



STUDENT-PARENT
HANDBOOK

CURTIS COLTS

2020-2021

CURTIS ELEMENTARY SCHOOL

451 S. Lilac Avenue, Rialto, CA 92376

(909) 421-7366

Fax: (909) 421-7369

#HEREIAM

I AM SOMEBODY. I WAS SOMEBODY WHEN I CAME. I WILL BE A BETTER SOMEBODY WHEN I LEAVE. I AM POWERFUL AND I AM STRONG. I DESERVE THE EDUCATION I GET HERE. I HAVE THINGS TO DO, PEOPLE TO IMPRESS & PLACES TO GO.

- RITA PIERSON -

Parent Guide Acknowledgement 2020 - 2021

This form MUST be signed by the parent/guardian and returned to the school (teacher) as soon as possible. By signing this you are acknowledging that you have read, understand, and are willing to adhere to the policies listed within the handbook. Also, you understand that the handbook contains information that you and your child will need during the school year. You will be notified of any changes in policies and /or procedures

Student

Name: _____

Teacher: _____

Parent/Guardian

Name: _____

Signature: _____

Date: _____

Note: This signed acknowledgement form is required in each child's school file. A separate acknowledgement form is required for each child attending Curtis Elementary.

X

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CELL PHONE/ELECTRONIC DEVICE CONTRACT **2020-2021**

The district's cell phone/electronic devices policy has not been finalized as of August 10, 2020. When students return to campus for hybrid learning during the 2020-2021 school year, the expectations of the policy will be communicated to students, parents, and staff. Our handbook will be updated to reflect the policy.
Mobile Communication Devices: Board Policy/Administrative Regulation 5131.8



CURTIS ELEMENTARY SCHOOL
~BE SAFE ~BE RESPECTFUL ~ BE RESPONSIBLE~
RIALTO UNIFIED SCHOOL DISTRICT

451 S. Lilac Ave., Rialto, CA 92376 (909) 421-7366 Fax (909) 421-7369

Owen Ross- Principal Tami Butler- Assistant Principal



Hello Curtis Families,

We would like to welcome you and your child to Curtis Elementary for the 2020-2021 school year. This is a beginning to a school year unlike any other, with far more questions than answers. We want to thank you in advance and ask for your continued patience as we navigate together through the ever-changing guidelines in regards to the safe reopening of our schools. At Curtis, we prioritize the safety of our students and staff. As guidelines continue to change, it is important to understand that there may need to be revisions made to our schedule and policies throughout the year. With that being said, we are very excited to continue the academic and social-emotional growth of all of our students.

In addition to safety, we will continue to focus on academic growth and rigor. Our goal is to make sure that your child is able to achieve proficiency in all academic areas. On August 10th, we will begin the year in a Distance Learning model, Bridge Academy, and transition into a Hybrid model when it is deemed safe to do so. To support your child during their learning, it will be important for you to be aware of the web-based programs that will guide instruction for your child. These will include, but not be limited to: Think Central (Go Math), Wonders, iReady Reading and Math, and Footsteps 2 Brilliance. These programs will be used along with AVID strategies to continue to support your child's academic growth. It will also be important for your child to log in and engage in their learning **daily**. If at any time you need assistance with technology, please contact the RUSD Helpdesk at (909) 820-6863 x2602 or 2603, or email helpdesk@rialto.k12.ca.us.

As we begin this year, here is some important information that will allow us to work together more efficiently:

- Please keep your information with us up-to date. This can include: phone number, email, address, and emergency contacts. This will help us in case we need to reach you.
- Please contact the Curtis Office by phone when you have questions. This is for safety purposes because we want to limit the amount of people in the office and on campus at this time.
- When Bridge Academy, distance learning, begins on August 10th, your child will need to participate and check in daily with his/her teacher.
- Attendance will be taken and grades will be given for assignments.
- Please continue to visit our school and district website to stay up-to-date with the most current information that is available.
- We will also be launching a Curtis Remind 101 App that will allow us to communicate with you via text. More information about this will be coming. It will be important for you to sign up for this form of communication in addition to what is set up by your child's teacher.

This year it is absolutely necessary that our school and families work together to ensure the success of each child, both academically and social – emotionally. We ask that you partner with us to maximize your child's abilities and help them succeed in all their efforts this year.

If you have any further questions or would like additional information, please reach out.

Thank you,

Owen Ross
Principal, Curtis Elementary

The mission of Curtis Elementary School, the garden that inspires students to thrive, is to cultivate each child's unique talents and strengths in order to contribute to our diverse global society, through a vital system that is distinguished by: relevant learning opportunities, integrated cultural enrichment, college and career mindset, meaningful family and community relationships.

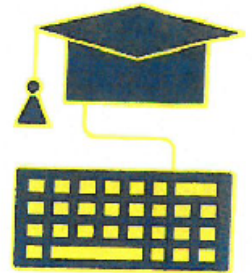


CURTIS

ELEMENTARY SCHOOL

DISTANCE LEARNING UPDATE

As we begin the 2020-21 school year in a Distance Learning Model, we are preparing to utilize what we have learned to inform and improve our virtual teaching and learning. Below is a comparison of some key practices that will provide students with a different and more robust learning experience than that of Spring 2020.



These shifts will provide our students with a challenging and rigorous educational experience via Distance Learning.

SPRING 2020

INSTRUCTION

- Teacher Check-In
- Flexible Schedule

REVIEW

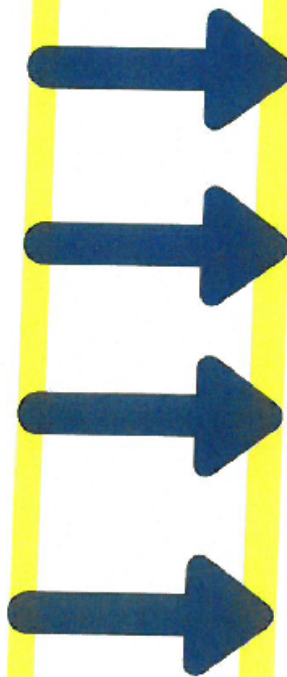
- Review Concepts

MATERIALS USED

- Chromebook

FLEXIBILITY

- Check-In
- Flexible
- No Assessments
- Ungraded



AUGUST 2020 - TBD

INSTRUCTION

- Daily LIVE Interactions
- Synchronous and Asynchronous
- Independent Practice Time

FOCUS

- Focused Grade Level Essential Standards

MATERIALS USED

- Chromebook
- Textbook
- Consumables
- New Material with Teacher Instruction and Support

ACCOUNTABILITY

- Daily Attendance
- Scheduled Assessments
- Graded



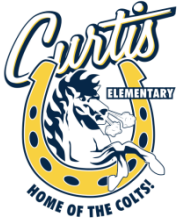
SCHOOL SUPPLY AVID LIST



GRADES	SCHOOL LIST(Optional)	AT HOME LIST(Optional)
K-1st	<ul style="list-style-type: none"> ● Full Size Back pack (large enough to fit school materials) ● Expo Markers and whiteboard eraser ● Water bottle (to refill during hot days and Physical Education Activites) 	<ul style="list-style-type: none"> ● Pencil box (to keep materials in at home) ● Crayons ● Eraser ● Pencils ● Index cards ● Scissors ● Glue
2nd	<ul style="list-style-type: none"> ● Full Size Back pack (large enough to fit school materials) ● Minimum one color highlighter ● Washable markers ● Post it notes (3X3) ● 2 Spiral Bound Notebooks 	<ul style="list-style-type: none"> ● Pencil box (to keep materials in at home) ● Pencils ● Crayons ● Eraser ● Scissors ● Glue
3rd	<ul style="list-style-type: none"> ● Full Size Back pack (large enough to fit school materials) ● 5 Color Highlighters (pink, orange, yellow, blue, green) ● Washable color markers ● Expo Markers ● 3 ring zipper pencil pouch (see through or mesh) ● Post it notes (3X3) ● 12" ruler (inches & centimeters) ● 2 Spiral Bound Notebooks 	<ul style="list-style-type: none"> ● Pencil box (to keep materials in at home) ● Pencils ● Crayons ● Eraser ● Scissors ● Glue
4th -5th	<ul style="list-style-type: none"> ● Full Size Back pack (large enough to fit school materials) ● 3 ring zipper pencil pouch (see through or mesh) ● 4 spiral notebooks ● 12" ruler with holes ● Post it notes (3X3) ● Washable color markers 	<ul style="list-style-type: none"> ● Pencil box (to keep materials in at home) ● Dry erase markers ● Pencils ● Crayons ● Eraser ● Scissors

- Expo Markers
- 5 Color Highlighters (pink, orange, yellow, blue, green)

- College rule lined paper
- Glue



CURTIS ELEMENTARY

~Be Safe, Be Respectful, Be Responsible~

CURTIS ELEMENTARY MISSION



The mission of Curtis Elementary School, the garden that inspires students to thrive, is to cultivate each child's unique talents

and strengths in order to contribute to our diverse global society, through a vital system distinguished by

- ***Relevant learning opportunities***
- ***Integrated cultural enrichment***
- ***College and career mindset***
- ***Meaningful family and community relationships***



Curtis Elementary

2020 - 2021

Daily Schedule



<u>Preschool</u>		<u>TK / Regular Kindearten</u>	<u>Extended Day Kindergarten</u>
8:00 a.m.	AM Start Time	7:45 – 10:30	7:45 – 9:30
11:00 a.m.	AM Dismissal	10:30-11:10	9:30 - 9:45
		Lunch	9:45 – 10:30
11:30 a.m.	PM Start Time	11:10-11:50	10:30 – 11:10
2:30 p.m.	PM Dismissal	40	11:10 – 12:40
		205	<u>90</u>
		No Minimum Days	240

