Mission Elementary School

Parent & Student Handbook

2026/27

Rocio Carmona
Principal

Malena Diez Peterson
Assistant Principal

Isela Iñiguez

School Admin. Assistant I

5555 Howard Street ● Ontario, CA 91762 ● (909) 627-3010

Table of Contents

Principal's Welcome Message……pg. 3

OMSD 26-27 Calendar……pg. 4

Mission Office/Student Hours……pg. 5

Title 1 School Level Parental Involvement Policy……pg. 6-8

School-Parent Compact……pg. 9

School Procedures

Attendance……pg. 10-12

Tardy Policy……pg. 13

Independent Study……pg. 13

Arrival and Dismissal……pg. 14

Mission's PBIS……pg.16-18

Suspensions……pg. 19

Health Information……pg. 20-23

Disaster Preparedness……pg. 24

Safety- Bikes and e-bike……pg. 24-30

Dress Code……pg. 31

Personal Items Policy……pg. 32

OMSD Cell Phone Policy……pg. 33

Special Services and Programs……pg. 34

Special Education……pg. 35

Parent Involvement……pg. 36-37

OMSD Child, Welfare, Attendance & Records

Board Policies……pg. 39-52

Principal's Welcome Message

Dear Families,

Welcome to Mission Elementary School! We look forward with excitement and anticipation to a new year at Mission. Our staff is dedicated to providing a quality education for all our children – one that promotes and develops each child's greatest potential and positive self-concept while ensuring they reach their academic potential.

We believe that the education of our children is a process that requires the shared efforts of parents, students, and educators. We encourage you to become involved as a volunteer and partner in the education of your child. Strong partnerships between parents and teachers are responsible for our students continuing to show improved academic performance as measured by state and district assessments. A strong partnership between home and school is essential in supporting our students to reach their highest potential. It's through the tireless dedication of our exemplary teachers and involved parents like you that have made this possible.

This handbook will acquaint you with the procedures, policies, and other important information about our school. Please read it carefully and keep it in a safe place for future reference.

Together, we can ensure that your child will experience a wonderful year of learning and be a key contributor to the Mission Family!

Sincerely,
Rocio Carmona

ONTARIO-MONTCLAIR SCHOOL DISTRICT

2026-2027 District Calendar

July 2026

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

August 2026

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

September 2026

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student Days			21	To Date:		40

October 2026

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

November 2026

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Student Days			15	To Date:		76

December 2026

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

January 2027

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

2027

February 2027

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

March 2027

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

April 2027

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Student Days			20	To Date:		166

May 2027

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days			14	To Date:		180

June 2027

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

Board approved on: November 6, 2025

July 2026

July 3	Independence Day (observed)

August 2026

Jul 30- Aug 4	Teacher Preparation Days
Aug 5	First Day for Students

September 2026

Sept 7	Labor Day
Sep 28-30	Middle School Parent Conference

October 2026

Oct 1-2	Middle School Parent Conference
Oct 5	Non-School Day

November 2026

Nov 6	Elem. School Min. Day - Report Card
Nov 11	Veterans Day
Nov 16-20	Elementary School Parent Conference
Nov 23-27	Thanksgiving Break

December 2026

Dec 17	Middle School Min. Day - Report Card
Dec 18 - 31	Winter Break

January 2027

Jan 1	Winter Break
Jan 18	Martin Luther King Jr. Day

February 2027

Feb 8	Lincoln's Birthday
Feb 15	Presidents' Day

March 2027

Mar 1-5	Middle School Parent Conference
Mar 5	Elem. School Min Day - Report Card
Mar 22-26	Elementary School Parent Conference
Mar 29-31	Spring Break

April 2027

April 1 - 2	Spring Break
April 30	Middle School Min. Day - Report Card

May 2027

May 20	Last Day for Students
May 31	Memorial Day

June 2027

June 18	Juneteenth (observed)

Elementary Schools	**1st Trimester : 61 days**	10/30/2026
	2nd Trimester: 65 days	2/26/2027
	3rd Trimester: 54 days	5/20/2027
Middle Schools	1st Progress Report	9/18/2026
	2nd Progress Report	10/30/2026
	1st Semester: 89 days	12/17/2026
	1st Progress Report	2/19/2027
	2nd Progress Report	4/16/2027
	2nd Semester: 91 days	5/20/2027

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

Student Hours

PK/TK/Kindergarten

AM PK SDC ……7:30 a.m. -11:10 a.m.
PM PK SDC ……11:30 a.m. -2:55 p.m.
TK and Kindergarten ……7:30 a.m. – 12:15 p.m.

1st– 6th Grade

Monday, Wednesday, Thursday & Friday…… 7:30 a.m. – 2:10 p.m.
Tuesday……7:30 a.m.-12:55 p.m.

Energize Your Day! Eat School Breakfast

Breakfast is served daily beginning at 7:00 a.m.

Minimum Days (dismissal at 12:15pm)

August 14, 2026
November 6, 2026
December 17, 2026
March 5, 2027
May 14, 2027

Parent Teacher Conference Weeks
Nov. 16-20, 2026 and Mar. 22-26, 2027

TK - 6th Grade
7:30 a.m. – 12:15 p.m.

LAST DAY OF SCHOOL: MAY 20, 2027

TK - 6th Grade 7:30 a.m. -11:00 a.m.

SCHOOL OFFICE HOURS
7:00 a.m. – 3:30 p.m.

Please call the front office at
909-627-3010 for all student absences.

Title I School-Level Parental Involvement Policy
Mission Elementary
2026-2027

Mission Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parents are members of the School Site School and are integral in the development of the Single School Plan for Student Achievement which includes the Parental Involvement Plan. During the spring of each year a Parent Needs/Evaluation survey is administered seeking input about the effectiveness of the overall programs and parental involvement plans. It has distributed the policy to parents of Title I students. No later than September of each school year, a copy of the School Parental Involvement Policy will be distributed to all parents. Parents of children entering the school during the year will also be given a copy of the School Parental Involvement Policy upon enrollment, and the School Parental Involvement Policy will be posted on the school website. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program
To involve parents in the Title I program at Mission Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. At Mission Elementary School this annual meeting takes place during events such as Back to School Night.
    - Communicating through telephone calls, parent-teacher conferences, direct mailing, website posting and/or the offering of alternative evening meetings.
    - To the extent possible, all information will be translated in the languages represented within the school. In addition, attempts will be made to organize and gather resources to hold a minimum of one parent meeting in a language other than English.
    - Convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend, and providing childcare.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
    - Providing parent education workshops focused on high parent interest topics and/or those authorized under Title I. (School choice, Program Improvement, school-parent compact, district wide policies, and use of Title funds)
    - Conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.
    - Initiating phone contacts with those parents who do not attend targeted workshops.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.**
    - Parents are members of the School Site School and are integral in the development of the Single School Plan for Student Achievement which includes the Parental Involvement Plan.
    - Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.

