

Lincoln Elementary School

Parent/Student Handbook 2021/2022



Lincoln Elementary School

440 North Allyn Avenue

Ontario, California

(909) 983-9803

Follow Us Online: www.omsd.net/lincoln Follow Us On

Twitter: [@lincoln_omsd](https://twitter.com/lincoln_omsd)

Instagram: [Lincoln.elementaryomsd](https://www.instagram.com/lincoln.elementaryomsd)

Lincoln Elementary School is dedicated to promoting life-long learning through a collaborative partnership among students, parents, and staff to benefit the academic success and character development of all. Opportunities are provided to encourage and develop a creative learning environment where diversity is celebrated and all strive to achieve their full potential.

Jessica Perry

Principal

Debbie Marino

Assistant Principal

Sally Olmedo

Office Manager

Office Hours and Information

Office Manager	Sally Olmedo
Office Hours	7:30-4:30
Office Phone Number	909-983-9803

BELL SCHEDULE

Special Education Preschool

Morning Classes (Monday-Friday) 8:30-12:15

General Education Preschool

Morning Classes (Monday-Friday) 7:45-11:00

Afternoon Classes (Monday-Friday) 11:45-3:00

Transitional Kindergarten (TK)

Morning Classes (Monday-Friday) 8:30-12:15

Special Education and General Education Kindergarten

Morning Classes (Monday-Friday) 8:30-12:15

1st-6th Grade (all students)

Monday, Wednesday, Thursday, & Friday 8:30-3:10

Tuesday 8:30-1:55

STAFF CONTACT INFORMATION

Administrative/Office Staff:

Jessica Perry, Principal	jessica.perry@omsd.net
Debbie Marino, Assistant Principal	debbie.marino@omsd.net
Stephanie Wren, TOA	stephanie.wren@omsd.net
J Tovar, Outreach Consultant	j.tovar@omsd.net
Leah Losser, Instructional Coach	leah.losser@omsd.net
Norma Mota, TOA ELL	norma.mota@omsd.net
Fairlight Lieber, Intervention Teacher	fiarlight.lieber@omsd.net
Sally Olmedo, School Administrative Assistant II	sally.olmedo@omsd.net
Joann Serrato, School Office Assistant II	joann.serrato@omsd.net
Susie Gonzalez, School Office Assistant II	susie.gonzalez@omsd.net

Other School Staff:

Belina Cozad, School Nurse

Diana Machado, Health Assistant Special Needs II

LeeDean Koszyk, Health Assistant, Special Needs

Nimisha Pradhan, Occupational Therapist

Joseph Suarez, Occupational Therapist

Alison Apodaca, Adaptive P.E. Teacher

Amy Bailey, Adaptive P.E. Teacher

Debbie Pike, Speech and Language Pathologist

Kim Lovein, Speech and Language Pathologist

Maria Oliver, Speech and Language Pathologist

Cosette Tangsouvanh, School Psychologist

belinda.cozad@omsd.net

diana.machado@omsd.net

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nimisha.pradhan@omsd.net

joseph.suarez@omsd.net

alison.apodaca@omsd.net

amy.bailey@omsd.net

debbie.pike@omsd.net

kim.lovein@omsd.net

maria.oliver@omsd.net

cosette.tangsouvanh@omsd.net

General Education Teaching Staff:**Grade****Teacher****Email**

Pre-K

Mrs. Nila

maria.nila@omsd.net

Pre-K

Mrs. Garay

leticia.garay@omsd.net

TK

Mrs. Nunez

irene.nunez@omsd.net

K

Mrs. Baca

holly.baca@omsd.net

K

Mr. Vals

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K

Mrs. Brooks

heather.brooks@omsd.net

1

Mrs. Cameron

alexandria.cameron@omsd.net

1

Ms. Monroy

claudia.monroy@omsd.net

1

Ms. Hicks

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2

Ms. Rowland

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2

Mrs. Medina

judy.medina@omsd.net

2

Mrs. DeSousa

ondina.desousa@omsd.net

3

Mrs. Long

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3

Mr. Lewis

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3

Mr. Ratliff

bobby.ratliffjr@omsd.net

4/5

Mrs. Morgal

christy.morgal@omsd.net

4

Mrs. Ochoa

amanda.ochoa@omsd.net

4

Mrs. Baik

jennifer.baik@omsd.net

5

Mrs. Howard

stacy.howard@omsd.net

5

Mrs. Razo

vanessa.razo@omsd.net

6

Ms. Dryden

denise.dryden@omsd.net

6	Mrs. Lemmon	tamara.lemmon@omsd.net
RSP	Ms. Mungia	alice.mungia@omsd.net

Special Education Teacher Staff:

<u>Grade</u>	<u>Teacher</u>	<u>Email</u>
PK/K	Mrs. Woerz	jessica.woerz@omsd.net
PK	Mrs. Wagerer	jennifer.wagerer@omsd.net
PK/K/1	Mr. Sanabria	diego.sanabria@omsd.net
TK/K	Ms. Ordorica	crystal.ordorica@omsd.net
K/1	Mr. Ramirez	roberto.ramirezjr@omsd.net
1/2	Ms. Botana	marina.botana@omsd.net
2/3/4/5/6	Mr. Fernandez	anthony.fernandez@omsd.net
3	Ms. Goodman	lauren.goodman@omsd.net
4/5/6	Mrs. Murillo	Kimberly.murillo@omsd.net
4/5/6	Ms. Munoz	Angelica.munoz@omsd.net
4/5/6	Ms. Delfin	regina.delfin@omsd.net
Rover	Mr. Jauregui	mario.jauregui@omsd.net