Minimum Day:
 7:45 – 11:06 201
 11:06 – 11:26 Lunch
 201

Grade 1

8:00 – 9:40	100
9:40 – 10:00 Recess	
10:00 – 11:00	60
11:00 – 11:40 Lunch	
11:40 – 1:50	130
290	

Grade 5

8:00 – 10:05	125
10:05- 10:20 Recess	
10:20 – 12:25	125
12:25 – 1:05 Lunch	
1:05 – 2:08	63
313	

Grade 2

8:00 – 9:40	100
9:40- 10:00 Recess	
10:00 – 11:15	75
11:15 – 11:55 Lunch	
11:55 – 1:50	115
290	

Minimum Days:

Extended Day Kinder
11:26 Pick-up

1st – 5th Grades
1:06 p.m. Dismissal/Pick-up

Grade 3

8:00 – 9:40	100
9:40- 10:00 Recess	
10:00 – 11:35	95
11:35 – 12:15 Lunch	
12:15 – 1:50	95
290	

Grade 4

8:00 – 10:05	125
10:05- 10:20 Recess	
10:20 – 11:55	95
11:55 – 12:35 Lunch	
12:35 – 2:08	93
313	



Rev. 11/19 FS



Curtis Staff Members 2020-2021

CURTIS EDUCATIONAL TEAMS	TEACHERS	Classrooms	Ext.
Preschool	Ms. Mary Alice Smith		2215
Transitional Kindergarten	Ms. Miriam Flores	A-18	2118
Kindergarten Team	Ms. Alma Ramirez Ms. Danielle Duran Ms. Janice Kuri Mrs. Carmen Ford	C-9 C-10 C-11 C-12	2309 2310 2311 2312
TK/K/1st Combo Class	Mr. Ryan Mayorquin	C-8	2308
First Grade Team	Mrs. Tamar Melocoton Mrs. Maria McNabb Mrs. Sandra Ohlschlager Mrs. Shirley McCallister-Chen	C-1 C-2 C-3 C-4	2301 2302 2303 2304
Second Grade Team	Ms. Pavinee Prachachalerm Mrs. Angela Haidl Mrs. Maria Preciado	C-5 C-6 C-7	2305 2306 2307
Second/Third Grade Combo Class	Mrs. Doreen Morales	B-11	2211
Third Grade Team	Mrs. Laura Morrill Ms. Alexandra Madrid Ms. Marilu Reyes	B-7 B-8 B-10	2207 2208 2210
Fourth Grade Team	Ms. Ashley Reynoso Dr. Tiwana Boatwright Mrs. Angelica Perez	B-5 B-6 B-9	2205 2206 2209
5th Grade Team	Ms. Lisa Lebere Ms. Linda Nieblas Ms. Alison Boggs Dr. Yessica Stewart	B-1 B-2 B-3 B-4	2201 2202 2203 2204
Specialized Services Team	Mrs. Lauron Pedroza - Intervention Strategist Mrs. Leticia Cardinal-Norris- Resource Specialist Mr. Ryan Lewis- SDC- TK-1 Mrs. Bridgitt Rudosky SDC- 3-5	C-14 B-13 A-17 B-12	2314 2213 2217 2212



AVID stands for *Advancement Via Individual Determination*. Curtis Elementary is on year 3 of implementation of school-wide AVID. We will support AVID’s mission to close the achievement gap by preparing all students for college readiness and success in a global society. Common Core State Standards (CCSS) will continue to be fully implemented this year. CCSS makes for a more rigorous approach to learning as students will be challenged to develop their analytical skills, communicate their learning verbally, in writing, and/or in a presentation.

AVID Elementary ensures all students will:

- Experience Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn skills (WICOR Lesson Framework)
- Utilize organizational skills both inside and outside the classroom
- Develop student success skills for lifelong learning
- Successfully make the transition to middle school and courses of high rigor
-

Elementary AVID classrooms encourage:

- Organizational tool accountability and responsibility
- Use of folders/agenda/planner to foster “plan ahead” mentality
- Goal setting skills
- Time management skills
- Note taking strategies
- Inquiry method
- Collaborative learning
- Effective reading strategies for comprehension

CURTIS AVID ELEMENTARY SCHOOL		
Advancement	➔	Moving Up
Via	➔	Through
Individual	➔	Your Own
Determination	➔	Hard Work

Advancement Via Individual Determination

NOTE TAKING STRATEGIES

Agendas

- Copy Homework
- Mark When Finished
- Set Goals

Two-Column	
Quote	Explanation
Essential Question	Response
Main Idea	Details

Three-Column		
Word	Definition	Example
Math problem	Work	Answer
Character	Problem	Solution

When I say AVID,
You say ROCKS!

Costas' Levels

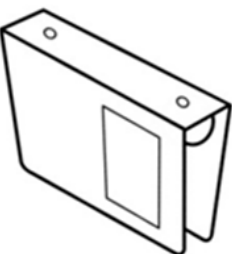
of Thinking and Questioning

1. Has a specific answer that you can find in the text.
2. Compares texts, requires analysis of information
3. More than one answer, asks for an opinion based on facts or personal experience



USE YOUR BINDER!!

- Stay Organized
- Use Your Dividers
- 3-Hole Punch
- Keep Your Work and Notes



W Writing to Learn
I Inquiry
C Collaboration
O Organization
R Reading to Learn

S

Sit With Proper Posture

L

Lean Forward and Listen

A

Ask Questions

N

Nod Your Head

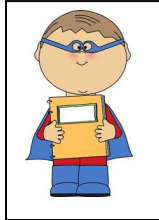
T

Talk With the Teacher

CURTIS ELEMENTARY- WHERE COLLEGE IS NOT A DREAM, IT'S THE PLAN!

Curtis School-Wide: PBIS (Positive Behavioral Interventions & Supports)

As a PBIS school, we focus on all policies, procedures, and adhere to the PBIS principles. The following gives an overview of schoolwide expectations:



School Wide Expectations

PBIS Team:

Curtis Elementary participates in a district initiative called Positive Behavior Interventions and Supports (PBIS). PBIS is one of the foremost advances in school-wide discipline that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school-wide environments, and for students to achieve social, emotional and academic success. PBIS is a team-based approach to establishing the behavioral supports and social culture for all students at Curtis Elementary to achieve social, emotional and academic success. The foundation of PBIS at Curtis Elementary centers on three behavior expectations: Be Safe, Be Respectful, Be Responsible.

Our PBIS team is composed of a variety of Curtis teachers, parents, and specialists to offer out the best support systems within our school. The PBIS team believes that schools can only be successful when they help children grow academically, socially, and emotionally. In order for this to happen, it is important that we establish a safe environment. It is our goal to set clear expectations and directly teach students about our expectations through modeling.



Distance Learning Curtis Colts

School- wide Expectations	Virtual Classroom
We will be Respectful!	<ul style="list-style-type: none">• Limit food and drink around technology.• Use approved websites.• Practice positive digital citizenship.• Wait your turn to speak in a virtual chat so others can be heard.
We will be Responsible!	<ul style="list-style-type: none">• Use your school's issued technology device for academic purposes only.• Colts always practice academic honesty.• Complete assigned work from your teacher to the best of your ability.• Be sure to contact your teacher through google classroom or email when you have questions.
We will be Safe!	<ul style="list-style-type: none">• Wash your hands before and after using laptops or device.• Limit the sharing of technology.• Return the device issued to you and the charging device in the condition you received it.

Arrival/ Dismissal Areas	<ul style="list-style-type: none"> • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Stay and walk on sidewalks 	<ul style="list-style-type: none"> • Greet others (ex. <u>Good Morning/ Afternoon</u>) • Wait patiently
Playground	<ul style="list-style-type: none"> • Walk on blacktop • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Model positive behavior • Use equipment appropriately • Report problems to an adult 	<ul style="list-style-type: none"> • Include others in play • Listen to Curtis staff members
MPR	<ul style="list-style-type: none"> • Walk in quietly 	<ul style="list-style-type: none"> • Clean up after yourself • Touch and eat your own food 	<ul style="list-style-type: none"> • Wait patiently • Use kind words like, <u>thank you</u> and <u>please</u>
Bathrooms	<ul style="list-style-type: none"> • Keep feet on the floor • Keep water in the sink • Wash hands when finished 	<ul style="list-style-type: none"> • Put toilet paper in the toilet • Flush toilets and urinals after use • Use for appropriate reasons only 	<ul style="list-style-type: none"> • Give others privacy • Knock politely on stall • Use quiet voices
Halls	<ul style="list-style-type: none"> • Walk at all times • Be aware of your surroundings and others 	<ul style="list-style-type: none"> • Go straight to your destination 	<ul style="list-style-type: none"> • Maintain silence at all times
Library	<ul style="list-style-type: none"> • Walk at all times • Keep chairs pushed in • Ask for help when needing to reach a book 	<ul style="list-style-type: none"> • Put books back in proper place • Use a ruler to mark book spot • Return checked out books on time • Report damaged books to your teacher 	<ul style="list-style-type: none"> • Use a quiet voice • Share books • Handle books/materials with care • Help one another find books • Work together to keep library clean
Office	<ul style="list-style-type: none"> • Use an office pass • Walk in and out quietly 	<ul style="list-style-type: none"> • Wait patiently to be helped 	<ul style="list-style-type: none"> • Use soft voices

**DISTANCE LEARNING – EXPECTATIONS
RIALTO UNIFIED SCHOOL DISTRICT
FALL 2020**

Digital Citizenship Agreements/Acceptable Use Policies

If and when a student displays behaviors that disrupt the environment of online learning, the following process should be followed:

1st violation – student given a warning and incident is documented in Teacher Notes. Remind student of Acceptable Use Policy and PBIS expectations.

