superintendent is required to develop a model form to assist parents and guardians in filing requests for due process. The model form is available at the Special Education Office (909)418-6422, for parents who wish to initiate a due process hearings relative to special education rights.

## **SPECIAL EDUCATION: INSPECTION OF RECORDS**

### **EC 56043(n)**

Upon request, parents or guardians of children with exceptional needs may examine and receive copies of the student's records within five business days after a request is made and prior to any Individualized Education Program meeting, hearing or resolutions session regarding their child.

## **ASBESTOS**

### **40 C.F.R. 763.93**

The school district has a current management plan for asbestos containing materials for all district portables. The plan is available for inspection at Operation Office at (909) 459-2500 during normal business hours.

## **USE OF PESTICIDES**

### **EC 48980.3, 17612**

The name of all pesticides products expected to be applied at the school facilities is included in a document in this publication. Persons wishing to be notified in advance of individual pesticide applications may register with the district for that purpose. To register, contact: Operation Office at (909) 459-2500 during normal business hours.

## **SCHOOL BUS AND PASSENGER SAFETY**

### **EC 39831.5**

Bus safety regulations, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zones, and walking to and from school bus stops, can be found in the Transportation Handbook located online at [www.omsd.net](http://www.omsd.net). From the homepage click on Departments and then Transportation. If you have any questions regarding eligibility requirements or wish to discuss a busing concern, please call the Transportation Department at (909) 930-6766.

## **WILLIAMS COMPLAINT POLICY AND PROCEDURES**

### **EC 35186**

The district has adopted a uniform complaint process to help identify and resolve deficiencies related to instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff, teacher vacancy or mis-assignment. Notice of the complaint process and the location at which to obtain a complaint form is posted in all classrooms.

## **NOTICE OF ALTERNATIVE SCHOOLS**

### **EC 58501**

California State law authorizes all school districts to provide for alternative schools. The Education Code defines alternative school as a school or separate class group within a school, which is operated in a manner designed to:

Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

Recognize that the best learning takes place when the student learns because of his/her desire to learn.

Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may result in whole or in part from a presentation by his teachers of choices of learning projects.

Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any administrator, parent, pupil, or teacher is interested in further information concerning alternative schools, please contact the OMSD Office of Child Welfare, Attendance & Records at 909-418-6477.

## **STATEMENT OF NON-DISCRIMINATION**

The Ontario-Montclair School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. ([Board Policy 0410: Nondiscrimination In District Programs And Activities](#))

For inquiries, including how to file a complaint, please contact:

Hugo Lopez, Equity Compliance Officer & Title IX Coordinator

Director, Child Welfare, Attendance & Records | 950 W. D St., Ontario, CA 91762 | (909) 418-6477

## **HATE-MOTIVATED BEHAVIOR**

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur. The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts. A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws for resolution.

## **ATTENDANCE**

### **EC 48980(h)**

#### **A. Residency Requirements-EC 48200 and 48204**

Each person between the ages of 6 and 18 years (and not exempted) is subject to compulsory full-time education. Each person subject to compulsory full-time education and not exempted shall attend the public full-time day school or continuation school or classes and for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located.

A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she meets any of the following:

- Placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code;
- A pupil who is a foster child who remains in his or her school of origin pursuant to subdivisions (d) and (e) of Section 48853.5.
- A pupil for whom inter-district transfer has been approved;
- An emancipated pupil who resides within the boundaries of the school district;
- A pupil who lives in the home of a care giving adult that is located within the boundaries of the school district;
- A pupil residing in a state hospital located within the boundaries of the school district.
- A school district may also deem a pupil as having complied with the residency requirements for school attendance in the school district if one or both of the parents or legal guardians of the pupil are physically employed within the boundaries of the school district for a minimum of 10 hours during the school week.

#### **B. Statutory Attendance Options**

**Intra-district Choice Policy** (EC 35160.5(b)): Residents of the District may apply to other schools within the school district for their child to attend on a space available basis. For more information, contact: Child Welfare, Attendance & Records at (909)418-6477.

**Inter-district Attendance (EC 46600):** The parent or guardian of a pupil may seek release from the district to attend a school in any other school district. For more information, contact: Child Welfare, Attendance & Records at (909) 418-6477.

**C. Absence for Religious Instruction-EC 46014**

Permissive absence may be granted for governing board approved religious exercises or instruction if a pupil has attended at least the minimum school day.

**D. Absence for Confidential Medical Services-EC 46010.1**

Students in grades 7 to 12 may be excused for the purpose of obtaining confidential medical services without consent of the pupil's parent or guardian.

**E. Notification of Minimum Days and Pupil Free Staff Development Day- EC 48980(c)**

A schedule of minimum days and pupil-free staff development days will be made available online at [www.omsd.net](http://www.omsd.net) at the beginning of the school year or as early as possible/no later than one month prior.

**F. Grade Reduction/ Loss of Academic Credit- EC 48980(j)**

No pupil shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC 48205 for missed assignments/tests that can reasonably be provided / completed.

**G. Excused absence; Justifiable personal reasons; Credit: EC 48205; Truancy: EC 48260 et seq.**

State law permits students to be absent for justifiable reasons and allows for completion of missed assignments. Students who are absent without valid excuse, and their parents/guardians, may be subject to truancy and/or criminal proceedings under Education Code 48260 et seq.

**Excused absences:**

1. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
  - a. Due to his or her illness.
  - b. Due to quarantine under the direction of a county or city health officer.
  - c. For the purpose of having medical, dental, optometric, or chiropractic services rendered.
  - d. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.
  - e. For the purpose of jury duty in the manner provided for by law.
  - f. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
  - g. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
  - h. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
  - i. For the purpose of spending time with a member of the pupil's immediate family, who is an active-duty member of the uniformed services, as defined in EC §49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

- j. A valid excuse may include other reasons that are within the discretion of school administrators, and, based on the pupil's circumstances.
2. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
3. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
4. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
5. "Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, except those references therein to "employee" shall be deemed to be references to "pupil."

#### **Truancy:**

1. **The first time** a truancy report is issued, the pupil and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school's designees to discuss attendance issues and develop a plan to improve attendance.
2. **The second time** a truancy report is issued within the same school year the pupil may be given a warning by a peace officer pursuant to Penal Code section 830.1. The pupil may also be assigned to an afterschool or weekend study program located within the same county as the pupil's school.
3. **The third time** a truancy report is issued within the same school year the pupil shall be classified as a habitual truant and may be required to attend an attendance review board or a truancy mediation program pursuant to EC 48263.
4. **The fourth time** truancy is issued within the same school year the pupil may be within jurisdiction of the Juvenile Court that may adjudge the pupil to be a ward of the court pursuant to Welfare and Institutions Code section 601.

### **SEX EQUITY IN CAREER COUNSELING AND COURSE SELECTION**

#### **EC 221.5(d)**

Commencing in Grade 7, school personnel shall assist pupils with course selection or career counseling, affirmatively exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

### **SCHOOL ACCREDITATION**

#### **EC 35178.4**

The District will notify each parent or guardian of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's Internet Web, or by any combination of these methods.

### **PUPIL RECORDS; NOTIFICATION OF RIGHTS**

#### **20 U.S.C. 1232(g); EC 49063, 49068, 49069, 49073**

Parents and pupils 14 years of age and over that are identified as both homeless and an unaccompanied youth, and individuals who have completed and signed a Caregiver's Authorization Affidavit have rights concerning pupil records under Education Code Section 49063.

These rights include:

- The right to inspect and review the student's education records within five (5) business days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will forward requests to the Custodian of Records. The Custodian of Records will make arrangements for access and notify the parent or eligible student of inspection.
  - The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
  - The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, the district shall disclose education records without parental consent.
  - When a student moves to a new district, the district will forward the student's records upon the request of the new school district within 10 school days.  
If parent/guardian or eligible student consent is given in writing, the district will release the following information to the identified party(ies) in the consent:
    - Student's date and place of birth
    - Student's major field of study, if any
    - Student's participation in district-sponsored or recognized organizations or sports
    - Student's dates of attendance in a District program or activity
    - Most recent educational institution or program of attendance
- “Student Records” do not include:**
- Instructional, supervisory or administrative notes by District staff that are made only for that staff member or his/her substitute
  - Records of a law enforcement unit that were created for use by the law enforcement unit
  - Employee records made for personnel use
  - Records of a doctor, psychologist, psychiatrist or other treatment provider and/or assistant regarding a student who is 18 or older or who is attending a postsecondary educational institution. In this case, “treatment” does not include remedial instructional measures.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920

## **DIRECTORY INFORMATION**

### **EC 49073**

“Directory Information” includes one or more of the following items: student’s name, address, telephone number, email address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student.

No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or guardian unless the parent or guardian submits a written notice to the school to deny access to their pupil’s directory information. Directory information regarding a pupil identified as a homeless child or youth shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

## **AVAILABILITY OF PROSPECTUS**

### **EC 49091.14**

Each school site shall create a prospectus which includes the curriculum, including titles, descriptions, and instructional aims of every course offered. The prospectus shall be made available upon request by parent or guardian.

## **SURVEYS**

### **EC 51513; 20 U.S.C. 1232(h)**

The district will notify parents or guardians of the need for their written permission before any test, questionnaire, survey or examination containing any questions about their child’s personal beliefs or practices (or the pupil’s family’s beliefs or practices) in sex, family life, morality and religion, may be administered to any pupil in kindergarten, or grades 1-12, inclusive. Notification will include specific or approximate dates of when any survey containing sensitive, personal information is to be administered and provide an opportunity for parents to opt pupils out of participating in the survey. Upon request, parents or guardians will be given the opportunity to inspect any third-party survey.

## **PUPIL FEES**

### **EC 49010; AB 1575: Effective March 1, 2013**

The district maintains a policy concerning the provision of a free education to pupils and for filing a complaint of noncompliance pursuant to the Uniform Complaint Procedures with the principal of the school alleged to be in noncompliance. More information please see the document in this publication, entitled Uniform Complaint Procedures, or contact the district CWA office.