Commonly Requested Phone Numbers:

Ontario-Montclair School District	909-459-2500
Special Education District Office	909-459-2500 ext 6422
Food and Nutrition Services	909-930-6360
Ontario-Montclair Transportation	909-923-0505
County Transportation	909-382-3565
Visser Transportation	909-899-1809
Lincoln THINK Together (Diana De Alba)	909-329-3374

IMPORTANT DATES TO REMEMBER

August 9, 2021	First Day of School
August 12, 2021	Back to School Night (5:00-6:00)
August 26, 2021	Picture Day
September 3, 2021	Early Dismissal Day <ul style="list-style-type: none"> <input type="checkbox"/> 1st– 6th Grade, Special/General Ed (8:30-1:15) <input type="checkbox"/> Transitional Kindergarten- Kinder Special/General Ed (8:30-12:15) <input type="checkbox"/> Special Ed Preschool (8:30-12:15)
September 6, 2021	Labor Day (No School)
November 11, 2021	Veteran's Day (No School)
November 15-19, 2021	Parent Conferences (Early Dismissal) <ul style="list-style-type: none"> <input type="checkbox"/> 1st– 6th Grade, Special/General Ed (8:30-1:15) <input type="checkbox"/> Transitional Kindergarten- Kinder Special/General Ed (8:30-12:15) <input type="checkbox"/> Special Ed Preschool (8:30-12:15)

November 22-26, 2021	Thanksgiving Break (No School)
December 17, 2021	Non School Day (No School)
Dec 20-31, 2021	Winter Break (No School)
January 17, 2022	Dr. Martin Luther King Jr. Day (No School)
February 14, 2022	Lincoln's Birthday Observed (No School)
February 21, 2022	President's Day Observed (No school)
March 14-18, 2022	Parent Conferences (Early Dismissal) <ul style="list-style-type: none"> ☐ 1st– 6th Grade, Special/General Ed (8:30-1:15) ☐ Transitional Kindergarten- Kinder Special/General Ed (8:30-12:15) ☐ Special Ed Preschool (8:30-12:15)
March 21-25, 2022	Spring Break (No School)
March 30, 2022	Spring Picture Day
April 28, 2022	Festival of Learning (5:00-7:00)
April 29, 2021	Early Dismissal Day <ul style="list-style-type: none"> ☐ 1st– 6th Grade, Special/General Ed (8:30-1:15) ☐ Transitional Kindergarten- Kinder Special/General Ed (8:30-12:15) ☐ Special Ed Preschool (8:30-12:15)
May 20, 2021	Last Day of School (8:30- 12:15)

GENERAL INFORMATION

Arrival:

General ed TK/K students will line up at the Allyn Street Gate. Staff will open the door and walk them to breakfast at 8:00. Please arrive by 8:15 if your child will be eating breakfast.

1st-6th grade students may arrive on campus as early as 8:00 A.M. There is no supervision inside or outside the gates prior to this time. For your safety, please use all crosswalks. Upon arrival your student may go directly to the breakfast line. Breakfast is optional. All other students can go to the supervised areas and wait in front of their classroom until the bell rings. Students eating breakfast will be dismissed to their classrooms after breakfast. At the sound of the 8:30 AM bell, students should be entering their classrooms.

Dismissal:

All general education students, grades 4th-6th, will be dismissed from the D Street Gate. Preschool students will be dismissed from the north Allyn Street Gate. Kinder students will be dismissed from the slider or the Allyn Gate. 1st-3rd grade students will be dismissed from the south Allyn Street Gate. Older siblings may exit from Allyn Street Gate to pick up their younger brothers or sisters or to meet their parent(s). Students will be in the front office if they have not been picked up. Special education students will all be dismissed from the slider gate.

Parking Lot Safety:

Lincoln uses many busses to transport Special Education students. For student safety during bus drop-off and pick-up, please do not enter the parking lot between the hours of 8:00 A.M. - 9:00 P.M. and 2:45 P.M. – 3:45 P.M. Parents and students should always traverse the front of the school via the sidewalk instead of walking

through the parking lot during these hours. Please keep in mind, if you are parked in the parking lot, you are subject to being blocked in by busses during the times listed above.

Emergency Cards:

Emergency cards are required for each child. This card is maintained in the office and must have current phone numbers where the parent/guardian can be reached during school hours. To take action in emergency situations, the school needs to know how to reach parents quickly. For the same reason, the name of your family physician must be listed. Information on the card will enable the school to proceed efficiently in case of illness, accident, or emergency. Please help us keep these records current. We will only release students to parents or those persons listed on the Emergency Card, and each of these persons must display a valid form of identification (driver's license, passport, etc.).

We are asking all parents to conduct online re-enrollment and complete the emergency cards online. Please follow these steps:

1. Online Re-Enrollment (Annual Update) for the 2021/2022 School Year Begins: August 9, 2021 <https://parentconnect.omsd.net>
2. Deadline to complete the Online Re-Enrollment (Annual Update) for the 2021/2022 School Year: November 15, 2021
3. Do you need your PIN # and Password?
 1. Select "[NEED YOUR LOGIN INFORMATION?](#)" link on the left-hand side (below the PIN/PASSWORD login area)
 2. Need assistance with Online Re-Enrollment (Annual Update) and/or the Parent Connection portal?
 1. Please contact your student's school site directly for any type of assistance with Parent Connect and/or Online Registration.
 2. Sites can assist with retrieving Parent Connect PIN & PASSWORD data if the NEED MY LOGIN INFORMATION link does not work
 3. Sites can help with data entry guidance with Online Registration
 4. School sites availability schedule will vary, please contact the site for more information.
 2. [Click here](#) for online tutorials to assist you with completing your online registration

Any change of address, telephone number, parent's work, physician, or name of person designated to pick up an ill or injured child, must be reported to the school office.

