

PARENT HANDBOOK



715 W. Francis Street, Ontario, CA 91762
(909) 984-1759

www.omsd.net/haynes

Cristina Raskovic
School Principal

Nancy Allen
Assistant Principal

Jessica Flores
School Administrative Assistant

2021-2022

Please review the information in this handbook with your student.

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2021-2022 Calendar of Events

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|-----------------------|--|
| August 9, 2021 | First Day of School TK-6 th |
| August 11, 2021 | First Day of PreK |
| August 12, 2021 | Back to School Night |
| September 6, 2021 | Labor Day-No School |
| November 11, 2021 | Veteran's Day-No School |
| November 15-19, 2021 | Parent Teacher Conferences |
| November 22-26, 2021 | Thanksgiving Break-No School |
| December 17, 2021 | No School |
| December 20-January 1 | Winter Break-No School |
| January 17, 2022 | Martin Luther King Jr. Day-No School |
| February 14, 2022 | Lincoln's Birthday-No School |
| February 21, 2022 | President's Day-No School |
| March 14-18, 2022 | Parent Teacher Conferences |
| March 21-25, 2022 | Spring Break-No School |
| May 2-6, 2022 | Staff Appreciation Week |
| May , 2022 | Open House |
| May 25, 2022 | Last Day of School |

OFFICE INFORMATION

Office Hours

Our school office is open Monday-Friday from 7:30-3:30pm. You may call any time at (909) 984-1759. If the office is closed, you will be prompted to leave a message. Phone messages are returned within 24-48 hours.

Office Staff

Principal– Cristina Raskovic
Assistant Principal– Nancy Allen
School AdministrativeAssistant-Jessica Flores
Office Assistant– Martha Meza
Office Assistant- Nathaly Wheat
Nurse (on campus every Thursday)– Deborah Andrada
Health Assistant/Office Assistant– Sylvia Almazon
Counscler/Outreach Consultant– Crystal Silva
Student & Family Outreach Assistant– Rosa Magdaleno

Requests to Speak with an Administrator

Mr. Cristina Raskovic, Principal, and Nancy Allen, Assistant Principal, have an open door policy. It is our pleasure to serve you and your child. We are happy to speak with you in person or over the phone about any need or concern you might have. Although we have an open door policy, we aren't always available when a parent requests to speak with us; in which case we follow the protocol below.

When a parent requests to speak with an administrator (either by phone or in person), the office staff member will talk with the parent to identify the parent's need. Next the office staff member will check the availability of the administrators. If an administrator is available, they will meet with the parent to discuss the parent's needs and develop a plan of action. The administrator will then follow up with the parent as needed. If the administrators are not available, the office staff member will ask parents questions to obtain as much information as possible regarding the parent's need and will fill out a message slip and leave it for the administrator. The administrator will respond and contact the parent within 24-48 hours.

STUDENT SCHEDULES

Student Hours

| Pre-School | | Kinder | | TK | 1 st -5 th Grade |
|------------|-----------------------------|------------|---|---------------------------------|---|
| AM | Monday-Friday 7:45-11:00 | Early Bird | Monday, Wednesday, Thursday & Friday 7:30-11:15 | Monday – Friday 7:30 - 11:15 | Mon, Wed, Thurs, Fri 7:30-2:10 pm |
| PM | Monday-Friday 11:45-3:00 | Late Bird | Monday, Wednesday, Thursday & Friday 9:00-12:45 All Kinder Tuesdays 7:30-11:15 am | | Tuesdays: MINIMUM DAY 7:30 -12:15 pm |

School is in session every day except on holidays and during vacations, as indicated on the school calendar (see the 2021-2022 Calendar of Events on page 5).

Breakfast Schedule

Breakfast is free for all students daily.

| | |
|---|---------------------|
| Pre-School | During School Hours |
| TK | 7:00-7:20 am |
| Early Bird Kinder-6 th Grades | 7:00-7:20 am |
| Late Bird Kinder Breakfast | 8:30-8:50 am |

ARRIVAL PROCEDURES

Arrival Gate Procedures

| GRADE | ARRIVAL GATE |
|---|-------------------------------------|
| Pre-School | AM & PM Classes: Cypress North Gate |
| Early Bird/Late Bird Kinder-TK 6th Grades | Cypress Gate & East Francis Gate |

Student supervision begins at 7:15 am so students are NOT ALLOWED to arrive at school before 7:15 am unless they are eating breakfast. Students in TK through sixth grades begin school at 7:30 am and are expected to be on campus and lined up for class by 7:25 am. Students eating breakfast arriving between 7:00-7:20 am will be directed to the MPR to eat breakfast. At 7:15am students not eating breakfast, will be dismissed and escorted to the playground for before school Walk and Talk.

To ensure student safety, the arrival gate is supervised by a Haynes staff member daily. The gate is monitored and parents/guardians are restricted to stay behind the gate. Parents/guardians are not permitted to walk their students to class.

Student Drop Off

- Students should arrive between 7:00AM-7:20AM for breakfast
- Students not eating breakfast should arrive between 7:15 AM-7:30 AM
- Students not eating breakfast or who are finished with breakfast will participate in Walk and Talk on the blacktop each morning
- Students will line up at designated areas on the blacktop at 7:30AM

Tardy Policy

- Tardy bell rings at 7:30AM
- Gates close at 7:30AM
- Late students report to front office

DISMISSAL PROCEDURES

Students Walking Home

Pre-School, TK, Kinder and 1st-3rd grade students are NOT allowed to walk home without an adult or older sibling. For your child's safety, we recommend that your child walk home with an adult. Fourth and fifth grade students may walk home without an adult or older sibling. For your child's safety, we recommend that students walk home immediately after dismissal so that there are other students walking home at the same time.

Pre-School:

Students must be signed out by a parent or person authorized to pick up the student on the Emergency Card daily. Students are required to walk home with an adult.

Student Dismissal Locations

- 3 designated dismissal areas
- Student backpack tags
- Parent placards
- Tag per Gate color
- White tag for THINK TOGETHER
- Black tag for WALKERS
- Yellow tag for bussers
- Red Gate is for 1st and 2nd grade students AND their older siblings
- Blue Gate is for 3rd and 4th grade students with siblings in 5th and 6th
- Green Gate is for 5th and 6th grade only!