2nd violation – parent is contacted by the teacher and notified of the disruption; incident and contact is documented in Teacher Notes. Remind parent of Acceptable Use Policy and PBIS Expectations.

3rd violation – parent is contacted by the teacher and notified of the disruption; student will not be permitted to communicate in writing and/or by video for 24 hours; student can continue to submit assignments. Incident, contact and communication suspension is documented in Synergy in Teacher Notes. Site administrator is notified.

4th violation – teacher communicates incident to a site administrator. Parent is contacted and notified of the disruption by administrator. Student will not be permitted to communicate in writing and/or by video for 48 hours; student can continue to submit assignments. Incident, contact and communication suspension is documented in Synergy.

5th violation – teacher communicates incident to a site administrator. Parent is contacted and notified of the disruption by administrator. Student is no longer allowed to communicate in any capacity online; student will only be allowed to submit assignments. Teacher may permit video communication with parent present. Incident, contact and consequence are documented in Synergy. From this point further, communication will only be conducted by the teacher to the parent (if necessary).

*Communication suspensions need to be the result of 48900 violations, such as disruption (48900K), vulgarity/repeated profanity (48900I), harassment/threats (48900.4) etc.

**Depending on the incident, the severity may require acceleration of the consequences that are given to the student, including deactivating the student's account.

Revised 7.22.2020

*****DISCIPLINARY PROCEDURES*****

To be successful, our behavior program needs a partnership between home and school. Please support Curtis Elementary by:

- Reviewing the behavior expectations with your child.
- Using the three expectations at home.
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home.

The following chart shows the procedures on how behavior incidents are addressed at Curtis Elementary.

A. RESTORATIVE PRACTICES:

Part of the implementation of PBIS, also includes the implementation of Restorative Practices. Restorative Practice is a philosophy based on a set of principles that guide the response to conflict and harm. Restorative Practice is based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement, instead of punishment. Restorative disciplinary practices at Curtis Elementary are aimed at keeping students safe and creating a safe school-wide environment where teachers can teach and students can learn. Restorative disciplinary practices may include:

- Curtis Student Store
- Teacher's Choice Recognition (students who model Kindness, Effort & Safety)
- End-of-Trimester Awards (students who model Curtis Expectations)
- Authentic dialogue/Student Circles
- Creating caring climates to support healthy communities
- Understanding the harm and developing empathy for both the harmed and the harmer
- Listening and responding to the needs of the person harmed and the person who harmed.
- Encouraging accountability and responsibility through personal reflection within a collaborative environment.
- Reintegrating the harmer into the community as a valuable, contributing member of society.
- Giving students the opportunity to make things right.

B. GENERAL PROCEDURES & POSSIBLE CONSEQUENCES:

- Student awareness of expectations
- Teacher warning/counseling
- Teacher/parent conferences
- Loss of privileges
- Detention/Parent contact (May include a conference with the parent, teacher and/or principal)
- Removal from class (In-house suspension)
- Suspension from school (To include a conference with the parent and an administrator before returning to school)
- Expulsion

C. SUSPENSIONS:

Although suspension is to be used as a last resort, there are some situations in which a student may be suspended for the first offense. These include:

- Fighting

- Profanity/vulgarity
- Sexual Harassment
- Possession or indulging in smoking, drinking, or any other controlled substance
- Theft/extortion/robbery
- Vandalism/arson
- Weapons/explosives

D. EXPULSIONS:

Students may be suspended or expelled for the following reasons as outlined in Education Code 48900:

- Stealing, damaging, or attempting to steal or damage property of others.
- Causing or threatening to cause physical injury.
- Possession, selling, or furnishing of weapons, knives, firearms, explosives, or other dangerous objects.
- Use or possession of tobacco, alcohol, or drugs.
- Committing an obscene act, or engaging in profanity/vulgarity.
- Consistently exhibiting disruptive behavior or defiance of authority.

E. THE SCHOOL HAS JURISDICTION:

- On school grounds
- Going home and/or coming to school
- During lunch (on or off campus)
- During, while going to, or while coming from a school sponsored activity.

*****Distance Learning Schedule*****

Monday Schedule (Distance Learning)

8:15 am - 9:15 am	Live Interaction/Progress Monitoring Instruction (1 hour) <i>*Note: Students are assigned learning assignments for the remainder of the instructional day.</i>
9:15 am - 12:00 pm	Teacher Preparation, Professional Development, Collaboration, and Staff Meetings (per schedule)
12:00 pm - 3:00 pm	Member lunch and prep time at home

Tuesday - Friday Schedule (Distance Learning):

8:15 am - 12:15 pm	<i>Synchronous</i> Instruction: <ul style="list-style-type: none">● K-1st = 45 mins● 2nd - 3rd = 60 mins● 4th - 5th = 90 mins
12:15 pm - 1:00 pm	Teacher Lunch
1:00 pm - 2:30 pm	<i>Synchronous</i> Instruction: <ul style="list-style-type: none">● K-1st = 45 mins● 2nd - 3rd = 60 mins● 4th - 5th = 90 mins
	NOTE: Students are assigned learning assignments for the remainder of the instructional day as needed

*At the teacher's discretion, breaks will be provided to students based on their learning styles and attention spans.

Hybrid Model Schedule

Monday Schedule (Hybrid Model):

7:30 am - 8:00 am	Staff are administered screening questions and temperature checks
8:00 am - 8:15 am	Teacher preparation for live interaction.
8:15 am - 9:15 am	Live Interaction/Progress Monitoring
9:15 am - 12:00 pm	Teacher Preparation, Professional Development, Collaboration and Staff Meetings (Per Schedule)
12:00 pm - 3:00 pm	Member lunch and prep time at home or at the school site

Tuesday - Friday AM/PM Schedule (Hybrid Model):

7: 30 am - 7: 40 am	Arrival and temperature checks and screening questions for employees
7:50 am - 8:00 am	AM students arrive at school and buses arrive and temperature checks
8:00 am - 8:15 am	Breakfast in the classroom
8:15 am - 10:45 am	AM Instruction (165 min)
10:45 am - 10:55 am	Grab & Go lunch for AM students. Teachers will escort students to dismissal location. Support Staff will assist with dismissal
10:55 am	Buses depart with AM students
	<p>*Administrators and TOSAs shall provide restroom breaks as needed.</p> <p>1st - 5th grade AM Students to take home distance learning assignments per required instructional minutes to complement above: Kindergarten 15 min. 1st- 3rd grade additional 65 min 4th-5th grade additional 75 min All grade levels provide Monday work per instructional minutes by grade level; VAPA lessons can be used to support instructional minutes</p>
10:55 am- 11:55 am	Teacher lunch and sanitization classrooms.

11:55 am - 12:05 pm	PM students arrive at school and buses arrive and temperature checks
11:55 am - 12:15 pm	Student lunch in the classrooms.
11:55 pm- 2:40 pm	PM Instruction (165 mins)
2:40 pm - 2:55 pm	Grab & Go breakfast for the next day for PM students. Teachers will escort students to the dismissal location. Support staff will assist with dismissal.
2:55 pm	Buses depart with PM students.
	<p>*Administrators and TOSAs shall provide restroom breaks as needed.</p> <p>1st - 5th grade AM Students to take home distance learning assignments per required instructional minutes to complement above: Kindergarten 15 min. 1st- 3rd grade additional 65 min 4th-5th grade additional 75 min All grade levels provide Monday work per instructional minutes by grade level; VAPA lessons can be used to support instructional minutes</p>

*****Information, Policies, and Procedures*****

ATTENDANCE:

Good attendance is directly related to your child's school achievement. Please make sure your child/children arrive on time to school every day. Please schedule your vacations during school breaks and doctor appointments for after school. Reenrollment in the same class will be dependent on current enrollment. Students with perfect attendance are recognized at the trimester assemblies with a certificate. Students with perfect attendance will receive a trophy at the end of the year assembly.

TARDIES and EARLY PICK-UP:

One of the students' major responsibilities is to be in school on time and present every day. Being tardy and regularly leaving early are serious matters, causing loss of instruction and disruption to those students who are on time and in class. **Students who are tardy must check in at the school office before reporting to class.** Please accompany your Kindergarten child to the school office if he/she arrives late. Parents may not check students out of school after 1:40 p.m. except in the case of emergencies.

****INTER/INTRA District Transfers** – Students attending Curtis Elementary on an INTER/INTRA District Transfer Agreement may have it revoked during the school year and/or not approved for the next school year if he/she does not maintain satisfactory attendance throughout the year. **Satisfactory Attendance means a student is “on time” and “in school” 90% of the time. Students with 10% or more absences and/or tardiness may be returned to the home school.**

“PERFECT ATTENDANCE” AWARDS – In order to receive the “Perfect Attendance” award, the student must not have any; 1) ABSENCES, 2) TARDIES, or 3) EARLY DISMISSALS / EARLY PICK-UPS. An absence may be “recovered or cleared” by attending a Step-Up Saturday session but tardies and early dismissals cannot be recovered or cleared



Perfect Attendance Awards

The Rialto Unified School District is placing a hold on Perfect Attendance Awards from March 12, 2020, until further notice, due to the Coronavirus (COVID-19) pandemic.

The district strongly encourages daily attendance, but not at the risk of our students’ and staff’s health and well-being. Students will be held harmless during this period in relation to Perfect Attendance.

If a student misses a day of instruction (in-person or via distance learning) during this time period, their cumulative Perfect Attendance status will not be affected.