Attendance Reporting:

State law requires regular attendance at school. Students should come to school every day unless excused for medical reasons. Parents must report absences either by phone, by sending a note, or by email to both susie.gonzalez@omsd.net and joann.serrato@omsd.net. The following information needs to be provided:

- Child's name
- Room number or teacher
- Date(s) of absence
- Reason for absence

The following are considered excused absences:

- Illness
- Doctor or dental appointment
- Death in the immediate family
- Court appointment

Please do not send children to school if they are ill. It is important to protect your child's health as well as the health of classmates. Parents summoned to pick up their ill child are required to do so according to the Education Code.

Short Term Independent Study:

We understand that circumstances arise in which students are out ill and are not allowed to come to school due to exhibiting symptoms. If this is the case, your child can be placed on a short term independent study contract (3-15 days). A teacher will provide assignments for the child while quarantined at home. The child must complete all work required and it must be turned in upon returning to school. Incomplete work will result in the absence being marked as opposed to getting credit. If all requirements are fulfilled, the student attendance will not be marked as absent.

Independent Study:

We understand that extreme circumstances may require a parent or guardian to take their child out of school. Contact the school office to arrange an Independent Study Contract if your child is going to be absent for five or more days so he/she will not be dropped from enrollment. Parents must request an agreement by notifying the teacher or school office at least five days in advance of the planned absence. The teacher will provide assignments for the child while away from school. The child must complete all work required and it must be turned in on the day of return. Late or incomplete work will result in the absence being marked as unexcused and the student's grade can be impacted. If all requirements are fulfilled, the student attendance will not be marked as absent.

Tardiness & Early Check-Outs:

Valuable instruction time is lost when students are tardy or checked out early. Students are to be at school every day and on time. Students who are not in the classroom by 8:30 A.M. must come to the office to obtain a tardy pass before going to class.

Students who are being checked out early will be summoned to the front office after the parent has signed the student out in the front office. Students will not be called out of class until the person picking the student up has arrived at the school office.

Trimester Assemblies:

Trimester Awards assemblies will be conducted at the conclusion of each trimester. Students have the opportunity to be recognized during the assembly for the following:

- Academic Excellence - This award is for excelling in all academic areas
- Most Improved - This award is to recognize great improvement
- Model of Excellence - This award incorporates academics and citizenship. The photographs of these students will be framed and displayed on the Student Models of Excellence Wall in the MPR.
- Honor Roll - This award is given to any student in 2nd-6th grade general education who scores all 3's and/or 4's on their report card and score proficient or advanced on their Reading Inventory Assessment and iReady Assessment.

Lost and Found:

Please label your child's full name on all jackets, sweaters, lunch pails and backpacks. Lost items are placed in the lost and found area. Several times a year an attempt is made to help students identify their lost clothing items. After these attempts, all unclaimed articles are given to a charitable organization.

Cell Phones, Electronic Devices and Personal Items:

The use of cell phones, electronic games, devices, trading cards, and other toys on school grounds or at any school sponsored activity is strictly prohibited, unless authorized by a classroom teacher or school administrator. Students must wait until they have left school grounds before using their cell phones. Students may not take pictures or recordings during school hours. The school district does not assume responsibility if these items are lost, damaged, or stolen. Please read the following Board Policy for additional information:



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 wristwatches 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.

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

Parties:

Due to safety, instructional and health guidelines, any class celebrations need to be coordinated with the classroom teacher in advance and approved by administration.

Suitable School Attire:

The Ontario-Montclair School District Board of Trustees has adopted basic dress guidelines. School district personnel have the responsibility of monitoring proper and appropriate dress attire to ensure it is conducive to the learning environment.

Dress Code:

- Extremely tight garments, bare midriffs, spaghetti straps, and low cut tops (front and back) are not appropriate and should not be worn.
- Closed toed shoes must be worn at all times
- No undergarments should be visible at any time.
- Any attire with suggestive and/or obscene statements will not be allowed. Any attire promoting the use of drugs, alcohol, or substance use will not be allowed.
- Any attire with graphics and/or statements associated with gangs will not be allowed.
- Earrings or other jewelry that may present a safety hazard are not suitable for school wear.
- Hats may be worn outside to protect against the sun. Hats and hoods must be taken off upon entering a building.
- Clothes are expected to be worn correctly. No sagging, baggy pants or low-rise pants.

After School Program:

The THINK Together staff provides an after-school program for all students from dismissal until 6:00 PM each day. To obtain additional information, please contact the Lincoln THINK Together Coordinator at school, by phone or by email. Refer to page 4 for contact information.

VISITOR GUIDELINES

**** COVID 19 may directly impact the day to day visitor guidelines. Please call the school at 909-983-9803 to ask about current guidelines at this time****

General Visitors:

Parents and others are welcome to visit Lincoln. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the school office. Visitors must have a valid ID, check in using the Raptor System and wear a visitor's badge at all times while on campus. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. Any classroom observation will be limited to one hour unless preapproved by the school administration.

Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher in advance and only as long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. All visitors must be at least 18 years of age. We ask that you give 24 hour advance notice if you are planning to visit the classroom.

Administrative Regulation 1250:

- Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while on school grounds.
- Visitors shall provide upon request: name, address, occupation, age verification, purpose for the visit, and proof of identity.
- A principal may deny admission or revoke permission to any visitor if the visitor's presence would be disruptive of school activities.

Parent Volunteers:

Parents are encouraged to volunteer on a regular basis in the classroom for the purpose of promoting an active learning environment. Interested parents and others will be provided a volunteer packet and documents to complete and return to the school. After completion of a background check and negative TB test results, the volunteers' name will be placed on a Parent Helper List and allowed to work in the classroom. The hours in which a volunteer is allowed to serve in the classroom will be determined by the classroom teacher. Parent Volunteers are required to attend a Parent Volunteer training.

Volunteer Guidelines:

- A volunteer is under the continuous and direct supervision of a certificated staff member. A volunteer must receive prior authorization from the Principal and/or Designee before an individual can begin his/her volunteer service.
- A volunteer must be at least 18 years of age.
- A volunteer must complete the District Volunteer application packet and submit it to the office. This includes adults assisting on field trips.
- Volunteer applications cannot be processed without all of the required documentation.
- A volunteer is required to have a negative TB (Tuberculosis Testing) clearance taken within 60 days of initial service and each 4 years thereafter (AR 1240).
- Volunteers may be assigned to help in their child's classroom, in other classrooms, in the staff work room or wherever the assistance is needed. Volunteers will be asked to assist in other classrooms if it is found that the volunteer's child is distracted by their presence.

HEALTH SERVICES

The Ontario-Montclair School District Health Office Protocol for Covid-19 symptoms will be followed at this time.

The Ontario-Montclair School District provides the following nursing services:

- Emergency assistance.
- Routine health problems monitoring and assistance.
- Vision/hearing tests.
- Maintenance of health records.
- Establishment of basic health education programs

Accidents:

The school nurse is summoned if an accident occurs causing an injury to a child. In the event of such an emergency, every effort will be made to reach the parent as soon as possible. Other designated persons on the emergency card will be contacted if the parent cannot be reached. The name and phone number of the child's doctor must also be on file.

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.

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 parents. 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.

Illness:

Children that are ill at school are taken to the nurse's office. If they are too ill to return to class, the parent is notified. Parents are required to have a working contact number on file in order for the school staff to reach them in the event of emergencies. Parents are required to respond and pick up their ill child when requested. Adults designated by parents on the emergency card will be allowed to pick up a child at the parent's request. No child is ever sent home alone when ill.

Temperature:

Please notify the school by phone if your child is ill. If the child has a communicable condition (chickenpox, mumps, measles, infectious hepatitis, impetigo, scabies, lice, etc.); we need to notify our health office. Keep the child home if he/she has a fever (100 degrees or over), diarrhea, red draining eyes, or an undiagnosed rash. If a student becomes ill or is injured at school, every effort will be made to contact parents. The parent will make arrangements for the student to be taken home or to a physician. Please notify the school immediately of any changes in home, work or cellular telephone numbers.



Daily Checklist for Families

Monitor your student for the following symptoms and keep your student home if ANY of the following are true:



If your student experiences ONE of the following symptoms:

- Fever (100° or greater) **(Please check your student's temperature the night before school and keep home the next day if running a fever.)**
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



In the past 14 days, has your student had close contact with someone diagnosed with COVID-19 or is pending COVID-19 test results?

If so, Keep your child home and notify your school site.

Students should bring daily:



Water Bottle



Face Coverings



Student Symptom Decision Tree

Screen all students for potential COVID-19 symptoms or exposure

General Symptoms



Fever ($\geq 100^{\circ}\text{F}$)



Sore throat



Cough



Congestion/runny nose



Headache



Difficulty breathing



Nausea/vomiting/diarrhea



Fatigue/muscle or body aches



Loss of taste/smell

Exposure to COVID-19 positive person?

Close contact: Within 6 ft for > 15 minutes cumulative (regardless of mask)

NO

General Symptoms



Send home

Siblings & household contacts do not need to stay home or quarantine.



Return to school

May Return to School:

1

Health care provider confirms alternative diagnosis for symptoms. A health care provider's note must be on file. SARS-CoV-2 PCR test not needed.



Return to school after 24 hrs without fever and symptoms improving

2

Negative SARS-CoV-2 PCR test.



Return to school after 24 hrs without fever and symptoms improving

3

Positive SARS-CoV-2 PCR test
OR
No provider visit or test.



Return to school only after 10 days since symptom onset and 24 hrs without fever. Quarantine close contacts of confirmed cases.

YES



Stay home



Return to school after 10 days from last exposure, unless symptoms develop. Continue symptom monitoring through 14 days after last exposure. If symptoms develop obtain a PCR test.

This care pathway was designed to assist school personnel and is not intended to replace the clinician's judgment or establish a protocol for all patients with a particular condition.