GENERAL INFORMATION

Instructional Program

We value every minute of our instructional program. We refrain from interrupting class time for parents to speak with their student either in person or by phone. Each time we call a classroom, the instruction for all students is interrupted. Please leave messages for your student before lunch. This allows us to put a message in the teacher's mailbox for your child without interrupting the classroom. We appreciate your understanding and cooperation to help us maintain our instructional programs. If there is a concern, please ask to speak with an administrator.

Birthday Celebrations

Birthday celebrations for students may be planned with the classroom teacher. The parent/guardian and classroom teacher must agree on the date, time, healthy snacks and gifts for the celebration to ensure that our school programs are not interrupted and our policies are followed. Birthday celebrations must occur during recess, lunch or during the last 10 minutes of the day. Haynes is required to honor the district Wellness Policy which promotes student health and guides the types of healthy treats allowed on campus. In accordance with the OMSD Wellness Policy, homemade food cannot be served to students due to concerns regarding allergies. Additionally, in order to follow the OMSD Wellness Policy, sugary treats, such as birthday cake, cupcakes, cookies, and ice cream, for example, are not allowed to be given to students. Items such as pre-packaged healthy snacks, stickers, pencils and erasers are acceptable items to give out for birthday celebrations. In order to avoid classroom disruptions, balloons or other gifts cannot be brought to the classroom.

Personal Belongings

We recognize that it is important and natural for children of this age group to want to bring personal items to school. A problem arises when the item becomes lost, damaged or stolen. These items also cause distractions during class time. For this reason, students may only bring supplies for school, such as backpacks, pencils, crayons, folders, and notebooks.

Please note the following school policies:

- The school is not responsible for any personal items brought from home.
- It is at your own risk if items are brought to school.
- Toys (which include guns, swords, or other types of weapons, real or imitation) are never allowed at school.

Bicycles, Skateboards & Scooters Policy

Bicycles, skates, skateboards may be used for students to come to and from school. Bicycles need to be put on the bike rack by the Kindergarten playground and skateboards must be checked in to the students teacher to ensure your child's safety.

Pet & Animal Policy

For the safety of all children, staff members, and visitors, animals and pets are NOT allowed on school property unless given prior permission by an administrator.

STUDENT SAFETY

Closed Campus

To ensure student safety, Haynes is a closed campus. All gates and classroom doors are closed and locked during the school day. Parents, guardians, siblings, and other adults are not allowed on campus without going through the office to sign in and obtain a visitor's pass/sticker.

Parking Lot Safety

Enter the parking lot only at the marked entrance. Additionally, to avoid accidents and ensure safety for all students, parents and staff, we DO NOT allow cars to make a left turn out of the exit during arrival and dismissal hours (refer to the posted sign). To ensure your child's safety, we require that you accompany your child when walking through the parking lot. Additionally, we require that students, parents and staff use the crosswalks to avoid accidents and injuries. Lastly, please DRIVE SLOWLY AND CAUTIOUSLY through the parking lot and drive thru lane.

Comprehensive School Wide Safety Plan

Haynes implements a comprehensive school wide safety plan that meets the requirements of the state, district, and local police and fire departments in an effort to keep children safe. All Haynes staff members are provided safety training annually. Additionally, the Ontario Police and Fire Departments conduct annual safety assessments of the campus. The safety plan is updated yearly and includes a disaster plan for earthquakes and fires. It also includes a plan for violent intruders. Fire, earthquake, Intruder lockdown and lockdown drills are conducted each month with all students and all staff. Students and staff practice the appropriate procedures for each type of drill in accordance with state, district, and local police and fire departments.

Evacuation routes and an evacuation map are included in the safety plan and evacuations are also practiced during the monthly safety drills. OMSD provides emergency supplies. In the event of an emergency, all Haynes staff will follow the safety plan. Students will be monitored and cared for at school until the district or local authorities direct Haynes staff to release students to parents. At that time, school personnel will release students. Anyone picking up students must be listed on the student's Emergency Card and show appropriate ID.

STUDENT HEALTH

Haynes's School Nurse is on campus every Thursday. The Health Assistant is on campus Monday through Friday. Our Health Office staff maintains student health records, administers doctor prescribed medications and responds to student health concerns and injuries.

Student Health Record

Parents are required to complete the yellow Health Inventory form as part of the registration process. The Health Office enters the health information into our computer system and alerts teachers and staff to any health concerns noted by the parent. If your child's health status changes (i.e. surgeries, diagnosis of ADD/ADHD, asthma, etc.) please come into the office to update your child's Health Inventory form so we have accurate information for your child. If your child has asthma please be sure to note this on the Health Inventory form and have an inhaler at school. Please contact the Health Office for any health related questions.

Student Visits to the Health Office

When a student visits the health office the Health Aide determines the reason for the visit. The Health Aide responds to the student based on his/her need and records the visit on the log. Students may visit the Health Office for the following reasons: headache, stomach pain, cough, neck pain, cut/scrape, bump/hit body part, soiled/wet clothing, inappropriate clothing, and/or to take doctor prescribed medication. She follows a specific protocol for each of the reasons listed above. See the chart below.

| Reason for Visit | Health Office Protocol |
|------------------|---|
| Headache | <ul style="list-style-type: none"> • Take temperature to determine if student has a fever • Has a fever- contact parent to pick up student • No fever– rest in health office, send back to class |
| Stomach Pain | <ul style="list-style-type: none"> • Determine how stomach is feeling • Hungry– if student didn't eat breakfast and if the kitchen is still open, student is given a breakfast • Not Hungry– take temperature • Has a fever- contact parent to pick up student • No fever– rest in health office, send back to class |
| Cough | <ul style="list-style-type: none"> • Evaluate severity of cough |
| | <ul style="list-style-type: none"> • Mild Cough– give student warm water and time to rest • Severe Cough– contact parent to pick up student |
| Neck Pain | <ul style="list-style-type: none"> • Ice pack • Rest • Send back to class |
| Cut/Scrape | <ul style="list-style-type: none"> • Clean the cut/scrape with soap & water • Apply Band-Aid • Send back to class |

| Reason for Visit | Health Office Protocol |
|--------------------|--|
| Bump/Hit Body Part | <ul style="list-style-type: none"> • Ice pack • Rest • Send back to class • Head Injury– contact parent, note home |

| | |
|-----------------------------------|--|
| Soiled Clothing | <ul style="list-style-type: none"> • Contact parent to bring a new set of clothes for the student • After student is changed, send back to class |
| Inappropriate Clothing | <ul style="list-style-type: none"> • Loan student clothes or call parent to bring clothes • After student is changed, send back to class |
| Take Doctor Prescribed Medication | <ul style="list-style-type: none"> • Administer medication • Record on Medication Log • Send student back to class • Health Aide notifies parent when the student is almost out of medication and requests that parent refill the medication |

