

Lincoln Elementary School

Parent/Student Handbook 2019/2020



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

Instagram: Lincoln.elementaryomsd

Lincoln Elementary School is dedicated to promoting life-long learning through a collaborative partnership among student, 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

Elementary Administrator

Sally Olmedo

Office Manager

BELL SCHEDULE

Special Education Preschool

Morning Classes (Monday-Friday) 8:45-12:30

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) 8:45-12:30

Special Education TK/K

Morning Classes (Monday-Friday) 8:45-12:30

General Education Kindergarten

Early Class

Early Start Class (Monday-Friday) 8:30-12:15

Late Class

Late Start Class (Monday-Friday) 9:45-1:30

1st-6th Grade (all students)

Monday, Wednesday, Thursday, & Friday 8:45-3:25

Tuesday 8:45-2:10

Office Hours 7:30-4:30

STAFF CONTACT INFORMATION

Administrative/Office Staff:

Jessica Perry, Principal

Debbie Marino, Elementary Administrator

Stephanie Wren, Teacher On Assignment

J Tovar, Outreach Consultant

Leah Losser, Instructional Coach

Sally Olmedo, School Administrative Assistant II

Elizabeth Gomez, School Office Assistant II

Joann Serrato, School Office Assistant II

Susie Gonzalez, School Office Assistant II

jessica.perry@omsd.net

debbie.marino@omsd.net

stephanie.wren@omsd.net

j.tovar@omsd.net

leah.losser@omsd.net

sally.olmedo@omsd.net

elizabeth.gomez@omsd.net

joann.serrato@omsd.net

susie.gonzalez@omsd.net

Other School Staff:

Belina Cozad, School Nurse

Monica Carbajal, Health Assistant Special Needs II

LeeDean Koszyk, Health Assistant, Special Needs

Megan Borjan, Physical Therapist

Jacqueline Hoag, Physical Therapist

Nimisha Pradhan, Occupational Therapist

belinda.cozad@omsd.net

monica.chavez@omsd.net

leedean.koszyk@omsd.net

megan.borjan@omsd.net

Jacqueline.hoag@omsd.net

nimisha.pradhan@omsd.net

Sara Lee, 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
 Anna Withers, School Psychologist

sara.lee@omsd.net
 alison.apodaca@omsd.net
 amy.bailey@omsd.net
 debbie.pike@omsd.net
 kim.lovein@omsd.net
 anna.withers@omsd.net

General Education Teaching Staff:

<u>Grade</u>	<u>Room</u>	<u>Teacher</u>	<u>Email</u>
Pre-K	P-1	Mrs. Nila	maria.nila@omsd.net
Pre-K	P-1	Mrs. Garay	leticia.garay@omsd.net
TK	12	Mrs. Nunez	irene.nunez@omsd.net
K	1	Mrs. Baca	holly.baca@omsd.net
K	P-2	Mr. Vals	todd.vals@omsd.net
K	P-3	Mrs. Alexander	janet.alexander@omsd.net
1	10	Mrs. Cameron	alexandria.cameron@omsd.net
1	11	Ms. Monroy	claudia.monroy@omsd.net
1	P-4	Ms. Hicks	Ashley.hicks@omsd.net
2	P-8	Ms. Rowland	amy.rowland@omsd.net
2	17	Mrs. Medina	judy.medina@omsd.net
2	P-9	Mrs. DeSousa	ondina.desousa@omsd.net
3	P-5	Mrs. Mota	norma.mota@omsd.net
3	P-6	Ms. Lieber	fairlight.lieber@omsd.net
3	P-7	Mrs. Lemmon	tamara.lemmon@omsd.net
4/5	P-15	Mrs. Morgal	christy.morgal@omsd.net
4	P-13	Mr. Ratliff	bobby.ratliff@omsd.net
4	16	Mrs. Baik	jennifer.baik@omsd.net
5	P-11	Mrs. Howard	stacy.howard@omsd.net
5	P-12	Mrs. Razo	vanessa.razo@omsd.net
6	P-14	Ms. Dryden	denise.dryden@omsd.net
6	P-10	Mrs. Ochoa	amanda.ochoa@omsd.net
RSP	LAB	Ms. Mungia	alice.mungia@omsd.net

Special Education Teacher Staff:

<u>Grade</u>	<u>Room</u>	<u>Teacher</u>	<u>Email</u>
Pre-K	3	Mrs. Woerz	jessica.woerz@omsd.net
Pre-K	2	Mrs. Wagerer	jennifer.wagerer@omsd.net
Pre-K/TK	8	Mr. Sanabria	diego.sanabria@omsd.net
TK/K	4	Mr. Ramirez	roberto.ramirez@omsd.net
K/1	7	Mr. Jauregui	mario.jauregui@omsd.net
K/1	14	Ms. Ordorica	crystal.ordorica@omsd.net
2/3	21	Ms. Botana	marina.botana@omsd.net
2/3	13	Ms. Goodman	lauren.goodman@omsd.net
2/3/4/5/6	18	Ms. Delfin	regina.delfin@omsd.net
5/6	22	Ms. Petersen	aarika.petersen@omsd.net
4/5/6	9	Ms. Mendez	leilani.mendez@omsd.net
Rover		Mrs. Stanley	donna.stanley@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 7, 2019	First Day of School
August 13, 2019	Back to School Night (5:30-6:30)
August 30, 2019	Early Dismissal Day <ul style="list-style-type: none"> ➤ 1st – 6th Grade, Special/General Ed (8:45-1:30) ➤ Transitional Kindergarten Special/General Ed (8:45-12:30) ➤ Kindergarten Early Start (8:30-12:30) ➤ Kindergarten Late Start (9:45-1:30) ➤ Kindergarten Special Ed (8:45-12:30) ➤ Special Ed Preschool (8:45-12:30)
September 2, 2019	Labor Day (No School)
September 19, 2019	Picture Day
October 14, 2019	Non School Day (No School)
October 24, 2019	Carnival (5:00-6:30)
October 25, 2019	Early Dismissal Day <ul style="list-style-type: none"> ➤ 1st – 6th Grade, Special/General Ed (8:45-1:30) ➤ Transitional Kindergarten Special/General Ed (8:45-12:30) ➤ Kindergarten Early Start (8:30-12:30) ➤ Kindergarten Late Start (9:45-1:30) ➤ Kindergarten Special Ed (8:45-12:30) ➤ Special Ed Preschool (8:45-12:30)
November 11, 2019	Veteran’s Day (No School)
November 18-22, 2019	Parent Conferences (Early Dismissal) <ul style="list-style-type: none"> ➤ 1st – 6th Grade, Special/General Ed (8:45-1:30) ➤ Transitional Kindergarten Special/General Ed (8:45-12:30) ➤ Kindergarten Early Start (8:30-12:30) ➤ Kindergarten Late Start (9:45-1:30) ➤ Kindergarten Special Ed (8:45-12:30) ➤ Special Ed Preschool (8:45-12:30)
November 25-29, 2019	Thanksgiving Break (No School)
December 20, 2019	Non School Day (No School)
Dec 23-Jan 3, 2020	Winter Break (No School)
January 20, 2020	Dr. Martin Luther King Jr. Day (No School)
February 10, 2020	Lincoln’s Birthday Observed (No School)
February 17, 2020	Washington’s Birthday Observed (No school)
March 16-20, 2020	Parent Conferences (Early Dismissal) <ul style="list-style-type: none"> ➤ 1st – 6th Grade, Special/General Ed (8:45-1:30) ➤ Transitional Kindergarten Special/General Ed (8:45-12:30) ➤ Kindergarten Early Start (8:30-12:30)

	<ul style="list-style-type: none"> ➤ Kindergarten Late Start (9:45-1:30) ➤ Kindergarten Special Ed (8:45-12:30) ➤ Special Ed Preschool (8:45-12:30)
March 23-27, 2020	Spring Break (No School)
April 30, 2020	Open House (5:00-7:00)
May 1, 2020	Early Dismissal Day <ul style="list-style-type: none"> ➤ 1st – 6th Grade, Special/General Ed (8:45-1:30) ➤ Transitional Kindergarten Special/General Ed (8:45-12:30) ➤ Kindergarten Early Start (8:30-12:30) ➤ Kindergarten Late Start (9:45-1:30) ➤ Kindergarten Special Ed (8:45-12:30) ➤ Special Ed Preschool (8:45-12:30)
May 21, 2020	Last Day of School (8:45- 12:30)

GENERAL INFORMATION

Arrival:

Parents are welcome to walk their child to class during the first week of school until 8:45 A.M. when classes begin.

Students may arrive on campus as early as 8:15 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 playground areas. Students eating breakfast will be dismissed to the playground area after breakfast. There is an 8:40 A.M. warning bell to alert students that they have five minutes to move to their classroom. At the sound of the 8:45 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. 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.

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.

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.).

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.

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 8:45 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.

Perfect Attendance:

Students who are at school every day on time and remain in school all day will be eligible for prize drawings each trimester and recognized for their perfect attendance at the end of the year.

Exemplary Attendance:

Students with exemplary attendance will be able to participate in the end of the year field trip. Eligible students must have zero absences and no more than four early outs and/or tardies. Students have an opportunity to participate in all Saturday Schools to make up any all-day absences to maintain their eligibility. Special Education SDC students are allowed four absences to be eligible.

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 who scores all 3's and/or 4's on their report card and score proficient or advanced on their Reading Inventory Assessment.
- Perfect Attendance - Students who are at school every day on time and remain in school all day will be eligible for prize drawings each trimester.

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.

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:

- Close toed shoes must be worn at all times.
- Extremely tight garments, bare midriffs and low cut tops (front and back) are not appropriate and should not be worn.
- 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 associate 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

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 will be required to sign in 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.

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.

Volunteer Guidelines:

- A volunteer must be at least 18 years of age.
- 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 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.
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HEALTH SERVICES

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

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.

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.

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.

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.

TITLE I, PARENTAL INVOLVEMENT POLICY

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.

PARENT COMPACT

Lincoln's School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement each year. It describes the means by which the school and parents will build and develop a partnership to help children achieve success with the State's high academic standards. Lincoln's School- Parent Compact describes the following items:

- The school's responsibility to provide high-quality curriculum and instruction
- The parents' responsibility to support their children's learning

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 our students.

Staff Pledge - We agree to carry out the following responsibilities:

- Provide high-quality curriculum and instruction to help each student achieve the school's high academic standards.
- Promote school/home communication via newsletters, school and teacher websites.
- Motivate students to learn.
- Establish and clearly communicate high expectations to help every child develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful homework assignments to extend and reinforce learning.
- Participate in professional development opportunities that improve teaching and learning.
- Support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and school colleagues to make our school accessible and welcoming places for families, which help each student reach their full potential.
- Respect the school, students, staff and families.
- Provide opportunities for parents to learn and participate in their child's education

Student Pledge - I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework to school.
- Know and follow all school and class rules.
- Ask for help whenever I need it.
- Communicate regularly with my parents and teachers about school experiences so that I can be successful.
- Limit my TV watching, and make an effort to read or study every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge - We agree to carry out the following responsibilities:

- Provide a quiet time and place for my child to complete homework, and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Communicate with the teacher or the school whenever 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 attending conferences

- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming

Students, Policy Brief, February 2014

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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