

Student & Parent Handbook



2019-2020

715 W. Francis Street, Ontario, CA 91762

(909) 984-1759

<https://www.omsd.net/domain/20>

Jamemy Barnett

School Principal

Nancy Allen

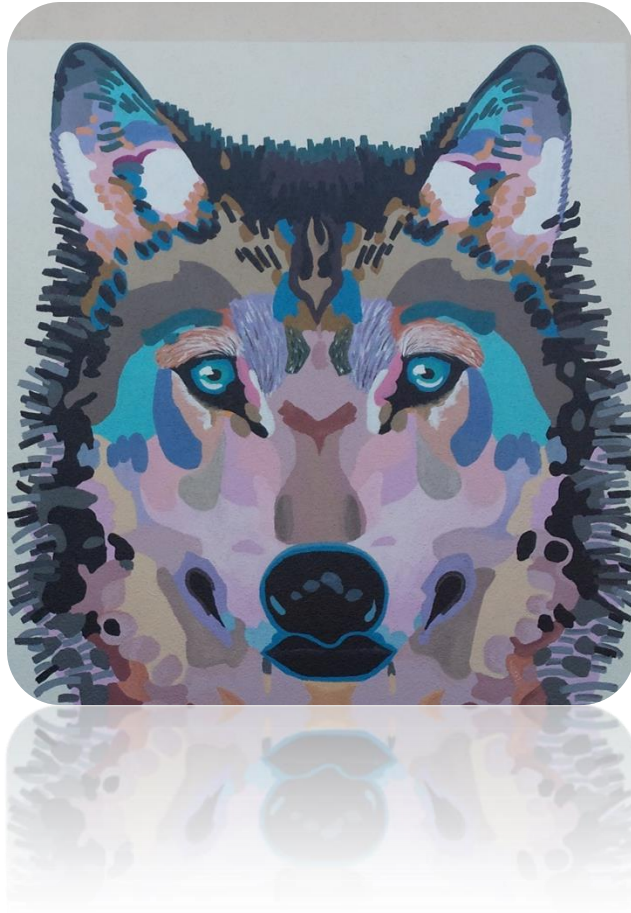
Elementary Administrator

Ces Heron

Office Manager



Perseverance Expectations
Safe Respectful Kindness
Positive Dreams Hope Future Responsible
Goals



Greeting Haynes Parent/Guardian:

Welcome to Richard E. Haynes Elementary School! We are excited to have you as a valuable member of the Haynes Team! Haynes Elementary School serves students in Transitional Kindergarten through 6th grade. Personal leadership and scholarly behaviors are taught and emphasized so that students learn how to think critically solving real world problems, set personal goals and effectively communicate their ideas both verbally and in writing. We work collaboratively with all stakeholders to make our school a great place where students learn to be *SAFE*, *RESPECTFUL*, and *RESPONSIBLE*. We look forward to an exciting year with your child.

Please take a moment to review the following informational items within this handbook and acknowledge that you have received them. Return this form back to the front office.

- Parent Involvement Policy
- Parent Compact

I have received the following items noted above.

Student Name: _____ Grade: _____

Parent/Guardian Name (Print): _____

Signature: _____

Date: _____

TABLE OF CONTENTS

GENERAL INFORMATION & SCHEDULES	5
STUDENT BEHAVIOR GUIDELINES.....	11
DRESS CODE/ PROHIBITED ITEMS.....	14
SUSPENSION/ EXPULSIONS GUIDELINES.....	16
HEALTH SERVICES.....	18
SPECIAL PROGRAMS.....	19
ATTENDANCE POLICY.....	21
AWARDS/ RECOGNITION	22
PROMOTION/ RETENTION.....	22
PARENT INVOLVEMENT	23
PARENT COMPACT	28
Ontario-Montclair SD Board Policy.....	30
• Nondiscrimination/Harassment (BP 5145.3)	
• Sexual Harassment (BP 5145.7)	
• Married/Pregnant/Parenting Students (BP 5146)	
DISTRICT CALENDAR.....	37

GENERAL INFORMATION & SCHEDULES

Home of Leaders and Scholars

This parent handbook has been designed to provide you with information on policies and procedures at Haynes Elementary School. Please review its contents and then keep it handy as a reference throughout the year. This handbook, Parent Involvement Policy and School Compact will also be available online at <https://www.omsd.net/Domain/20> .

We are looking forward to working with you this year. If we can be of any assistance, please do not hesitate to call us 909-984-1759.

Ontario-Montclair School District's Mission Statement:

Our Community, Our Children, Our Commitment, Our Future!

Haynes Elementary School's Mission Statement:

The mission of Richard E. Haynes School, a progressive 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.