District Nurse Notes

Crutches

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

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

- * affirmation of appropriate training, fitting, and use of crutches (discharge instructions)
- * the length of time crutches will be necessary at school
- * instructions for icing and/or elevation
- * the student will not be permitted to participate in physical education or recess activities without a physician's release

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

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

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

- *Independent Study (collecting school assignments from the teacher and completing them at home, for 2-weeks or less, while recuperating)
- *Home Hospital Instruction (Physician order needed for recovery time expected to last longer than 2-weeks at home) All time sensitive forms needed from the physician to start, or extend, and then to return to school are available at the school sites.

Physical Education Excuses

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

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

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

HEAD LICE (Pediculosis)

Head Lice -- 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 pony-tail. Do not share hats, hair brushes, combs, hair ties, or bicycle helmets.

MEDICATION and PROCEDURES

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

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

*Medication must be:

- prescribed by a United States physician (licensed Nurse Practitioner)
- issued by a United States pharmacy
- properly labeled by the pharmacy

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

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

STUDENT ATTENDANCE

Attendance

Parents are responsible for ensuring that their child/children attend school regularly in accordance with California law. Children who have excessive absences or tardies will be referred to the support team. Except for medical reasons, ALL students must attend school every day. Parents must report absences either by phone, (909) 984-1759, or by sending a note to the office. Continued tardies and absences will be referred to the district School Attendance Review Board (SARB).

Attendance Policies

Absence notes must include the following information:

1. Child's name
2. Room number or teacher name
3. Reason for absence
4. Date of absence
5. Parent's signature

The following are considered excused absences:

- Illness
- Family emergency (example: death in immediate family)
- Doctor/dental appointment

The following are unexcused absences:

- Vacation
- Personal problem
- Lack of child care
- Rainy day

Tardiness

All students are expected to be at school ON TIME EVERY DAY. This means that students are expected to be on campus and lined up for class by their grade level start time.

When students/parents arrive late, students are required to check in at the office to obtain a tardy pass to go to class.

Repeated tardiness is considered truancy under California law. Student supervision begins at 7:15 am so students are NOT ALLOWED to arrive at school before 7:15 am- unless they are eating breakfast. Students who do not eat breakfast at school, should not arrive before 7:15 am.

Perfect Attendance:

Students qualify for the Perfect Attendance Award each trimester and at the end of the school year if: 0 absences, 0 tardies and 0 early outs for the entire trimester/ school year.

Picking Up Students During the School Day

Check in at the office to pick up and sign out your child early. OMSD policy states that only parents or people listed on the emergency card with a photo ID, may pick up a student. For your child's safety, we will not make exceptions to this rule. If you have special conditions, please note these on the emergency card and inform your child's teacher. When students are picked up early, it is a disruption to the student's education. Please keep this in mind when deciding to pick up your child early.

STUDENT ACADEMICS

Meeting With Teachers

All teachers are available to meet with parents throughout the year. Formal Parent Teacher Conferences are scheduled twice a year in November and March. Teachers send home appointment letters to work with parents/guardians to set up conference appointments. If you need to meet with a teacher prior to the formal Parent Teacher Conference, please feel free to set up an appointment with the teacher. You may call or stop by the office to make an appointment. Conferences can be scheduled in the morning between 7:00 - 7:25 am or after school. You may also contact our teachers via email. Teacher email addresses are available on our school website: <https://www.omsd.net/Haynes>

Report Cards and Parent Teacher Conferences

Haynes staff is committed to partnering with parents in the education and well-being of all our students. In an effort to provide parents information regarding their child's progress, report cards are completed three times each year; two of these report cards involve parent conferences.

Parent Teacher Conference appointments are scheduled for twenty minutes and during this time he/she provides an update on your child's academic progress along with the report card. Teachers provide grades for each of the following subject areas: English Language Arts, Math, Writing, Social Studies, Science, Visual and Performing Arts and Physical Education.

Internet Access and Appropriate Use

The Ontario-Montclair School District believes in the educational value of technology and recognizes its importance for supporting curriculum, instruction and management. Parents must sign and return the "Acceptable Use of Technology Agreement" for each of their children. This form outlines the guidelines for student use of computers, the

Internet and cell phones. It is the district's intent to protect students, staff and volunteers from inappropriate information by:

- Meeting/exceeding all state and federal content filtering guidelines.
- Requiring adult supervision and monitoring of student internet use.
- Directing each user to accept personal responsibility for managing the resources appropriately.

Homework

Homework is required per School Board Policy. Each teacher will notify parents of homework assignments and expectations early in the year. Please read the homework policy for each of your child's teachers (they may differ). We ask that parents supervise homework and to follow-up regarding any notices of any missed homework.

College & Career Ready

We are focused on preparing our students for success in college, their careers and the 21st century. We provide students instruction based on the Common Core State Standards for English Language Arts and Mathematics. These standards are also taught through integration of Social Studies and Science concepts. We have identified the following focus areas to implement the Common Core State Standards: critical (close) reading, writing across the curriculum, collaborative conversations and teamwork, English Language Development, use of technology in a variety of capacities, understanding of conceptual math and automaticity of math fluency standards. These are all critical skills that our students must develop to be ready for their college education and future careers.

We encourage students to think like scholars. It is important that our students come to school prepared with their materials and homework. We want our students to be able to think

deeply about their learning and consider multiple perspectives. We support students in setting their own personal academic goals to help them meet their highest potential. We want our students to persevere through difficult concepts and situations to lead them to academic excellence.

AWARDS, CELEBRATIONS & INCENTIVES

Celebrations

Throughout the year, students will participate in celebrations. Celebrations include; Trimester Awards, Haynes Bucks, Behavior, Attendance, etc.

Attendance Incentives

Students and/or classrooms are rewarded for coming to school on time each day. The class in each grade level with the highest attendance rate will be recognized each month.