## **RIGHTS OF PARENTS OR GUARDIANS TO INFORMATION**

### **EC 51101**

Parents/guardians of pupils enrolled in public schools have the right and should have the opportunity, as mutually supportive and respectful partners in the education of their children within the public schools, to be informed by the school, and to participate in the education of their children, as follows:

- Within a reasonable period of time following making the request, to observe the classroom or classrooms in which their child is enrolled or for the purpose of selecting the school in which their child will be in intra-district or inter-district pupil attendance policies or programs.
- Within a reasonable time of their request, to meet with their child's teacher or teachers and the principal of the school in which their child is enrolled.
- To volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher. Although volunteer parents may assist with instruction, primary instructional responsibility shall remain with the teacher, (For volunteer information please contact the school office).
- To be notified on a timely basis if their child is absent from school without permission.
- To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of the school that their child attends on standardized statewide tests.
- To request a particular school for their child, and to receive a response from the school district. This paragraph does not obligate the school district to grant the parent's request.
- To have a school environment for their child that is safe and supportive of learning.
- To examine the curriculum materials of the class or classes in which their child is enrolled.
- To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
- To have access to the school records of their child.
- To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish.
- To be informed in advance about school rules, including disciplinary rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
- To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
- To participate as a member of a parent advisory committee, school-site council, or site-based management leadership team, in accordance with any rules and regulations governing membership in these organizations. In order to facilitate parental participation, school-site councils are encouraged to schedule a biannual open forum for the purpose of informing parents about current school issues and activities and answering parents' questions.
- To question anything in their child's record that the parent feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
- To be notified, as early in the school year as practicable pursuant to EC §48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child. Parents and guardians of pupils, including those parents and guardians whose primary language is not English, shall have the opportunity to work together in a mutually supportive and respectful partnership with schools, and to help their children succeed in school. Each governing board of a school district shall develop jointly with parents and guardians, and shall adopt a policy that outlines the manner in which parents or guardians of pupils, school staff, and pupils may share the responsibility for continuing the intellectual, physical, emotional, and social development and well-being of pupils at each school-site.
- The policy shall include, but is not necessarily limited to, the following:
  - The means by which the school and parents or guardians of pupils may help pupils to achieve academic and other standards of the school.

- A description of the school's responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all pupils to meet the academic expectations of the school.
- The manner in which the parents and guardians of pupils may support the learning environment of their children, including, but not limited to, the following:
  - Monitoring attendance of their children.
  - Ensuring that homework is completed and turned in on a timely basis.
  - Participation of the children in extracurricular activities.
  - Monitoring and regulating the television viewed by their children.
  - Working with their children at home in learning activities that extend learning in the classroom.
  - Volunteering in their children's classrooms, or for other activities at the school.
  - Participating, as appropriate, in decisions relating to the education of their own child or the total school programs.

## **STATEWIDE TESTING**

### **NOTIFICATION - Pursuant to 5 CCR § 852, inclusive of the right to exempt pursuant to California Education Code Section 60615:**

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

### **CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math**

**Who takes these tests?** Student in grades 3-8 and grade 11.

**What is the test format?** The Smart Balanced assessments are computer-based

**Which standards are tested?** The California Common Core State Standards

### **CAASPP: California Alternate Assessments (CAAs) for ELA and Math**

**Who takes these tests?** Students in grades 3-8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.

**What is the test format?** The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

**Which Standards are tested?** The California Common Core State Standards through the Core Content Connectors.

### **CAASPP: California Science Test (CAST)**

**Who takes the test?** Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11 or 12.

**Which is the test format?** The CAST is computer-based.

**Which standards are tested?** The California Next Generation Science Standards (CA NGSS).

### **CAASPP: California Alternate Assessment (CAA) for Science**

**Who takes the test?** Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.

**What is the test format?** The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.

**Which standards are tested?** Alternate achievement standards derived from the CA NGSS.

#### **CAASPP: California Spanish Assessment (CSA)**

**Who takes the test?** The CSA is an optional test for students in grades 3-12 that tests their Spanish reading, listening, and writing mechanics.

**What is the test format?** The CSA is computer-based.

**Which standards are tested?** The California Common Core State Standards en Español.

#### **ELPAC**

**Who takes the test?** Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient English.

**What is the test format?** Both the Initial and Summative ELPAC are computer-based.

**Which standards are tested?** The 2012 California English Language Development Standards.

#### **Alternate ELPAC**

**Who takes the test?** Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take an Alternative Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.

**What is the test format?** Both the Alternative Initial and Alternative Summative ELPAC are computer-based.

**Which standards are tested?** Alternative achievement standards derived from the 2012 California English Language Development Standards.

#### **Physical Fitness Test**

**Who takes the test?** Students in grades 5, 7, and 9 will take the FITNESSGRAM, which is the test used in California.

**What is the test format?** The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.

**Which standards are tested?** The Healthy Fitness Zones, which are established through the FITNESSGRAM.

#### **Early Literacy Screening Assessment**

**NOTIFICATION** - Pursuant to California Education Section 53008, all students in grades K-2 participate in an early literacy screening assessment. This assessment provides a brief measure of student reading progress and helps identify whether additional support may be needed.

**What is the assessment tool?** The District uses mClass, a tool approved by the California Department of Education.

**What is the test format?** The early literacy screenings are computer-based tests that are administered one-on-one by a teacher.

**When is the assessment administered?** The screening occurs during the First Trimester

**Results and Notification:** Results will be reviewed and a report will be provided to families within 45 calendar days. If additional support is recommended, families will be contacted to discuss available supports to promote student reading success.

**Exemption Rights:** Under California law, parents or guardians may opt out of the screening by submitting a written request to the school site.

## **GATE PROGRAMS**

### **EC 52200**

The District is committed to the belief that activities and strategies for gifted and talented pupils should include the following: 1) Differentiated opportunities for learning commensurate with the gifted and talented pupil's particular abilities and talents; 2) Alternative learning environments in which gifted and talented pupils acquire skills and understanding at advanced ideological and creative levels commensurate with their potential; 3) Elements that help to develop sensitivity and responsibility to others; 4) Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards; 5) Elements that assist gifted and talented pupils to develop self-generating and problem-solving abilities to expand each pupils' awareness of choices for satisfying contributions in his or her environment; 6) Elements that help gifted and talented pupils develop realistic and healthy self-concepts. These activities and strategies shall be planned and organized as an integrated, differentiated experience within the regular school day, and may be augmented or supplemented with other differentiated activities related to the core curriculum.

## **DRESS CODE/GANG APPAREL**

### **EC 35183 BP 5132**

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health of safety hazard or a distraction which would interfere with the education process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

## **GANG-RELATED APPAREL**

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

## **UNSAFE SCHOOL CHOICE**

### **5 C.C.R. 11993(k); 20 U.S.C. 7912**

Students shall be allowed to attend a safe school. The district shall notify parents or guardians of pupils in elementary and/or secondary schools considered to be "persistently dangerous" pursuant to California Department of Education guidelines and of available options for attendance at a safe school. "Any firearms violations" is an event which must be considered in determining whether a school site is at risk of being classified as persistently dangerous.

## **SCHOOL ACCOUNTABILITY REPORT CARD**

### **EC 35256, 35258**

The School Accountability Report Card provides parents and other interested members of the community a variety of information about the school, its resources, its successes, and the areas where it needs improvement. On or before February 1 of each year, an updated copy of the School Accountability Report Card for each District operated school may be found on each school's homepage, accessible at [www.omsd.net](http://www.omsd.net). A hard copy will also be provided upon request to any student's parent or guardian from your school site.

## **COMPREHENSIVE SCHOOL SAFETY PLAN**

### **EC 32286, 32288**

Each school is required to develop a school safety plan, which includes a comprehensive disaster preparedness plan. Copies of the school safety plan are available to read at school sites during normal business hours.

## **DUTY CONCERNING CONDUCT OF PUPILS**

### **EC 44807**

All students participating in district programs or activities will comply with district policies, rules and regulations, pursue their studies and obey the valid authority of district staff. Any student who feels another participant is disrupting the student's learning environment is strongly encouraged to report that misconduct to a district staff member. The district staff member will, in turn, report to the designated district staff member in charge of handling student complaints. district staff expects all students enrolled in district programs or activities to conduct themselves in a manner that enriches the educational environment and does not disrupt the learning process. The district believes all students enrolled in district programs or activities should experience a positive learning environment. All students participating in district programs or activities are expected to cooperate by respecting the rights of other participants, which includes the right to a learning environment free from disruptions. Student conduct includes conduct on school grounds, going to and from school and during recess and lunch periods. Every teacher has a duty to hold pupils accountable for their conduct on the way to and from school, and on the playground, or during recess. A teacher, vice principal, principal or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his/her duties, of the same degree or physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. The district prohibits dangerous objects on campus, such as laser pointers and B.B. guns, unless possession is for valid instructional or other school related purposes.

## **CHILD ABUSE AND NEGLECT REPORTING**

### **PENAL CODE 11164**

District staff is required by law to report cases of child abuse and neglect to the appropriate law enforcement agency when they have a reasonable suspicion that a child has been a victim of child abuse and/ or neglect. Reasonable suspicion does not require certainty that the child abuse and/or neglect has occurred. The reporting staff member's name and report are confidential. The fact that a child is homeless or an unaccompanied minor is not, in and of itself, a sufficient basis for reporting child abuse or neglect.

## **DISRUPTION IN PUBLIC SCHOOL OR MEETING**

### **EC 32210**

Any person who willfully disturbs any public school or public-school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500).

## **MEGAN'S LAW**

### **PENAL CODE-290**

Information about registered sex offenders in California and how to protect their families can be found at <http://meganslaw.ca.gov/>.

## **LIABILITY OF PARENT OR GUARDIAN FOR WILLFUL PUPIL MISCONDUCT**

### **EC 48904**

The parent or guardian of any minor may be held financially liable for the pupil's willful misconduct which results in injury or death to any pupil or person employed or volunteering for the district or injury to real or personal property belonging to the district or a district employee. The parent or guardian of a minor shall be liable to the district for all property belonging to the district loaned to the minor and not returned upon demand of an employee of the district authorized to make the demand. The district shall notify the parent or guardian of the pupil in writing of the pupil's alleged misconduct before withholding the pupil's grades, diploma or transcript pursuant to this Section.

## **CHILDREN IN HOMELESS SITUATIONS**

### **42 U.S.C. 11432**

Information provided on your enrollment/re-enrollment will help OMSD determine what services you and/or your child may be eligible to receive. This could include additional education services through Title I, Part A and/or the federal McKinney-Vento Assistance Act. The information provided on your enrollment/re-enrollment form will be kept confidential and only shared with appropriate school district site staff.

The district appointed liaison for homeless children is the Executive Director of Health and Wellness Services, who ensures the dissemination of public notice of the educational rights of students in homeless situations. More information can be found online at [www.omsd.net](http://www.omsd.net). From the district homepage, go to the Department tab and click on OMSD Health & Wellness Services, then click on Homeless Services.

**All students considered homeless or in transition, which includes students who lack a fixed, regular and adequate nighttime residence, are afforded certain rights under the law:**

- Immediate enrollment in the school last attended (school of origin) or the local school where the student is currently staying, even if you do not have all the documents normally required for enrollment.
- Continue to attend the school of origin, if requested by you, and it is in the best interest.
- Transportation to and from the student's school of origin, the same special programs and services, if needed, as provided to all other children, including free meals and Title I services.
- Receive full protections and services provided under all federal and state laws, as it relates to homeless children, youth, and their families.

It is not a crime to live in one of the above situations and schools are here to assist you and your children with enrollment and appropriate services. This information will not be shared outside the educational entity.

## **CUSTODY LAW NOTIFICATION**

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when signed restraining orders or proper

documentation, specifically stating visitation limitation, are on file in the school office. Any student release situation, which leaves the student's welfare in question, will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve the school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up the child.