Diagnosis and treatment should be under the close supervision of a qualified health care provider. Guidance might change

Head Lice:

HEAD LICE (Pediculosis) Head Lice -- Based upon specialized training and the professional judgment of the school nurse and health assistant, students with live lice or signs of active infestation will be excluded from school. These students should receive prompt treatment for lice and are expected to return to school the following day, free of live organisms. Upon return to school, the student and parent/guardian must report directly to the school nurse, provide information about the treatment utilized and have the student's hair checked before reporting to class. Parents should check their child weekly for head lice. If parents discover head lice on their child, please notify the health office as soon as possible. Your school site health office can provide resources and detailed instructions to guide your success. An informational letter about lice can be sent home anonymously with the classmates, explaining to other parents what to watch for. Prevention is the key! Check your child's head regularly. Keep long hair in braids or in a ponytail. Do not share hats, hair brushes, combs, hair ties, or bicycle helmets.

Medications:

Medication that needs to be administered during school hours must have signed parent permission and a doctor's certification slip on file in the office. Parents must deliver the medications directly to the office themselves. Children are not to carry medications to school. Medications are kept in a locked cabinet in the nurse's office and never in the classrooms. Medicines will be administered by the school nurse or office personnel only. Parents are always welcome to assume the responsibility for the administration of medications and are welcome to come to school to administer their child the medications needed.

Special Health Needs:

The school nurse should be informed if your child has a special health need. If limitations are to be put on a student's physical activities, the school will adjust its program to meet these individual needs. A student will not be permitted to return to school with any assistive devices (i.e. crutches, wheelchair, splint, etc.) without a doctor's note. The school nurse is available to provide counsel to parents and teachers regarding student health problems.

BEHAVIOR/DISCIPLINE PROCESS AND SUPPORTS

Our goal at Lincoln Elementary School is to provide an environment for students that is conducive to learning and one that ensures the safety of every student and staff member. In order to guarantee a positive school experience for children, it is necessary to establish both school-wide and classroom rules. Through the consistency of staff members, students and parents in modeling and enforcing rules, Lincoln Elementary School will provide a safe environment for students. All student discipline expectations and guidelines have been created in accordance with Due Process.

















All students are expected to follow classroom and school rules to ensure the safety of each and every individual. Teachers will employ their own age appropriate discipline plan consistent with the school's Positive Behavior Interventions & Support Plan (PBIS) to maximize our academic efforts and will provide parents a copy of this discipline plan at the beginning of the school year.

Positive Behavior Interventions & Support Plan (PBIS):

Lincoln Elementary School began school-wide implementation of Positive Behavior Interventions and Supports (PBIS) in the 2015-2016 school year. PBIS focuses on creating and sustaining school-wide, classroom, and individual systems of support that improve the educational environment for all children. Our aim is to explicitly teach behavior expectations and then recognize the positive behaviors shown by students.

The Lincoln Elementary Leopards believe in living everyday with the core values and positive actions demonstrated in R.O.A.R. These values and behaviors are demonstrated and reinforced throughout the school year and students are encouraged to display them

each day. Positive behavior is rewarded through school-wide incentive programs. Consequences are given to students who don't follow rules and/or expectations for appropriate behavior at school. Expectations for behavior are outlined in the following School Wide Behavior Matrix:

	Learning Environment	Playground	Lunch Tables	Restrooms
Responsible	Arrive to Lincoln on Time 	Be Aware of Personal Space 	Ask an Adult for Help 	Clean Up after Yourself 
Organized	Desk is Clean Backpack is in Order 	Put Toys Away 	Sort your Milk and Tray 	Stand Quietly in Line 
Accountable	Complete work on time 	Wait your Turn in Line 	Throw your Trash Away 	Wash and Dry Your Hands 
Respectful	Follow Directions the FIRST Time 	Share Toys 	Keep Hands to Yourself 	Respect Privacy of Others 

By implementing PBIS, we hope to reduce school and classroom behavior disruptions and educate all students about acceptable school behaviors. By improving the school environment, we hope to increase learning time and promote academic and social success for every student.

Safety:

Student safety is the utmost concern at Lincoln Elementary School. Our safety campaign, "See Something, Hear Something, Say Something," is designed to encourage all members of our community to report suspicious behavior and safety concerns. The following visual is posted so students, families and members of our community participate in keeping our campus safe. We encourage everyone to take an active role in being proactive in keeping our school safe and secure.



Code of Conduct:

- Listen, follow directions, and stay on task.
- Respect others and their property.
- Allow the teacher to teach and all students to learn.
- Keep hands, feet and objects to yourself.
- Be on time with your materials and be prepared to work.
- Try your best at all times.

General School Behavior Rules:

- Be respectful to all adults and students
- No bullying
 - Bullying is defined as intentional, repeated hurtful acts, words or other behaviors committed by one or more person against another.
 - Cyber-bullying means an electronic act (via computer, telephone, or other devices), postings to social media or other internet sites, and sexting.
- Play safe
 - No fighting, play fighting, wrestling, etc.
- Keep the campus clean
 - Place trash in trashcans, no gum, bottles or glass jars on campus
- Follow equipment and playground rules
 - Always walk, running on grass field only
 - No playing in hallways or restrooms
- Keep personal items at home
 - Never bring any item that could be considered a weapon, including toy replicas
 - Never bring a substance that could be considered a drug, including representing a substance as a drug/medication even if it is not a drug/medication
- Dress for success
 - Follow dress code policy

Progressive Discipline:

The type of intervention used if students violate classroom and/or school rules will depend on the severity of the offense and the individual student's discipline history. Lincoln uses a policy of "progressive discipline". Generally, when misbehavior occurs, the student's teacher will be the first level of intervention. Inappropriate behaviors that continue despite teacher interventions will be referred to the office.