STUDENT BEHAVIOR

PBIS Behavior Expectations

Haynes is a PBIS school (Positive Behavioral Interventions & Supports). Our Behavior Mission Statement states: The mission of the Richard E. Haynes Elementary School, a progressive and collaborative educational community, is to prepare each student to excel as a successful participant in an ever-changing society through a commitment to standards of excellence. We expect our students to follow our 3 school-wide PBIS expectations: (1) Be Respectful, (2) Be Responsible and (3) Be Safe. A copy of the PBIS classroom matrix and discipline plan is sent home during the first week of school and discussed at Back to School Night. The PBIS school wide matrix is posted around campus (see below).

Richard E. Haynes Elementary

School Wide Expectations

| Settings  | In Line | Cafeteria | Restrooms | Blacktop |
|--|---|---|---|---|
| Rules  | | | | |
| Be Respectful | <ul style="list-style-type: none"> • Use quiet voices • Listening ears | <ul style="list-style-type: none"> • Use quiet voices • Keep self to self | <ul style="list-style-type: none"> • Wait your turn • Keep our restrooms clean • Respect privacy | <ul style="list-style-type: none"> • Use kind words • Share equipment • Play fairly |
| Be Responsible | <ul style="list-style-type: none"> • Facing forward • Be ready for directions | <ul style="list-style-type: none"> • Eat • Clean up your area & throw away trash • Use hand signals | <ul style="list-style-type: none"> • Flush • Use restroom quickly | <ul style="list-style-type: none"> • Use restroom & get a drink • Follow the rules when using playground equipment • Listen for the whistle & bell |
| Be Safe | <ul style="list-style-type: none"> • Keep self to self • Walk | <ul style="list-style-type: none"> • Walk and follow the flow of traffic • Eat your own food • Stay seated | <ul style="list-style-type: none"> • Keep self to self • Walk in and walk out • Wash hands with soap & water | <ul style="list-style-type: none"> • Walk to & from play area • Keep Self to self |

Minor Problem Behavior Definitions

| Minor Problem Behavior | Definition |
|--|--|
| Defiance / Non-compliance | <p>Student engages in brief or low-intensity failure to respond to adult request.</p> <ul style="list-style-type: none"> • Lack of supplies / materials • Whining • Failure to meet classroom matrix expectation(s) • Interrupting instruction |
| Disruption | <p>Student engages in low-intensity, but inappropriate disruption.</p> <ul style="list-style-type: none"> • Making inappropriate noises • Social talking |
| Inappropriate Language | <p>Student engages in low intensity instance of inappropriate language.</p> <ul style="list-style-type: none"> • Indirect outburst (not directed at another person) |
| Physical Contact / Physical Aggression | <p>Student engages in non-serious, but inappropriate physical contact.</p> <ul style="list-style-type: none"> • Hairstyling during instruction • Non-injurious horseplay • Excessive expression of affection |

| | |
|--------------------|--|
| Property Misuse | <p>Student engages in low intensity misuse of property.</p> <ul style="list-style-type: none"> • Climbing / hanging from school property • Standing on desk/chair • Marking desk |
| Teasing / Taunting | <p>Words or actions that are not acceptable for school. Using words to hurt others, including name calling.</p> |
| Dishonesty | <p>Student is not forthcoming, cheating or lying.</p> <ul style="list-style-type: none"> • Copying the work of other students |
| Other | <p>Student engages in any other minor problem behaviors that do not fall within the above categories.</p> <ul style="list-style-type: none"> • Possession of prohibited items (permanent markers, aerosol sprays, etc.) • Use of cell phones / electronic devices during school hours (can be marked on discipline referral as defiance or disruption) |

Major Problem Behavior Definitions

| Major Problem Behavior | Definition |
|---|---|
| <p>Abusive Language / Inappropriate Language / Profanity (Inapp Lang)</p> | <p>Student delivers verbal messages that include swearing, name-calling or use of words in an inappropriate way and/or with a mediated intention to hurt.</p> <ul style="list-style-type: none"> • Hate language / racial slurs |
| <p>Defiance / Insubordination / Noncompliance (Defiance)</p> | <p>Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.</p> <ul style="list-style-type: none"> • Obscene gestures • Leaving room without permission • Throwing / hitting objects/destroying |
| <p>Disruption (Disruption)</p> | <p>Student engages in behavior causing an interruption in class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</p> |

| | |
|---|--|
| Fighting / Physical Aggression (Agg/Fight) | Student engages in actions involving serious physical contact where injury may occur (hitting, punching, hitting with object, kicking, hair pulling, scratching, etc.) |
| Forgery / Theft (Forge/Theft) | Student engages in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission |
| Harassment / Bullying (Harass) | Student delivers disrespectful messages* (verbal or with gestures) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin, disabilities or other personal matters.</i> |
| Weapons (Weapons) | Student is in possession of knives or guns (real or imitations) or other objects readily capable of causing bodily harm. |
| Property Damage /Vandalism (Prop dam) | Student participates in an activity that results in destruction or permanent disfigurement of property. |
| Other (Other) | Student engages in problem behavior not listed. (Use/possession of alcohol, drugs, tobacco, or drug and tobacco paraphernalia, technology violation, arson, etc.) |

Consequences for Infractions

If students do not follow our Haynes PBIS Behavior Expectations or if students do not correct their misbehavior through classroom consequences, the administrators will use any or all of the consequences listed below in an effort to provide a safe and orderly campus:

- Warning
- Loss of privilege
- Reflection break
- Parent contact
- Behavior contract
- Suspension
- Other

Major Infractions

The offenses listed below are violations of the California Education Code and may result in suspensions of up to 5 days.

- Fighting or threatening to cause physical harm to another person

- Possession of matches, lighter, knife, firearm, firecrackers, cigarettes, dangerous objects or simulations thereof
- Possession or use of tobacco, alcohol, or drugs
- Throwing rocks or other objects at people, vehicles, or buildings
- Destruction or theft of school or personal property; graffiti
- Habitual profanity or vulgarity
- Disrupting school activities, or defying the authority of school personnel
- Committing sexual harassment
- Intimidating a witness
- Attempting infliction of physical injury
- Making terrorist threats
- Harassment of pupil or group of pupils
- Participating in an act of hate violence

Fighting

Fighting is a major infraction. Fighting may result in students being sent home for the remainder of the day on the first offense. “Play fighting” may also result in consequences. Parents are notified when their child is involved in a fight. A second offense may result in a suspension from school from 1 to 5 days. Administrators will determine the seriousness of a fight based on whether or not there was intent to cause physical harm to another person as well as other details from the incident.