- The school provides parents of Title I students with timely information about Title I programs.
    - Back to School Night
    - Parent Teacher Conferences
    - Annual Title I Services Meeting
    - Monthly Newsletter (printed copies sent home, on website and Parent Square)

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
    - Back to School Night
    - Parent-Teacher Conferences
    - Coffee with the Principal
    - Parent Education workshops

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
    - Coordination of Services Team
    - Student Study Team
    - School Site Council
    - District Parent Advisory Council
    - Site English Learners Parent Advisory Council
    - District English Learners Parent Advisory Council

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.* [20 *USC* 6318 Section 1118(c)(3)]

School-Parent Compact

Mission Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

At Mission Elementary parents are members of the School Site School and are integral in the development of the Single School Plan for Student Achievement which includes the Parental Involvement Plan. A Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans. Mission Elementary School will distribute the School Parental Involvement Policy by providing a copy of the policy to all parents no later than September of each school year. Parents of children entering the school during the year will also be given a copy of the School Parental Involvement Policy upon enrollment. Additionally, the School Parental Involvement Policy will be posted on the school website.

Building Capacity for Involvement

Mission Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children by

    - Providing parent information workshops during the school year and providing additional information in newsletters, Coffee with the Principal, and/or on the school website; and by communicating with parents through the use of direct mail, family involvement nights, and telephone messages.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement by
    - Providing parent-teacher conferences for all parents of students performing below expectations; and providing instructional resources that would assist parents in working with their children and understanding educational topics.
    - Providing all parents of students performing below expectations; the opportunity to attend literacy and numeracy workshops that would assist parents in working with their children and understanding educational topics.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners through
    - Professional Development
    - Articles, newsletters
    - Lending library on parenting topics
    - Resource materials and brochures
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by
    - Providing an opportunity for parents to enroll students in kindergarten in the spring prior to the school year.
    - Inviting program members to participate in professional development activities.
    - Organizing and participating in joint transition-related training of school staff, Head Start staff and other early childhood development programs.
    - Conducting meetings involving parents and programs participants to discuss development and assessment needs of individual children.
    - Inviting program members to participate in parent night meetings held during the school year.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
    - Providing information to parents using newsletters, phone messages, and/or the school website; and maintains parental information at the school campus offices.

The school provides support for parental involvement activities requested by Title I parents. This is accomplished by

- Clearly communicating involvement opportunities to families through phone calls and fliers which will be available in English and Spanish as well as use of the school's marquee.
- Providing child-care to those parents in attendance

Accessibility

Mission Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Mission provides information to all parents using newsletters, phone messages, and/or the school website; and maintains parental information at the school campus offices and through social media (Instagram, and Parent Square).

- ★ To the extent possible, all information will be translated in the languages represented within the school.

SCHOOL – PARENT COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Teachers Pledge: I will

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Students Pledge: I will

- Come to school ready to learn and work hard. Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my screen time, and instead study or read every day after school.
- Respect the school, classmates, staff and families.
- Utilize peaceful resolution techniques, including restorative circles and practices

Families/Parents Pledge: We will

- Provide a quiet time and place for homework and monitor screen time/technology use.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school. Participate at school in activities such as school decision-making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child. Respect the school, staff, students, and families.

School Procedures

CLASS PLACEMENT

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

ATTENDANCE

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

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

ABSENCES

When your child is absent from school, please notify the School Office as to the reason for the absence. **You can verify your child's absence by calling (909) 627-3010, between the hours of 7:00 a.m. and 3:30 p.m., or sending a note to your child's teacher with the correct date and reason for the absence, within 3 days of the absence.**

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

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

If your child is having problems, or cannot attend regularly, please call us. We may be able to help. Both the home and school need to work together in order to provide the education your child deserves. The Outreach Consultant may be able to access services needed to help. In such cases, contact the school at (909) 627-3010, and ask for support.

CHRONIC ABSENTEEISM

Students who are absent for 10 percent or more of the instructional days they are enrolled are considered chronic absentees, regardless of the reason for the absence. In other words, **excused absences contribute to excessive absenteeism, as do unexcused absences.**

Parents/Guardians are advised to check, when necessary, with the school attendance clerk concerning the number of excused and unexcused absences their student(s) may have. The Ontario-Montclair School District appreciates the efforts of parents/guardians in assisting us to deliver a quality education to all students.

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

Attendance

At Mission, we have many incentives and recognitions to motivate and celebrate our students coming to school every day and on time.

Perfect Attendance Award	Students who have NO absences, early outs, or tardies. Students receive recognition at the end of the year assembly + an end-of-the-year incentive + a trimester special event
Outstanding Attendance End of the Year Incentive	Students who have NO absences, early outs, or tardies. **Any absences were made up by Saturday School and/or Independent Study. Students receive an end-of-the-year incentive + a trimester special event
Outstanding Attendance Trimester Special Event	Students who have **0 absences and only 1 early out OR 1 tardy** during the trimester. Students are invited to a special event (ex. movie and popsicles)
Weekly Attendance Recognition	Students who have no absences, no tardies, and no early outs for the week are given a "5 Rave Ticket" to spend at Mission's PBIS store and a raffle ticket for a chance to win pizza with the principal, a game, sports equipment, or an arts/crafts set **Random Raves are given out 1 day a week at all school arrival gates. The purpose is to randomly reward students for arriving at school on time.*
Monthly Attendance Recognition for each grade level	The class in each grade level with the highest attendance percentage for the month receives: -a door banner to display -a trophy to display -shout out during Principal's Video
Schoolwide Highest Monthly Attendance	The class having the highest attendance percentage school-wide will receive ALL the Monthly Attendance Recognition rewards above AND -an extra 30-minute recess -a special treat for each student

ONTARIO-MONTCLAIR SCHOOL DISTRICT

Office of Child Welfare, Attendance & Records

California Compulsory Attendance Law
(Education Code 48200)

The mission of the Ontario-Montclair School District is: Whatever it takes, we guarantee our commitment to the highest quality education for all students. Students who are excessively absent from school are not able to accomplish their educational goals. According the California Compulsory Attendance Laws (Education Code 28200), parents and students are responsible for regular school attendance. Occasionally, a student must be absent from school for reasons which are acceptable to the school and the courts, such as illness, medical appointments, or a death of an immediate family member. Please send a note to school following an absence explaining the reason for your child's absence.

The District Attendance policy states:

1. **Ten or more days of excused absences within a school year are considered excessive and may require a doctor's note to excuse subsequent absences. The district has created a policy to address excessive excused absences which requires signing an Attendance Contract after 11 days and being referred to a School Attendance Review Board (SARB) hearing if the absences continue. Excused absences include full day absences and/or tardiness and early releases for less than 30 minutes.**

2. **Three (3) days of unexcused absences, or tardiness for more than 30 minutes, or early releases for more than 30 minutes, or any other partial day absence for more than 30 minutes without a valid excuse, or any combination thereof within a school year, will result in the school mailing the parent/guardian the 1st Truancy Report letter. This notification asks for the parent's/guardian's help with their student's attendance and warns of the consequences for further absences.**

3. **After five (5) days of unexcused absences, or tardiness for more than 30 minutes, or early releases for more than 30 minutes, or any other partial day absence for more than 30 minutes without a valid excuse, or any combination thereof within a school year, the school will mail the 2nd Truancy Report letter. This letter requires the parent/guardian to attend a meeting at the school (SART) and sign an Attendance Review Contract. The intent of the meeting is to create and implement a written plan and to determine if there are any services the school may provide to assist the family with attendance issues.**

4. **After seven (7) day of unexcused absences, or tardiness for more than 30 minutes, or early releases for more than 30 minutes, or any combination thereof within a school year, the school will mail the 3rd Truancy Report letter. This letter declares the student a "Habitual Truant" and informs parent/guardian that the next absence will result in the family being required to attend a School Attendance Review Board (SARB) hearing with the District Attorney of the San Bernardino County. At this meeting a SARB contract is signed.**

5. **After nine (9) days of unexcused absences and/or tardiness within a school year, the district will mail the parent/guardian a summons to appear at a School Attendance Review Board (SARB) hearing. Failure to appear may result in a citation being issued to the parent/guardian. Parents/Guardians and students who fail to abide by the stipulations of the SARB contract may also receive a citation and summons to appear before the court.**

Parents/Guardians are advised to check, when necessary, with the school attendance clerk concerning the number of excused and unexcused absences their student(s) may have. The Ontario-Montclair School District appreciates the efforts of parents/guardians in assisting us to deliver a quality education to all students.