### **VOLUNTEER PROGRAM**

The Ontario-Montclair School District has established a volunteer program designed to help parents and other community volunteers become involved on our campuses on a routine or occasional basis. Education is a team effort, and volunteers are a very critical part of the school team. Your involvement on our campuses tells our children that you are concerned, that you value them as people, and that you want to help them succeed and be the best they can be. If you are interested in becoming a volunteer, please contact your child's school for more information.

### **SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN**

**EC 35183.5**The district allows for outdoor use of sun-protective clothing and the use of sunscreen by students during the day. More information, please refer to OMSD Board Policy AR 5132. From the district homepage, go to the Board of Trustees Tab and then GAMUT online Tab.

### **RIDING A BIKE TO SCHOOL**

#### **VEHICLE CODE 21212**

All students who ride bicycles, skateboards, scooters or in-line skates are required to wear a properly fitted helmet at all times.

### **HEALTH AND WELLNESS**

#### **OMSD WELLNESS POLICY**

##### **(BP 5030)**

The Ontario-Montclair School District and Board of Trustees recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health educations, physical educations, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parent/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

### **IMMUNIZATION AND COMMUNICABLE DISEASES**

#### **EC 48216, 49403**

To protect the health of all students and staff and to curtail the spread of infectious diseases, students must be immunized against certain communicable diseases. The district shall follow all laws, rules, and regulations regarding immunizations required for students to enroll. If a student has not been properly immunized as required, the district reserves the right to temporarily exclude that student from attendance at a district program or activity until the immunization requirements are met. Please refer to "Appendix \_A\_" Parents Guide to Immunizations. Upon written parental consent, the district may permit any licensed physician or registered nurse

to administer an immunizing agent to a pupil. If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission, the student's parent will receive notice that evidence of proper immunization or an appropriate exemption must be provided within 10 school days.

### **PERSONAL AND RELIGIOUS BELIEFS**

**Parents of students in any school are not allowed to submit a personal beliefs exemption to a currently required vaccine.**

Under law known as SB277, beginning January, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be accepted in place of the vaccines that are currently required for entry into child care or school in California. Personal beliefs exemptions on file for a child already attending child care or school will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade. HSC 120335 states that the principal or administrator of each school shall not admit any pupil unless he or she has been fully immunized. The immunization checkpoints have been established at Preschool registration, TK or Kindergarten registration, and students advancing to the 7th grade. For more detailed information about SB 277, please see the Frequently Asked Questions available at: <http://www.shotsforschool.org/laws/sb277faq/>.

### **FOSTER AND HOMELESS YOUTH IMMUNIZATIONS**

Foster youth and homeless children who do not have immunization documentation should be enrolled immediately under federal and state law. (EC Section 48853.5 and 42 USC 11431.)

Foster youth and homeless students are not exempt from immunization requirements and schools must obtain documentation of vaccination or obtain vaccinations for these students as soon as possible. (HSC 12034.)

### **TEMPORARY EXCLUSION FOR IMMUNIZATIONS**

If there is good cause to believe that a child has been exposed to a disease listed in HSC Code Section 120335 and documentary proof of the student's immunization status does not show proof of complete immunization against that disease, that student may be temporarily excluded from school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease.

### **EXEMPTION FROM IMMUNIZATION**

Beginning January 1, 2021, all new medical exemptions for school entry must be issued through California Immunization Registry – Medical Exemption (CAIR-ME) website and can only be issued by a licensed physician [M.D. or D.O.] in California. Schools may only accept new medical exemptions from parents/guardians that are issued from CAIR-ME. A medical exemption filed at the school before January 1, 2020 will remain valid until the earliest of:

- When the student enrolls in the next grade span (TK/K-6th grade or 7th-12th grade).
- The expiration date on the temporary medical exemption.
- Revocation of the exemption because the issuing physician has been subject to disciplinary action from the physician's licensing entity.

Please see CDPH website for more information: <https://cair.cdph.ca.gov/exemptions/home>

## **IMMUNIZATIONS FOR INDEPENDENT STUDY STUDENTS**

The CDPH has indicated that parents and guardians must continue to provide immunization records of students in independent study programs with no classroom-based instruction to their schools and schools must continue to maintain and report immunizations that have been received. Students are not required to have immunizations if they attend an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunization records for these students to their schools.

## **MEDICATION ADMINISTRATION**

### **EC 49423, 49423.1**

The school nurse or other designated school employees may assist students who need to take prescribed medication during school hours only upon written request of both the physician/surgeon and the parent.

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

- Prescribed by a United States physician (licensed Nurse Practitioner)
- Issued by a United States pharmacy
- In the original container
- Properly labeled by the pharmacy
- Prescribed for the current school year
- Prescription medication containing codeine or other narcotics are not to be brought to or administered during the school day.
- All prescription medication shall be delivered to the school by the parent or a responsible adult.
- Students shall not carry medication on the school bus and shall not deliver medication to the school.
- It is the responsibility of the parent to see that the prescription medication is picked up from school by a responsible adult at the end of the school year.
- Even the simplest and safest over-the-counter medications can mask symptoms of illness and/or create undesirable reactions, therefore over-the-counter medications also require a prescription. **Even cough drops are considered an over-the-counter medication and must have a prescription.**

## **CONTINUING MEDICATION REGIMEN**

### **EC 49480**

The parent or legal guardian of any pupil on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other contact person of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

## **MEDICAL CARE ON FIELD TRIPS**

Each student's parent/legal guardian must provide written permission for a field trip and authorization for medical care. For those students with health issues/medical conditions, parent/legal guardians are responsible to

provide all necessary medications, supplies, and equipment needed for the field trip at least five (5) school days prior to departure. In order to administer medications (prescription and over the counter) on the field trip, parents/legal guardians must have submitted a complete "Physician Instruction for School Assisted Medication" form, which includes the parent/legal guardian signature and the written California licensed health care provider's order with signature and date. If a student needs a specialized Physical Health Care Service (Protocol), a current completed Parent Consent and Authorized Healthcare Provider Authorization covering the field trip date(s) MUST be in place.

### **CRITERIA FOR SELF-ADMINISTRATION**

A student who requires medication at school may carry and self-administer emergency medication under the supervision of OMSD staff, if the student meets the following conditions:

1. The student is physically, mentally, and behaviorally capable, in the written opinion of the parent/guardian, physician, and designated OMSD staff, to assume the responsibility.
2. The student demonstrates self-administration to the school nurse or trained designated OMSD staff.

### **DISPOSAL OF UNUSED MEDICATIONS**

If the medication for a student changes during the school year, the remaining medication shall be given to the parent/guardian at the time the new medication is delivered. Medications not claimed and retrieved by the parent/guardian at the end of the school year shall be discarded in accordance with recommendations by the local health officer and OSHA guidelines.

### **MEDICAL AND HOSPITAL SERVICES FOR PUPILS**

#### **EC 49471, 49472**

The district does not provide medical or hospital services through non-profit membership corporations or insurance policies for pupil injuries arising out of school-related activities. If the district does not provide medical or hospital services for such a purpose: The district will notify each parent or guardian of each pupil participating in athletic activities that such medical or hospital services are not provided.

### **ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES**

#### **EC 46010.1**

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parents or guardians. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment. District policy regarding excusing such absences is available upon request.

### **MEDICAL RECORD SHARING**

#### **HSC 120440**

Medical information may be shared with local health departments and the State Department of Public Health. Any information shared shall be treated as confidential medical information. The student or parent or guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it; and the student, parent or guardian may refuse to allow this information to be shared in the manner described.

## **PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT**

### **EC 49451**

A parent or guardian may, by written statement filed annually, refuse to consent to the physical examination of his/her child; however, a child may be sent home if, for good reasons, he or she is believed to be suffering from a recognized contagious or infectious disease. Note: Physical examinations that schools are required to conduct include sight and hearing testing under EC 49452. Schools may screen for type 2 diabetes mellitus under EC 49452.7. As indicated in EC 49451 and 20 USC 1232h, a parent or guardian may file a waiver of the examination requirement based on personal belief. [EC 49451].

## **VISION AND HEARING APPRAISAL**

### **EC 49455, EC 49452**

The district is required to appraise each student's vision in grades TK/K, 2, 5, 8, and upon initial enrollment. Male students will also be tested once for color vision in grade 1 or later and the results of the test shall be entered in the student's health records. The mandated screenings may be performed by credentialed school nurses or certificated employees, RNs, or LVNs under the supervision of Registered Credentialed School Nurse. In addition, mandated screenings may be performed by Contracted Agencies or Children's Vision Screening Programs. Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision. Parents may submit a written statement refusing to consent to their child's participation in the school. Screenings may be waived due to a public health pandemic.

## **PUPIL HEALTH- ORAL HEALTH ASSESSMENT**

### **EC 49452.8**

A record of a dental assessment done by a dental professional is required for all transitional kindergartens and kindergarteners and first graders attending public school for the first time. By no later than May 31st of each school year, pupils when first enrolled in public school are required to provide proof of an oral health assessment (conducted within 12 months prior to enrollment) by a licensed dentist or other licensed or registered dental health professional or provide written notice why an oral health assessment by a licensed dentist or other registered dental health professional cannot be completed. TK students that receive an oral health screening do not have to repeat the oral health screening at kindergarten or first grade. The Kindergarten Oral Health Assessment (KOHA) is only required once in a two year kindergarten program. A licensed dentist, in collaboration with the district, may provide dental oral health screenings upon receipt of parent/guardian consent.

## **SPECIALIZED PHYSICAL HEALTH CARE SERVICES**

### **EC 49423.5**

Trained designated personnel provide specialized health care services. These are health services prescribed by the student's licensed authorized health care provider requiring medically related training for the individual who performs the services, and which are necessary during the school day to enable the student to attend school. These services include catheterization, gastric tube feeding, suctioning, or other services that require medically related training under the supervision of a school nurse, public health nurse or licensed physician.

## **DIABETES SELF-TESTING AND MONITORING OF BLOOD GLUCOSE LEVELS**

### **EC 49414.5**

A student who can self-test and monitor blood glucose requires a written request from the parent and physician. One or more OMSD employees may be trained to administer emergency medical assistance to a student with diabetes.

## **TYPE 1 DIABETES**

### **EC 49452.6**

California Education Code Section 49452.6 requires schools to provide information regarding type 1 diabetes to parents and guardians of seventh grade students. Type 1 diabetes in children is an autoimmune disease that attacks the insulin-producing cells in the pancreas, destroying the body's ability to make insulin. If left untreated, type 1 diabetes can dramatically impact everyday life, and can even result in death. As the number of people diagnosed with type 1 diabetes continues to increase, it is critical that parents learn of its symptoms to help their children obtain early diagnosis and treatment when necessary. Please refer to "Appendix B" in this document for more information about type 1 diabetes. Contact the school nurse or administrator, or the student's health care provider if there are any questions.