PARENT COMMUNICATION

We understand that communication between the home and school is critical. We provide parents with regular updates regarding school information, events, minimum days, etc. in several ways. All information is provided in both English and Spanish.

Newsletter

Each month the principal sends out a newsletter. The newsletter provides information about relevant topics and events occurring at Haynes.

Week-at-a-Glance:

Each week a weekly post will be put on Dojo and Twitter to review the week's activities and upcoming events.

Connect Ed:

We often send automated phone calls and/or text messages home in English and Spanish with important information. New this year we will offer text messages with information and updates.

Flyers:

Flyers will be sent home in English and Spanish with important information and dates.

Class Dojo:

Make sure to follow the schoolwide Dojo and your child's classroom teacher's Dojo for each of your children at Haynes. You can message teachers with questions and/or comments. Please allow teachers 24-48 hours to respond to your message.

Haynes Website/Twitter:

The Haynes website has a twitter feed that will have important information posted weekly. If it is urgent, call the school office. Parent handbook and calendar are also available on the website.

PARENT INVOLVEMENT OPPORTUNITIES

We believe that parents and community partnerships are critical to student success. We invite you to participate in the educational experiences of your child. We have many opportunities for parents and families to become involved at Haynes School. Spanish translation and childcare are provided for parent meetings.

School Site Council (SSC)

This parent group meets regularly throughout the year and represents parents and community members. Each year elections are held for officer positions. Parents may participate as an elected officer or attend the meeting as a member of the SSC. All parents are welcome to attend our SSC meetings. The SSC plays a vital role in the planning, implementation and evaluation of the School Plan and Haynes's state funded programs.

Site English Learner Parent Advisory Committee (SELPAC)

This parent group meets three times during the year and represents parents of students who are English Language Learners. All parents are welcome to attend our SELPAC meetings. The SELPAC plays a vital role in the planning, implementation and evaluation of our English Learner Program. The SELPAC makes recommendations to the SSC regarding our English Learner Program.

GATE Parent Meetings

This parent group meets three times during the year and represents parents of students who are identified as GATE (Gifted and Talented Education). Parents of GATE students are all

invited to attend. During these meetings we provide information, strategies, tips, etc. about our GATE program and the progress of our GATE students.

Students with Disabilities (SWD)

This parent group meets three times during the year and represents parents of students who have IEPs (Individualized Education Plan). Parents of students in Speech, RSP and SDC are all invited to attend. During these meetings we provide information, strategies, tips, etc. about our Special Education programs.

Coffee with the Principal

Coffee with the Principal is a wonderful opportunity for parents to meet with the principal in a casual setting to discuss concerns and the progress of the school. Coffee with the Principal meetings are scheduled the first Tuesday of every month throughout the school year.

Parent Volunteers

We appreciate and encourage parents to volunteer in a number of ways at Haynes. We have parents volunteering to take projects home for teachers, come into the classroom to help, chaperone field trips, help with school events and much more. In order to volunteer, parents must come into the office to complete and/or update a Parent Volunteer Application. Once the application is approved by school staff, the office staff notifies the parent that they are able to begin volunteering.

Haynes Parent Involvement Policy

2021-2022

Richard E. Haynes Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The school works closely with parents throughout the school year through parent meetings such as School Site Council meetings, SELPAC, Coffee and Conversations Parent meetings to share information regarding parental involvement at school. It has distributed the policy to parents of Title I students. No later than September of each school year, a copy of the School Parental Involvement Policy will be distributed to all parents. Parents of children entering the school during the year will also be given a copy of the School Parental Involvement Policy upon enrollment. The School Parental Involvement Policy will be posted on the school website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Richard E. Haynes Elementary School, 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 start of the school year, the school will provide parents with information regarding Title I at our Annual Title I Services meeting.
 - In addition, parents will be provided Title I information at Back to School Night, SSC, SELPAC, and Coffee and Conversations Parent meeting.

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

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.**
 - Parents are members of the School Site Council and are integral in the development of the Single School Plan for Student Achievement which includes the Parental Involvement Plan.
 - Administer a Parent Needs/Evaluation survey in the spring of each year seeking input about the effectiveness of the overall programs and parental involvement plans.
 - Parents are invited to all parent meetings, which includes but are not limited to Coffee and Conversations, SELPAC, SSC, GATE, Special Education, and the Annual Title I presentation.

- The school provides parents of Title I students with timely information about Title I programs.
 - Back to School Night
 - Parent Teacher Conferences
 - Annual Title I Services Meeting
 - Monthly Newsletter
 - Phone Messages via the Connect Ed Phone System
 - Class Dojo

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Back to School Night
 - Parent Teacher Conferences
 - School Site Council Meetings
 - Coffee and Conversations Meetings/Webinars
 - School English Learners Parent Advisory Council
 - Special Education Parent Meetings
 - GATE Parent Meetings
 - Student Study Team meetings with parents

- 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.
 - Student Study Team
 - School Site Council
 - School English Learners Parent Advisory Council
 - District Parent Advisory Council
 - Students with Disabilities Parent Meetings
 - Gifted and Talented Education Parent Meetings
 - Individualized Education Plan (IEP) meetings
 - 504 Plan Meetings

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

Haynes 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

The parents, students, and staff at Haynes Elementary School meet throughout the year to evaluate student learning needs based on school assessment results, parent feedback and instructional program needs. Haynes staff works collaboratively with parents to receive input at all parent meetings such as Coffee and Conversations, SELPAC, School Site Council meetings. This input is used to guide the development of program offerings for students, teachers and parents.