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

TARDY PROCEDURE

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

Any child who enters the school gates after their tardy bell at 7:30 a.m. will be marked tardy. Children who have excessive tardiness may be referred to the Student Attendance Review Team (SART). Students that continue with more chronic attendance/tardy problems may also be referred to the Student Attendance and Review Board (SARB). **Please note that Perfect Attendance awards are issued to students who have no absences and no tardies during the period covered by the awards assembly.**

For safety reasons, it is our school policy that if your child is late to school, someone walks the student into the office and signs him/her in. Please do not drop off your student and speed off in our driveway. When you do so, you are putting our students, staff, and parents at risk.

INDEPENDENT STUDY AGREEMENT

The school realizes that there are extreme circumstances that may require a parent or guardian to take their child away from the instructional setting for more than five (5) days. In such cases, the parent or guardian may request an Independent Study Agreement. Requests must be for a minimum of (5) school days and are generally for no more than (10) school days. Students that fulfill all requirements of the Independent Study Agreement are not counted as absent.

Parents must request such an agreement by *notifying the teacher or school office at least five days in advance of the planned absence*. The school cannot guarantee that work can be provided for a student if ample prior notice is not given. The teacher(s) will complete the Student Work Assignment Record and review with the parent before signing the Independent Study Agreement. Copies of both documents will be submitted to school personnel.

Remember that the teacher has provided assignments for the child while away from school. *The child must complete all work required and must be turned in on the day the student returns.* The student must return to school on the date specified in the agreement and the agreement may not be extended beyond the original agreement dates. Late or incomplete work is unacceptable and the student will then be considered absent. Failure to keep the terms of the agreement as specified will result in the child being counted as unexcused for the time away from the instructional program. If all requirements are fulfilled, the student will not be counted as absent.

Birthday Celebrations

Parents may not send food (cakes or cupcakes) to celebrate birthdays due to the loss of instructional time. Thank you in advance for your cooperation with this.

Nutritional Guidelines

We are committed to upholding OMSD Nutritional Guidelines and request that any food items that are brought to school for student consumption be store bought.

Students may not bring coffee beverages, including Starbucks or similar specialty drinks, onto campus. Only water and school-approved beverages are permitted during the school day.

ARRIVAL AND DISMISSAL

ARRIVAL

Students may not arrive on campus earlier than 7:00 a.m. There is no adult supervision prior to this time. Breakfast is served beginning at 7:00 a.m.

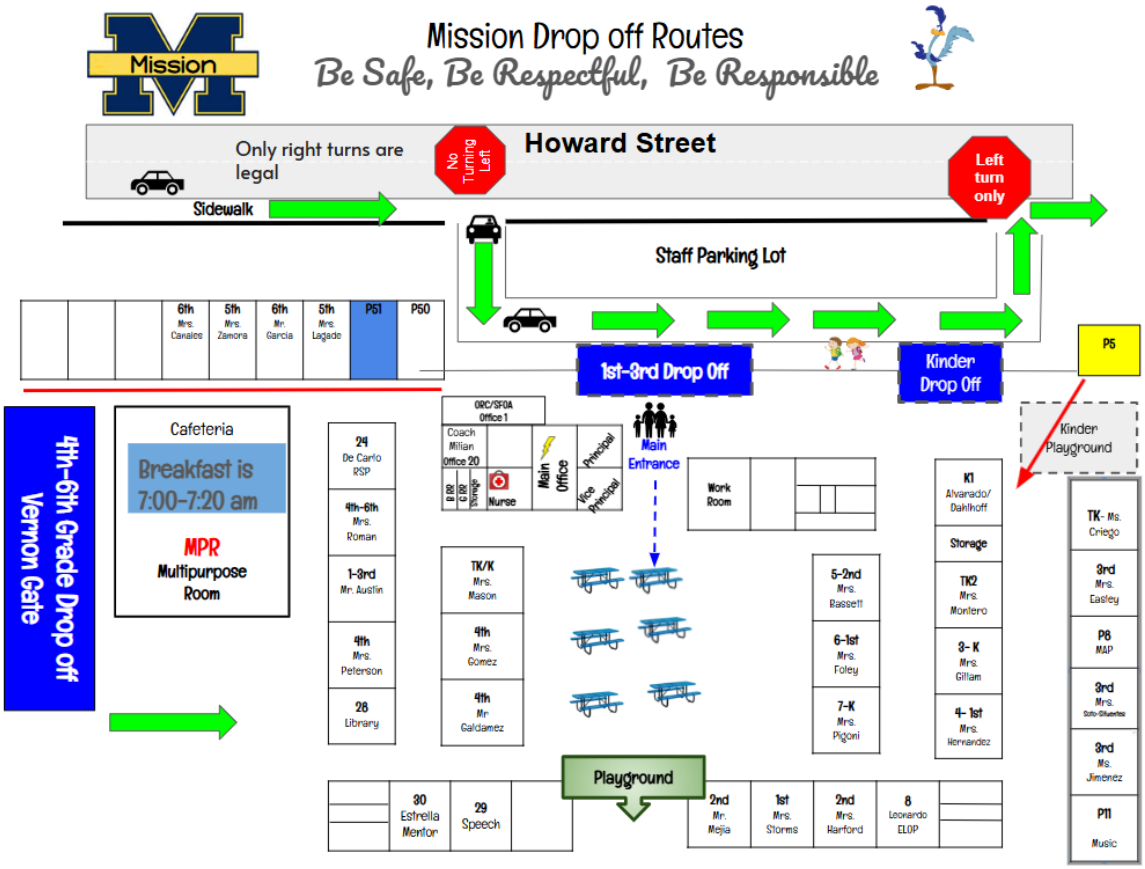
DISMISSAL

Students will be dismissed by their teachers at 2:10 p.m. (on Monday, Wednesday, Thursday and Friday) and at 12:55 p.m. on Tuesdays. Students who walk will exit the front gate or the Vernon gate and stay on sidewalks at all times. Students who get picked up will wait in an orderly fashion at the front or Vernon gate until their ride has arrived. Students attending the after-school program will meet the learning leaders and sign in at the lunch benches under the pavilion in the main quad.

DROP OFF AND PICK UP PROCEDURES

When dropping off or picking up students it is important that parents drive slowly and drive all the way down the driveway when other cars are waiting. Students will be asked to walk down the sidewalk to meet their cars in order to maintain an efficient process for everyone. *The driveway is a student pickup and drop off area only. Cars in the driveway may not be left unattended. If someone needs to get out of their car for any reason they should not be using the drop off and pick up area.*

For safety purposes, do not cut in front of other cars or drop off students in the parking lot. When parking in the surrounding streets, please show courtesy to our neighbors by not parking in front of mailboxes or in their drive ways. We encourage you to park your car, and walk to the front of the school to meet your children. When dropping off and picking up students, please model good citizenship and patience to our students.