Students who violate the school discipline plan may receive the following consequences:

- Verbal warning
- Time out from the classroom (in other classroom) with a reflection activity
- Loss of recess and/or loss of special privilege
- Lunch detention
- After school detention
- In school suspension
- Parent conference
- Parent attendance at school with student
- Behavior contract
- Suspension

In accordance with our policy of "progressive discipline" the duration of a suspension may increase with each repeated offense. For example: a one day suspension will likely increase to a multiple day suspension with subsequent offenses. Repeated incidents of physical violence or threats could result in a recommendation for expulsion.

Student and Family Supports:

If students and or families are in need of counseling services and/or family assistance, the Lincoln Outreach Consultant is available to assist you. The Outreach Consultant also works with students in crisis or in need of behavior and academic interventions that are identified through the Student Study Team (SST) process. The Outreach Consultant can be reached at the school through the front office by phone or email. (909)-983-9803

PARENT AND STUDENT CONCERNS

Communication is the key to success. Phone call and email messages are a great way to communicate with your student's teacher. It is our policy to reply to all phone call and email messages within 24 hours. In an effort to resolve your concerns in the timeliest manner, we ask that you follow the outlined steps if your child comes home with a complaint or concern:

- Ask whether this was already communicated to a staff member. If not, get as much information from your child as possible.
- Contact your child's teacher as soon as possible to assess and respond to the concern/issue. He/she will not only know your child but will also know the dynamics of the classroom and playground. Sometimes the context in which something happens can greatly influence the outcome. More times than not, talking with the teacher can resolve the concern/issue.
- If the teacher cannot help you resolve a problem, please contact the administration. You may either call the office or schedule an appointment.

PARENT-TEACHER CONFERENCE

Parent-Teacher Conferences are held in November and March to inform you of your child's progress. You will be notified of your scheduled appointments. Both parents are encouraged to attend. We hope that you will be able to keep the appointment, however, if you cannot, please contact the office as soon as possible and another time will be arranged.

There may be other times when a conference is necessary. You are always welcome to request a conference at any time should you have concerns and/or information pertinent to your child's educational experience. Additionally, the teacher may wish to schedule a conference if your child is having difficulty adjusting to certain school situations. The presence of parents at conferences is necessary to plan appropriately for a child's needs. Please call the office to schedule an appointment with your child's teacher before or after school or you can email the teacher directly. Email addresses are listed on pages 3 and 4. It is our policy that a staff member will reply to your phone message or email within 24 hours.

School Councils and Parent Information

Parents are invited to attend the meetings of the School Site Council (SSC), GATE, Special Education, and Site

English Learner Parent Advisory Council (SELPAC) scheduled several times per year. Flyers and Class Dojo announcements are sent home several days before each meeting.

Lincoln's SARC (School Accountability Report Card) and SPSA (School Plan for Student Achievement) are available on our website, but parents may request a hard copy from the school office. Our Parent Involvement Policy and Parent Compact are both included in our handbook.

Title I School-Level Parental Involvement Policy Lincoln Elementary

Lincoln Elementary has developed a written Title I parental involvement policy with input from Title I parents. *Parents completed a survey at a prior SSC meeting to give input.* It has distributed the policy to parents of Title I students. *The policy will be distributed in the Parent/Student Handbook at the beginning of the year and given to all students.* 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 Lincoln 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 the beginning of the year the Principal holds several meetings, including Coffee with the Principal and School Site Council, to inform parents of Title I students about Title I requirements and about the rights of parents to be involved in the program.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
The Principal provides parents with at least two different meetings, on different days, during the school hours to inform parents of Title I and provides day care. The Principal also holds an evening meeting for parents who are unable to attend during the day.
- 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.
The Principal holds regular monthly meetings throughout the year to get input from parents. The Principal also holds School Site Council Meetings, where the SPSA is monitored and reviewed throughout the year. In addition, the Parental Involvement Policy is reviewed and updated annually, after getting input from parents, to meet the changing needs of parents and the school.
- The school provides parents of Title I students with timely information about Title I programs.
The school staff provides parent and family nights to share with parents about different academic programs that are used in the classroom. Parents get an opportunity to learn about the programs and to do a fun lesson with their children. In addition, when the Single Plan for Student Achievement is reviewed with parents, programs are shared with parents.

- 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.
The curriculum, assessments and proficiency levels are shared throughout the year during Back to School, Parent Conferences, Parent Night Meetings, Student Success Team Meetings, School Site Council, Coffee With the Principal, Progress Reports and Open House.
- 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.
Parents are given opportunities to participate in decisions relating to the education of their children during School Site Council Meetings, Student Success Meetings, Parent Conferences and Coffee With the Principal. Parents are given ongoing information regarding their children's progress and are encouraged to come speak to their child's teacher.

School-Parent Compact

Lincoln 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 Lincoln Elementary we value parent input. Last year, parents completed a survey during a SSC meeting to give input on how we can improve communication between parents and teachers, how the school can improve its communication with parents, and when meetings should be held to include the most parents. In addition, our parents gave input for strategies for increasing parent participation and parent volunteers. Parents' suggestions were critical for developing the Parent Involvement Policy and the Compact.