## **TYPE 2 DIABETES**

### **EC 49452.7**

California Education Code Section 49452.7 requires schools to provide information regarding type 2 diabetes to parents and guardians of seventh grade students. Because type 2 diabetes in children is a preventable and treatable disease, parents are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if they have type 2 diabetes or pre-diabetes. Please refer to "Appendix C" in this document for more information about type 2 diabetes. Contact the school nurse or administrator, or the student's health care provider if there are any questions.

## **SCHOOL- SPONSORED ATHLETICS**

### **EC 33479, 49475, 49476**

If a student participates in school-sponsored athletics other than physical education or athletic event during the school day, parents/guardians and the student athlete are required to annually; (1) complete a concussion awareness form, (2) complete a sudden cardiac arrest awareness form, and (3) sign a document acknowledging receipt of an Opioid Factsheet received either in print or electronic format.

## **CONCUSSION AND HEAD INJURIES**

### **EC 49475**

A concussion is a brain injury that can be caused by a bump, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's

parent or guardian before the athlete's initiating practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. Please refer to "Appendix D" in this document for more information about concussions and head injuries.

### **AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs)**

As of July 1, 2019, Ontario-Montclair School District installed Automated External Defibrillators (AEDs) in all of our school buildings. Assembly Bill 2009 requires that if a District or charter school elects to offer any interscholastic athletic program, the district or charter school shall acquire at least one AED for each school within the school District or the charter school. An AED is used for sudden cardiac arrest. The AEDs are strategically placed at each site and readily accessible to predetermined AED users to maximize rapid use. Each site will have a trained response team that will be CPR and AED certified. The AED will be available during school hours and after school during on-site school activities.

### **ERIC PAREDES SUDDEN CARDIAC ARREST PREVENTION ACT**

#### **EC 33479**

AB 1639 requires that parents be provided an information sheet on sudden cardiac arrest symptoms and warning signs each school year before the pupil participates in an athletic activity. Parents must acknowledge that they received this information. The bill requires an athletic director, coach, athletic trainer, or authorized person to remove from participation a pupil who passes out or faints while participating in or immediately following an athletic activity. Please refer to "Appendix E" in this document for more information about Sudden Cardiac Arrest.

### **TRAUMA KITS**

AB 2260 known as the "Tactical Response of Traumatic Injuries Act" into law regarding the need for buildings with an occupancy of 200 or more that was constructed on or after January 1, 2023, or was constructed prior to January 1, 2023, and modified or renovated as specified, shall require and place at least six trauma kits on the premises of the building in an easily accessible and recognizable container. (Health and Safety Code 19310)

### **CONTROLLED SUBSTANCES: OPIOIDS**

#### **EC 49476**

An opioid is a controlled substance that can be prescribed by a health care provider to relieve moderate-to-severe pain, after a surgery or injury, or for certain health conditions. Opioids include prescription drugs such as hydrocodone, oxycodone, morphine, and codeine. Although these medications can be an important part of treatment, they carry serious risks of addiction and overdose, especially with prolonged use. School authorities must provide facts regarding the risks and side effects of opioid use each school year to athletes. Please refer to "Appendix F" Prescription Opioid Factsheet included in this document for more information. Parents and student athletes must sign acknowledgement of receipt of the document annually before the athlete initiates practice or competition.

### **PUPIL SAFETY: PARENTAL NOTIFICATION: SYNTHETIC DRUGS**

#### **EC 48985.5**

Fentanyl is a major contributor to drug overdoses in California, including among youth. Fentanyl is an extremely potent and dangerous synthetic opioid, like heroin and morphine, and is laboratory engineered to be about 50 times stronger than heroin and 100 times stronger than morphine. This means even small amounts can lead to a fatal overdose. Fentanyl is powerful and difficult to detect. People who make or sell drugs sometimes add small

amounts of fentanyl – in ways that are not noticeable to the user – to other substances because of its extreme potency, making the drugs cheaper, more powerful, more addictive, and more dangerous.

As part of ongoing efforts to keep the health and well-being of your child(ren) and our school community a top priority, OMSD is providing this notification so that families are aware of the dangers associated with using synthetic drugs, the intervention and prevention strategies being implemented in OMSD, and relevant information that may be utilized for keeping students and the school community safe.

Overdose Effects: Stupor, changes in pupillary size, cold and clammy skin, cyanosis, coma, and respiratory failure leading to death. The presence of triads of symptoms such as coma, pinpoint pupils, and respiratory depression are strongly suggestive of opioid poisoning.

OMSD's Intervention and Prevention Strategies:

- Stocking of emergency opioid antagonists
  - OMSD currently stocks Naloxone at every school site and satellite offices
  - Naloxone is a life-saving medication that can reverse an overdose from opioids—including heroin, fentanyl, and prescription opioid medications—when given in time.
- Training for site employee volunteers as it relates to Naloxone implementation.
- As part of an ongoing commitment to social emotional wellness, OMSD is actively encouraging students to visit our School Counselors/ORCs or mentors when feeling stressed or overwhelmed.
- Tips for Parents and Guardians to Talk About Drug Use with their Child(ren)
- Parents and guardians should be prepared, get informed, and have some background knowledge on fentanyl, and substance use before starting the conversation with their child(ren).
- Parents and guardians should use honest language that emphasizes their family values and concerns around drug use.
- Conversations that are open and consider your child(ren)'s understanding and experiences are more effective than lecturing and utilizing scare tactics.
- Parents and guardians should initiate age-appropriate conversations with their children about substance use. Parents can use the DEA resource “What Every Parent and Caregiver Needs to Know About Fake Pills” to help start the conversation.
- Keep any prescription drugs in your house secure and locked away, out of reach of others.

### **SOCIAL MEDIA-DRUG TRAFFICKING THREAT**

With the growth of social media and the proliferation of smartphones, a dangerous and deadly new drug threat has emerged: criminal drug networks are abusing social media to expand their reach, create new markets, and target new clientele. This includes by selling deadly fake fentanyl and methamphetamine pills, often unsuspecting teenagers, young adults, and older Americans. Drug traffickers advertise on social media platforms like Facebook, Instagram, Snapchat, TikTok, Twitter and YouTube. Posts and stories are often accompanied by known code words and emojis that are used to market and sell illicit and deadly drugs on social media. For more information visit [www.dea.gov](http://www.dea.gov).

### **PHYSICAL EDUCATION EXCUSES**

Students may be excused from physical education, for health or medical reasons, for a maximum of three days within a school year that requires a note from a parent. Excuses for more than three days require a note from a professional healthcare provider. If a student is unable to participate in physical education class, he/she will not be permitted to participate in recess activities. Conversely, if a student comes to school with sutures (stitches, staples), splint, ace wrap, foot boot, knee brace or cast on an extremity, the student will not be permitted to participate in physical education or recess activities without a physician's release. Any student with a permanent

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

### **ASSISTIVE DEVICES**

Students who require the use of assistive devices such as but not limited to crutches, cane, rolling knee scooters, wheelchairs, casts, splints, knee immobilizer or walking boots should report to the school nurse following the injury and/or upon returning to school following a surgical procedure. To reduce risk to a student and others, parents/guardians will provide notification from a physician responsible for managing the student's condition. The notification must Specify equipment prescribed to use at school

- Acknowledge the student received instructions on safe use of the device.
- Include parent permission for district staff to communicate with prescribing physicians if clarification is required.
- Include anticipated amount of time equipment will be needed.

The student will not be permitted to participate in physical education or recess activities without physician's release. The school nurse and parent/guardian will work together to determine any additional accommodations for the student. Examples of accommodations may include a buddy system, early classroom dismissal, assistance with books, assistance in the hallways, between classes, premium classroom seating, help in the cafeteria meals, using the Health Office restroom. Any child who arrives at school on crutches or assistive devices without a doctor's order will be sent home. This is to ensure they are used for the right reasons, and have been custom fitted for your child. Improperly fitted crutches can lead to nerve damage in the arm pit (axilla) area.

### **HEAD LICE (PEDICULOSIS)**

Based upon specialized training and the professional judgment of the school nurse and health assistant, students with live lice or signs of active infestation will be excluded from school. These students should receive prompt treatment for lice and are expected to return to school the following day, free of live organisms. The student is allowed to attend school the following day. All absences reported to the school due to head lice will be marked as unexcused absences, unless a health care provider writes a note excusing the child from school. Only then will the absence be marked as an excused medical absence. Upon return to school, the student and parent/guardian must report directly to the school nurse, provide information about; the treatment utilized and have the student's hair checked before reporting to class. Parents should check their child weekly for head lice. If you discover head lice on your child, please notify the health office as soon as possible. When it is determined that two or more students in a class are infested with head lice, the principal or designee may, at his/her discretion, notify parents/guardians of students in the class or school and provide them with information about the detection and treatment of head lice. Staff shall maintain the privacy of students identified as having head lice. Your school site health office can provide resources and detailed instructions to guide your success. An informational letter about lice can be sent home anonymously with the classmates, explaining to other parents what to watch for. Prevention is key! Check your child's head regularly. Keep long hair in braids or in a pony-tail. Do not share hats, hair brushes, combs, hair ties, or bicycle helmets.

## **FOOD ALLERGIES/SPECIAL DIETARY NEEDS**

There are students who have special dietary needs and/or are allergic to certain foods or ingredients (e.g., peanuts, tree nuts, wheat, milk, etc.). When exposed to an allergen, affected students may experience shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Students will not be excluded from school activities nor otherwise discriminated against, harassed, intimidated, or bullied because of their food allergy. Please help keep all of the students safe and healthy at school by keeping in mind the following: 1. Parents/guardians are responsible for notifying the principal or school nurse, in writing, regarding their child's food allergies or other special dietary needs. 2. When a student's food allergy or food intolerance substantially limits one or more major life activities, he/she may be evaluated to determine if accommodations pursuant to Section 504 are required. 3. School lunch meals make dietary accommodations for students who have a medically certified disability that is verified by a medical statement. 4. Each school site has designated allergen-free area(s) to ensure students with allergies are safe. 5. Students should not share or exchange meals or utensils with other students. 6. Without identifying the student, the principal or teacher may notify parents/guardians of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events. 7. Parents/guardians are encouraged to bring non-food items, such as stickers or pencils, for school celebrations in lieu of food items which present a challenge for students with food allergies. 8. When sending food for others to consume, do not send any foods that do not have food labels.

## **EMERGENCY TREATMENT FOR ANAPHYLAXIS**

### **EC 49414 (BP 5141.21)**

Parents/guardians shall be responsible for notifying the principal/ school nurse or designee, in writing, regarding any life-threatening allergies. Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex or exercise. Symptoms include narrowing of the airways, rashes or hives, nausea or vomiting, a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours to students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives. As such, the district provides emergency epinephrine auto-injectors to school nurses and trained personnel who may use the epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an anaphylactic reaction, regardless of known history.