Please follow these important guidelines::

- Follow all traffic laws (including not making illegal turns)
- **Do not cut off other cars** and do not use the left drive through lane to drop off students.
- **Do not go around other cars and drive on the wrong side of the street** to avoid waiting for cars that are turning into/out of the parking lot.
- Avoid crossing in the middle of the street since this you could be in danger of being hit by oncoming traffic. Please use a crosswalk.
- Pull all the way to the end of the driveway
- Be respectful and follow all staff members' instructions
- Students should be the **only** people to exit the car **(drivers please stay in your vehicle)**
- **Have students *get ready with their backpacks and items*** to exit the car
- Drop off zone is meant to be a quick process- please say goodbye promptly
- For student safety, **please park your car and come sign-in your student if you arrive after 7:30 bell.**
- Students can be dropped off as early as 6:45 am

PROCEDURES FOR LEAVING SCHOOL EARLY

If it is necessary for a student to leave school during the day, he or she must be checked out through the office by a parent, guardian, or other adult listed on the emergency card. The school requests that parents checking students out, do so prior to 1:30 p.m. Parents and guardians are asked to please make changes on their child's emergency card as needed throughout the year. **No child will be dismissed from the school with a person who is not on the emergency card.** Please list the names of all individuals who have permission to pick up your child. Students may not be released to individuals less than 18 years of age. All persons should have a valid Driver's License or other appropriate picture identification when checking a student out of school. When a child is ill or has to go home for a personal reason, the parents or guardians are contacted immediately. They must be picked up at the school site and checked out through the office. Parents are asked to please make the necessary arrangements to have their child picked up in a reasonable amount of time.

LATE PICK-UPS

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

EMERGENCY CARDS

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

MISSION'S POSITIVE BEHAVIOR POLICY

Behavioral Expectations

School-wide Positive Behavior Interventions and Supports (PBIS) is a framework or approach of strategies and organizational systems for establishing a social culture, learning environment, and individual behavior support needed to achieve academic, emotional and social successes for all students. At all times, each Mission student is expected to be a Remarkable Roadrunner by demonstrating safety, responsibility, respect and integrity. All classrooms will display our school-wide and classroom behavior expectations. Students will be explicitly taught what behaviors are expected in different areas on campus.

Students who meet the expectations at school, in class, on the bus, and are continually making efforts to be respectful, safe, responsible, and to act with integrity may earn Roadrunner Raves. Students may save up their Roadrunner Raves and spend them at our Roadrunner store every Monday during their morning recess. In addition, students will also have the opportunity to participate in special events and assemblies.

What Happens When These Expectations Are Not Met?

Students who are not showing safety, responsibility, respect or integrity will work with an adult on campus to correct their behavior. Teachers may send home a minor citation to inform parents, and provide a corrective consequence such as time out, detention, or loss of privilege. Please sign the citation and send it back to school the next day. If you have any questions regarding the citation, please talk to the classroom teacher. Solid communication between home and school is key to best support positive student behavior.

A student who continually disregards behavior expectations or performs a serious infraction will receive an office referral and work with an administrator to correct their behavior. Administrative action will be taken on any office referral and may include, but is not limited to, time out, detention, behavior contracts, counseling, parent conference, suspension or expulsion. When a student is referred to the office, they will take home an Office Discipline Referral Form and an administrator will call parents. Please sign the notice and return it the next day. If you have any questions regarding the referral form please contact Mission Administration, 909-627-3010.

School Wide Behavior Expectations Matrix

Mission: School Wide Behavior Expectations

	All Settings	Cafeteria (Breakfast and Lunch)	Playground	Arrival and Dismissal	Restrooms	Hallways and Outdoor Walkways
RESPECT	Follow directions from all adults Be kind to others Listen to others Show empathy and understanding	Follow directions from all adults Wait your turn	Follow all adult directions Show good sportsmanship: Follow game rules Encourage each other	Follow directions from all adults	If door is locked, knock and wait patiently. Allow others privacy.	Voice level 0 Keep hands off walls and bulletin boards
RESPONSIBILITY	Come to school ready to learn Keep track of your belongings Complete all assigned work	Voice level 0-2 Keep food on tray Throw all uneaten food and trash away	Voice level 0-3 Check out and return playground equipment Eat snacks at designated area Stay in designated area Freeze & use a voice level 0 when bell rings Walk to class line when grade level whistle is blown Use line basics	Voice level 0-3 Be on campus before 7:30am and leave promptly after school. Walk on the outdoor walkways, ramps, and stairs	Voice level 0-2 Use toilet, flush, wash, and leave right away. Use toilet paper appropriately. Use only two pumps of soap.	Hold all items Keep moving to your destination Only enter hallways when given permission
SAFETY	Keep your hands and feet to self Report dangers to adults Hear Something See Something Say Something	Walk at all times Stay seated Use line basics	Use playground equipment appropriately Keep hands and feet to self Walk on the outdoor walkways, ramps, and stairs	Use Street Safety 1. Cross in crosswalks only 2.Look left, right, and left again 3.Make eye contact with drivers 4.Wait for staff directions	Walk when entering and exiting.	Use line basics Walk at all times
INTEGRITY	Be honest Do the right thing even when no one is looking. THINK before you speak: is it True? is it Helpful? is it Inspiring? is it Necessary? is it Kind	Take milk, entrée, and only salad bar items that you will eat.	Lower your voice when near classrooms Use Conflict Management skills.	Only use cell phones to contact parents. Stay in designated area	Use restroom during recess and lunch to avoid missing class time.	Think about classes that are working. Lower your voice when near classrooms.

Managing Conflict Management Skills
If someone is bothering me:
1. Please stop. I don't like it when you ____
2. Take a break and WALK away
3. TALK to an adult

If someone tells me to stop:
1. STOP
2. WALK away

Line Basics
Face forward in a single file
Voices off
Hands by your side
Quiet walking feet
Stay outside yellow lines around doors

Voice level
0—Silent
1—Whisper
2—Inside voice
3—Outside voice

Roadrunners

Tier II and Tier III Positive Behavior Supports

At Mission Elementary School, we are committed to supporting the academic, social, emotional, and behavioral success of every student. In addition to schoolwide expectations and Tier I universal supports, some students may benefit from additional interventions and individualized assistance through our Tier II and Tier III Positive Behavior Supports.

Tier II supports are designed for students who may need additional guidance, structure, or encouragement to meet school expectations consistently. These supports are targeted, short-term interventions provided in a small-group or individualized setting.

Examples of Tier II supports may include:

- Check-In/Check-Out (CICO)
- Social skills instruction groups
- Behavior reflection and goal-setting activities
- Mentoring and positive adult connections
- Increased home-to-school communication
- Targeted behavioral contracts or progress monitoring
- Structured lunch/recess support
- Counseling or restorative circles participation

Parents/guardians will be informed when Tier II supports are implemented and are encouraged to partner with school staff to reinforce positive behaviors at home.

Tier III supports provide intensive, individualized interventions for students demonstrating significant or ongoing behavioral, emotional, or social needs. These supports are developed collaboratively and are tailored to the unique needs of the student.