Building Capacity for Involvement

Lincoln 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.
Every year we review the new Common Core Standards at a Parent Meeting. We also share the overall results of the state assessment. The results are shared at Coffee With the Principal and at School Site Council. Regularly the Principal talks to parents about how parents can monitor their children's achievement and what can be done to help improve their achievement.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
The Principal and school staff, provide parent nights that help parents understand what they can do to help them work with their children. Students take home different materials throughout the year that parents can use to support their students' achievement.
- 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.
Parents have done a great job of communicating ideas that would help improve parent participation and parent volunteers in the classroom. These ideas are communicated to staff and are incorporated into the school plan. Lincoln has also established a parent volunteer committee to promote parent participation and recruit more parents.
- 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.
The Principal has distributed information for the District Parent Resource Center. In addition, other activities are offered to parents, such as Parent Night Meetings, GATE meetings, and Special Ed Night Meetings.
- 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.
All information is communicated to all parents via a flyer and often times through a telephone system in both English and Spanish.
- The school provides support for parental involvement activities requested by Title I parents.
Parents are encouraged to share ideas and suggestions for different activities that we can offer. Opportunities are given to parents throughout the year, by simply communicating with the Principal or by attending one of the school's events, including SSC and Coffee with the Principal where parents are encouraged to share their ideas.

Accessibility

Lincoln 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.
All information and school reports are provided in both English and Spanish. In addition, all meetings are translated.

School-Parent Compact

What is a School-Parent Compact

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom.

Jointly Developed

This school-parent compact has been developed jointly with, and agreed on with parents of children participating in Title I programs, as evidenced by the agenda and sign in sheet of the School Site Council meeting held on 05/07/2020. This policy will be looked at and updated bi-yearly by the School Site Council. The school will distribute this compact to all parents at the start of the school year. Please read below for additional information pertaining to the Compact.

School-Parent Compact for Achievement

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- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

Parents at Lincoln Elementary School are given opportunities to be involved in the development and the revision of the school-parent compact in many ways:

- Being encouraged to be an active participant in School Site Council
- Given opportunities to voice their opinions through surveys as well as open forums
- Providing child care for parents with children so they can attend
- Working in small groups to discuss the needs of the school

Activities to Build Partnerships

Lincoln Elementary School is a campus in which we value parent participation and work together for student success. We welcome partnerships with parents and promote parent involvement by:

- Conducting parent nights to train and educate parents on ways to help in the home
- Holding Potluck with the principal meetings where parents can speak freely about school issues
- Advertising and promoting parents to attend School Site Council meetings
- Promoting parents to volunteer in the classrooms and front office
- Honoring parents who have been volunteering and helping in the school
- Establishing a parent volunteer workshop to help promote parent involvement
- Offering families to come and participate in family activities on the school campus

Communication about Student Learning

Communication between the home and the school is essential for student success. Lincoln Elementary School provides several methods to ensure regular teacher-parent communication:

- Inviting parents to attend parent conferences to discuss student performance
- Holding parent informational meetings to discuss ways to help support in the home
- Distributing monthly newsletters to inform parents of important announcements
- Updating the school website and social media accounts to showcase ways that students are exposed to college and career readiness events
- Providing Blackboard Message phone calls and text messages to parents to remind them of current events

Feel free to contact us to get additional information:
909-983-9803

School-Parent Compact For Achievement



~Many Minds, Many Hands, One Goal, Student Success! ~

Our Goals for Student Achievement

District Goals 1A

Increase the number of students, in all subgroups, attaining or exceeding grade level performance expectations on multiple measures, including standardized tests in ELA, math, science, and social studies. Increase the share of students that are college and career ready, the share of English learners that will become English proficient, and the rate of reclassification for English learners.

School Goals

The goal at Lincoln Elementary School is to increase student performance in ELA and Math. We will use multiple measures to ensure students are achieving classroom, district and individual goals. We will provide an education to increase the number of students that are college and career ready.

Teachers, Parents, Students—Together for Success

In the Classroom 1B

Teachers will work together with students and their families to support students' success in meeting or exceeding the Common Core State Standards. Some of the key ways that teachers are responsible for ensuring high quality curriculum and instruction are:

- Participating and planning rigorous lessons and activities aligned to the standards
- Participation in structured teacher planning time
- Differentiating instruction to meet the needs of all learners
- Model critical thinking strategies
- Maintain high student learning expectations
- Conducting assessments (formative and summative) to guide instruction
- Develop learning goals for students and families
- Teaching students effective problem strategies and methods
- Maintain a positive safe engaging classroom environment

At Home 2

Lincoln Elementary School parents work with the school to support student learning. Parents engage and participate in school wide family nights to learn how to better support their child's education. Families can support students' success in school by:

- Providing the child with a quiet place to read and study
- Ensuring the child gets a good night's rest
- Reading with your child daily and talking about how the story connects with things that he or she has experienced
- Celebrating successes
- Being an active participant in your child's education
- Discussing grade level expectations with your child's teacher
- Understanding your child's level of performance
- Asking your child's teacher questions

Students 3

Students at Lincoln Elementary School are responsible for their learning in many ways:

- They set reading and math goals and ensure they are meeting their goals
- They are responsible students and ensure they come prepared to school
- They actively participate and engage in classroom conversations and lessons
- They seek help when needed
- They show the ROAR qualities of (Responsibility, Organization, Accountability and Respect)

* Numbers correspond to sections in the *School-Parent Compact Guide to Quality*.

Note: Adapted by the Title I Policy and Program Guidance Office, California Department of Education, with permission from the Connecticut State Department of Education. 2010. *Dust Off Your Old School-Parent Compact: Ten Steps to Success for Developing Title I Family-School Compacts*. Available at <http://www.schoolparentcompact.org>.