Examples of Cumulative Perfect Attendance Awards:

- Perfect Attendance from Kinder through 5th grade
- Perfect Attendance from Kinder through 12th grade
- Perfect Attendance from 6th through 8th grade

BAG OF CHIPS:

Students are not allowed to bring **medium to large** bags of chips on campus. Medium to large bags creates innumerable problems in the hallways, cafeteria, and playground. Students may only bring a small bag of chips which he/she can finish during the 20 minutes in the cafeteria **without** sharing with other students. **All food must be eaten in the cafeteria and not taken to the playground. Medium to large bags of chips may be confiscated at any time and will be kept in classroom or office to be picked up at the end of that day.** Bags of chips not picked up at the end of the day may be thrown away.

BICYCLES:

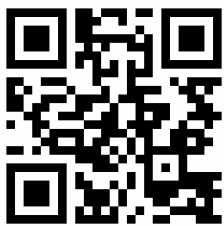
Bicycle riders must learn and obey the rules, and wear helmets. Please caution your child on proper safety rules, i.e. bicycle safety. Bicycles are to be walked on and off school grounds at all times. Chain locks must be provided and the bicycles are to be parked in the bike racks during school hours. The school will not be responsible for lost or stolen items. **SKATEBOARD, SCOOTERS, ROLLERBLADES:** Skateboards, Rollerblades, and Scooters are not allowed on campus. ANY skateboard or scooter brought to school will need to be locked up in the bike racks.

BREAKFAST AND LUNCH PROGRAMS:

Breakfast is provided free of charge for all students in the classroom at the start of the school day. Serving begins at 8:00 a.m. and ends by 8:15 a.m. (7:45 a.m. = Kinder).

Three entree lunches in addition to a salad bar are available daily for students. The cost for lunch is FREE once the Online Verification Process is complete. The District requires all households to electronically verify their students' emergency contact information and provide household size and income. This information must be collected by the District to secure better funding for our students and provide all students with a meal at no cost.

Please visit your ParentVue to access. Use QAR below to take you to the link or visit https://pvue.rialto.k12.ca.us/Login_Parent_PXP.aspx?regenerateSessionId=True



CAMPUS SAFETY AND SECURITY:

We believe Curtis is well supervised and a safe campus for all students and staff. **Parents and visitors to the school can help us by always checking in at the office to obtain a dated Visitor's Pass when they are on campus and wearing the Visitor Pass while on campus. Parents may not enter the campus through the double green doors or the side gates during school hours.**

Parents can also help by reporting to the police incidents of vandalism on the campus on weekends and/or individuals on or around school property that appear suspicious.

CELLULAR PHONES/ELECTRONIC DEVICES:

The district's cell phone/electronic devices policy has not been finalized as of August 10, 2020. When students return to campus for hybrid learning during the 2020-2021 school year, the expectations of the policy will be communicated to students, parents, and staff. Our handbook will be updated to reflect the policy.

Mobile Communication Devices: Board Policy/Administrative Regulation 5131.8

CLASSROOM INTERRUPTIONS / LUNCH TIME:

A policy is in effect to limit the number of classroom interruptions. Unless it is an emergency, we ask that your child's learning process not be interrupted. We ask that students not be picked up early and that all appointments be made for after school hours. Constant interruptions interfere with learning. If you come to the office and need to speak with your child we ask that it is at their recess or lunchtime. If your child forgot his/her lunch, we are asking that the lunch be left in the office until lunchtime. We will notify the student to come and get the lunch. If a lunch is not in the office, they may charge lunch in the cafeteria. Thank you for your assistance. Your child's safety and learning performance is our number one priority.

DOGS/ANIMALS ON CAMPUS:

Due to health and safety reasons, **ALL dogs and animals are prohibited being on campus** except for *Guide, signal or service dogs*. This policy includes weekends.

DRESS CODE: BOARD POLICY AR 5132 (a), (b), and (c) - DRESS AND GROOMING

1. Shoes must be worn at all times. Sandals must be closed toe and have heel straps. Flip-Flops or backless shoes or sandals are not acceptable.
2. Clothing jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn unless they meet district guidelines for sun-protective clothing.
4. Each school site shall allow for outdoor use during the day, articles of sun-protective clothing that meet the following guidelines:



- Hats and/or sunglasses may be worn during lunch time, outdoor assemblies, outdoor Physical Education, and before/after and to/from school.
- Sun-protective hats must have brims of one to three inches, preferably all the way around the head. Crowns shall be no more than two inches above the head, made of soft foldable material. Hats and tie strings must be white, tan, gray or black. They must be unadorned except with the approved school logo. Hats in the school colors adorned with an official school logo or initial may be worn on days designated by the principal and/or only during specific time periods and locations.
- Sun-protective clothing may not be worn during class time, in school buildings or covered areas.

5. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Any clothing or make-up that implies group affiliation is not permitted.

Additionally:

- **Baggy, sagging, or oversized clothing is not permitted.**
- Students are expected to wear a “**properly adjusted**” belt if needed to keep the pants **above the buttocks**. This includes with “Skinny Jeans”.
- **ALL** clothes are to be worn as the manufacturer intended.
- Steel toed shoes, boots, or skater shoes with metal inserts (i.e. “Heelies”) or roller blades are not allowed.
- Shoelaces should be tied in the appropriate manner.

In cases of questionable dress, not covered above, the administration’s decision regarding inappropriate dress will prevail.

In the event that a student is in violation of the dress code, a call will be placed to the parent to ask the parent to bring a change of clothing. If the school is unable to reach the parent, or the parent alternate apparel, the school will look for an alternative clean garment to loan the student from the “school closet” in the health office. Your support is appreciated and applauded with enforcing a safe learning environment.



10. DROPPING OFF AND PICKING UP STUDENTS:

The safest way to pick up your child by car is to pull over by the curb in front of the school (Lilac Ave.) or pull into the parking lot. The curb in the parking lot closest to the school lot is for dropping off and picking up students. **Please do not leave your car unattended. At no time is parking allowed in the front of the school! Do not drop your children off in the parking lot and have them cross the traffic lane in front of the school.** If you are picking up your student from Lilac Ave., do not pull into the “**BUS ONLY**” driveway. We have special needs children who have experienced difficulties in the past as a result of the bus not being able to pick them up because cars are blocking the bus parking area. **The only vehicles allowed in the “BUS ONLY” driveway are school buses.** Please keep the parking lot and driveways clear for district employee vehicles and school buses. This is to ensure the safety of our students. School gates are locked at **8:00 a.m.**

EMERGENCY CARD:

It is **absolutely** necessary that we have an emergency card with **current** family and medical information on file in our school office at all times during the year. This information will assure that our staff will meet the needs of your child in any emergency situation. Please notify the office **immediately**, in writing or by telephone, of any changes. This helps to prevent delays in contacting you if your child becomes sick, is injured, or has any other emergency. **Note: Only those people listed on the emergency card will be allowed to take students from the school before dismissal time.**

HOMEWORK POLICY:

Students will be assigned homework by their teachers in various subject areas. Please provide a quiet area in your home for your child to do his/her homework and be available to help if necessary. Help your child develop self-discipline and responsibility by completing and turning in all homework in a timely manner.

INDEPENDENT STUDY PROGRAM:

We believe classroom instruction and academic time is very important to a student's success in school and establishes the kind of work ethic needed for the job market. Independent study must be approved in advance by the teacher and the principal. The appropriate paperwork must also be filled out one week prior to leaving in order to give the classroom teacher a reasonable amount of time to prepare a work packet We encourage parents to plan vacations and family trips during off track times.

LOST AND FOUND:

Lost items are located in a tub in the cafeteria. Please check the Lost and Found bin if your child is missing any items. All items that are not reclaimed by the end of the school year are donated to a local organization.

MEDICATION POLICY:

In order for the office/health staff to administer prescription medication, a student must have the RUSD Health Services "Physician's Recommendation for Medication" form on file. The medication must come in the prescription bottle and labeled with the student's name, the medication, correct dosage, and time of administration. We cannot give a child medication unless the above procedure is followed. All medication brought to school, preferably by an adult, must be stored in the school office. "Over-the-counter" medications, including cough drops, are not allowed on campus. **This policy is for your child's safety, as well as, other childrens' safety.**

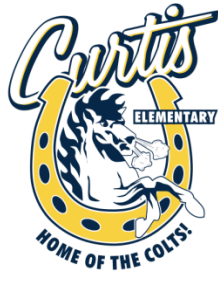
PARENT INVOLVEMENT:

Parents are encouraged to participate in their child's education by volunteering in the classroom. **Volunteers must be fingerprinted.** You may pick up a volunteer form in the office and the fingerprinting will be done at the district office free of charge. (Visit Our Website for forms or come by the front office.) The Health Clinic will administer a TB tests for volunteers as well.

Participation in **School Site Council** and/or **English Learner Advisory Council** is encouraged and a way for parents to be involved. Meetings are held five-eight times a year and important school issues are discussed.

There is a significant positive impact on student achievement when schools and parents work together. You can become involved in your child's education in a number of ways, which include:

1. Provide a quiet place for your child to complete homework.
2. Check your child's backpack, folders and homework daily.
3. Model reading for your child; read all school communications and read daily to your child.
4. Take your child to the library.
5. Volunteer in the classroom, on study trips, etc.
6. Join the school's PTO, School Site Council, and English Learner Advisory Committee
7. Attend school functions: Parent-Teacher Conferences, Back to School Night, Open House, Coffee w/ the Principal, AVID Nights, Literacy Night, Science Night, Awards Assemblies, parent education activities, etc.



PROHIBITED ITEMS:

Students are not permitted to bring matches, cigarettes, lighters, radios, toy guns, knives, laser pointers, or any items, which could be considered a weapon or dangerous object, onto the school grounds. Aerosol cans are forbidden on campus. Students **MAY NOT CHEW GUM** on campus. Please see that your child does not bring any of these items or similar items to school.