Examples of Tier III supports may include:

- Individualized behavior intervention plans (BIPs)
- Functional Behavior Assessments (FBAs)
- Individual counseling or wraparound services
- Student Success Team (SST) meetings
- Coordination with outside service providers, when appropriate
- Individualized check-ins and daily monitoring
- Crisis intervention and safety planning
- Referral for additional district or special education supports, when necessary

Tier III interventions involve ongoing collaboration among school staff, parents/guardians, and, when appropriate, district specialists or community agencies. The goal of all interventions is to teach replacement behaviors, strengthen student skills, and promote success in a supportive and positive learning environment.

Mission Elementary believes that student behavior is best addressed through proactive teaching, restorative practices, relationship-building, and consistent support. Our goal is to partner with families to ensure every student feels safe, connected, respected, and prepared to succeed.

SUSPENSIONS

According to California Education Code, the following are suspendable behaviors. Students can be suspended for other offenses depending on the severity and/or nature of the offense. Suspensions can only be done by the administrator and or their designee.

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, furnished any knife, firearm, dangerous object or explosive.
3. Possessed, used, sold, furnished, or been under the influence of any controlled substance, alcohol or intoxicant.
4. Committed or attempted to commit robbery or extortion.
5. Caused or attempted to cause damage to school property or private property.
6. Stole or attempted to steal school property or private property.
7. Possessed or used tobacco or tobacco products
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. Possessed an imitation firearm.
11. Committed or attempted to commit a sexual assault or sexual battery as defined in the Penal Code.
12. Intentionally engaged in harassment, threats, or intimidation against a pupil or groups of pupils.
13. Committed sexual harassment.
14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

PLEASE NOTE

Students with behavior issues will be dealt with on an individual basis. Suspension is seen as a serious consequence and will typically be imposed when other options have not succeeded.

CHILD HEALTH AND WELFARE

Health Issues

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

Medication Procedures

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

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

- prescribed by a United States physician (licensed Nurse Practioner)
- issued by a United States pharmacy

- properly labeled by the pharmacy
- in the original container

- prescribed for the **current school year**
- Prescription medications containing codeine or other narcotics are not to be brought to or administered during the school day.
- All prescription medication shall be delivered to the school by the parent or a responsible adult.
  - 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*.**

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

Crutches

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

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

* affirmation of appropriate training, fitting, and use of crutches (discharge instructions)

* the length of time crutches will be necessary at school

* instructions for icing and/or elevation

* information regarding how long the student will not be permitted to participate in physical education or recess activities without a physician's release

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

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

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

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

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

Physical Education Excuses

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

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

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

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

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

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

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

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

Accidents

The Board of Trustees of the Ontario-Montclair School District does not and cannot assume any responsibility for accidents or injuries to a child participating in any school activities. Due care is always exercised to prevent accidents. **A VOLUNTARY STUDENT ACCIDENT INSURANCE POLICY IS OFFERED TO ALL STUDENTS FOR A NOMINAL PREMIUM.** The form will be sent home during the first weeks of school. In case of an emergency, it is important to have phone numbers where parents can be reached, the phone number of someone to contact in the event we can't reach the parents, and the name and number of your doctor. Please be sure this information is kept up to date in our office on your child's emergency card.

Child Abuse and Neglect

All educators or other school staff employees are **legally required** to report every incident of suspected child abuse to the San Bernardino County Child Protection Services. School staff members may briefly question the child as per California Education Code 44690-44691 (Child Abuse Detection).

Immunizations

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

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

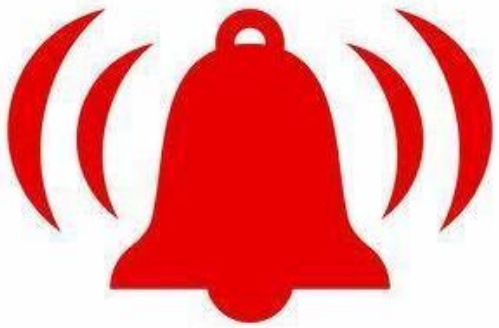
TDAP-All 6th grade students must have a current TDAP immunization before going to Middle School. It is recommended that all 6th graders are vaccinated during their 6th grade school year, so that they are scheduled for Middle School classes and start school on the first day of 7th grade.

DISASTER PREPAREDNESS

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

NATURAL DISASTER OR EMERGENCY

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



OMSD School Bikes & E-Bike Permission Slip

2025/26 School Year

Student Name: _____ **ID#:** _____

School: _____ **Grade:** _____

Students who plan to ride a bike and/or E-bike to school must complete the following:

Steps to Obtain Permission:

1. **Complete Safety Agreement:**
   - Both the student and parent/guardian must complete and sign the agreement, indicating an understanding of the rules and expectations regarding the use of these modes of transportation on school grounds.
2. **Review Safety Materials (E-Bike Use Only):**
   - Students are required to review a safety flyer.

Important Safety Rules:

- Wearing a helmet is mandatory.
- Students must walk their bikes or E-bikes, while on school grounds, including sidewalks adjacent to the school.

Consequences for Violations will be at the Administrator's discretion.

OMSD is not responsible for any lost, stolen, or damaged property while on district grounds.

By signing below, we acknowledge and agree to follow the rules and expectations outlined above.

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

ONTARIO-MONTCLAIR SCHOOL DISTRICT

SAFETY AGREEMENT

We, at _____, agree that keeping our students safe while riding their _____ to school is a shared responsibility between the school, the parents and the student. This agreement outlines each of our responsibilities.

We, the school agree to . . .

- Teach traffic safety rules
- Enforce traffic safety rules and the California Safety Helmet Law

I, the student agrees to . . .

- Follow all traffic safety rules
- Always wear my safety helmet when riding a bike or e-bike
- Keep my bike or e-bike in good repair
- Always lock my bike or e-bike in a bicycle rack while at school
- Only ride one person on a bike or e-bike at a time
- Be responsible for the key to the e-bike
- Ride a motorized scooter or motorized skateboard only if age 16 or older

We, the parents agree to . . .

- Reinforce traffic safety rules at home
- Provide a bike lock and safety helmet for my child
- Make certain that my child's bike or e-bike is in good repair
- Support the school in reinforcing the rule requiring the wearing of a safety helmet

We, the undersigned agree to . . .

- Work together to ensure safety when riding a bike or e-bike to and from school

_____	_____	_____
Student's Signature	Parent's Signature	Principal's Signature
_____	_____	_____
Date	Date	Date

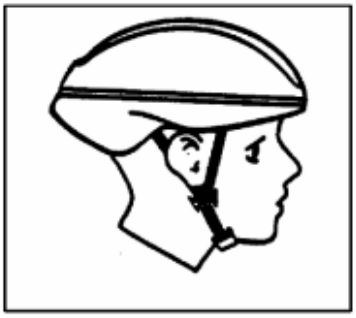
IT'S THE LAW

Children ages 17 and under must
wear a safety helmet whenever riding a bike, e-bike, scooter and skateboard.
Children ages 16 and older are allowed to ride motorized scooters and motorized skateboards.

Wearing a safety helmet has been proven to prevent up to 85% of bicycle-related head injuries to children.

Make sure the helmet is fitted properly on the child's head for maximum protection.

- The straps must form a "V" on either side of the ears.
- The chin strap should have a 1/2 inch play.
- The helmet sits just above the eyebrows.



Basic Safety Tips for Bike & E-bike Users

Wear a helmet. Helmets are good for cyclists of all ages.

Stay visible. Wear brightly colored clothing for daytime riding.
At night, use reflective materials and lights (front white light + rear red light on e-bikes).