Activities to Build Partnerships

Haynes Elementary fosters and supports a strong connection with our school and community by collaborating with our families and community members in the following ways:

- Special Education Parent Meetings
- Parent Volunteer Program
- School Site Council
- GATE Parent Meetings
- English Learner Parent Advisory Committee
- Monthly Coffee and Conversations

Communication about Student Learning

Haynes Elementary School is committed to establishing and maintaining open communication with families about student's academic, social and emotional well-being. In order to make this possible, communication is very important. Some of the ways parents and teacher communicate all year are:

- Haynes school Website
- Husky school newsletter
- Bulletin board in front of the school
- Marquee
- Weekly homework folders/ teacher notes
- Student agendas
- Classroom visits
- Connect-Ed phone system
- Class Dojo messaging

Haynes Front Office
Main Line: 909-984-1759
Fax 909-459-2775

Principal
Cristina Raskovic
cristina.raskovic@omsd.net

Assistant Principal
Nancy Allen
nancy.allen@omsd.net

Counselor
Crystal Silva
crystal.silva@omsd.net

Richard E. Haynes

Elementary School
HOME OF THE SCHOLARS AND LEADERS

715 W. Francis St.
Ontario, CA 91762

**School-Parent Compact for
Student Achievement
2021-2023**



The mission of the Richard E. Haynes Elementary School, a progressive and collaborative educational community, is to prepare each student to excel as a successful participant in an ever-changing society through a commitment to standards of excellence.

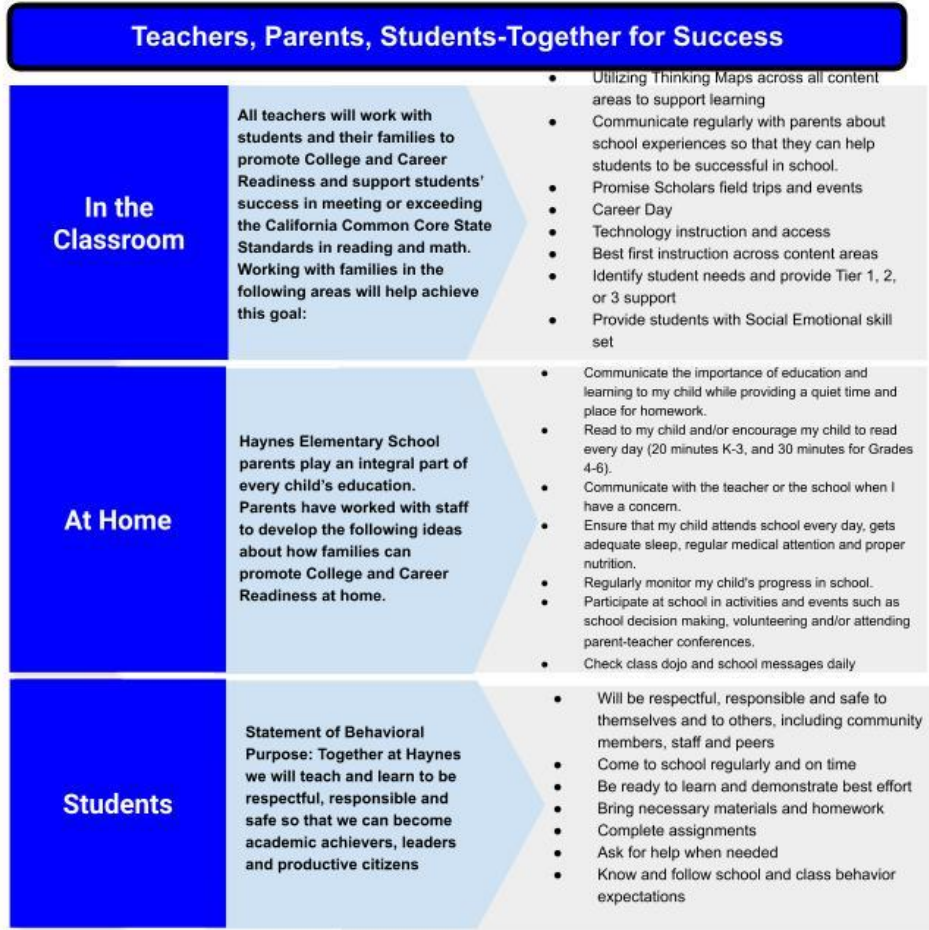
Haynes Parent Compact

District Goals for Student Achievement:

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 for Student Achievement

The percent of Haynes' students, including all subgroups (English Learners, students with disabilities, Foster Youth, socioeconomically disadvantaged, gifted and talented students, Hispanics, Whites, African-Americans) reaching or exceeding grade level expectations in English Language Arts, Mathematics, Science and Social Studies will increase each year by 5%, increase attendance and decrease Chronic Absenteeism, and increase parent involvement.



* 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>

OMSD WELLNESS POLICY

The Ontario-Montclair School District Board of Trustees has adopted the following student wellness policy:

The Ontario-Montclair School District recognizes the link between student health and learning, and has developed a Wellness Policy for the District that promotes student health and creates a healthy learning environment for students. The Wellness Policy sets goals for health education, physical activity, nutrition standards and other school based activities designed to promote student wellness. Below is a listing of approved foods and beverages and unapproved foods and beverages. Students, parents and staff must follow the wellness policy when sending lunches, snacks and/or birthday celebration foods to school.

| | |
|------|--------|
| FOOD | DRINKS |
|------|--------|

| Approved | Unapproved | Approved | Unapproved |
|--|---|---|---|
| <ul style="list-style-type: none"> • Fresh fruit & vegetables • Baked chips • Whole grain breads and crackers • Pretzels • Graham crackers • Nuts and seeds (consider allergies before giving out nuts) • Frozen juice bars (100%) • Reduced fat and reduced sugar ice cream | <ul style="list-style-type: none"> • Candy • Chewing gum • Snow cones, water ices • Non-baked chips • Fried foods • Cookies • Cakes • Muffins • Donuts • Candy coated popcorn | <ul style="list-style-type: none"> • Fruit-based drinks with no less than 50 percent fruit juice and no added sweeteners • Vegetable-based drinks with no less than 50 percent vegetable juice and no added sweeteners • Drinking water with no added sweeteners • Milk (two percent fat, one percent fat, nonfat, soy milk, rice milk or other similar non dairy milk) • Electrolyte replacement beverages containing no more than 42 grams of sugar per 20 oz. | <ul style="list-style-type: none"> • Soda or other carbonated drinks • Water with added sweetener |

OMSD STUDENT DRESS CODE

The Ontario-Montclair School District Board of Trustees has adopted the following dress code guidelines:

In order to maintain an educational environment that is conducive to learning, we encourage students to “dress for success” and come to school properly prepared for participating in the educational process. Parents have the primary responsibility to see that students are properly attired for school. School district personnel have the responsibility of maintaining proper and appropriate conditions conducive to learning. These guidelines are given below. This will provide a safe and orderly school environment for our students and keep district schools free from threats or harmful influence of any groups or gangs which advocate substance use, violence, or disruptive behavior.