Daily Bell Schedule 2019-2020
Haynes Elementary School

M/W/Th/F **only W/Th/F for Kinder	Tuesday	Conference Week/ BTS/Open House	Last Day of School
<p><u>State AM Preschool</u> 7:45-11:00 Instruction</p> <p><u>State PM Preschool</u> 11:45-3:00 Instruction</p> <p><u>Transitional Kinder</u> 7:30-11:15 Instruction (225) 11:15 Dismissal (225)</p> <p><u>AM Kindergarten**</u> 7:30-9:00 Instruction (90) 9:00-9:15 Recess (15) 9:15-11:30 Instruction (135) 11:30 Dismissal (225)</p> <p><u>PM Kindergarten**</u> 9:40-11:30 Instruction (110) 11:30-12:15 Lunch (45) 12:15-2:10 Instruction (115) 2:10 Dismissal (225)</p> <p><u>1st -2nd Grade</u> 7:30-9:15 Instruction (105) 9:15-9:30 Recess (15) 9:30-10:45 Instruction (75) 10:45-11:30 Lunch (45) 11:30- 12:50 Instruction (80) 12:50-1:05 Recess (15) 1:05-2:10 Instruction (65) 2:10 Dismissal (325)</p> <p><u>3rd Grade</u> 7:30-9:30 Instruction (120) 9:30-9:45 Recess (15) 9:45-11:25 Instruction (100) 11:25-12:10 Lunch (45) 12:10- 1:10 Instruction (60) 1:10-1:25 Recess (15) 1:25-2:10 Instruction (45) 2:10 Dismissal (325)</p> <p><u>4th Grade</u> 7:30-9:30 Instruction (120) 9:30-9:45 Recess (15) 9:45-11:25 Instruction (100) 11:25-12:10 Lunch (45) 12:10- 2:10 Instruction (120) 2:10 Dismissal (340)</p> <p><u>5th-6th Grade</u> 7:30-9:45 Instruction(135) 9:45-10:00 Recess (15) 10:00-12:05 Instruction (125) 12:05-12:50 Lunch 12:50- 2:10 Instruction (80) 2:10 Dismissal (340)</p>	<p><u>State AM Preschool</u> 7:45-11:00 Instruction</p> <p><u>State PM Preschool</u> 11:45-3:00 Instruction</p> <p><u>Transitional Kinder</u> 7:30-11:15 Instruction (225) 11:15 Dismissal (225)</p> <p><u>Kindergarten** (Mon/Tues)</u> 7:30-9:00 Instruction (90) 9:00-9:15 Recess (15) 9:15-11:30 Instruction (135) 11:30 Dismissal (225)</p> <p><u>1st -2nd Grade</u> 7:30-9:15 Instruction (105) 9:15-9:30 Recess (15) 9:30-10:45 Instruction (75) 10:45-11:30 Lunch (45) 11:30- 12:55 Instruction (85) 12:55 Dismissal (265)</p> <p><u>3rd Grade</u> 7:30-9:30 Instruction (120) 9:30-9:45 Recess (15) 9:45-11:25 Instruction (100) 11:25-12:10 Lunch (45) 12:10-12:55 Instruction (45) 12:55 Dismissal (265)</p> <p><u>4th Grade</u> 7:30-9:30 Instruction (120) 9:30-9:45 Recess (15) 9:45-11:25 Instruction (100) 11:25-12:10 Lunch (45) 12:10-12:55 Instruction (45) 12:55 Dismissal (265)</p> <p><u>5th-6th Grade</u> 7:30-9:45 Instruction (135) 9:45-10:00 Recess (15) 10:00-12:05 Instruction (125) 12:05-12:50 Lunch (45) 12:50- 12:55 Instruction (5) 12:55 Dismissal (265)</p>	<p><u>State AM Preschool</u> 7:45-11:00 Instruction</p> <p><u>State PM Preschool</u> 11:45-3:00 Instruction</p> <p><u>Transitional Kinder</u> 7:30-11:15 Instruction (225) 11:15 Dismissal (225)</p> <p><u>Kindergarten</u> 7:30-9:00 Instruction (90) 9:00-9:15 Recess (15) 9:15-10:05 Instruction (50) 10:05-10:35 Lunch (30) 10:35- 12:00 Instruction (85) 12:00 Dismissal (225)</p> <p><u>1st -2nd Grade</u> 7:30-9:15 Instruction (105) 9:15-9:30 Recess (15) 9:30-10:20 Instruction (50) 10:20-10:50 Lunch (30) 10:50- 12:00 Instruction (70) 12:00 Dismissal (225)</p> <p><u>3rd Grade</u> 7:30-9:30 Instruction (120) 9:30-9:45 Recess (15) 9:45-10:50 Instruction (65) 10:50-11:20 Lunch (30) 11:20- 12:00 Instruction (55) 12:00 Dismissal (225)</p> <p><u>4th Grade</u> 7:30-9:30 Instruction (120) 9:30-9:45 Recess (15) 9:45-10:50 Instruction (65) 10:50-11:20 Lunch (30) 11:20- 2:00 Instruction (55) 12:00 Dismissal (225)</p> <p><u>5th-6th Grade</u> 7:30-9:45 Instruction (135) 9:45-10:00 Recess (15) 10:00-11:20 Instruction (80) 11:20-11:50 Lunch (30) 11:50- 12:00 Instruction (10) 12:00 Dismissal (225)</p>	<p><u>State AM Preschool</u> 7:45-11:00 Instruction</p> <p><u>State PM Preschool</u> 11:45-3:00 Instruction</p> <p><u>Transitional Kinder</u> 7:30-9:15 Instruction (105) 9:15-9:30 Recess (15) 9:30-11:00 Instruction (90) 11:00 Dismissal (195)</p> <p><u>Kindergarten</u> 7:30-9:00 Instruction (90) 9:00-9:15 Recess (15) 9:15-11:00 Instruction (105) 11:00 Dismissal (195) *11:00-11:15 Lunch (15)</p> <p><u>1st -2nd Grade</u> 7:30-9:15 Instruction (105) 9:15-9:30 Recess (15) 9:30-11:00 Instruction (90) 11:00 Dismissal (195) **11:00-11:15 Lunch (15)</p> <p><u>3rd Grade</u> 7:30-9:30 Instruction (120) 9:30-9:45 Recess (15) 9:45-11:00 Instruction (75) 11:00 Dismissal (195) **11:00-11:15 Lunch (15)</p> <p><u>4th Grade</u> 7:30-9:30 Instruction (120) 9:30-9:45 Recess (15) 9:45-11:00 Instruction (75) 11:00 Dismissal (195) **11:00-11:15 Lunch (15)</p> <p><u>5th-6th Grade</u> 7:30-9:45 Instruction (135) 9:45-10:00 Recess (15) 10:00-11:00 Instruction (60) 11:00 Dismissal (195) **11:00-11:15 Lunch (15)</p>

EMERGENCY CARDS

If a child becomes ill or injured while at school we ***MUST*** have up-to-date information from parents in order to properly care for the child. Please complete an **Emergency Card** for each child you enroll in school and ***return it immediately to the child's teacher, or to the office.*** Please list at least one local person, other than yourself, that we can contact in case of an emergency. Children will only be released to persons listed on the Emergency Card, and those persons must provide proof of identity. If there are any emergency information changes during the year, you ***must*** come in person to the office and complete a new card or update the old card. The care and safety of your child is important to us. Accurate, up to date contact information is a parent's responsibility.