Use your bell or horn. A warning device alerts drivers, pedestrians,
and other cyclists to your presence.

Ride on the right side and in a straight, single line. Obey traffic signs and signals.

Look, signal, and look again before changing lanes or turning.
Establish eye contact with drivers.

Don't wear earphones. You may wear one earbud, but keeping your ears clear is safer.

Ride predictably and defensively. Do not weave in and out of traffic
and slow down in questionable situations.

Watch out for pedestrians or other path users and road hazards
(i.e., car doors, wet pavement, objects in the path).

Keep your bike or e-bike maintained regularly. Inflate tires properly
and follow the manufacturer's guidelines.

Learn local laws, where e-devices are allowed, and speed limits or regulations.

Always ride lawfully and responsibly.

E-Bike and E-Scooter Safety

The popularity of electric bikes and electric scooters (e-bikes and e-scooters) has taken off over the past few years. Lithium-ion batteries are usually the source of power for both, and if not used correctly, or if damaged, those batteries can catch on fire or explode. Whether you use e-bikes or e-scooters as your main way of getting around, or just for fun, there are important safety tips to keep in mind when charging or storing these devices.

The Problem

- Damaged or defective batteries can overheat, catch fire, or explode.
- Lithium-ion battery fires give off toxic gases and they burn extremely hot.

Safety Tips

- Only purchase and use devices, batteries, and charging equipment that are listed by a nationally recognized testing lab and labeled accordingly.
- Always follow the instructions from the manufacturer.
- Only use the battery and the charger that were designed for, and came with, the device.
- Do not keep charging the device or device battery after it is fully charged.
- Only charge one device or device battery at a time to prevent overloading the circuit.
- Keep batteries at room temperature when possible. Do not charge them at temperatures below 32°F (0°C) or above 105°F (40°C).
- Do not store batteries in direct sunlight or inside hot vehicles, and keep them away from children and liquids.
- Store e-bikes, e-scooters, and batteries away from exit doors and anything that can get hot or catch fire.
- Only have device repairs performed by a qualified professional.
- Do not put lithium-ion batteries in the trash. Recycling is always the best option. Take the batteries to a battery recycling location or contact your local waste department for disposal instructions.

Signs of a Problem

Stop using the e-bike or e-scooter if you notice any of these problems with the battery: unusual odor, change in color, too much heat, change in shape, leaking, smoking, or not keeping a charge.

If you see a fire ...

- Leave the building immediately.
- Don't try to fight the fire.
- Call 911.

LEARN MORE

Visit nfpa.org/ebikes

NFPA
NATIONAL FIRE PROTECTION ASSOCIATION
The leading information and knowledge resource on fire, electrical and related hazards

E-BIKE OR E-MOTORCYCLE?

With the increase in E-Bike popularity, the need for safety, education, and training is essential. Many "E-bikes" are DANGEROUSLY unlike traditional bikes: too fast for walking paths and not built with the safety requirements of our roads. Some E-bikes can travel at speeds that may classify them as motorcycles or vehicles. Young riders (untrained in road safety), combined with with high-speed auto traffic, can result in major injuries or even death.

The California Highway Patrol offers a FREE training course in E-Bike Safety. Visit www.chp.ca.gov, to take the E-Bike training: "Electric Bicycle Safety and Training".

4 KEY SAFETY TIPS

1 RIGHT SIDE OF THE ROAD

Like vehicles, bicyclists are required to ride on the right side of the road.

2 AVOID THE SIDEWALK

Avoid riding E-Bicycles on sidewalks, as it can be dangerous to pedestrians.

3 WEAR YOUR HELMET

Protect your head. If under 18, it's required by law.

4 MAINTENANCE

Always maintain your equipment. Regularly check brakes & tires before riding.

Questions? Consult the California Vehicle Code or DMV for more information regarding current laws.

E-BIKE OR E-MOTORCYCLE?

E-BIKE CLASSIFICATIONS

CLASS 1: PEDAL ASSIST

MAX 20 MPH
HELMET REQUIRED
UNDER 18

CLASS 2: THROTTLE ASSIST

MAX 20 MPH
HELMET REQUIRED
UNDER 18

CLASS 3: PEDAL ASSIST

MAX 28 MPH
*16+ YEARS OLD TO RIDE
HELMET REQUIRED FOR ALL AGES

*IT IS AGAINST THE LAW IN CALIFORNIA TO MODIFY OR TAMPER WITH ELECTRIC BICYCLES IN A WAY THAT CHANGES THE SPEED CAPABILITY, UNLESS THE RIDER ALSO CHANGES THE BIKE'S LABELED CLASSIFICATION PER CVC 24016(D).

MOTORCYCLE LICENSE REQUIRED

NOT E-BIKES

MOPED/MOTORIZED BICYCLE
MAX 30 MPH
CLASSIFIED AS A VEHICLE
DL REQUIRED

NOT E-BIKES

***MOTORCYCLE/MOTOR DRIVEN CYCLE**
SADDLE OR SEAT, NO PEDALS
MANY E-MOTORCYCLES SIMILAR TO DIRT BIKES

*SOME E-MOTORCYCLES HAVE AFTERMARKET KITS USED TO DISGUISE THEM AS E-BICYCLES (ADDING FAKE PEDALS).

THEY LACK REQUIREMENTS OF BICYCLES AND E-BIKES FOR LEGAL ON-ROAD USE,
INCLUDING HAVING SPEED AND POWER LIMITS THAT EXCEED LEGAL LIMITS FOR ELECTRIC BIKES.
DOESN'T HAVE REQUIRED SAFETY FEATURES REQUIRED FOR MOTORCYCLES.

MOPEDS, MOTORIZED BICYCLES, E-MOTORCYCLES AND MOTOR DRIVEN CYCLES ARE VEHICLES AND THEREFORE MAY BE TOWED OR IMPOUNDED.

DRESS CODE POLICY

Parents are responsible for ensuring that students are properly attired for school. School district personnel have the responsibility of maintaining proper and appropriate conditions conducive to learning. Students **must** adhere to the district dress code guidelines listed below. We are asking your cooperation regarding conformity to the following dress standards.

Please keep in mind the fact that these are general standards. The Board Policy allows each site discretion regarding dress code issues. The general district dress code policy is followed throughout the district.

In an effort to provide a safe and orderly school environment for our students and in response to a desire to keep district schools free from the threats or harmful influence of any groups or gangs which advocate substance abuse, violence, or disruptive behavior, the Ontario-Montclair Board of Trustees has adopted **Dress and Grooming Guidelines** and a **Prohibited Items List** which will be implemented at Mission Elementary School.

We are asking your cooperation regarding conformity to the following dress guidelines:

1. Properly sized shoes must be worn at all times. Flip-flops, sandals, backless, or open-toe shoes are not acceptable. Crocs and Heelyz are also not acceptable. Shoes must be securely fastened.
2. Clothes shall be sufficient to conceal undergarments at all times. Extremely tight garments, see-through or fish-net fabrics, halter tops, spaghetti straps, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
3. Hats, caps, scarves, hoods, and other head coverings shall only be worn outdoors, except with express permission of the teacher or Principal.
4. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, etc.) shall be free of writing, pictures, or any other insignia which are gang-related, crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic, or religious prejudice.
5. Hair shall be clean and neatly groomed. Any coloring/gels that would drip when wet may not be applied on hair. Hair style/color must not distract from or interfere with the learning and school environment.
6. Only prescription sunglasses will be permitted.
7. Gang attire of any kind is strictly prohibited.
8. Earrings or other jewelry that may present a safety hazard are not suitable for school.
9. No make-up is allowed to be worn during the instructional day.
10. Acrylic nails longer than 1/8 of an inch are also not permitted.