1. Closed toed shoes with substantial soles will be worn at all times. Flip-flops, backless shoes, or sandals are not acceptable. Heels or wedges greater than 2 inches in length are not permitted.
2. Clothing shall cover and conceal all undergarments at all times and be appropriate for weather conditions. Tops must be at least two inches wide at the shoulder. Clothing will be no shorter than mid-thigh.
3. Gang attire of any kind is strictly prohibited. Law enforcement guidelines will be followed.
4. Clothes must fit appropriately. Extremely baggy, loose fitting garments are not allowed and pants cannot sag below the waist or drag on the ground. Belt buckles engraved with initials are prohibited.
5. Clothing, jewelry and personal items (backpacks, fanny packs, etc.) shall be free of writing, pictures or any other insignia which are gang-related, crude, vulgar, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likeness, or which advocate racial, ethnic or

religious prejudice. Attitude T-Shirts are to be appropriate for school and must adhere to dress code guidelines.

6. Earrings or other jewelry, which may present a safety hazard or distract from the instructional program are not suitable for school wear. These include but are not limited to dangling hoop earrings larger than 1/2 inch in circumference, facial piercings, and elongated pointed earrings that protrude from the ear.
7. Hats may be worn as protection against the sun when outdoors. They must be worn so the brim is not tipped to the sides or back. No markings or graphics may be added to head wear.
8. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring or gel that would drip when wet. Hair coloring, if worn, must be the color of natural hair. Hairstyle should not impact a student's ability to see during the instructional day.
9. No make-up is allowed to be worn during the instructional day. Acrylic nails and body glitter is also not permitted.
10. Due to allergies, scented sprays or perfumes are prohibited at school. Hand sanitizers should be odorless.

OMSD Prohibited Items

The Ontario-Montclair School District Board of Trustees has adopted the following prohibited items guidelines:

In the interest of protecting the health and safety of all district students, the following Prohibited Items List has also been adopted by the Board of Trustees. These items are not allowed at school.

1. Electronic devices including but not limited to iPods, electronic games, cameras, e-readers, tablets. With prior written permission of the principal or designee, these items may be brought to school for special occasions.
2. Cell phones are permitted at school but must be powered off during school hours and placed in a backpack or pocket so it is not visible to others.
3. The school is not responsible for any lost, damaged, or stolen items.
4. Gambling devices- dice, playing cards, etc.
5. Drugs, alcoholic beverages, narcotics, cigarettes, tobacco, cigarette papers, lighters, pipes, matches, look-alikes, and paraphernalia.
6. Explosive devices, firecrackers, fire balls, cherry bombs, etc.
7. Weapons, guns, knives, cake cutters, screw drivers, and/or other dangerous items.
8. Toys which are realistic simulations of guns, knives, or other dangerous objects.
9. Gang/tagging identification paraphernalia, such as rags/bandanas, felt tip pens and markers, aerosol paint containers, etching tools, or any other instrument used for the purpose of writing graffiti or tagging.

The school is not responsible for any personal items brought from home. We want all students to be safe. If a student has something in a pocket or backpack that doesn't belong at school, he/she should immediately notify a teacher or other school official.

OMSD Student Cell Phone Policy

The Ontario-Montclair School District Board of Trustees has adopted the following student cell phone policy (BP 5121, 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 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).

Students may NOT use cell phones for personal/non-academic use while at school. If a parent needs to contact their child, they must call the office. Cell phones can be held for students at the office or by the teacher so they will not be lost or stolen during the school day. The school is not responsible for any personal items brought from home.

First Violation: Phone confiscated from student. Student allowed to pick up phones at the end of the instructional day. Documentation in student discipline file as a warning.

Second Violation: Phone confiscated from student. Parent must pick up cell phone from the school office. Documentation in student discipline file.

Third Violation: Phone confiscated from student. Parent must meet with site administrator to pick up phone. Documentation in student discipline file.

Fourth Violation: Progressive discipline for defiance/violation of school rules according to site discipline plan.

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, childbirth, 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

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 schoolsponsored 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 ageappropriate 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 GenderNonconforming Students, Policy Brief,
February 2014

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

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

Dear Colleague Letter: Transgender
Students, May 2016

Examples of Policies and Emerging
Practices for Supporting Transgender
Students, May 2016

Dear Colleague Letter: Title IX
Coordinators, April 2015

Questions and Answers on Title IX and
Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence,
April 4, 2011

Sexual Harassment: It's Not Academic,
September 2008

Revised Sexual Harassment Guidance:

Harassment of Students by School
Employees, Other Students, or Third Parties,
January 2001

WEB SITES CSBA: <http://www.csba.org> California Department of Education:
<http://www.cde.ca.gov> U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr>

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

Ontario-Montclair SD

Board Policy

Nondiscrimination/Harassment

BP 5145.3

Students

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 GenderNonconforming 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