STUDENT CHECKOUT (EARLY OUTS)

All children who leave during the school day must be signed out at the office. We will release children **only** to those who are named on the emergency card. When picking up your child, please come to the office and sign them out. **Proper photo identification is required.** In order to verify that the child is being released to the proper parent, guardian, or caregiver please remember to bring identification with you when you come to pick-up the child. We will call them from the classroom. **This is an important and mandatory safety procedure.**

BUS TRANSPORTATION

Bus service is provided for Haynes students based on specified OMSD criteria. ***Please check with the Haynes Office Manager (Ces Heron) to see if your child qualifies for transportation services.*** Parents are accountable for their child's behavior while walking to and from the bus and while on the bus each day. The privilege of riding the bus may be denied to students whose conduct is unacceptable. A copy of specific rules will be provided to those students who ride the bus. Bus riders may be issued BUS CITATIONS for any inappropriate behavior. The Principal may deny bus transportation for the entire year upon a first offense if the conduct is deemed serious in nature.

BREAKFAST AND LUNCH PROGRAMS

Breakfast is free for all students. Breakfast is served daily from 7:00 am to 7:25 am each day in the MPR. Students who did not get breakfast before school and want to eat may come to the MPR and get breakfast during their morning recess time. Our school qualifies to operate the Community Eligibility Provision for the National School Lunch Program. That means that every student at our school will get to have every meal at no charge.

If bringing a lunch from home, please send drinks in safe containers. **(no glass)** If you are bringing your child a lunch ***after*** school begins, please bring it to the office and place it on the counter with your child's name clearly marked on it. ***We will not interrupt classes to call children to pick up lunches.*** Kids have a challenging learning day at school. Lunches need to be nutritious. Please help! Do not include sodas, big bags of chips, candy and/or other non-nutritious items in your child's lunch. Please review the ***Ontario-Montclair School District Wellness Policy included on the next page of this packet.*** Also, please review the content of the Wellness Policy with your child and help us ensure that students can focus on, and attend to, instruction throughout the day. ****Note:*** For safety purposes, students are not permitted to leave campus at lunchtime unless signed out in the office by the parent. Also, for health and safety reasons, children may not bring food items to share with others at lunch or recess time, nor may they share school lunch items. All food must be consumed by students in the designated eating area. The lunch schedule below is subject to change on rainy and/or inclement weather days.

REGULAR LUNCH SCHEDULES

PM Kindergarten	11:30 to 12:15
Grades 1 and 2	10:45 to 11:30
Grades 3 and 4	11:25 to 12:10
Grades 5 and 6	12:05 to 12:50

LIBRARY

Students visit Haynes' library on a weekly basis. Students must have written permission from a parent/guardian to check out books. Parents will be held responsible for the cost of any lost book. Additionally, parents may check out materials from the library. Please see the front office for additional information. We have lots of great resources to share!

FIELD TRIPS

The Governing Board recognizes that field trips are an important component in the instructional program. Field trips supplement and enrich classroom curriculum by providing learning experiences outside the school. In the event that your student's class goes on a field trip, you will be notified about the details ahead of time and a permission slip form will be required for your child to participate.

LOST AND FOUND ITEMS

Many articles become lost or are left unclaimed. *All clothing and lunch boxes should be clearly and accurately marked with your child's first and last name.* Lost articles may be claimed at the school office, in the nurse's office, or by looking at the lost and found rack by the blue benches. Anything not claimed by winter break or the end of the school year will be donated to a non-profit organization.

PARKING LOT

The red curb area in the parking lot in front of the school **MUST** be clear at all times. The area is marked RED because it is an *emergency access* area. The area is also used for school busses, day care vehicles, district vehicles and emergency vehicles. If you must get out of your car, you must find parking in the lot or in appropriate places on the street. *Please do not block the Red Zone area when visiting the office, when dropping off, or picking up students.* There is **no parking allowed** in the Red Zone or YELLOW zone. Parents may drop off and/or pick up children in the YELLOW zone, but then must exit the area immediately. At arrival and dismissal, please *pull forward as far as possible* to drop off and pick up students. This courtesy will allow other cars to pull in behind you for a more efficient drop off process. Working together we'll get children to class quickly and safely, as well as picked up at dismissed time to go home.

Preschool- Parents must park vehicles in a parking space or on the street. Walk to the classroom with your child, observing sidewalk and crosswalk safety cautions. Once at the classroom, sign your child in for the day. The same procedure is to be followed at dismissal.

*****For the safety of ALL, children Preschool through 6th Grade, no child is to be present in parking lot areas unless escorted by an adult to a car parked in the lot. When leaving campus by means of walking, please make sure that adults and students model safety by using crosswalks and following crossing-guard directions. Please, do not cross children across traffic lanes. Practice safety at all times. Students are NOT to walk, be walked, or called to walk across traffic lanes to get into cars parked across the street. This is highly unsafe practice to model for children. In addition, please do not drop students off in the street. Ensure safe entrance to school by walking your child to the school***

entrance, or teaching and reinforcing use of the crosswalk to get onto the main campus. We thank you in advance for your assistance.

PARENT VOLUNTEER PROGRAM

Haynes School has a large Parent Volunteer support group. Our *Friends of Richard E. Haynes* volunteers perform a variety of services for our school. All volunteers on campus, field trips, or any other school sponsored event must participate in OMSD's Parent Volunteer Training Program and be cleared to volunteer through that process. This policy is enforced at Haynes School and is intended to protect the safety, health and well-being of students. For more information about volunteering at our school, please speak to our front office staff.

CLASSROOM AND CAMPUS VISITATION

Please feel free to visit the school! Classroom visits and volunteer helpers in the classroom and library are encouraged. However, for the protection of all children and staff, you must stop in the office, present a valid photo id, sign in and pick up a visitor's badge before coming on campus. Please *communicate with your child's teacher* regarding the date and time of your visit. There may be a test scheduled, or other activity that takes the class away from the classroom that day. This procedure is important and will be **strictly enforced**.

When visiting a class, please do not expect a private conference about your child during school time. If you have a concern about your own child, we want to work with you in a *confidential* setting for your safety and for the safety of your child. Please make arrangements to speak with the teacher before or after school hours by calling the school office at 909-984-1759 to schedule a time to meet. Teachers cannot conference with a parent once school begins. Students in the classroom need the teacher's full attention during instructional periods.

HOMEWORK POLICY

Homework assignments will be made based on the Ontario-Montclair School District's Homework Policy: Daily homework assignments should normally include an average of one-half hour at the primary level (1- 3), and one hour at the intermediate level (4-6), 3-4 days per week. Our staff will choose these carefully from various areas in the curriculum where the need is determined. These tasks will be prescribed to strengthen and apply objectives previously taught.