PROMOTION AND PLACEMENT POLICY:

Students are either *promoted* or *placed* in the next grade each year unless they are retained. **Promoted** means they have achieved the skills for the grade at a satisfactory level. **Placed** means they have not achieved the skills at a satisfactory level but retention is not considered necessary. **Retained** means they will repeat the same grade the following year. **Retentions** are done only if the teacher, and administrator feel the student will benefit from the retention. There are several reasons why they may not be retained (may need other more appropriate interventions, placement in a special education program, previous retention, poor attendance, or emotional or behavioral problems).

STUDY TRIPS:

Our goal is to have every class attend at least one study trip/off campus activity per year but this is not a state or district requirement. This can only be achieved through PTO, various fundraisers, and donations since school funds are not available for this purpose. Student participation in such events requires appropriate behavior.

- Students who display a pattern of inappropriate behaviors which have resulted in disciplinary and/or safety issues to self and others will not be denied academic study trips but will need to be accompanied by a parent/guardian. If the parent/guardian is not able to attend the trip, he or she may choose to have the student remain on campus in an alternate classroom.
- Other “End of Year” non-academic activities (e.g. 5th Grade Day, Park/Field Day, Water Day, etc.) are considered a privilege. Inappropriate behavior may result in the child not participating. Fifth Grade students will have a Teacher/Parent/Student Agreement sent home to be signed and adhered to in order to attend the *End of Year 5th Grade Day*.

TEXTBOOKS/LIBRARY BOOKS:

It is the students’ responsibility to maintain textbooks and library books in the same condition they were received. If a book is lost or damaged, the student/parent will be required to pay the cost of replacing the book or repairing the damages.

AT THIS TIME, Report cards will be given to students/parents who have unpaid book charges.

HOWEVER, failure to pay for lost or damaged books will result in the student NOT receiving his/her high school diploma.

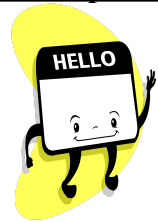
TOYS AND PERSONAL ITEMS:

Toys and personal items need to be left at home unless the teacher has given permission. This includes balls and sports equipment. They become a distraction in the classroom and cause innumerable problems on the playground. The school provides play equipment for the students. The school will not be responsible for lost or stolen items.

VISITOR POLICY:

“During school hours (7:40AM – 2:08 P.M.) on days when schools are in session, facilities are intended primarily for use in educational programs; they are not open to the general public except as outlined

herein. The intent is to accommodate as many requests to visit as possible with minimum disruption to programs.”



ADULTS:

1) All visitors must report to the school office and “sign in” to record their presence on the site. At this time, the school secretary or clerk will notify the teacher and provide you will be given a visitor’s badge. This shall be done before proceeding to any other location on the school site [with the exception of school performances and assemblies];

- We ask that you schedule the classroom visits ahead of time with your child’s teacher.
- If it is an unscheduled visit, the teacher will be notified to ensure the unscheduled visit will not disrupt the instructional program (students may be testing or other visitors may already be in the room).

2) At times other than during open house or for prearranged conferences, parents/guardians must report to the school office before visiting a classroom.

3) It is strongly recommended that teachers do not discuss a student with the parent/guardian during class session. Those desiring individual conferences should make appointments in advance and, except in emergencies, conferences shall be scheduled when the teacher is not supervising students.

*****NEVER** are adults allowed to enter a restroom on campus intended for student use even to assist your own child. If you need to use the restroom or assist your child, you **MUST** check with the office staff first and use the Health Office restroom.

CHILDREN – 1) RUSD prohibits students who are not enrolled at the school to spend time in classrooms; 2) Students, who have been suspended, expelled, or who are not currently enrolled at Curtis Elementary are prohibited from being on school grounds. Screened volunteers over the age of 18 are welcome in District classrooms once they have had their TB clearance and fingerprinting completed. An application for consideration is available in the office.

CLASS SCHEDULES:

KINDERGARTEN = Extended Day

7:45 a.m.-12:40 p.m.
LUNCH - 10:45-11:25

PRIMARY = Grades 1-3

GR 1	LUNCH	11:20 -12:00
GR 2	LUNCH	11:35 -12:15
GR 3	LUNCH	11:55 -12:35

8:00 a.m. – 1:50 p.m.

INTERMEDIATE = Grades 4-5

GR 4	LUNCH	12:10 – 12:50
GR 5	LUNCH	12:25 – 1:05

8:00 a.m. – 2:08 p.m.

It is very important for Kindergarten parents to **deliver** their students **on time** and to **pick them up on time**. There is no supervision after five minutes past the above dismissal schedule. Kindergartners are taken to the office and parents contacted.

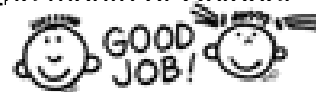
****Kindergarten minimum day hours are from 7:45 am -11:06am.
1st through 5th grade minimum day hours are from 8:00 am – 1:06 pm.

S^TUDENT PERFORMANCE



Report Cards are only one measurement of your child's performance. Other assessment tools utilized are standardized test scores, District Benchmark Assessments, Chapter/Unit Tests, Leveled Reading Passages, iReady Reading & Math, common formative assessments, and teacher created assessments. **California law and RUSD Board of Education policy require students to meet minimum standards of proficiency before being promoted to the next grade.** Poor work notices will be sent home each trimester if your child is at risk of retention, based on the above performance tools.

The Report Card is designed to be an appropriate tool to measure a student's progress. Student grades reflect their progress each trimester. The purpose of the report card is for the student to be assessed according to his or her ability to participate, respond, appreciate, demonstrate, and analyze the subject matter taught, as aligned by the California State Standards. Teachers will meet with parents for at least one formal conference on a minimum day during the month of October



Academic Grades for Grades 1st -5th

A = Advanced Proficiency - Has met ALL Grade Level Content Standards at an above level of competency.

B = Proficient - Has met MOST Grade Level Content Standards at an above average level of competency.

C = Basic - Has met MOST Grade Level Content Standards at an average level of competency (Student has achieved mastery of many grade level skills but is considered only minimally proficient in meeting grade level standards. Work is satisfactory for promotion but inconsistency limits true mastery of concepts.)

D = Below Basic: Has met SOME grade level content standards at a below average level of competency. (The student has not met grade level standards but demonstrates partial proficiency in some areas. The student is beginning to grasp and apply some key concepts and skills for the grade level but produces work that contains many errors.)

F = Far Below Basic: Has met FEW grade level content Standards at a far lower level of competency.

(The student is not meeting grade level standards and work indicates a lack of understanding of the fundamental skills needed for success with grade level material.)

Report cards are sent home once each trimester for 3 trimesters.



Reporting Marks Toward Content Standards for Grades K-6

E: Excellent: Student consistently demonstrates outstanding study habits and/or behavior.

S: Satisfactory: Student regularly demonstrates appropriate study habits and/or behavior with only occasional reminders.

U: Unsatisfactory: Students needs frequent reminders of appropriate study habits and/or behavior.





SAM V. CURTIS ELEMENTARY SCHOOL
~BE SAFE, BE RESPECTFUL, BE RESPONSIBLE~
RIALTO UNIFIED SCHOOL DISTRICT

451 S. Lilac Ave., Rialto, CA 92376 (909) 421-7366 Fax (909) 421-7369

PLAYGROUND EXPECTATIONS

The following rules are examples and not intended to be the only rules:*

Curtis Elementary has recently acquired new playground equipment. Please be advised that there will be new playground equipment rules that will be covered in class and at the school-wide discipline assembly.

Kicking of balls takes place on the grass area or during a designated PE game. ***Students** must count to 20 while waiting for the swing. ***They** may not walk or stand in the wood chip area around the swings. *** No** games of tackle, tag, or wrestling are allowed INCLUDING ANY COMPETITIVE SPORTS LIKE SOCCER AND FOORBALL (Must be played during PE with a teacher present.) ***Students** must remain on the playground during recess and use designated restrooms and water fountains only. ***Restrooms** are not to be used for play or for games of chase. *** ALL GAMES AND EQUIPMENT ARE OPEN TO ALL STUDENTS.**



If students are involved in the following situations, the teacher or administrator will call the parent immediately and the Education Code will be enforced:

*Use of abusive language and/or gestures back to a staff member and/or adult in charge * Instigating, encouraging, and/or involved in a fight * Talking back to a staff member and/or adult in charge * Refusing to follow the directions of a staff member and/or adult in charge * Rock throwing (whether directed at a person or not) * Possession of a school (or theft of) knife and/or objects likely to cause injury * Destruction of property and/or another person's property (Parents may be liable to the damages done to the school and/or another person's property.)