In the interest of protecting the health and safety of all district students, the following Prohibited Items List has also been adopted by the Board of Trustees:

1. Cell phones, smart watches with cameras, tablets, electronic games, and electronic devices used for purposes including, but not limited to, recording, streaming, or playing music may not be used at school.
2. Gambling devices—dice, playing cards, etc.
3. Drugs, alcoholic beverages, narcotics, cigarettes, tobacco, cigarette papers, lighters, vape pens and supplies, pipes, matches, look-alikes, and paraphernalia.
4. Explosive devices, firecrackers, fire balls, cherry bombs, etc.
5. Weapons, guns, knives, cake cutters, screw drivers, and/or other dangerous items.
6. Toys which are realistic simulations of guns and knives.
7. Gang/tagging identification paraphernalia, such as—a) Gloves, b) Rags/Bandanas, c) Plastic hands, d) Felt tip pens and markers, aerosol paint containers, etching tools, or any other instrument used for the purpose of writing graffiti or tagging.

The purpose of adopting these Basic Dress Guidelines and Prohibited Items List is not to infringe on any individual student's rights to freedom of expression, but rather to encourage students to "dress for success" and come to school properly prepared for participation in the educational process.

Toys/Personal Items

All toys, games and personal items should be left at home as to not interrupt instruction. Any personal items will be confiscated and kept until the end of the school year. Items will be returned on the last day of school.

Cell Phone Policy

Cell phones are not to be **used** on campus during the school day and must be turned off. Failure to adhere to this policy will result in the cell phone being confiscated by school personnel. The following are district guidelines with respect to violation of school cell phone policy:

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

2nd Offense: Phone confiscated. Parent picks up phone at office.

3rd Offense: Phone confiscated. Parent meets with site administrator to return phone.

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

Mission School is not responsible for lost or damaged cell phones.

Ontario-Montclair School District

Office of Child Welfare, Attendance & Records

Student Use of Cellular Phone Policy
(BP 5131, BP & AR 5145.12)

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. <u>This may include inappropriate or illegal access of the district network, software and operating equipment.</u>

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

SPECIAL SERVICES AND PROGRAMS

Student Achievement Review Process

The academic growth and progress of students in OMSD is monitored throughout the school year. Student ability is determined through four different instruments: CASSPP Tests are given at the end of each school year; Benchmark Tests are administered at regular intervals throughout the year, and the Student Achievement Report Card are also prepared at the end of each trimester. As soon as possible, parents of students who are identified as performing at the at-risk level will be notified and an intervention plan will be developed to address identified areas of concern. Additional support will be provided as part of the regular classroom instruction as well as through extended learning programs when available. Extended learning opportunities include before and after school activities or summer school.

Outreach Consultant

The Outreach Consultant (ORC) is a support staff member whose primary responsibility is to provide support to students and their families to ensure a successful experience in school. The ORC schedules and chairs Student Study Team meetings, schedules Student Attendance Review Team meetings and is the school representative at OMSD Student Attendance Review Board (SARB) meetings.

Student Success Team (SST)

When a child is experiencing social, emotional, behavioral and/or academic difficulties, the teacher, parent, or other staff member may refer a child to the Student Success Team. The team will develop a plan to support the student. **Parent participation is critical to ensure that we address all of the student's needs**.

Counseling

Counseling services are available. The counselors are licensed therapists or interns supervised by licensed therapists. Referrals may be initiated by school staff members or by parents. Students must have parent authorization before receiving services.

Case Management Services

This is a local collaborative services project serving our neighborhood schools. Services include crisis response, school site counseling, home visits, parent education, family counseling, health services, and employment/financial assistance. Contact either the MCC (909) 445-1618 or our school Outreach Consultant regarding services.

GATE

Students identified as gifted or talented (GATE) are provided enrichment within their regular classroom. Students identified are served according to district guidelines. A teacher may submit a referral based on a student's achievement and/or test scores for Grades 3-6. All students in Grades 3-6 referred for GATE Testing will be tested using a nationally-normed test during the first week of January. We will universally screen all 2nd graders in January of this year using a nationally-normed test.

SPECIAL EDUCATION PROGRAMS

Studer uidelines.

Langu
A spee ces.

Resou
The R e for RSP services.
Servic

Speci
The Special Day Class accommodates the needs of students that have been identified as eligible for Special Day Class services. Services are provided in a small group setting in a self-contained classroom.

PARENT INVOLVEMENT

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

School Site Council (SSC)

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

Family Nights

We have set aside two nights Family Nights where you can bring the entire family and spend some time with our staff in a relaxing atmosphere. It's our effort to build community with our families and build a positive home-school partnership.

Parent-Teacher Conferences

Parent-Teacher Conferences will be held during the weeks of **November 16-20, 2026 and March 22-26, 2027**. You will be notified of your scheduled appointments. Both parents are encouraged to attend with the student. If you cannot attend during parent conference week, please contact your child's teacher to schedule an alternate time or to conduct a phone conference. Please note that in order to encourage communication between home and school, the report cards will be sent home ***only after*** a conference has been conducted, either in person or via phone.

There may be other times when a conference is necessary. If your child seems troubled, confused or unhappy about school, it is wise to request a conference with your child's teacher. Also, the teacher may wish to have an additional conference if your child has difficulty adjusting to certain school situations. Regular communication between parents and teachers is essential for students to have a rewarding school experience.

Campus Safety

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

Volunteering

Parents are always welcome to help and assist teachers in the classroom. OMSD requires that all parent volunteers, including field trip chaperones have a Volunteer Application on file in our Mission Office and have proper clearance. Once you have been cleared to volunteer, we ask that you speak to the teacher in advance so they are prepared prior to your arrival. All of you have special talents we can use! Please contact your child's teacher or the school office if you wish to volunteer. Remember that we can always use your help.

Donations
Mission school is committed to providing all the needed instructional materials and resources needed to deliver a first-class public education to all students. However, we welcome any voluntary donations that a family wishes to make to our school. Some items which have been graciously donated in the past include: tissue boxes, pencils, pens, spiral notebooks, and funds to support field trips. Again, these donations are completely voluntary on the part of families. Should you be interested in making a donation, please call the school office.

Back-to-School Night and Open House
Back-to-School is a great opportunity to meet your child's teacher, learn what the teacher's expectations are, and understand what the curriculum for your child's grade level will be. Back-to-School Night will be held on **Tuesday, August 11, 2026 from 5:00 - 6:00 p.m**. Open House provides your child an opportunity to share his/her accomplishments for the year with you. Open House this year is scheduled for **Tuesday, May 11, 2027 from 5:00 – 6:00 p.m.**

Homework
Homework at Mission Elementary School is designed as an extension of the learning occurring in the classroom. Please make sure you talk to your children about what they learned each day and review the homework with them every day after school.

Parents are encouraged to read to their children and/or have their children read to them for at least 20 minutes per night. Research shows that this will dramatically improve your child's success in school. This small amount of time adds up! Finding 20 minutes per day creates an additional 2 hours and 20 minutes each week. Those 2 hours and 20 minutes each week result in 1 school day per month and about 3 weeks' worth of steady reading each year! Over the twelve-year period of schooling, a student reading 20 minutes per day would gain more than one additional school year of reading practice over one who did not follow this program.