HOME - SCHOOL COMMUNICATION

Haynes Website (<https://www.omsd.net/Domain/20>) – We encourage the frequent use of our website to help keep families informed about school events and activities. This is also an excellent way to access many important school documents and campus information.

School Newsletter – Please watch for our Husky Newsletter. Our school newsletter recognizes student achievement, informs families about updates regarding events and meetings, and provides helpful hints for challenging your child, helping with homework and setting goals.

Connect-Ed Phone System – We frequently use our Connect-Ed system to provide families with important information via phone calls home, emails and text messages. We encourage you to listen to these messages in their entirety as they will be presented in English or Spanish. **ALL FAMILIES ARE ENCOURAGED TO PROVIDE THE OFFICE WITH A CELL PHONE NUMBER AND EMAIL ADDRESS**. If for some reason you are not receiving the phone/text/email messages, please contact the office.

Parent Teacher Conferences – Conferences between parents and teachers are a perfect opportunity to receive specific information about your child’s progress at school. Please plan to attend! If you are unable to meet at the designated time, contact your child’s teacher to schedule an alternative time to meet. Although meeting together personally is always best, you may consider a phone conference if work schedules are a barrier. Talk to the teacher and see what works! Haynes teachers are always willing to meet with parents to ensure open communication regarding progress at school.

<i>Parent Teacher Conferences</i>		
Winter Conferences	November 18th through 22nd	<i>(Dismissal 12:00 pm Grades 1-6) (TK and Kindergarteners 11:15)</i>
Spring Conferences	March 16th through 20th	<i>(Dismissal 12:00 pm Grades K-6) (TK 11:15)</i>



STUDENT BEHAVIOR GUIDELINES

Positive Behavior Intervention and Supports

Haynes School is a PBIS school...Positive Behavior Intervention Supports. The focus of Richard E. Haynes Elementary School is to provide a learning environment that reflects safety, respect, responsibility, and order for all students. It is in this type of environment where learning will be maximized.

Our progressive discipline plan has been established for the protection of our students and staff. There are specific expectations, procedures, and incentives for appropriate behavior as part of this plan.

In order to provide this structure, it is necessary for parents, school, and students to work together. Each student is expected to take responsibility for his/her behavior. There will be opportunities for students to be recognized for their positive behavior, along with consequences for poor choices.

******Our main focus and largest efforts are aimed at providing positive reinforcement, positive recognition and/or rewards for positive behavior choices and decisions. Positive incentives will be provided to encourage positive character development and appropriate behavior choices. Our focus will be on safety, life skills and personal leadership characteristics, including, but not limited to cooperation, respect, honesty, personal responsibility, good decision making, sportsmanship, goal setting, problem solving and citizenship.*

STATEMENT OF BEHAVIORAL PURPOSE

Together at Haynes we will teach and learn to be **respectful, responsible and safe** so that we can become **academic achievers, leaders and productive citizens.**

To help students achieve these expected behaviors, the school has implemented a series of teaching and learning situations to assist students in becoming problem-solvers. It is expected that all students follow the established Citizenship Standards for Haynes Elementary School. Following are Richard E. Haynes Elementary School citizenship expectations:

Citizenship Standards

The student will *at all times*:

1. Keep actions and words safe, responsible and respectful (hands, feet, objects to self)
2. Follow all adult directions respectfully and responsibly when asked the first time.
3. Be safe (play and or work in designated areas...no play or loitering in restrooms).
4. Bring only necessary classroom materials to school (keep toys, media and/or technology equipment, nail polish, make up, pets, etc. at home)
5. Eat food items only at the lunch tables...Only teacher approved food items that are compliant with the OMSD Wellness Policy are allowed in the classrooms for special projects. Water in a plastic container is ok to bring to school. **GUM is NOT ALLOWED at school.** We appreciate your assistance with reinforcing these expectations with your child.
6. Be responsible (get drinks and use the restroom before the recess bell rings, do homework and class work in a timely manner, make good personal decisions).

Problem Solving Steps

Problems and conflicts are a normal part of life—we all experience them and have to deal with them. Attempting to solve problems by use of physical force or bullying is not allowed or tolerated at school. We (home and school) have a responsibility to teach our children how to deal with their problems in an appropriate, helpful, and effective way that is proactive and solution oriented.

At Haynes Elementary, we are teaching our children a technique to solve problems. When a problem arises, use the following steps:

1. Tell the person(s) what you don't like and ask him/her to stop. Example: "That bugs me, please stop it." or "That hurts, stop." If the other person doesn't stop after being asked, (and he/she should), then you need to...
2. Ignore it if you can or go someplace else. Example: You can leave the area of the playground where you are being bothered. Go to another game. If the person follows you and will not leave you alone, then...
3. Ask an adult for help. Example: "Mr. Smith, I asked Mary to stop interfering with our game and she keeps running through it. I need your help."

It is important that a child try to solve the problem on his/her level before asking for adult assistance. The adult will attempt to ascertain if the three steps were taken before intervening. Most problems can be resolved at the student level if both students follow the problem-solving steps correctly. Social success is developed through practice, experience and guidance. Of course, we are always available to help children address major concerns.

Parents, you can help your child learn to become more independent in his/her own problem solving by discussing these steps at home and requiring them to be used at home. **Suggestion: Review problem solving steps once a month and discuss ways that your child can resolve their own problems effectively.*

Discipline Program

The students and staff at Haynes Elementary are proud of our school. We believe that students should be challenged to pursue excellence in whatever they do. We also believe that Haynes is an excellent place for students to prepare for these challenges.

Our Haynes School staff is committed to providing a safe, secure, and orderly learning environment. The school wide Positive Discipline Guidelines have been established to protect our students and to maintain an environment conducive to learning.

It is important that parents, school staff, and students work together to support our guidelines. The purpose of our discipline guidelines is to teach students to become responsible for their behavior so that they can be successful scholars and leaders. We also want children to understand that there are positive and negative consequences for almost every decision or choice that they make.

Students will be expected to respect our Citizenship Standards and the people who are responsible for carrying them out. Classroom expectations for behavior will be sent home at the beginning of each school year by the school and your child's teacher. Please discuss the "Agreements" stated previously, as well as the "Discipline Procedures" and "Prohibited Items" listed below with your child.