## **EMERGENCY TREATMENT FOR SEIZURES**

### **EC SECTIONS 49468-49468.5 (BP 5141.21)**

If a student diagnosed with seizures, a seizure disorder, or epilepsy has been prescribed an emergency anti-seizure medication by the student's health care provider, the student's local educational agency, upon receipt of a request from the student's parent or guardian, may designate one or more volunteers at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication from the school nurse or other qualified person designated by an authorizing physician. If a staff member volunteers and successfully completes the necessary training, they may administer emergency anti-seizure medication to the student, if it becomes necessary and no school nurse is available. Emergency anti-seizure medication or medication prescribed to a student to treat the student's seizures, a seizure disorder, or epilepsy symptoms must be provided to the school with the label affixed by the dispensing pharmacy intact. Before administering emergency, anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, seizure disorder, or epilepsy, the District must obtain a seizure action plan from the

parent which is a written individualized health plan designed to acknowledge and prepare for the health care needs of the student. With written consent from the parent, the plan must be distributed to any staff responsible for the supervision or care of that student. All related documents must be maintained on file in the school nurse's office or that of an administrator, in compliance with all applicable state and federal privacy laws.

### **EMERGENCY STOCK ALBUTEROL**

#### **EC 49414.7 (BP 5141.21)**

Effective January 1, 2024, allows school districts, county offices of education, and charter schools to maintain an emergency stock of albuterol MDIs, including single-use disposable holding chambers/spacers, to provide immediate medical assistance to individuals experiencing respiratory distress or reasonably believed to be in distress. Volunteers should receive initial and annual refresher training at no cost to them, including training in storage and emergency use, from the credentialed school nurse or other qualified person designated by an authorizing physician and surgeon (EC § 49414.7(d)(1)). All training should be overseen by the credentialed school nurse or administrator and must align with current medication administration guidelines.

### **EMERGENCY MEDICAL ASSISTANCE AT SCHOOL**

#### **EC 49472; FC 6550; (BP 5141)**

Whenever a student requires emergency or urgent medical treatment while at school or a school-sponsored activity, the principal or designee shall contact the parent/guardian or other person identified on the emergency card in order to obtain consent for the medical treatment. If the student's parent/guardian or other contact person cannot be reached to provide consent, the principal may seek reasonable medical treatment for the student as needed, unless the parent/guardian has previously filed with the district a written objection to any medical treatment other than first aid. Any person 18 years of age and older who files with the district a completed caregiver's authorization affidavit for a minor student shall have the right to consent to or refuse school-related medical care on behalf of the student. The caregiver's authorization shall be invalid if the district receives notice from the caregiver that the minor student is no longer living with the caregiver. The caregiver's consent to medical care shall be superseded by any contravening decision of the parent/guardian or other person having legal custody of the student, provided that this contravening decision does not jeopardize the student's life, health, or safety. Parents/guardians are responsible for updating their student's emergency card as information changes during the school year. It is also important to include and update all information regarding the student's health needs (health conditions and/or medications). Any confidential health information provided to the school shall only be disclosed at the discretion of the principal to staff who have legitimate educational interest.

### **INCLEMENT WEATHER HIGH TEMPERATURES OCCUR FREQUENTLY IN THE INLAND EMPIRE**

It is important to avoid prolonged exposure to high temperatures and high relative humidity, as symptoms of heat-related illness can quickly escalate into an emergency situation. Muscle cramping, heat exhaustion, and heat stroke are conditions caused by overexposure to heat. Drinking plenty of water, wearing loose clothing, and avoiding strenuous activities involving direct sun-exposure can help to minimize the risk. For safety reasons, no glass bottles or frozen plastic water bottles are allowed on school campuses.

## **SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN**

### **EC 35183.5**

Each school site shall allow for outdoor use during the school day, articles of sun protective clothing, including but not limited to hats. The law provides for use of sunscreen by students, during the school day, without a physician's note or prescription and authorized sites to establish a policy regarding use of sunscreen.

## **LEA MEDI-CAL BILLING OPTION PROGRAM (LEA-BOP)**

The Ontario-Montclair School District, in cooperation with the California Department of Health Care Services and Education, participates in a program that allows the district to be reimbursed with federal Medicaid dollars for select health services (such as health assessments including hearing and vision testing, nursing services, speech and language services, occupational/physical therapy) provided to enrolled Medi-Cal students at school. This is a separate fund set aside for school districts to be reimbursed for Medi-Cal eligible services provided at school, to recover some of the funds expended by the school district to provide these services, and does not affect a student's individual Medi-Cal status or benefits. Any personally identifiable information from an eligible student's education records, such as name, date of birth, select related data from the student's IEP, and information from health-related services provided at school may be forwarded to the Department of Health Care Services (DHCS), to access eligible public benefits (Medi-Cal) through the Local Educational Agency (LEA) Billing Option Program (BOP). All information that is shared is encrypted and transmitted securely.

Parents/guardians will be requested to initially indicate consent choice at an IEP meeting, during enrollment, or when completing physician authorization forms for specialized healthcare services. School health services currently provided to all students will not be changed by this program. Parents/guardians may provide consent through the school registration paperwork process and/or during the IEP development and review process, and have the right to withdraw consent to disclose this health services related student information at any time. Students will not be denied services they require to attend school, and parents/guardians will never be billed by the district for services, regardless of consent or non-consent. If students who are enrolled in Medi-Cal are also covered by a third-party insurer (private insurance), DHCS retains the right to attempt to recover third-party liability from the private insurance if Medi-Cal pays a school-based claim. Parents/guardians may receive an Explanation of Benefits (EOB) from their private insurance, indicating payment has been made to reimburse Medi-Cal, or a denial letter if not covered, but will never be billed for health services provided at school.

## **HEALTH CARE COVERAGE**

### **EC 49452.9**

Your child and family may be eligible for free or low-cost health coverage. For information about health care coverage options and enrollment assistance, call 909-418-6923 or go to [www.CoveredCA.com](http://www.CoveredCA.com). Additionally, California law allows all low-income children under 19 years old, regardless of immigration status, to enroll in Medi-Cal at any time in the year. Families can apply in person at the OMSD Linda Vista Full Service Center in the Health & Wellness Services Department. You may also apply at the local county human services office, over the phone, online, or at a local health center.

## **ELECTRONIC NICOTINE DELIVERY SYSTEM (E-CIGARETTES)**

### **EC 48901**

OMSD prohibits the use of electronic nicotine delivery system (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars, and pipes, but can also be made to look like everyday items such as pens, asthma inhalers, and beverage containers. These devices are not limited to vaporizing nicotine; they are used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sale of e-cigarettes to minors, which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subjected to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code. For staff and visitors, Health and Safety Code (HSC) sections 104420 and 104559 prohibits the use of nicotine delivery devices.

## **TOBACCO FREE ENVIRONMENT**

### **BPC 22950.5; EC 48901; HSC 104495, 104559; (BP 3513.3)**

The use of tobacco and nicotine products is prohibited on school or District grounds, buildings, and vehicles, and within 250 feet of a youth sports event. Smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area is also prohibited. Tobacco products include, but are not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, or an electronic device (e.g., electronic cigarette, cigar, pipe, or hookah) that delivers nicotine or other vaporized liquids. Any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. Any person who violates this provision.

## **CANCER PREVENTION ACT**

### **EC 48980.4**

The parents and guardians of students admitted or advancing to the sixth grade level are hereby notified that the State of California advises that pupils adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the Federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary and middle school. HPV vaccination can prevent over 90 percent of cancer caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. Please refer to "Appendix G" in this document for more information about HPV facts.

## **CALIFORNIA HEALTHY YOUTH ACT**

### **SEXUAL HEALTH EDUCATION AND HIV/AIDS PREVENTION**

### **EC 51938, 48980**

Students enrolled in district programs or activities may receive instruction in personal health and public safety, which may include drug and alcohol abuse prevention, accident prevention, first aid, fire prevention, conservation of resources, and a comprehensive health education that includes education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases. The written

and/or audiovisual educational materials used in a comprehensive sexual health education and HIV prevention education will be available for inspection upon request. Parents will be notified as to whether the curriculum will be taught by school district personnel or by an outside consultant. Parents have the right to excuse their child from comprehensive sexual education and HIV prevention education. Excusal from the curriculum should be submitted in writing. The excused pupil shall not be subject to disciplinary action, academic penalty, or other sanction if the pupil's parent or guardian declines to permit the pupil to receive comprehensive sexual health education or HIV/AIDS prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on pupil health behaviors and risks. While comprehensive sexual health education, HIV/AIDS prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on pupil health behaviors and risks is being administered, an alternative educational activity shall be made available to pupils whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey. Upon request, a parent or guardian may request and receive a copy of the California Healthy Youth Act, Education Code Sections 51930-51939 More information on this topic, please contact your school site.

### **AB 367: FEMININE HYGIENE PRODUCTS; PUBLIC SCHOOL RESTROOMS**

#### **EC 35292.6**

On or before the start of the 2022-23 school year, a public school, including a school operated by a school district, county office of education, or chart school, maintaining any combination of classes from grades 6-12, inclusive, shall stock the school restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. Menstrual products mean menstrual pads and tampons for use in connection with the menstrual cycle to be available for pupils at no cost.

### **MENTAL HEALTH AND MINORS CONSENT TO SERVICES**

#### **EC 49428**

A minor who is 12 years of age or older may consent to mental health treatment or counseling services if the minor is mature enough to participate intelligently in the outpatient services or counseling services. The professional person treating or counseling the minor is required to consult with the minor before determining whether involvement of the minor's parent or guardian would be inappropriate. These service providers can bill Medi-Cal or private insurance as appropriate.

### **PUPIL MENTAL HEALTH SERVICES AVAILABLE ON CAMPUS OR IN THE COMMUNITY**

#### **E.C. SECTION 49428 AND 49429.5**

##### **Mental Health Services on School Campus**

School Counselors, Outreach Consultants, Clinical Therapists, Intervention Specialists, Nurses, and/or School Psychologists are available to provide counseling, mental health, crisis response, case management, and other mental health services at each campus in the district as needed. Students, parents, or guardians may initiate access to these mental health services by contacting the school Outreach Consultant, Principal, Teacher, the school office, or the Health & Wellness Services Department. To request non-life-threatening Mental Health services, call 909-418-6923. Office hours are Monday-Friday from 7:30 a.m. – 4:30 p.m. You may also click this link: [Request for Services](#) For after-hours non-life-threatening services, contact the San Bernardino County Crisis Response Team (CCRT) at 800-398-0018 or text 909-420-0560. You may also call or text the Suicide and Crisis Lifeline at 988.