<p>Playground</p>	<ol style="list-style-type: none"> 1) Walk on blacktop 2) Keep hands and feet to yourself 	<ol style="list-style-type: none"> 1) Model positive behavior 2) Use equipment appropriately 3) Report problems to an adult 	<ol style="list-style-type: none"> 1) Include others in play 2) Listen to Curtis staff members

DISCIPLINE MATRIX

MINOR INFRACTION/INTERVENTION GRID

MINOR INFRACTIONS	DEFINITION/EXAMPLE	CLASS/TEACHER INTERVENTIONS	
Physical Contact / Horseplay	No intent to injure, single hits or kicks, play fighting, wrestling, rough housing, chasing, back slapping, shoulder punching, pushing, etc.	<u>Option #1</u> Do one or more Pre-correction—placement of student etc. to avoid problem to begin with Proximity to student Verbal Cue (i.e. Johnny, eyes on me) Non Verbal Cue—hand gesture to mouth/ear Restate expectation—i.e. “Respect is a school rule. We speak respectfully at Curtis. I do not expect to hear that again.”	<u>Option #3</u> (Do all & document on BLUE Card) Immediate time-out in a Buddy Room (no more than 20 min. and no more than 2 sent to the same room). Loss of all recesses in that day and next day – send to ELD with work. Parent phone call, send note home for parent signature, or meet with parent in person.
Disrupting the Classroom	Talking, playing, passing notes, out of seat often, outbursts, burping out, tapping, white eye rolling, talking in class, etc.		
Ignored Adult Directive	Talking back, off task, not completing work, eye rolling, talking in class, etc. (e.g. non-responsive, not working, refusing to follow directions, comments like “I don’t want to” or “Whatever”)		
Inappropriate Language	Low-level, accidental slip, Profanity=First few offenses of profanity before it is “habitual” (e.g. “shut up”, “stupid”, “gay”, sexual innuendos or connotations, and non-directed or isolated profanity)	<u>Option #2</u> (Do all & document on BLUE Card) Student verbally restates what rule is and what they did to break it and what they could do differently. Increase praise for appropriate behavior. Loss of 1 recess—send to ELD room with work.	<u>Option #4</u> (Do all & document on BLUE Card) Immediate time-out in a Buddy Room (no more than 20 min. and no more than 2 sent to the same room). Loss of all recesses (2-5 days) Parent phone call, send note home for parent signature, or meet with parent in person.
Pre-Bullying /Threats / Pre-Harassment	Low-level, first few offenses before it is “MAJOR OFFENSE”, victim is not visibly or emotionally upset of the act, no real disruption, or true threat. Examples: Often things said at recess, “I’m going to kick your butt”, “I’m going to beat you up”, etc...		
Property/Playground Misuse	Not following playground rules, using other equipment inappropriately and disrespectful- In an area without permission OR violating another student’s personal belongings		<u>Option #5</u> (Office Referral) Becomes a Major Infraction – Send to the office with referral and the BLUE Card which documents previous infractions and teacher actions.
Out of Bounds	(e.g. In hallways, courtyard, front office during recess/class without a pass, touching or talking of other student’s property)		
Lying/Cheating/Gossip	Sparking rumors, talking about others, copying, Wearing clothes that does not fit within the dress code guidelines practiced by the district.		
Dress Code Violation	(e.g. flip flops or sandals without strap, inappropriate writing or pictures, gang logos, baggy clothes, sagging, etc.)		
Cell Phones / Electronic Devices	Bringing cell phones, video games, etc. ----Students may bring cell phones but they must be given to Ms. Nancy in the office before school begins.		Note – Per Ed Code, teachers have a right to do an on-campus suspension for the remainder of the day and the next day. This right can be exercised at any time student violates ED Codes 48900 (i.e. “Major Infraction”) and teacher has exhausted all correctible remedies. You must send work with the student and contact the parent immediately to let them know you have done an on-campus suspension.

Major Infraction & Intervention Grid

MAJOR INFRACTIONS	DEFINITION/EXAMPLE	ED CODE	ADMINISTRATIVE ACTIONS / INTERVENTIONS
Fighting / Physical Contact	Willful force with malicious intent to hurt another student often with visible marks, redness, or swelling; Mutual combat (e.g. Multiple hits or kicks, hitting in the face, choking, etc.)	EC48900 A1 EC48900 A2 EC48900 S	Administrative actions may include <u>one or more</u> of the following: <ul style="list-style-type: none"> Letter sent to Parents Administrator contacts
Bullying / Making Threats / Harassing	Ongoing acts of intimidation, comments in oral or written form that explicitly or implicitly imply that harm will be brought upon another student. Any continuously repeated act that results in another student becoming worried or afraid for their safety. Examples: "I'm going to get you after school", "I'm going to beat you up", "I'm going to", "You'd better watch your back", etc...	EC48900 A1 EC48900 O	<ul style="list-style-type: none"> Letter sent to Parents Administrator contacts
Inappropriate Language	Intentional/habitual profanity and/or inappropriate language, directed verbal assault or with implied meaning. Example: directed profanity, racial slurs, comments with explicit meaning, etc....	EC48900 I EC48900 K	<ul style="list-style-type: none"> Administrator Holds a
Possession and/or use of a weapon/dangerous object	Student possesses any firearm, knife, explosive, or other dangerous object including shocking devices, laser pointers, staples, push-pins, etc. Note: Object needs to be confiscated by teacher or administrator immediately. Firearms-automatic 5-day suspension or expulsion.	EC48900 B EC48900 M	<ul style="list-style-type: none"> Parent/Admin Conference Student is suspended for 1-5 days
Theft/Robbery/Extortion	Attempted or committed theft/robbery over \$5,000, school or personal property. Note: Attempted or committed theft/robbery under \$5,000 can warrant parent contact and school service for 2 weeks.	EC48900 E EC48900 G	<ul style="list-style-type: none"> Parent requested to attend school
Selling Items for Profit	Student sells any item to another student in exchange for money of any amount. Note: Student must accept the item back and also return the money received in the transaction.	EC48900 K	Recommendation for Expulsion
Possession of Drugs/Under the Influence of Drugs (including "look alike")	Student possesses, is/ or has been under the influence of any controlled substance, alcohol, or intoxicant.	EC48900 C	
Drugs for Sale (including "look alike")	Student offers, arranges, or negotiates to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.	EC48900 C EC48900 D	
Defacing School Property-Permanent Damage	Caused or attempted to cause damage to school or private. Examples: Graffiti, etchings, etc....	EC48900 F	

The Rialto Unified School District is committed to providing a safe working and learning environment; takes seriously bullying or any behavior that infringes on the safety or the well-being of students, employees or any other persons within the District's jurisdiction; and will not condone retaliation in any form when bullying has been reported. District policy continues to require all schools and personnel to promote among students and staff mutual respect, tolerance, and acceptance.

The California Department of Education (CDE) has developed and made available to school districts a policy model on the prevention of bullying and on conflict resolution. These policies are developed for the purpose of incorporating them into a district wide school safety plan. The attached documents are a sample policy for Bullying Prevention & Conflict Resolution, and Student Code of Conduct for Rialto Unified School District.



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421-

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



"Bullying," means the use of force, threats, or other means to systematically and chronically inflict physical, psychological distress on one or more students or school employees. It is unwanted and repeated written or physical behavior, including any threatening, insulting, or abusive gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; is carried out repeatedly or on a regular basis; characterized by an imbalance of power; and unreasonable in relation to the individual's school performance or participation.

systematically and chronically inflict physical, psychological distress on one or more students or school employees.



Rialto Unified School District Bullying (Cyberbullying) Prevention

(Ed. Code 48900(a),(k),(o),(r),(s))

The **Rialto Unified School District** believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The **Rialto Unified School District** will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The **Rialto Unified School District** expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses the **Rialto Unified School District** will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Definition of Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the **Student Code of Conduct**. It can also be a violation of criminal law. The District will not tolerate unlawful bullying and harassment on school grounds, or when traveling to and from school or a school sponsored activity, and during lunch period, whether on or off campus, or sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

- Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits
- Has the effect of substantially disrupting the orderly operation of school

"Bullying," means *systematically* and *chronically* inflicting physical hurt or psychological distress on one or more students or school employees. It is unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; is carried out repeatedly and is often characterized by an imbalance of power; or unreasonable interference with the individual's school performance or participation; and may involve but is not limited to:

- 1) Unwanted teasing or taunting (verbal or non-verbal)
- 6) Physical violence

- 2) Social exclusion
- 3) Threat
- 4) Intimidation
- 5) Stalking

- 7) Theft
- 8) Sexual, religious, or racial/ethnic harassment
- 9) Public humiliation
- 10) Destruction of property

“Cyberbullying,” sometimes referred to as internet bullying or electronic bullying, is defined as the “willful and repeated harm inflicted through the medium of electronic text”. It may involve:

- Sending mean, vulgar or threatening messages or images;
- Posting sensitive, private information about another person;
- Pretending to be someone else in order to make that person look bad; and
- Intentionally excluding someone from an online group.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion. (*Ed. Code 32261 Legislative findings, declarations, and intent; Ed. Code 48900, 48900.2, 48900.3, 48900.4, 48915(a) and 48915(c)*).

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- Students are to resolve their disputes without resorting to violence.
- Students can rely on staff trained in conflict resolution and peer strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact must notify a recess aide, teacher, or administrator.

The procedures for intervening in bullying include, but are not limited to:

- District-wide training provided for students, staff, parents, and concerned community members about bullying awareness and prevention strategies.
- All staff, students and their parents will receive a summary of this policy prohibiting bullying; at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system’s notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur.

- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Conflict Resolution

The **Rialto Unified School District** believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, each school within the **Rialto Unified School District** will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

The **Rialto Unified School District** will provide training to provide the knowledge, attitudes, and skill students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

MENTAL HEALTH SERVICES FOR STUDENTS

As required by Education Code, school districts are required to notify students and parents or guardians of students on how to access available mental health services on campus or in the community. The following information in bold will be printed on the back side of student Identification cards for students in grades 6 through 12.

Crisis Walk-In Clinic, 909-421-9495

850 East Foothill Blvd., Rialto, CA 92376

211 San Bernardino County, 2-1-1

National Suicide Prevention Lifeline, 1-800-273-8255

The Crisis Text Line, which can be accessed by texting HOME to 741741

Rialto Unified Safety Office, 909-820-6892

California Youth Crisis Hotline, 1-800-843-5200

**RIALTO UNIFIED SCHOOL DISTRICT
2020-2021
COMPLAINT PROCEDURES**

Annual Notice to Employees/Students/Parents or Guardians/the District Advisory Committee & School Advisory Committee/Appropriate Private School Officials or Representatives/ and Other Interested Parties

The Rialto Unified School District has the primary responsibility to insure compliance with applicable state and federal laws and regulations. In compliance with Title V of the California Code of Regulations, Uniform Complaint Procedures, the District is committed to providing an internal process for any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, to file a written complaint alleging violation by the District of federal or state law or regulations, including allegations of discrimination in programs and activities funded directly by the state or receiving any financial assistance from the state.