Discipline Procedures

Teachers follow classroom procedures that are communicated at Back to School Night and throughout the school year. If classroom discipline practices do not result in improved behavior selections, one or more of the

following actions may take place to support our work with students as we try to cultivate positive behavior choices at school:

- Office Discipline Referral Notice to parents
- Phone call home
- Parent Conference
- Loss of Privileges
- Behavior Contract
- Conference with Site Administration
- Restricted Recess
- Suspension (In school or Off Campus)
- Counseling
- Mentorship
- Behavior Reflection
- Additional Other Means of Correction

Staying After School

Students by law, may not be detained after school for disciplinary or other purposes for more than 1 hour after the maximum school day unless by agreement with the parent. It is the policy of this school to have students notify their parent by phone if they are to be detained more than (20) minutes on the same day or to notify the parent in writing if they will be detained on the following day.

Note:

Any serious offense such as fighting or bringing dangerous objects to school may result in a student/parent/teacher/principal conference. The principal (or designee) may suspend up to five (5) days for each suspension period. Violation of behavior expectations that are very serious in nature may result in a pre-expulsion hearing, with the real possibility of a student not returning to Haynes School. Haynes staff revises and reevaluates the discipline plan each school year to ensure clear, consistent implementation of the program for students. This is done to ensure maximum student success. If changes are made, notices will be sent home.

*Please read and discuss the Haynes Elementary School Positive Discipline Guidelines with your child/children. Please pay attention to serious “violations” as listed. These come directly from the California Education Code and may result in suspension without prior warning.

DRESS CODE/ PROHIBITED ITEMS

Dress Code

Based on Ontario-Montclair School District Board policy 5132, and Police Department Guidelines, Richard E. Haynes School has adopted the following dress code:

1. Safe, appropriate foot wear/shoes must be worn at all times. Raised heels, thongs, backless or open-toe shoes are not acceptable. Socks may not be pulled up under shorts.
2. ***Clothes shall be sufficient to conceal undergarments at all times.*** Extremely tight garments, see-through, or fish-net fabrics, halter tops, off-the-shoulder, sagging or low-cut tops, spaghetti straps (less than 3 inches), bare midriffs and skirts or shorts shorter than mid-thigh (end of finger tips), holey or ripped/shredded jeans, ragged and/or long fringe garments are prohibited. This includes shorts with leggings underneath.
3. Oversized clothing is strictly prohibited. No sagging! All pants, etc. must fit properly at the waist and in length. Underwear, including boxers and bras, must be covered at all times.
4. Belts must fit appropriately and belt buckles engraved with initials are prohibited. No chains.
5. Hats, caps, scarves and other head coverings shall not be worn without the express permission of the Principal (Haynes hats are acceptable). If gang affiliation, intimidation activity or other inappropriate action is noted, permission will be revoked. Hats may be worn as protection against the sun ***when out-of-doors***. They must be worn so that the brim is not tipped to the sides or back. No markings, pins, buttons, decals, etc. may be added to head gear.
6. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, hats, shirts etc.) shall be free of writing, pictures or any other insignia which are gang-related, crude, vulgar, profane, insulting, sexually suggestive, or which include drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice. Attitude T-Shirts are to be appropriate for school and must adhere to dress code guidelines.
7. Hair shall be clean and neatly groomed. Hair may not be sprayed with coloring that would drip when wet. This poses a safety hazard for students.
8. Tattoos are to be covered at all times.
9. Sunglasses will be allowed for eye protection when out on the playground.
10. Gang attire of any kind is strictly prohibited. This includes belt buckles, chains, markings on hats and under brims of hats, as well as on clothing, bags, back packs, notebooks, folders, books, or any other item.
11. Dangling earrings, ear spikes, and/or other jewelry or clothing accessories such as belt buckles or chains are not suitable for school wear. Items deemed as unsafe by site administration may not be worn to school.

Prohibited Items

Students are not to have in their possession or in their book bags, nor bring the following items to school:

1. Toys, playing cards, etc.
2. Radios, television sets, CD players, MP3 players, electronic games, cameras, iPad, iPod, video equipment, etc. (With prior written permission the teacher, principal, assistant principal or designee, these items may be brought to school for special circumstances).
3. Gambling devices – dice, playing cards, chips, tokens, etc.
4. Drugs, aerosol spray cans, alcoholic beverages, narcotics, cigarettes, tobacco, cigarette papers, lighters, pipes, matches, look alikes or any other illegal substances and/or paraphernalia such as hookah materials and any other related or similar items.

5. Explosive devices, firecrackers, fireballs, cherry bombs, caps, ball caps, etc.
6. Weapons, guns, knives, cake cutters, screwdrivers, or any other dangerous item that could be used as a weapon, or could be hurtful to another.
7. Toys that are realistic simulations of guns and knives. Lasers, light pens, shock pens are also not allowed.
8. Gang/tagging identification paraphernalia, such as beepers, gloves, rags/bandannas, plastic hands, felt tip pens and markers, aerosol paint containers, etching tools or any other instrument used for the purpose of writing graffiti or tagging.
9. Skateboards, rollerblades, skates, etc. are not permitted without permission from the Principal. *Students **must wear helmets when riding skateboards, blades, skates or bikes.*** Failure to use equipment properly and/or with safety precaution adhered to will result in loss of privilege.

Cell Phones

Possession of Cellular Phones and Other Electronic Signaling Devices (OMSD Board Policy 5131) (Education Code 48901.5)

A copy of the cellphone policy will be sent home and returned signed for all students. Except for prior consent for health reasons, possession or use of electronic signaling devices, including but not limited to pagers, beepers and cellular/digital telephones is prohibited during the instructional day. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. Otherwise, students may not use cellular devices during the school day for any purpose.

SUSPENSION/ EXPULSIONS

On occasion individual students will significantly disrupt the school's learning environment and, as a result, violate a portion of the California Education Code Section 48900. A violation of this section is grounds for suspension for up to five days and, in some cases, grounds for possible expulsion. This includes the time while students come to school and go home after school.(Other Ed Code regulations may also apply)

California Education Code 48900

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines the pupil has:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance, any alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or personal property.
- h. Possessed or used tobacco, or any products, including, but not limited to, cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault or committed a sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.