For additional assistance, please call the San Bernardino County Department of Behavioral Health (DBH) \*



## Support your child's emotional well-being - at no cost to you.

**California public schools offer FREE behavioral services to students.  
These supports are safe, confidential, and available at school.  
Let's work together to improve the wellness of our students.**

### ➤➤ **What is behavioral health care?**

- Social-Emotional Learning and wellness skills
- Building connectedness and resiliency
- Support with stress, anxiety, depression, or emotional struggles

### ➤➤ **How does it work?**

- The California Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule program helps schools get reimbursed through your health insurance for providing services to students.
- Your insurance information will only be used to help OMSD receive payment for services and **will be kept confidential.**

### ➤➤ **Will this affect my coverage or cost me anything?**

- **No, these services are provided at no additional cost to families.**
- You will **not** be billed
- You will **never** be charged a co-pay or deductible.
- Your coverage will **not** be affected

### ➤➤ **What do I need to do?**

- Sign consent form
- Update your child's health insurance information

#### CONSENT FORM

**Student Name:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Insurance:** IEHP   Molina   Medi-Cal   Kaiser   Blue Shield   None   Other: \_\_\_\_\_

**Member ID:** \_\_\_\_\_ **Cardholder Name:** \_\_\_\_\_

**I give consent for OMSD staff to provide school-based services.** YES   or   NO

**I give consent to bill insurance for school-based services provided at no cost to me.** YES   or   NO

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## KNOW YOUR OPTIONS

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options **may actually work better** and have fewer risks and side effects. Options may include:

- ❑ Pain relievers such as acetaminophen, ibuprofen, and naproxen
- ❑ Some medications that are also used for depression or seizures
- ❑ Physical therapy and exercise
- ❑ Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress.



### Be Informed!

Make sure you know the name of your medication, how much and how often to take it, and its potential risks & side effects.

## IF YOU ARE PRESCRIBED OPIOIDS FOR PAIN:

- ❑ Never take opioids in greater amounts or more often than prescribed.
- ❑ Follow up with your primary health care provider within \_\_\_\_ days.
  - Work together to create a plan on how to manage your pain.
  - Talk about ways to help manage your pain that don't involve prescription opioids.
  - Talk about any and all concerns and side effects.
- ❑ Help prevent misuse and abuse.
  - Never sell or share prescription opioids.
  - Never use another person's prescription opioids.
- ❑ Store prescription opioids in a secure place and out of reach of others (this may include visitors, children, friends, and family).
- ❑ Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration ([www.fda.gov/Drugs/ResourcesForYou](http://www.fda.gov/Drugs/ResourcesForYou)).
- ❑ Visit [www.cdc.gov/drugoverdose](http://www.cdc.gov/drugoverdose) to learn about the risks of opioid abuse and overdose.
- ❑ If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

# PRESCRIPTION OPIOIDS: WHAT YOU NEED TO KNOW

Prescription opioids can be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

## WHAT ARE THE RISKS AND SIDE EFFECTS OF OPIOID USE?

**Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use.** An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance—meaning you might need to take more of a medication for the same pain relief
- Physical dependence—meaning you have symptoms of withdrawal when a medication is stopped
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength
- Itching and sweating

As many as  
**1 in 4**  
PEOPLE\*



receiving prescription opioids long term in a primary care setting struggles with addiction.

\* Findings from one study

## RISKS ARE GREATER WITH:

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Older age (65 years or older)
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your health care provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)
- Other prescription opioids



U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention



American Hospital  
Association®

LEARN MORE | [www.cdc.gov/drugoverdose/prescribing/guideline.html](http://www.cdc.gov/drugoverdose/prescribing/guideline.html)

CSA400C May 8, 2018

## BOARD POLICY

### MARRIED/PREGNANT/PARENTING STUDENTS

#### BP 5146

##### Students

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

(cf. 5113.1 - Chronic Absence and Truancy)  
(cf. 5147 - Dropout Prevention)  
(cf. 6011 - Academic Standards)  
(cf. 6164.5 - Student Success Teams)

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

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

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

(cf. 5145.6 - Parental Notifications)

For school-related purposes, a student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students

who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

#### Education and Support Services for Pregnant and Parenting Students

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

(cf. 6158 - Independent Study)  
(cf. 6181 - Alternative Schools/Programs of Choice)  
(cf. 6184 - Continuation Education)  
(cf. 6200 - Adult Education)

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

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

(cf. 6142.7 - Physical Education and Activity)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6183 - Home and Hospital Instruction)

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

1. Child care and development services for the children of parenting students on or near school

site(s) during the school day and during school-sponsored activities

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction

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

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

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

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.62 - Tobacco)

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

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

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

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

#### Absences

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

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

#### Parental Leave

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

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

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

(cf. 5113.11 - Attendance Supervision)

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

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

end of the fourth year of high school. (Education Code 46015)  
(cf. 6146.1 - High School Graduation Requirements)  
(cf. 6146.11 - Alternative Credits Toward Graduation)  
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

#### Accommodations

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

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

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

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

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

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

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

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

#### Complaints

Any complaint alleging discrimination on the basis of pregnancy or marital or parental status, district noncompliance with the requirements of Education Code 46015, or district noncompliance with the

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

#### Program Evaluation

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

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6190 - Evaluation of the Instructional Program)

#### Legal Reference:

##### EDUCATION CODE

221.51 Nondiscrimination; married, pregnant, and parenting students

222 Reasonable accommodations; lactating students

222.5 Pregnant and parenting students, notification of rights

230 Sex discrimination

8200-8498 Child Care and Development Services Act

46015 Parental leave

48205 Excused absences

48206.3 Temporary disability, definition

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

48980 Parental notifications

49553 Nutrition supplements for pregnant/lactating students

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

##### CIVIL CODE

51 Unruh Civil Rights Act  
 FAMILY CODE  
 7002 Description of emancipated minor  
 HEALTH AND SAFETY CODE  
 104460 Tobacco prevention services for pregnant and parenting students  
 CODE OF REGULATIONS, TITLE 5  
 4600-4670 Uniform complaint procedures  
 4950 Nondiscrimination, marital and parental status  
 CODE OF REGULATIONS, TITLE 22  
 101151-101239.2 General licensing requirements for child care centers  
 101351-101439.1 Infant care centers  
 UNITED STATES CODE, TITLE 20  
 1681-1688 Title IX, Education Act Amendments  
 UNITED STATES CODE, TITLE 42  
 1786 Special supplemental nutrition program for women, infants, and children  
 CODE OF FEDERAL REGULATIONS, TITLE 7  
 246.1-246.28 Special supplemental nutrition program for women, infants, and children  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
 106.40 Marital or parental status  
 ATTORNEY GENERAL OPINIONS  
 87 Ops.Cal.Atty.Gen. 168 (2004)  
 COURT DECISIONS  
 American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:  
 CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS  
 Pregnant Students and Confidential Medical Services, 2013  
 Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012  
 The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002  
 U.S. DEPARTMENT OF EDUCATION PUBLICATIONS  
 Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013  
 WEB SITES  
 California Department of Education: <http://www.cde.ca.gov>  
 California Women's Law Center: <http://www.cwlc.org>

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

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## **BOARD POLICY FIREARMS ON SCHOOL GROUNDS**

### **BP 3515.7**

#### **Grounds**

#### **Business and Non-Instructional Operations**

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

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

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

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

38001.5 District security officers; requirements if carry firearm  
PENAL CODE  
626.9 Gun Free School Zone Act  
830.32 District police department; district decision to authorize carrying of firearm  
16150 Definition of ammunition  
16520 Definition of firearm  
26150-26225 Concealed weapons permit  
30310 Prohibition against ammunition on school grounds  
UNITED STATES CODE, TITLE 18  
921 Definitions, firearms and ammunition  
922 Firearms, unlawful acts  
923 Firearm licensing  
UNITED STATES CODE, TITLE 20  
7961 Gun-Free Schools Act; student expulsions for possession of firearm  
Policy CSBA MANUAL MAINTENANCE SERVICE  
Adopted: April 19, 2018

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## **BOARD POLICY BULLYING**

### **BP 5131.2 Students**

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

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

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or

designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

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

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

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

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

(cf. 1312.3 - Uniform Complaint Procedures)  
If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intra-district or inter-district transfer, as applicable.

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

46600 Student transfers

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014  
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

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

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss/>  
California Office of the Attorney General: <http://oag.ca.gov>  
Center on Great Teachers and Leaders: <https://gtlcenter.org>  
Collaborative for Academic Social and Emotional Learning: <https://casel.org>  
Common Sense Media: <http://www.commonsensemedia.org>  
National School Safety Center: <http://www.schoolsafety.us>  
Partnership for Children and Youth: <https://www.partnerforchildren.org>  
U.S. Department of Education: <http://www.ed.gov>

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## **BOARD POLICY**

### **PARENT INVOLVEMENT**

#### **BP 6020**

##### **Instruction**

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

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 1230 - School-Connected Organizations)  
(cf. 1240 - Volunteer Assistance)  
(cf. 1250 - Visitors/Outsiders)

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

(cf. 5020 - Parent Rights and Responsibilities)

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

(cf. 0460 - Local Control and Accountability Plan)

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

(cf. 0500 - Accountability)

#### **Title I Schools**

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

(cf. 6171 - Title I Programs)

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

participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

(cf. 3100 - Budget)

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

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

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

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

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

(cf. 5145.6 - Parental Notifications)

#### Non-Title I Schools

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

#### Legal Reference:

##### EDUCATION CODE

11500-11505 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 School plan for student achievement, consolidated application programs

##### LABOR CODE

230.8 Time off to visit child's school

##### CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

##### UNITED STATES CODE, TITLE 20

6311 State plan  
6312 Local educational agency plan  
6314 Schoolwide programs  
6318 Parent and family engagement  
6631 Teacher and school leader incentive program, purposes and definitions  
7241-7246 Family engagement in education programs  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.104 Definitions, auxiliary aids and services  
35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION  
PUBLICATIONS

Title I School-Level Parental Involvement Policy

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

U.S. DEPARTMENT OF EDUCATION  
PUBLICATIONS

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

WEB SITES

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

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.ca.gov/ls/pf>

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

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

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

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

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsteachers.org>

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

Policy

ONTARIO-MONTCLAIR SCHOOL DISTRICT

adopted: April 9, 2024

Ontario, California

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**BOARD POLICY**

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES**

**NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY**

**5145.71(a)**

**Students**

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

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

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

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

Hugo Lopez

950 West "D" Street, Ontario, CA 91762

(909) 418-6477

[hugo.lopez@omsd.net](mailto:hugo.lopez@omsd.net)

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

To view an electronic copy of the district's policies and administrative regulations on sexual

harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures on the district's web site at [www.omsd.net](http://www.omsd.net).