Frequently Requested Telephone Numbers
Montclair Community Collaborative: (909) 445-1618
School District Office: (909) 459-2500
Mission Elementary School: (909) 627-3010

District Web Address
http://www.omsd.net/

School Web Address
http://mission.omsd.net/

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office. The SARC is available in hard copy upon request.

Ontario-Montclair School District

Child Welfare, Attendance & Records

Board Policies

We ask that you take time to review the following District Policies as they relate to:

- Married/Pregnant/Parenting Students
- Firearms on School Grounds
- Bullying
- Parent Involvement
- Sexual Harassment
- Non-Discrimination
- Suicide Prevention

Contact the Office of Child Welfare, Attendance & Records
if you have any questions regarding the policies (909) 418-6477

Ontario-Montclair SD
Board Policy

Married/Pregnant/Parenting Students

BP 5146
Students

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

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

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

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

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

(cf. 5145.6 - Parental Notifications)

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

Education and Support Services for Pregnant and Parenting Students

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

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

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

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

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

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

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

(cf. 5148 - Child Care and Development)

2.Parenting education and life skills instruction

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

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

4.Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

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

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

6.Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

7.Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

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

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

Absences

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

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

(cf. 5113 - Absences and Excuses)

Parental Leave

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

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

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

(cf. 5113.11 - Attendance Supervision)

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

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

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

Accommodations

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

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

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

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

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

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

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

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

Complaints

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

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

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

and/or student feedback on district programs and services.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
221.51 Nondiscrimination; married, pregnant, and parenting students
222 Reasonable accommodations; lactating students
222.5 Pregnant and parenting students, notification of rights
230 Sex discrimination
8200-8498 Child Care and Development Services Act
46015 Parental leave
48205 Excused absences
48206.3 Temporary disability, definition
48220 Compulsory education requirement
48410 Persons exempted from continuation classes
48980 Parental notifications
49553 Nutrition supplements for pregnant/lactating students
51220.5 Parenting skills and education
51745 Independent study
52610.5 Enrollment of pregnant and parenting students in adult education
CIVIL CODE
51 Unruh Civil Rights Act
FAMILY CODE
7002 Description of emancipated minor
HEALTH AND SAFETY CODE
104460 Tobacco prevention services for pregnant and parenting students
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4950 Nondiscrimination, marital and parental status
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant care centers
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Education Act Amendments
UNITED STATES CODE, TITLE 42
1786 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 7
246.1-246.28 Special supplemental nutrition program for women, infants, and children
CODE OF FEDERAL REGULATIONS, TITLE 34
106.40 Marital or parental status
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:
CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS
Pregnant Students and Confidential Medical Services, 2013
Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, 2012
The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013

WEB SITES
California Department of Education: http://www.cde.ca.gov
California Women's Law Center: http://www.cwlc.org
U.S. Department of Agriculture, Women, Infants, and Children Program: http://www.fns.usda.gov/wic
U.S. Department of Education: http://www.ed.gov

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT
adopted: February 7, 2019 Ontario, California

Ontario-Montclair SD

Board Policy

Firearms on School Grounds

BP 3515.7

Grounds
Business and Non-Instructional Operations

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

(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)
If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
Legal Reference:
EDUCATION CODE
32281 Comprehensive safety plan
38001.5 District security officers; requirements if carry firearm
PENAL CODE
626.9 Gun Free School Zone Act
830.32 District police department; district decision to authorize carrying of firearm
16150 Definition of ammunition
16520 Definition of firearm
26150-26225 Concealed weapons permit
30310 Prohibition against ammunition on school grounds
UNITED STATES CODE, TITLE 18
921 Definitions, firearms and ammunition
922 Firearms, unlawful acts
923 Firearm licensing
UNITED STATES CODE, TITLE 20
7961 Gun-Free Schools Act; student expulsions for possession of firearm
Policy CSBA MANUAL MAINTENANCE SERVICE
Adopted: April 19, 2018

Ontario-Montclair SD
Board Policy

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

Ontario, California

Ontario-Montclair SD
Board Policy

Parent Involvement

BP 6020
Instruction

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

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

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

(cf. 5020 - Parent Rights and Responsibilities)

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

(cf. 0460 - Local Control and Accountability Plan)

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

(cf. 0500 - Accountability)

Title I Schools

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

(cf. 6171 - Title I Programs)

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

(cf. 3100 - Budget)

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

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

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

3.Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

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

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

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

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

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

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

(cf. 5145.6 - Parental Notifications)

Non-Title I Schools

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

Legal Reference:
EDUCATION CODE
11500-11505 Programs to encourage parent involvement
48985 Notices in languages other than English
51101 Parent rights and responsibilities
52060-52077 Local control and accountability plan
54444.1-54444.2 Parent advisory councils, services to migrant children
56190-56194 Community advisory committee, special education
64001 School plan for student achievement, consolidated application programs
LABOR CODE
230.8 Time off to visit child's school
CODE OF REGULATIONS, TITLE 5
18275 Child care and development programs, parent involvement and education
UNITED STATES CODE, TITLE 20
6311 State plan
6312 Local educational agency plan
6314 Schoolwide programs
6318 Parent and family engagement
6631 Teacher and school leader incentive program, purposes and definitions
7241-7246 Family engagement in education programs
CODE OF FEDERAL REGULATIONS, TITLE 28
35.104 Definitions, auxiliary aids and services
35.160 Communications

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Title I School-Level Parental Involvement Policy
Family Engagement Framework: A Tool for California School Districts, 2014
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Family, School, Community Partnerships: http://www.cde.ca.gov/ls/pf
California Parent Center: http://parent.sdsu.edu
California State PTA: http://www.capta.org
National Coalition for Parent Involvement in Education: http://www.ncpie.org
National PTA: http://www.pta.org
Parent Information and Resource Centers: http://www.pirc-info.net
Parents as Teachers National Center: http://www.parentsasteachers.org
U.S. Department of Education: http://www.ed.gov
(8/06 10/17) 5/20

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT
adopted: April 11, 2023 Ontario, California

Ontario-Montclair SD
Board Policy

Sexual Harassment

BP 5145.7
Students

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information
The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping
The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)
Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX, discrimination
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.71 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:
CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Board of Trusteess to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Transgender Students, May 2016
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT
adopted: January 19, 2017 Ontario, California

Ontario-Montclair SD
Board Policy

Nondiscrimination/Harassment
BP 5145.3
Students

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)

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

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

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

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

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

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

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or 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)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
49060-49079 Student records
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials
CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
432 Student record
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
FIRST AMENDMENT CENTER PUBLICATIONS
Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70
Dear Colleague Letter: Harassment and Bullying, October 2010
Notice of Non-Discrimination, Fact Sheet, August 2010
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Office of the Attorney General: http://oag.ca.gov
California Safe Schools Coalition: http://www.casafeschools.org
First Amendment Center: http://www.firstamendmentcenter.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy ONTARIO-MONTCLAIR SCHOOL DISTRICT
adopted: October 1, 2020 Ontario, California

Ontario-Montclair SD
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 adopted: July 2, 2020 ONTARIO-MONTCLAIR SCHOOL DISTRICT Ontario, California

The Ontario-Montclair School District's Mission

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