***PLEASE BE ADVISED: CALIFORNIA LAW REQUIRES THAT SCHOOL ADMINISTRATORS IMMEDIATELY NOTIFY LOCAL POLICE AGENCIES WHEN THERE IS ANY INCIDENT THAT INVOLVES EXPLOSIVES, DRUGS, GUNS, KNIVES, LOCK-DOWN PROCEDURES**

In the event of a dangerous situation outside the school, it may be necessary to secure the children in a safe environment within the school. Should the occasion arise, a LOCKDOWN will be announced. Teachers have been instructed by the Principal to lock their rooms, and turn off lights. Staff will receive instructions from the office about next steps to take. In addition, the custodian will lock all gates. Office personnel will lock all office doors.

*No child will be released for any reason during a lockdown without instructions from the **Principal/Designee**.* Staff or parents outside of the school will not be able to enter the campus until the lockdown has been cleared by the Police Department and/or school officials. It is critical to have total parent cooperation during emergencies to ensure the safety of all members of the school community, students and staff. Thank you in advance for your help and support.



HEALTH SERVICES

Accidents – The Board of Trustees for the school does not have and cannot assume any responsibility for accidents or injuries to students participating in any school activity. Care is always exercised to prevent accidents; however, children do HAVE accidents. A voluntary insurance policy is offered to all students for a nominal premium. If you wish more information about the insurance, contact the school for a brochure.

Contagious Diseases – Readmission to school after contagious diseases will be processed according to state law specific to each disease. Notify the school if your child contacts a disease so the county communicable disease center is kept up-to-date.

First Aid – Emergency first aid is given for accidents that occur at school. Parents will be notified of those accidents that require follow-up care. All parents must be sure that an up-to-date Emergency Card is on file at the school in order to receive proper medical attention. It is *critically important* that someone can be reached at home or at work in case of emergency.

Immunizations – Certain immunizations are required by the State of California for entry into school and throughout your child's school years. Immunizations need to be kept up-to-date. If your child is a 6th grader, it is imperative that they get the ***TDAP immunization*** as soon as possible because students will not be cleared for enrollment in 7th Grade without it. ***Failure to get the TDAP immunization will result in no admittance to middle school.*** Get that done quickly before the end of your child's 6th grade year.

Medication – If your child requires medication during the day, please contact the school prior to sending the medication. A letter signed by the parent and physician must be on file in the office. ALL medication and over the counter medication requires physician's prescription and proper medication form. NO medication is allowed on campus without doctor orders. This includes, but is not limited to: Cough Drops, Anti-Itch cream, Vapor rub

When bringing in medication it is required that medication be:

- Brought in its original container
- Properly labeled by pharmacy
- Checked in health office
- Given with signed consent using district form
- Brought to the school site by parent/guardian



Nurse – The school nurse is scheduled one day a week for Haynes School. A health aide is on campus daily from 8:00 a.m. to 2:00 p.m.

Vision & Hearing Screening – All kindergarten, second and fifth grade students, as well as children new to the district, will be screened for vision and hearing conditions. Second grade boys will be screened for color blindness.

Food Allergies- ALL food allergies MUST be reported to the Health office as well as Nutrition Services

Illnesses- If child has a temperature greater than 100.0 parent/guardian will be notified and asked to keep child at home for at least 24hrs. Keep children home for at least 24 hours after vomiting, diarrhea, coughing, sore throat, or other signs of sickness.

Medical Excuses- A doctor's note is REQUIRED to use crutches or any other medical appliances on campus. If a student comes to school with splint, ace wrap, foot boot, brace, and knee brace or cast on extremity, the student will NOT be permitted to participate in physical education or recess activities without a physician release. Any child who arrives at school on crutches without a doctor's order WILL be sent home.

Head Lice- Student with live lice or signs of active infestation will be excluded from school. Upon return to class, the student and parent/guardian MUST report directly to the health office

SPECIAL PROGRAMS

Haynes is fortunate to have a variety of student and family support services for students in addition to the basic education program. For additional information on any of these programs please contact the school office.

Outreach Consultant / Counselor – Haynes School provides the service of an Outreach Consultant (ORC) who coordinates resources to ensure student well being and learning. Attendance and Student Success Team processes are facilitated by the ORC in conjunction with other support staff experts such as our speech therapist, counselor, psychologist, nurse, and other knowledgeable support staff personnel.

Speech and Language Therapist – Our Speech Therapist provides therapy to children (K–6) who are identified and diagnosed as having difficulty producing sounds correctly or acquiring and expressing language.

English Language Development (ELD) – Our English language development program is provided for students identified as needing English language support. All students receive language development support throughout the instructional day. English Learners (ELs) receive language development based on language proficiency level needs as identified by the CELDT assessment. ELD is provided during the school day.

Gifted and Talented Program (GATE) – Haynes' students in the GATE program receive differentiated opportunities for learning aligned with their particular abilities and talents. This includes, but is not limited to developing problem-solving abilities, exploring realistic and healthy self-concepts, and increasing their knowledge of college and career options. These opportunities will be planned and organized as an integrated, differentiated experience within the regular school day, and may be augmented or supplemented with other differentiated activities related to the core curriculum. All 2nd Grade students are given the assessment for GATE annually.

Instrumental Music Program – Instrumental music instruction is provided for interested students in Grades 4 to 6. Haynes School has a strong instrumental band and string program. An orientation program detailing types of instruments available, rental arrangements, and other requirements is presented to all students at the beginning of the year. All Fourth Grade students have the opportunity to learn how to play song flutes.

Student Council – Haynes has an active Student Council elected by students. Student Council builds leadership skills and serves to ensure communication across the school regarding events and activities important to the school and student body. This is a leadership and service role.

Extended Learning/Enrichment Program – We understand that sometimes students need extra time to learn grade level content and/or skills. We offer after school instruction to help students acquire needed skills. These opportunities are provided 2-3 times per year by classroom teachers. Notices of classes will be provided as the classes are scheduled.

Attendance Make Up Academy (AMA) - Attendance at school is highly important to the success of students in all areas of academic development. However, sometimes students need to miss a day of

instruction due to illness or family emergency. Attendance Make Up Academy days (AMA) are provided to help recapture missed attendance days. Attendance Make up Academy days help to provide extra learning time for kids that have absences and need additional instructional time with grade level content.