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

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

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## **BOARD POLICY**

### **SUICIDE PREVENTION**

#### **BP 5141.52 Students**

The Board of Trustees recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing policy and strategies for suicide prevention and intervention, the Superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians, and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan. (Education Code 215)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students, as described in the accompanying administrative regulation

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are

experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6.Crisis intervention procedures for addressing suicide threats or attempts

7.Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215) (cf. 5141.6 - School Health Services)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Legal Reference:

#### EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

234.6 Posting suicide prevention policy on web site

32280-32289.5 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

#### GOVERNMENT CODE

810-996.6 Government Claims Act

#### PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

#### WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5886 Children's Mental Health Services Act

#### COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019

#### CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

#### NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

#### U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

#### WEB SITES

American Association of Suicidology:  
<http://www.suicidology.org>

American Foundation for Suicide Prevention:  
<http://afsp.org>

American Psychological Association:  
<http://www.apa.org>

American School Counselor Association:  
<http://www.schoolcounselor.org>

California Department of Education, Mental Health:  
<http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services,  
Mental Health Services:  
<http://www.dhcs.ca.gov/services/MH>  
Centers for Disease Control and Prevention, Mental  
Health: <http://www.cdc.gov/mentalhealth>  
National Association of School Psychologists:  
<http://www.nasponline.org>  
National Institute for Mental Health:  
<http://www.nimh.nih.gov>  
Suicide Prevention Resource Center:  
<http://www.sprc.org/about-suicide>

Suicide Prevention Lifeline:  
<http://suicidepreventionlifeline.org>  
Trevor Project: <http://thetrevorproject.org>  
U.S. Department of Health and Human Services,  
Substance Abuse and Mental Health Services  
Administration: <http://www.samhsa.gov>  
  
Policy  
ONTARIO-MONTCLAIR SCHOOL DISTRICT  
adopted: July 2, 2020  
Ontario, California

# Parents/Guardians – Are Your Kids Ready for School?

## Required Immunizations For School Entry



Please bring your child's immunization records with you at the time of registration. You may view and print a digital copy of your child's California vaccine record at: [MyVaccineRecord.CDPH.CA.gov](https://myvaccinerecord.cdph.ca.gov)

### Students Entering Transitional Kindergarten or Kindergarten Need Records of:

- ☐ **Diphtheria, Tetanus, and Pertussis (DTaP, DTP, Tdap or Td) — 5 doses**  
4 doses OK if one was given on or after 4th birthday;  
3 doses OK if one was given on or after 7th birthday.
- ☐ **Polio (IPV or OPV) — 4 doses**  
3 doses OK if one was given on or after 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.
- ☐ **Hepatitis B — 3 doses**
- ☐ **Measles, Mumps, and Rubella (MMR) — 2 doses**  
Both doses must be given on or after 1st birthday.
- ☐ **Varicella (Chickenpox) — 2 doses**

### New and Transfer Students Entering TK/K-12th Grade Need Records of:

- ☐ **All immunizations listed above**  
For 7th-12th graders: at least 1 dose of pertussis-containing vaccine is required on or after 7th birthday. Hepatitis B vaccine is required for any grade, except for entry into 7th grade.

### Students Starting 7th Grade Need Records of:

- ☐ **Tetanus, Diphtheria, and Pertussis (Tdap) — 1 dose**

### What other immunizations should I ask my health care provider about?

When you visit your health care provider for back-to-school immunizations, make sure to also ask about other vaccines that help keep your child healthy, including **hepatitis A, COVID-19, and the annual flu vaccine**. Preteens and teens should also get the **human papillomavirus (HPV) vaccine** to protect against certain cancers and **meningococcal vaccines**.

Learn more about [vaccines your child needs according to their age](https://bit.ly/CDCVaccinesByAge) ([bit.ly/CDCVaccinesByAge](https://bit.ly/CDCVaccinesByAge)) and [where you can get your child immunized](https://bit.ly/Where2BVaxed) ([bit.ly/Where2BVaxed](https://bit.ly/Where2BVaxed)).

## **APPENDIX B HPV FACT SHEET**

The following information about human papillomavirus (HPV) provides an effective way to protect children from the cancers it can cause through immunization.

### **What is HPV?**

HPV is a very common virus that 8 out of 10 people will get at some point in their lifetime. Some HPV infections can lead to cancer later in life. HPV is estimated to cause about 37,000 cases of cancer in men and women every year in the U.S. Only cervical cancer, one of the cancers caused by HPV, can be detected early with a Pap test. The other cancers caused by HPV (cancers of the throat, genitals, or anus) may not be detected until they are more serious. HPV vaccination prevents infections that cause these cancers.

### **How can I protect my child from HPV?**

HPV vaccination can prevent over 90% of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks. With more than 135 million doses given in the U.S. since 2006, HPV vaccine has a long safety record that's backed by over 15 years of monitoring. Common side effects are mild and get better within a day or two. These include pain, redness, or swelling where the shot was given, similar to other vaccines. HPV vaccination works extremely well.

**Since HPV vaccination was first recommended in 2006, infections with HPV types that cause most HPV cancers have dropped 88% among teen girls and 81% among young adult women.**

Vaccination against HPV is recommended by the federal Advisory Committee on Immunization Practices, the American Academy of Pediatrics, and the American Academy of Family Physicians. It's also recommended by the American Cancer Society and California's Cancer Prevention Act.

### **Who should get the vaccine and when should they get it?**

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. (Kids who wait until later to get their first dose of HPV vaccine may need three doses.) The HPV vaccine is often given at the same time as other adolescent vaccines, like Tdap to prevent whooping cough and meningococcal vaccine to prevent bacterial meningitis.

### **Where can I get the HPV vaccine for my child?**

Ask your healthcare provider, pharmacist, or local health department to learn more about HPV vaccine and where you can get it. The vaccine is covered by most health insurance plans. If you don't have health insurance, your child can still get vaccinated. The Vaccines for Children (VFC) Program offers free vaccines to children up to age 18 years without insurance or whose insurance does not cover the cost of vaccines.

Ask your healthcare provider or local health department about VFC. Find doctors participating in VFC in your area.

For more information on HPV, the vaccine, and cancer prevention, visit the Centers for Disease Control and Prevention.

## **APPENDIX C TYPE 1 DIABETES INFORMATION SHEET**

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated, and the guidance provided in this information sheet is intended to raise awareness about this disease.

### **Description**

#### **Type 1 diabetes usually develops in children and young adults but can occur at any age**

- According to the U.S. Centers for Disease Control and Prevention (CDC), cases of type 1 diabetes in youth increased nationally from 187,000 in 2018 to 244,000 in 2019, representing an increase of 25 per 10,000 youths to 35 per 10,000 youths, respectively.
- The peak age of diagnosis of type 1 diabetes is 13-14 years, but diagnosis can also occur much earlier or later in life.

#### **Type 1 diabetes affects insulin production**

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life-threatening complication of diabetes.

### **Risk Factors Associated with Type 1 Diabetes**

It is recommended that students displaying warning signs associated with type 1 diabetes, which are described below, should be screened (tested) for the disease by their healthcare provider.

#### **Risk Factors**

Researchers do not completely understand why some people develop type 1 diabetes and others do not; however, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes. Other factors may play a role in developing type 1 diabetes, including environmental triggers such as viruses. Type 1 diabetes is not caused by diet or lifestyle choices.

### **Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis**

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate:

- |                                                                    |                                                             |
|--------------------------------------------------------------------|-------------------------------------------------------------|
| ● Increased thirst                                                 | ● Feeling very tired                                        |
| ● Increased urination, including bed-wetting after toilet training | ● Blurred vision                                            |
| ● Increased hunger, even after eating                              | ● Very dry skin                                             |
| ● Unexplained weight loss                                          | ● Slow healing of sores or cuts                             |
|                                                                    | ● Moodiness, restlessness, irritability, or behavior change |

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion

### **Types of Diabetes Screening Tests That Are Available**

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken any time without fasting. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

### **Type 1 Diabetes Treatments**

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If a child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. The child's health care provider may refer the child to an endocrinologist, a doctor specializing in the endocrine system and its disorders, such as diabetes. Contact the school nurse, school administrator, or healthcare provider if there are any questions.

## **APPENDIX D TYPE 2 DIABETES INFORMATION SHEET**

Developed by the California Department of Education (CDE) in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County.

### **Description**

***Type 2 diabetes is the most common form of diabetes in adults.***

- Until a few years ago, type 2 diabetes was rare in children but it is becoming more common especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

***Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.***

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.

- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

### ***Risk Factors Associated with Type 2 Diabetes***

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

#### **Risk Factors**

Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.

- Family history of diabetes. Many affected children have at least one parent with diabetes or have a significant family history of the disease.
- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

### **Warning Signs and Symptoms Associated with Type 2 Diabetes**

Warning signs and symptoms of type 2 diabetes in children develop slowly and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs and not everyone who has these symptoms necessarily has type 2 diabetes.

- |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Increased hunger, even after eating</li> <li>• Unexplained weight loss</li> <li>• Increased thirst, dry mouth, and frequent urination</li> <li>• Feeling very tired</li> <li>• Blurred vision</li> <li>• Slow healing of sores or cuts</li> </ul> | <ul style="list-style-type: none"> <li>• Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms</li> <li>• Irregular periods, no periods, and/or excess facial and body hair growth in girls</li> <li>• High blood pressure or abnormal blood fat level</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Type 2 Diabetes Prevention Methods and Treatments**

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

## **Types of Diabetes Screening Tests That Are Available**

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.
- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease.

References: American Diabetes Association Clinical Journal; Helping Children with Diabetes Succeed: A Guide for School Personnel; KidsHealth; Mayo Clinic; National Library of Medicine (NLM) and National Institutes of Health's (NIH) MedLine; US Centers for Disease Control and Prevention

## **APPENDIX E CONCUSSION INFORMATION**

### **What is a concussion and how would I recognize one?**

A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person.

Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

Most concussions occur without being knocked out. Signs and symptoms of concussion may show up right after the injury or can take hours to appear. If your child reports any symptoms of concussion or if you notice some symptoms and signs, seek medical evaluation from your team's athletic trainer and a physician trained in the evaluation and management of concussion. If your child is vomiting, has a severe headache, or is having difficulty staying awake or answering simple questions, call 911 for immediate transport to the emergency department of your local hospital.

On the CIF website is a Graded Concussion Symptom Checklist. If your child fills this out after having had a concussion, it helps the physician, athletic trainer or coach understand how they are feeling and hopefully will show improvement over time. You may have your child fill out the checklist at the start of the season even before a concussion has occurred so that we can understand if some symptoms such as headache might be a part of their everyday life. We call this a "baseline" so that we know what symptoms are normal and common for your child. Keep a copy for your records, and turn in the original. If a concussion occurs, your child can fill out this

checklist again. This Graded Symptom Checklist provides a list of symptoms to compare over time to follow your child's recovery from the concussion.

**What can happen if my child keeps playing with concussion symptoms or returns too soon after getting a concussion?**

Athletes with the signs and symptoms of concussion should be removed from play immediately. There is NO same day return to play for a youth with a suspected concussion.

Youth athletes may take more time to recover from concussion and are more prone to long-term serious problems from a concussion. Even though a traditional brain scan (e.g., MRI or CT) may be "normal", the brain has still been injured. Animal and human research studies show that a second blow before the brain has recovered can result in serious damage to the brain. If your athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences.