ONTARIO-MONTCLAIR SCHOOL DISTRICT

Uniform Complaint Procedures Annual Notice (UCP)

2021 – 2022

Parent/Guardian & Student Copy

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

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

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

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

After School Education And Safety	Local Control Accountability Plans (including Charter Schools as described in EC §§ 47606.5 & 47607.3 (LCAP)
Bilingual Education	Every Student Succeeds Act/ No Child Left Behind (Title I-VII)
Child Care and Development	Physical Education Instructional Minutes
Child Nutrition	Reasonable Accommodations to a Lactating Pupil
Compensatory Education	School Safety Plans
Consolidated Categorical Aid	School site Councils
Education of Pupils in Foster Care, Pupils who are Homeless, Former Juvenile Court Pupils and Pupils of Military Families and Migrant Students	State Preschool
	Unlawful Pupil Fees

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

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

A pupil fees complaint may be filed with the principal of a school or the Superintendent or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complaint must provide evidence or information leading to evidence to support the complaint.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

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

J. Steve Garcia, Director I
Child Welfare, Attendance & Records
950 West "D" Street
Ontario, CA 91762
(909) 418-6477
steve.garcia@omsd.net

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

The complainant or the respondent have the right to appeal our Final Written Decision of the complaints regarding discrimination, specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

A complainant seeking civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, may pursue civil law remedies outside the District's UCP Process, 60 calendar days after filing an appeal with CDE.

Copies of our Uniform Complaint Procedures process shall be available free of charge at www.omsd.net.



PLEASE POST

Ontario-Montclair School District

Office of Child Welfare, Attendance & Records
(909) 418-6477

Legal Notice for Pupils & Parents/Guardians Regarding OMSD Bullying and Harassment Policy

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

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

A child that has been reported as the victim of a violent offense or bullying as defined by state law is entitled to transfer to another school within or outside of the District, under AB1127 and California Education Code 46600 § (b). Placement at a requested school is contingent upon space availability. Transfer requests can be obtained at the Department of Child Welfare, Attendance & Records located at 950 West D Street, Ontario, CA 91762.

For questions and concerns, contact:

Mr. Steve Garcia, Director
Child Welfare, Attendance & Records
950 West D Street
Ontario, CA 91762
909-418-6477



ONTARIO-MONTCLAIR SCHOOL DISTRICT

Office of Child Welfare, Attendance & Records

Parent & Student Rights Regarding Immigration Status

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

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

If you have any questions or concerns please contact the Office of Child Welfare, Attendance & Records (900) 418-6477.



ONTARIO-MONTCLAIR SCHOOL DISTRICT

Office of Child Welfare, Attendance & Records

Child Abuse and Neglect Reporting PC 11164 et seq.

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

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

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

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

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

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

Ontario-Montclair SD

Married/Pregnant/Parenting Students

BP 5146
Students

The Ontario-Montclair School District is required to notify parents and guardians of their rights and responsibilities as prescribed by law. The following message is intended to provide you with the most updated information on the Assembly Bill 302: Lactating Accommodations.

In accordance with state and federal mandates that students regardless of marital status, pregnancy, recovery, currently parenting or gender shall not be harassed, intimidated, bullied or discriminated and the District shall apply no rules against of having access to the same educational and extracurricular opportunities that all other students enjoy. Ontario-Montclair School District recognizes pregnancy, childbirth, and termination of pregnancy, false pregnancy as a temporary condition and has created policies and procedures to ensure educational access and social equity. Pregnant and parenting students shall retain the right to participate in a comprehensive school that includes academic counseling and guidance. Alternative education must be equal to the regular program and is voluntary for a pregnant or parenting student and offered only as an option or necessary for the well-being of the student and child to meet their specific needs. Pregnant and parenting teens must be provided with reasonable accommodations and necessary services that are available to all students with a temporary medical condition. A lactating student will be provided a secure and confidential place to express breast milk and/or breast-feed an infant child and permitted to bring onto campus a breast pump or any other equipment used to express breast milk. This accommodation includes a school's preparedness to provide a designated private and secure room with a power source, other than a restroom, and access to a place to store the expressed milk in a secure and appropriate location. In addition, a student will not incur academic penalty as a result of her use during the school day. District policy will permit a lactating student adequate time to express breast milk and the opportunity to make up any missed work during the time of lactating, pumping, feeding or any related activity necessary for a lactating parent.

Any complaints of discrimination on the basis of pregnancy or marital status should be addressed through the District's Uniform Complaint Process by completing the form online at www.omsd.net or contacting the following school official:

J. Steve Garcia
Child Welfare, Attendance & Records Office
950 West D Street, Ontario, CA 91762
(909) 459-2500 ext. 6477

This includes alleged non-compliance with the requirement to provide reasonable accommodations to pregnant, married, parenting, child birth, recovery and termination of pregnancy. If a complainant is not satisfied with a District's decision or remedy, the complainant may appeal to the Department of Education (CDE) at www.cde.ca.gov.

Ontario-Montclair SD

Board Policy

Nondiscrimination/Harassment

BP 5145.3

Students

The Board of Trustees desires to provide a safe school environment that allows all students equal access 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, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts 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.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(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 includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and

employees. He/she shall provide training and 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. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of Facilities)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

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

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

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

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 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

12101-12213 Title II equal opportunity for individuals with disabilities

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

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

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

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

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Board of Trustees to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

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:

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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