Think Together Program - Haynes School has an active after school program that serves to provide students with a safe location to have lots of fun through engaging activities provided for those who attend. Snack, homework help, recreation, and crafts are also provided. Our Think Together team works collaboratively with staff to ensure consistent support for school efforts, while balancing academic, physical and creative activities to keep kids engaged, safe and productive after school. For more information on how to enroll your child in Think Together, please contact Julie Gonzalez at 909-418-7641, or via email at Haynes@ThinkTogether.org and she will be happy to provide you with assistance.

ATTENDANCE POLICY



*****The State of California accepts only illness and medical appointments as excused absences from school. When your child is absent, please notify the school attendance clerk as to the reason for the absence. Calling 909-984-1759 any time from 7:00 am to 4:00 pm, or sending a note to your child's teacher can serve as verification. The absence note must state the specific reason for absence, date of the absence, and be signed by the parent or guardian. **Ten absences a year is considered excessive by the State of California.**

Haynes School works with families to get children to school every day, and on time. Our Outreach Consultant (ORC) provides support and resources to parents struggling to get students to school. Our school process for addressing attendance concerns is called School Attendance Review Team (SART). This is a site level intervention to facilitate improved attendance at school. If site level intervention is unsuccessful, excessive absences will be referred to the Student Welfare and Attendance Office, and the Ontario-Montclair School Attendance Review Board (SARB) may take further actions. **Attendance at school is a very important component to learning!**



illustrations of.com #437570

Tardies

The first bell rings at 7:25 a.m. signaling students in Grades K-6 to go their class line. Instruction begins **promptly** at 7:30 a.m. **Students who are not in class with their teacher when the 7:30 a.m. bell rings must report to the office for a tardy slip.** Excused tardies follow the same guidelines as excused absences under the California Education Code. Three or more unexcused tardies that are more than 30 minutes late constitute a truancy.

Please review the district calendar to identify all holidays and non school days.

AWARDS/ RECOGNITION

Students are recognized at the end of each trimester through a variety of activities. Awards assemblies are held for Grades 1 to 6 to recognize students in the areas of Academic Achievement, Husky Pride (citizenship), Special Achievement Awards chosen by the teacher, and Perfect Attendance. Only students with zero absences and zero tardies are entitled to receive a Perfect Attendance award. There will be a monthly recognition for students who show great attendance for that month. Kindergarten Teachers provide student recognition for our littlest learners in the classroom setting.

CURRICULUM

Haynes Elementary School follows the adopted curriculum established by the Ontario-Montclair School District, which is based on Common Core State Standards. Students receive instruction in Language Arts through a literature-based, phonics supported program specially designed for each grade level. Our English Language Arts program is designed to develop each student's reading fluency and comprehension skills. In addition, students receive specific and integrated instruction in social studies, science, math, music, art and physical education.

During "Back to School Night" presentations, teachers will inform parents of specific grade level content and materials that will serve as the resources for instruction during the school year. Parents may also refer to Ontario-Montclair's webpage for more detailed information regarding common core state standards and specific grade level content.

PROMOTION/ RETENTION

Students who are not performing at grade level are designated as being "At-Risk". When your child is designated "At-Risk", we are indicating that they need additional services and/or support, NOT that they necessarily will be retained. We will work with you to ensure your child gets the help he/she needs. Students will receive additional intervention support designed to meet their needs.

Haynes staff members will proactively address academic concerns, behavior concerns, and any other circumstances that may be impacting a child's positive progress at school, and make a plan to support them. All students participate in between the bells interventions and challenges during universal access time. Teachers and Support Staff members will work collaboratively with students and families. If a child is not making adequate progress, we may schedule a Student Success Team meeting to further address concerns.

Retention

Only "At-Risk" students who have received interventions and have participated in our Student Success Team (SST) process may be considered for retention. Factors that are considered in retention cases are: progress in prescribed interventions, daily attendance, maturity, academic achievement, and social development. Retention is considered very carefully. Please talk with your child's teacher regarding questions and/or concerns you have about academic progress.

PARENT INVOLVEMENT

Richard E. Haynes Elementary School

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:

- **School Site Council (SSC):** Sept. 4, Oct. 10, Feb. 26, May 13
- **Special Education Parent Meetings:** Aug. 15, Oct. 23, Feb. 19
- **GATE Parent Meetings:** Aug. 13, Dec. 4, Mar. 11
- **School English Learner Parent Advisory Committee (SELPAC):** Aug. 13, Nov. 12, Feb. 11
- **Parent Volunteer Program**
- **Title I Informational Meetings**
- **Monthly Coffee and Conversations Parent Meetings** (2nd Tuesdays)
- **Friends of Richard E. Haynes**
- **Harvest of the Month Program**
- **Positive Behavior Intervention & Supports (PBIS)**



All parents are encouraged to actively participate on campus. We are confident that our children will behave responsibly and do well in their classrooms and on the playground. With everyone working together, we know that this year will be a rewarding one for all students and staff. Our goal is the safety and personal success of each individual student in our care.

Please review our 2019-20 Parent Involvement Policy for more detailed information.

**Title I School-Level Parental Involvement Policy
Richard E. Haynes Elementary School**

2018-2019

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

- 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.
 - Parent Teacher Conferences
 - School Site Council Meetings
 - Coffee and Conversations Meetings
 - 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.
 - Coordination of Services Team
 - Student Study Team
 - School Site Council
 - School English Learners Parent Advisory Council
 - District Parent Advisory Council
 - School Parent Advisory Committee
 - Meetings with CORC

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

School-Parent Compact

Richard E. Haynes Elementary School 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

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the 2018-19 Parent Involvement Policy outlines agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life. *This school's Parental Involvement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by the agenda and sign-in sheet of the School Site Council meeting held on 05-16-18. This policy was adopted by **Richard E. Haynes Elementary School** on 05-16-18, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2018. It will be made available to the local community on or before September 30, 2018. **Richard E. Haynes Elementary School** notification to parents of this policy will be in an understandable and uniform format and, to the extent practical, provide a copy of this policy to parents in a language the parents can understand.*