Any individual, including a person's duly authorized representative or an interested third party, public agency or organization may file a written complaint relating to Federal Consolidated Categorical Aid Programs, State Consolidated Categorical Aid Programs, Special Education and unlawful discrimination. Federal programs include No Child Left Behind Act of 2001: Title I (Basic Programs), Title II (Teacher Quality and Technology), Title III (Limited English Proficient), Title IV (Safe and Drug Free Schools), Title V (Innovative Strategies); Title VI (Rural Education Achievement Program); Adult Education, Career/Technical Education, Child Development, Consolidated Categorical Aid Programs, Indian Education, Nutrition Services and Special Education. State Consolidated Categorical Aid Programs include Economic Impact Aid (State Compensatory Education), Economic Impact Aid (California Economic Impact Aid-Limited English Proficient), Peer Assistance and Review, School Improvement Program, School Safety and Violence Prevention, and Tobacco Use Prevention Education; unlawful discrimination because of actual or perceived sex, sexual orientation, gender (identity or expression), ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six(6)months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six(6)months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within sixty(60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.
4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainant's right to appeal the LEA's Decision to CDE (g) Procedure to be followed for initiating an appeal to CDE(see #5).
5. The complainant has the right to appeal and/or review the Senior Director of Personnel Services' decision through the appeal process by notifying the Board within five (5)days of the Director's decision. Any complainant may appeal the District's decision to the Superintendent of Public Instruction, State Department of Education, within fifteen (15) days of receiving the District's decision. The appeal must include a copy of the complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.
6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.
8. If you are alleging that you are a victim of discrimination, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the District's complaint procedures free of charge, please contact the Senior Director of Personnel Services, Rialto Unified School District, 182 E. Walnut Avenue, Rialto, CA 92376, (909) 820-7700 Ext. 2431.

Rialto Unified School District Legal Notices for Pupils and Parents/Guardians Bullying and Harassment

The Rialto Unified School District prohibits discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyber bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. This policy applies while on school grounds, going to or coming from school, at school activities, or using district transportation.

Board Policy 5131

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

REPORT IT Any person that has been a victim of, or witnessed bullying or harassment on school grounds, during school activities, or going to and coming from school is highly encouraged to report the incident immediately to a counselor, administrator, or other adult personnel on campus. Students have an option of reporting the incident anonymously through the Bullying/Harassment Complaint form located at the school.

INVESTIGATION The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The person who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. Within 10 school days of the reported incident, the principal or designee shall present a written report to the person who filed the complaint and the accused individual. The report shall include his/her findings, decision, and reason for the decision. If the person is in disagreement with the outcome of the investigation, an appeal can be filed at the Department of Student Services located at 260 S. Willow Ave., Rialto, CA 92376

TRANSFER REQUEST A student that has been reported as the victim of a violent offense as defined by state law is entitled to transfer to another school within or outside the District, under California Education Code 46600 § (b). Placement at a requested school is contingent upon **space availability**. Transfer requests can be obtained at the **student's current school**.

DISTRICT LIAISON
 Department of Student Services
 Lead Agent, Students Services or
 Agent, Child Welfare & Attendance
 260 S. Willow Ave., Rialto, CA 92376
 (909) 873-4336



BULLYING/HARASSMENT COMPLAINT FORM
 (Students May Report Anonymously)

Date Filed: _____ Name: _____
 Address: _____ Phone #: _____
 Please identify yourself as a:
 Student _____ Parent/Guardian _____ Employee _____ Volunteer _____ Other _____

Please check the type of bullying that has occurred (more than one can be checked):

Verbal Abuse (name-calling, racial remarks, belittling, etc. Can be done over the phone, in writing, or in person, over the phone, text, email)
Physical (hitting, kicking, shoving, twisting limbs, spitting, or destroying personal belongings)

Extortion (verbal or physical bullying for money or personal items)
Hazing (Having to participate in an act of physical or emotional harm to be part of a group, or are a victim of a group)

Indirect Bullying (Rejection, exclusion, ignoring, alienating, or isolating to purposely cause emotional distress)
Cyberbullying (Using technology to harass, threaten, or target another person – text, IMs, email, Facebook, videos, MySpace, Twitter, etc.)

Bullying/ Harassment on the basis of:	Race, color or nationality	Gender
Disability	Other	

Dates of alleged bullying or harassment(s): _____

Person(s) alleged to have committed the bullying or harassment: _____

Description of the incident: If possible, use specific dates, times, locations, names, etc. Use the backside of the form or additional sheets if necessary.

Names of Witnesses: _____

Have you reported this to anyone else: Yes ___ No ___ If so, who? _____

Signature of Reporting Person _____ Date _____

Note: Completion of this form will initiate an investigation of the alleged incident of bullying or harassment outlined in this form. All information will be confidential except for that which must be shared as part of the investigation. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment or work assignment. By signing above, you are verifying that your statements are true and exact to the best of your knowledge.

Revised 6/12/2013

Student Wellness Policy

All parents are invited to participate in the Rialto Unified School District Wellness Council. All parents may obtain information regarding the Wellness Council and how they may participate via the District Webpage, Annual Parent Notification, School Parent/Student Handbook, etc.

The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations, or distributing other

correspondence, to ensure that parents/students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are actively notified of and provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.

If you are interested in participating on the RUSD Wellness Council, please contact Student Services at 909-873-4336 extension 2371.

Mission-The educational mission is to improve the health of the school community by creating a variety of educational opportunities to establish life-long healthy eating habits and physical activity. The mission shall be accompanied by serving nutritious foods on District property, providing nutrition education to promote a healthy lifestyle and promoting physical activity.

Responsibilities-The Rialto Unified School District Board of Education recognizes the important connection between a healthy diet and a student's ability to learn effectively to meet high achievement standards in school. The Board also recognizes the school's responsibility in creating an environment that fosters healthy nutrition and physical activity.

Nutrition Education

- Nutrition education that is ethnically appropriate will be integrated into other areas of the curriculum such as math, science, language arts and Social Studies.
- The staff responsible for nutrition education will have the opportunity to participate regularly in professional development activities to deliver an effective nutrition education program as planned.
- Nutrition education curriculum will meet the standards set by the Health and P.E. Framework.
- Nutrition education will involve sharing information with families and broader community to impact students and the health of the community positively, including sharing information on the District website.
- School District will provide health information to families to encourage them to teach their children about nutrition.

Physical Education

- Physical activity will be integrated across curricula and throughout the day. Physical movement can be made a part of science, math, Social Studies and Language Arts.
- Physical Education courses will promote an environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge of nutrition and health.
- Time allotted for physical activity will be consistent with State Standards.
- A daily recess period will be provided in grades P-5.
- Physical Education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Equipment is available for all students to participate in Physical Education. Facilities on school grounds will be safe and well maintained.
- The school provides a physical and social environment that encourages safe and enjoyable activities for all students, including those who are not athletically gifted and/or interested in athletics.
- Students will work toward performing within their "fitness zone" in order to achieve and maintain physical active lifestyles.

Other School Based Activities

- After-school programs will encourage physical activity and healthy habits.
- Support for the health of all students is demonstrated by providing health clinics, health screenings, and help to enroll eligible children in Medi-Cal and other state children's health insurance programs.
- District will organize a local Wellness Committee composed of families, teachers, support staff, administrators and students plan, implement, and improve nutrition and physical activity in the school environment.
- The Nutrition Services Department will work with the Student Advisory Committees to open a line of communication regarding healthy eating.

Nutrition Guidelines for All Foods on Campus

- All foods and beverages sold or served during school hours shall meet nutritional standards and other guidelines set by the Federal and State Government and the School Board.
- Nutrition Services will take every measure to ensure that student access to foods and beverages meets federal, state, and local laws and guidelines. Nutrition Services will offer a variety of age appropriate healthy food and beverage selections for elementary schools, middle schools, and high schools.
- Food items served and sold shall reflect the cultural diversity of the student body.
- Nutritious and appealing foods such as fruits, vegetables, and whole grain products shall be available during the school day.
- Nutrition information for products offered in snack bars, a la carte, and vending machines is readily available.
- The sale of soft drinks, candy, and any non-compliant food items are not allowed from midnight to 30 minutes after school.
- Nutrition education is encouraged during classroom snack times, not just during meals.
- Advertising of foods or beverages must be consistent with the established nutrition environment standards.
- All food and beverage items sold or given away by school organizations must have prior School Board approval.

Eating Environment

- All schools will foster an environment that allows adequate time for eating while promoting positive behavior, good manners and respect for fellow students.
- All personnel will adhere to the District's Customer Care Promise to interact in a courteous, caring and positive manner that ensures all people will be treated with dignity and respect.
- Lunch periods are scheduled as near the middle of the school day as possible.
- Cafeterias include enough serving areas so that students do not have to spend too much time waiting in line.
- Drinking water is available for students at meals.

Child Nutrition Operations

- The Nutrition Services Program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and become life-long learners.
- The school will strive to increase participation in the available Federal Child Nutrition Programs (e.g. school lunch, school breakfast, after-school snack.)
- Students are encouraged to start each day with a healthy breakfast. Breakfast programs will be offered at all schools. Pilot programs such as breakfast during testing and universal free breakfast in the classroom may be offered as funding allows.