Covid Protocols

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



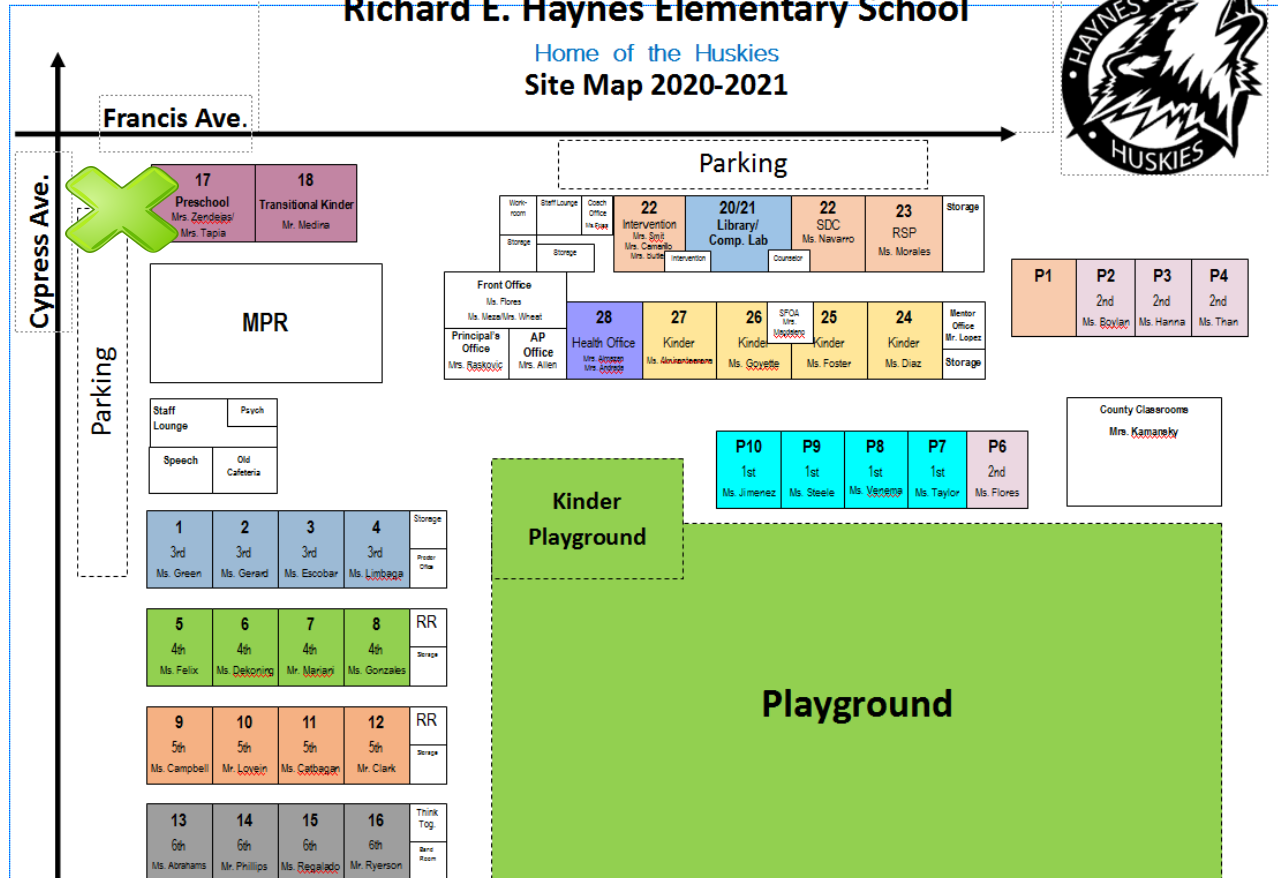
In the past 14 days, has your student had close contact with someone diagnosed with COVID-19 or is pending COVID-19 test results?

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

Arrival TK-6th Grade @ 7AM-7:30AM

Richard E. Haynes Elementary School

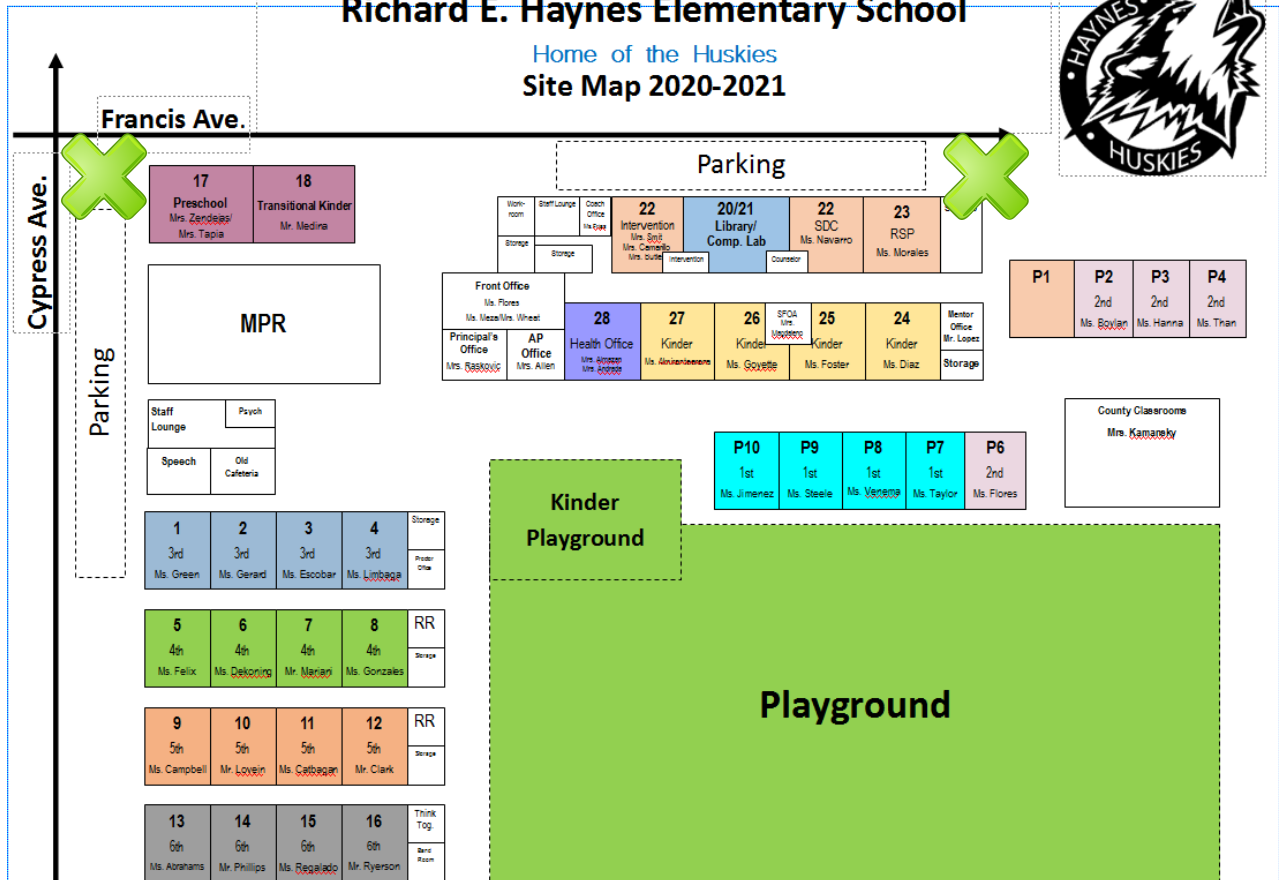
Home of the Huskies
Site Map 2020-2021



Arrival TK-6th Grade @ 7:15 AM-7:30AM

Richard E. Haynes Elementary School

Home of the Huskies
Site Map 2020-2021



Arrival Late Bird Kinder @ 8:30AM-9:00AM