Building Capacity for Involvement

Richard E. Haynes Elementary School 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.**
 - Parent Education Workshops (Common Core State Standards, ELD standards, technology, SBAC).
 - Providing parent-teacher conferences for all parents of students performing below expectations; and providing instructional resources that would assist parents in working with their children and understanding educational topics.
 - Providing all parents of students performing below expectations; the opportunity to attend literacy and numeracy workshops that would assist parents in working with their children and understanding educational topics.
- **The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.**
 - Providing parent-teacher conferences for all parents of students performing below expectations; and providing instructional resources that would assist parents in working with their children and understanding educational topics.
 - Providing all parents of students performing below expectations; the opportunity to attend available literacy and numeracy workshops that would assist parents in working with their children and understanding educational topics.
 - Providing site based Parent Education Workshops (Common Core State Standards, ELD standards, technology, SBAC).
- **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.**
 - Staff Development and Professional Development on best practices for building/strengthening home-school connections.
 - Providing research based articles on parental involvement.
 - Providing access to online resources with parent involvement content (ex. Teaching Channel, Great Minds Website, etc).
- **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.**
 - Providing an opportunity for parents to enroll students in kindergarten in the spring prior to the school year.
 - Inviting program members to participate in professional development activities.
 - Organizing and participating in joint transition-related training of school staff, Head Start staff and other early childhood development programs.
 - Conducting meetings involving parents and program participants to discuss development and assessment needs of individual children.
 - Inviting program members to participate in parent night meetings held during the school year.

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Providing parent information workshops during the school year and providing additional information in newsletters, bulletin board in front office, Coffee with the Principal, and/or on the school website; and by communicating with parents through the use of direct mail, family involvement nights, and telephone messages.

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

- Information and ideas about the academic work their children do in class.
- Coordinated links between what is happening in the classroom and activities at home.
- Academic goal setting.
- Ideas on how to help their child with homework.
- Increased communications with the teacher.
- Better communication between the parents and child through reviewing student work, practicing skills, monitoring and discussing homework.

Accessibility

Richard E. Haynes Elementary School 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.

- Site based Parent Education Workshop and parent meeting are conducted in the morning and evening, when possible.
- Information sent home is provided in a language and format that parents understand.
- Phone messages and flyers are provided to parents to notify them of all available opportunities for participation.

Please Note:

The 2019-2020 Parent Involvement Policy and 2019-2020 Parent Compact will be posted on our website after Haynes School Site Council meets to discuss and make updates. The updated 2019-2020 versions will be on our website after October 2019.

School-Parent Compact for Achievement

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.

Please contact our Counselor/Outreach Consultant, Crystal Silva, at 909-984-1759 or crystal.silva@omsd.net if you are interested in volunteering at Haynes.

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



- Title I Informational Meetings
- Monthly Coffee and Conversations
- Friends of Richard E. Haynes Parent Group
- Harvest of the Month Program
- Positive Behavior Intervention & Supports (PBIS)

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
- Weekly Framework folders/ teacher notes
- Student agendas
- Classroom visits
- Connect-Ed phone system

Contact our school office for questions, comments or concerns. 909-984-1759

Richard E. Haynes
Elementary School

THE HOME OF SCHOLARS AND LEADERS

School-Parent Compact
for Achievement

2018-2019



Our Mission: 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.

Our Goals for Student Achievement

District Goals:

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

School Goals

The 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%.

Teachers, Parents, Students—Together for Success

In the Classroom

All teachers will work with students and their families to promote **College and Career Readiness** and support students' success in meeting or exceeding the California Common Core State Standards in reading and math. Working with families in the following areas will help achieve this goal:

- Come to school ready to learn and work hard. Bring necessary materials, completed assignments and homework.
- Utilizing Thinking Maps across all content areas to support learning
- Know and follow school and class behavior expectations
- Communicate regularly with parents and teachers about school experiences so that they can help students to be successful in school.



At Home

Haynes Elementary School parents play an integral part of every child's education. Parents have worked with staff to develop the following ideas about how families can promote **College and Career Readiness** at home.

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

Students

Statement of Behavioral Purpose

Together at Haynes we will teach and learn to be respectful, responsible and safe so that we can become academic achievers, leaders and productive citizens.

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

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

Ontario-Montclair 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

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

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

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 SCHOOL DISTRICT

2019-2020 District Calendar

July						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student Days				0	To Date: 0	

August						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student Days				18	To Date: 18	

September						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Student Days				20	To Date: 38	

October						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student Days				22	To Date: 60	

November						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Student Days				15	To Date: 75	

December						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Student Days				14	To Date: 89	

January						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Student Days				19	To Date: 108	

February						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
Student Days				18	To Date: 126	

March						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Student Days				17	To Date: 143	

April						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
Student Days				22	To Date: 165	

May						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
Student Days				15	To Date: 180	

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Student Days				0	To Date: 180	

- July 2019**
- July 4 Independence Day

- August 2019**
- Aug 2,5,6 Teacher Preparation Days
- Aug 7 First Day for Students

- September 2019**
- Sept 2 Labor Day

- October 2019**
- Oct 7-11 Parent Conferences-Middle School
- Oct 14 Non-School Day

- November 2019**
- Nov 11 Veterans Day
- Nov 18-22 Parent Conferences-Elementary School
- Nov 25-29 Thanksgiving Break

- December 2019**
- Dec 20 Non-School Day
- Dec 23-31 Winter Break

- January 2020**
- Jan 1-3 Winter Break
- Jan 20 Martin Luther King Jr. Day

- February 2020**
- Feb 10 Lincoln's Birthday
- Feb 17 Presidents' Day
- Feb 24-28 Parent Conferences-Middle School

- March 2020**
- Mar 16-20 Parent Conferences-Elementary School
- Mar 23-27 Spring Break

- April 2020**
- No Holidays

- May 2020**
- May 21 Last Day for Students
- May 22 Teacher Preparation Day
- May 25 Memorial Day

- June 2020**
- No Holidays

Elementary Schools	1st Trimester: Aug 7-Nov 1	61 days
	2nd Trimester: Nov 4-Feb 28	65 days
	3rd Trimester: March 2-May 21	54 days

Middle Schools	1st Progress Report	Sept 20
	2nd Progress Report	Nov 1
	1st Semester: Aug 7-Dec 19	89 days
	1st Progress Report	Feb 18
	2nd Progress Report	Apr 10
	2nd Semester: Jan 6-May 21	91 days

- First Day for Students
- All Schools and Offices Closed
- All Schools Closed
- Non-School Day
- Teacher Preparation Days
- Last Day for Students

Board Approved: 11/1/2018



Richard Haynes Elementary

Be Safe, Be Respectful, Be Responsible