There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of concussion education is to prevent a too early return to play so that serious brain damage can be prevented.

**Signs observed by teammates, parents and coaches include:** It is well known that students will often not talk about signs of concussions, which is why this information sheet is so important to review with them. Teach your child to tell the coaching staff if they experience such symptoms, or if they suspect that a teammate has had a concussion. You should also feel comfortable talking to the coaches or athletic trainer about possible concussion signs and symptoms that you may be seeing in your child.

- Looks dizzy
- Looks spaced out
- Confused about plays
- Forgets plays
- Is unsure of game, score, or opponent
- Moves clumsily or awkwardly
- Answers questions slowly
- Slurred speech
- Shows a change in personality or way of acting
- Can't recall events before or after the injury
- Seizures or "has a fit"
- Any change in typical behavior or personality
- Passes out

**Symptoms may include one or more of the following:**

- Headaches
- "Pressure in head"
- Nausea or throws up
- Neck pain
- Has trouble standing or walking
- Blurred, double, or fuzzy vision
- Bothered by light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy
- Drowsiness
- Change in sleep patterns Loss of memory
- "Don't feel right"
- Tired or low energy
- Sadness
- Nervousness or feeling on the edge
- Irritability
- More emotional
- Confused
- Concentration or memory problems
- Repeating the same question/Comment

### **What is Return to Learn?**

Following a concussion, students may have difficulties with short- and long-term memory, concentration and organization. They may require rest while recovering from injury (e.g., limit texting, video games, loud movies, or reading), and may also need to limit school attendance for a few days. As they return to school, the schedule might need to start with a few classes or a halfday. If recovery from a concussion is taking longer than expected, they may also benefit from a reduced class schedule and/or limited homework; a formal school assessment may also be necessary. Your school or physician can help suggest and make these changes. Students should complete the Return to Learn guidelines, successfully returning to a full school day and normal academic activities, before returning to play (unless your physician makes other recommendations). Go to the CIF website ([cifstate.org](http://cifstate.org)) for more information on Return to Learn.

**How is Return to Play (RTP) determined?** Concussion symptoms should be completely gone before returning to competition. A RTP progression is a gradual, step-wise increase in physical effort, sports-specific activities and then finally unrestricted activities. If symptoms worsen with activity, the progression should be stopped. If there are no symptoms the next day, exercise can be restarted at the previous stage. RTP after concussion should occur only with medical clearance from a physician trained in the evaluation and management of concussions, and a step-wise progression program monitored by an athletic trainer, coach, or other identified school administrator. Please see [cifstate.org](http://cifstate.org) for a graduated return to play plan. Return to play (i.e., full competition) must be no sooner than 7 days after the concussion diagnosis has been made by a physician.

#### References:

- American Medical Society for Sports Medicine position statement: concussion in sport (2013)
- Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Berlin, October 2016
- Centers for Disease Control and Prevention (CDC): Clinical Guidance for Pediatric Mild TBI
- CDC: [Heads Up](#)

## **APPENDIX F SUDDEN CARDIAC ARREST INFORMATION**

**What is Sudden Cardiac Arrest?** Sudden Cardiac Arrest (SCA) is a life-threatening emergency that occurs when the heart suddenly stops beating. It strikes people of all ages who may seem to be healthy, even children and teens. When SCA happens, the person collapses and doesn't respond or breathe normally. They may gasp or shake as if having a seizure, but their heart has stopped. SCA leads to death in minutes if the person does not get help right away. Survival depends on people nearby calling 911, starting CPR, and using an automated external defibrillator (AED) as soon as possible.

### **What causes SCA?**

SCA occurs because of a malfunction in the heart's electrical system or structure. The malfunction is caused by an abnormality the person is born with, and may have inherited, or a condition that develops as young hearts grow. A virus in the heart or a hard blow to the chest can also cause a malfunction that can lead to SCA.

### **How common is SCA?**

As a leading cause of death in the U.S., most people are surprised to learn that SCA is also the #1 killer of student athletes and the leading cause of death on school campuses. Studies show that 1 in 300 youth has an undetected heart condition that puts them at risk.

### **Factors that Increase the Risk of SCA**

- Family history of known heart abnormalities or sudden death before age 50
- Specific family history of Long QT Syndrome, Brugada Syndrome, Hypertrophic Cardiomyopathy, or Arrhythmogenic Right Ventricular Dysplasia (ARVD)
- Family members with known unexplained fainting, seizures, drowning or near drowning or car accidents
- Family members with known structural heart abnormality, repaired or unrepaired
- Use of drugs, such as cocaine, inhalants, “recreational” drugs, excessive energy drinks, diet pills or performance-enhancing supplements

### **Potential Indicators that SCA may Occur**

Recognize the warning signs and risk factors. Ask your coach and consult your doctor if these conditions are present in your student:

- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Excessive shortness of breath during exercise
- Racing or fluttering heart palpitations or irregular heartbeat
- Repeated dizziness or lightheadedness
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise

### **What happens if my student has warning signs or risk factors?**

- State law requires student athletes who faint or exhibit other cardio-related symptoms to be re-cleared to play by a licensed medical practitioner.
- Ask your health care provider for diagnostic or genetic testing to rule out a possible heart condition. Electrocardiograms (ECG or EKG) record the electrical activity of the heart. ECGs have been shown to detect a majority of heart conditions more effectively than physical and health history alone. Echocardiograms (ECHO) capture a live picture of the heart.
- Your student should be seen by a health care provider who is experienced in evaluating cardiovascular (heart) conditions.
- Follow your provider’s instructions for recommended activity limitations until testing is complete.

### **What if my student is diagnosed with a heart condition that puts them at risk?**

There are many precautionary steps that can be taken to prevent the onset of SCA including activity modifications, medication, surgical treatments, or implanting a pacemaker and/or implantable cardioverter defibrillator (ICD). Your practitioner should discuss the treatment options with you and any recommended activity modifications while undergoing treatment. In many cases, the abnormality can be corrected and students can return to normal activity

### **Why do heart conditions that put student athletes at risk go undetected?**

While a student athlete may display no warning signs of a heart condition, studies do show that symptoms are typically present but go unrecognized, unreported, missed or misdiagnosed.

- Symptoms can be misinterpreted as typical in active student athletes
- Fainting is often mistakenly attributed to stress, heat, or lack of food or water
- Student athletes experiencing symptoms regularly don’t recognize them as unusual, it’s their normal
- Symptoms are not shared with an adult because student athletes are embarrassed they can’t keep up
- Student athletes mistakenly think they’re out of shape and just need to train/harder
- Students (or their parents) don’t want to jeopardize playing time

- Students ignore symptoms thinking they'll just go away
- Adults assume students are OK and just “check the box” on health forms without asking them
- Medical practitioners and parents alike often miss warning signs
- Families don’t know or don’t report heart health history or warning signs to their medical practitioner
- Well-child exams and sports physicals do not check for conditions that can put student athletes at risk
- Stethoscopes are not a comprehensive diagnostic test for heart condition

**Protect Your Student’s Heart.** Educate yourself about sudden cardiac arrest, talk with your student about warning signs, and create a culture of prevention in your school sports program. To learn more, go to [KeepTheirHeartInTheGame.org](http://KeepTheirHeartInTheGame.org).

## **APPENDIX G PRESCRIPTION OPIOID INFORMATION**

Prescription opioids can be used to help relieve moderate-to-severe pain and are often prescribed following a surgery or injury, or for certain health conditions. These medications can be an important part of treatment but also come with serious risks. It is important to work with your health care provider to make sure you are getting the safest, most effective care.

### **What are the risks and side effects of opioid use?**

Prescription opioids carry serious risks of addiction and overdose, especially with prolonged use. An opioid overdose, often marked by slowed breathing, can cause sudden death. The use of prescription opioids can have a number of side effects as well, even when taken as directed:

- Tolerance—meaning you might need to take more of a medication for the same pain relief
- Physical dependence—meaning you have symptoms of withdrawal when a medication is stopped
- Increased sensitivity to pain
- Constipation
- Nausea, vomiting, and dry mouth
- Sleepiness and dizziness
- Confusion
- Depression
- Low levels of testosterone that can result in lower sex drive, energy, and strength Itching and sweating

### **Risks are greater with:**

- History of drug misuse, substance use disorder, or overdose
- Mental health conditions (such as depression or anxiety)
- Sleep apnea
- Older age (65 years or older)
- Pregnancy

Avoid alcohol while taking prescription opioids. Also, unless specifically advised by your health care provider, medications to avoid include:

- Benzodiazepines (such as Xanax or Valium)
- Muscle relaxants (such as Soma or Flexeril)
- Hypnotics (such as Ambien or Lunesta)

- Other prescription opioid

### **Know your options**

Talk to your health care provider about ways to manage your pain that don't involve prescription opioids. Some of these options may actually work better and have fewer risks and side effects. Options may include:

- Pain relievers such as acetaminophen, ibuprofen, and naproxen
- Some medications that are also used for depression or seizures
- Physical therapy and exercise
- Cognitive behavioral therapy, a psychological, goal-directed approach, in which patients learn how to modify physical, behavioral, and emotional triggers of pain and stress

### **If you are prescribed opioids for pain:**

Be Informed! Make sure you know the name of your medication, how much and how often to take it, and its potential risks and side effects.

- Never take opioids in greater amounts or more often than prescribed.
- Follow up with your primary health care provider within the number of days indicated by the provider.
  - Work together to create a plan on how to manage your pain.
  - Talk about ways to help manage your pain that don't involve prescription opioids.
  - Talk about any and all concerns and side effects.
- Help prevent misuse and abuse.
  - Never sell or share prescription opioids.
  - Never use another person's prescription opioids.

Store prescription opioids in a secure place and out of reach of others (this may include visitors, children, friends, and family).

Safely dispose of unused prescription opioids: Find your community drug take-back program or your pharmacy mail-back program, or flush them down the toilet, following guidance from the Food and Drug Administration ([www.fda.gov/Drugs/ResourcesForYou](http://www.fda.gov/Drugs/ResourcesForYou)).

Visit [www.cdc.gov/drugoverdose](http://www.cdc.gov/drugoverdose) to learn about the risks of opioid abuse and overdose.

If you believe you may be struggling with addiction, tell your health care provider and ask for guidance or call SAMHSA's National Helpline at 1-800-662-HELP.

To learn more, visit the Centers for Disease Control and Prevention webpage on [Overdose Prevention](#).

# Ontario-Montclair School District Mission

The Ontario-Montclair School District (OMSD) is committed to providing a world-class education in safe, respectful, and welcoming learning environments. We strive to empower students, staff, and families to achieve success in a dynamic global society while fostering strong partnerships with colleges, careers, and the community.

**Together, we are dedicated to ensuring every student has the opportunity to learn, grow, and thrive. Thank you for partnering with OMSD to support student success.**