Food Safety/Food Security

- All foods made available on campus comply with the State and local food safety and sanitation regulations. Plans and guidelines of the Hazard Analysis and Critical Control Points (HACCP) are implemented to prevent food illness in schools.
- For the safety and security of the food and facility, access to the food service operations is limited to Nutrition Services staff and other authorized personnel.

Annual Review

- The Wellness Committee shall evaluate the established District-wide Wellness Policy and report the findings annually to the Superintendent.
- The District will revise and update the Wellness Policy as needed.

This institution is an equal opportunity provider.

Revised/Approved 1.19.18

BOARD POLICIES

GAMUT Online: Rialto USD: Parent Involvement BP 6020

Page 1 of 3

Rialto USD | 6000 | BP 6020 Instruction

Parent Involvement

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and

that sustained parental involvement in the education of children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420- School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination) (cf. 0420.5- School-Based Decision Making)

(cf. 0520.1 - High Priority Schools Grant Program) (cf. 0520.2- Title I Program Improvement Schools) (cf. 1220- Citizen Advisory Committees)

(cf. 1230- School-Connected Organizations)

(cf. 1240- Volunteer Assistance) (cf. 1250- Visitors/Outsiders)

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

(cf. 5020 - Parent Rights and Responsibilities) (cf. 5145.6- Parental Notifications)

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

(cf. 0500- Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the District's parent involvement program for schools that receive Title I funding. He/She shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity listed in 20 USC 6318. (20 USC 6318)

<http://lgamutonline.net/Display Policy/207079/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement BP 6020

Page 2 of 3

The Superintendent or designee shall consult with parent/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/She also shall involve parents/guardians of participating students in decisions regarding how the District's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

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

Non-Title I Schools

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

Legal Reference: EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English
51101 Parent rights and responsibilities
64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement
6312 Local educational agency plan
6314 Schoolwide programs
6316 School improvement
6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services
35.160 Communications Management Resources: CSBA PUBLICATIONS
Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services
Policy Briefs, August 2006

<http://gamutonline.net/DisplayPolicy/207079/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement BP 6020

STATE BOARD OF EDUCATION POLICIES

Page 3 of 3

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

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

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind:

<http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education:

<http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>><http://www.ed.gov>

Policy RIALTO UNIFIED SCHOOL DISTRICT adopted: September 22, 1999 Rialto, California revised:

November 20, 2006

<http://gamutonline.net/DisplayPolicy/207079/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement AR 6020

Page 1 of 8

Rialto USD | 6000 | AR 6020 Instruction

Parent Involvement

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316. (20 USC 6318)
(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education.
- b. Invite input on the LEA plan from other District committees and school site councils.
(cf. 0420- School Plans/Site Councils)
(cf. 1220- Citizen Advisory Committees)
- c. Communicate with parents/guardians through the District newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.
- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parent/guardians can understand.
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
- f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 USC 6318)

The Superintendent or designee may:

- a. Assign person(s) in the District office to serve as a liaison to the schools regarding Title I parent involvement issues.
- b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.
- c. Provide ongoing district-level workshops to assist school site staff and parents, guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.
- d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

<http://gamutonline.net/Display Policy/425009/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement AR 6020

3. Build the capacity of schools and parents/guardians for strong parent involvement. (20 USC 6318)

Page 2 of 8

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the State's academic content standards and academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
(cf. 6011- Academic Standards) (cf. 6162.5- Student Assessment)
(cf. 6162.51- Standardized Testing and Reporting Program) (cf. 6162.52- High School Exit Examination)
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

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

d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.

f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

a. Involve parent/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

b. Provide necessary literacy training, using Title I funds if the District has exhausted all other reasonably available sources of funding for such training.

c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.

<http://gamutonline.net/DisplayPolicy/425009/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement AR 6020

d. Train parents/guardian to enhance the involvement of other parents/guardians.

Page 3 of 8

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.

f. Adopt and implement model approaches to improving parent involvement.

g. Establish a Districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs.

h. Develop appropriate roles for community-based organizations and business in parent involvement activities.

i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.

(cf. 1020 - Youth Services)

j. Provide a master calendar of District activities and District meetings.

k. Provide information about opportunities for parent involvement through the District newsletter, web site, or other written or electronic means.

1. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.

(cf. 1230- School-Connected Organizations)

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.

n. Provide training and information to members of District and school site councils and advisory committees to help them fulfill their functions.

- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations. (cf. 4115- Evaluation/Supervision)
- (cf. 4215- Evaluation/Supervision) (cf. 4315- Evaluation/Supervision)

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs. (20 USC 6318)

(cf. 6300 - Preschool/Early Childhood Education) The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
- b. Involve District and school site representatives from other programs to assist in identifying specific population needs.

<http://gamutonline.net/Display Policy/425009/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement AR 6020

Page 4 of 8

- c. Schedule joint meetings with representatives from related programs and share data and information across programs.

- d. Develop a cohesive, coordinated plan focused on student needs and shared goals.

5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I. (20 USC 6318)

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy. (20 USC 6318)
- c. Assess the District's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parent/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of District communications.
- b. Gather and monitor data regarding the number of parents/guardians participating in District activities and the types of activities in which they are engaged.
- c. Recommend to the Board measures to evaluate the impact of the District's parent involvement efforts on student achievement.

6. Involve parents/guardians in the activities of schools served by Title I. (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in District communications to parents/guardians.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation or parents/guardians with special needs.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The District's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC6318)

(cf. 5145.6- Parental Notifications) School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

<http://gamutonline.net/DisplayPolicy/425009/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement AR 6020

Page 5 of 8

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314>

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

- a. Timely information about Title I programs.
- b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

(cf. 5121- Grades/Evaluation of Student Achievement) (cf. 5123- Promotion/Acceleration/Retention)

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the District.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parent/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

(cf. 0520.1- High Priority Schools Grant Program) This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the State's student academic achievement standards.

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities) (cf. 5113 - Absences and Excuses)

<http://gamutonline.net/DisplayPolicy/425009/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement AR 6020 (cf. 6145- Extracurricular/Cocurricular Activities)

Page 6 of 8

(cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
- (2) Frequent reports to parents/guardians on their children's progress.
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in item #3 a-fin the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311 (h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parent/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive Federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society. (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
- c. Provide parents/guardians with information about students' class assignments and homework assignments.

<http://gamutonline.net/Display Policy/425009/6>

4/12/2010

GAMUT Online : Rialto USD : Parent Involvement AR 6020

Page 7 of 8

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.

b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.

c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities. (Education Code 11502, 11504)

The Superintendent or designee may:

a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.

b. Provide opportunities for parent/guardians to observe classroom activities and to volunteer in their child's classroom.

c. Provide information about parent involvement opportunities through District, school, and/or class newsletters, the District's web site, and other written or electronic communications.

d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.

e. Develop mechanisms to encourage parent/guardian input on District and school issues.

f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care.

4. Train teachers and administrators to communicate effectively with parents/guardians. (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.

b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.

5. Integrate parent involvement programs into school plans for academic accountability.

The Superintendent or designee may:

<http://gamutonline.net/Display Policy/425009/6>

4/12/2010

Page 8 of 8

GAMUT Online : Rialto USD : Parent Involvement AR 6020

a. Include parent involvement strategies in school reform or school improvement initiatives.

b. Involve parents/guardians in school planning processes.

Regulation RIALTO UNIFIED SCHOOL DISTRICT

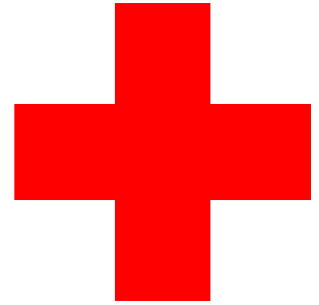
approved: November 20, 2006 Rialto, California

<http://gamutonline.net/Display Policy/425009/6>

EMERGENCY/DISASTER INFORMATION:

We regularly practice precautions to be taken in case of a fire or earthquake. The following procedures will be observed by all RUSD schools in the event of any disaster.

- ☑ Students will remain at school until regular dismissal time – or longer, should the safety of the students make it necessary. Prior to regular dismissal time, students may be excused to the custody of their parents or someone with written authorization from the parents, if safety allows such action. (With this in mind, please keep your child’s emergency card up-to-date.)
- ☑ Students who ride buses will be transported to their regular bus stops at the usual time, if possible. Otherwise, they will remain at school until they can be safely transported. Parents of these students or the parents’ designee may pick up students at school also.
- ☑ Students who walk home will remain at school until picked up by an authorized person(s) or until their safety in walking home is assured.



District emergency number: (909)580-5000

Local Emergency Numbers: **EMERGENCY 9-1-1** * S.B. Co. Sheriff 824-0680 * Rialto Fire Dept. (909) 820-2501 * CHP 383-4247



*For direction or information, tune in to the following radio frequencies:
KCKC 1350AM, KMEN1290 AM, KLFE 1240 AM or KCAL 1410 AM (Spanish)*

ENVIRONMENTAL SAFETY

Due to concern for the safety of students and staff with specific allergies, students are not permitted to bring **Aerosol Dispensers (i.e. spray cans, body sprays, etc.)** on campus, or to use such products in excess during school hours.

Reference : Administrative Regulation 3514-Business and Non-instructional Operations -Environmental Safety

Twenty Ways You Can Help Your Children Succeed At School

As a parent, you are your child's first and most important teacher. When parents and families are involved in their children's schools, the children do better and have better feelings about going to school. In fact, many studies show that what the family does is more important to a child's school success. There are many ways that parents can support their children's learning at home and throughout the school year. Here are some ideas to get you started!

Develop a partnership with your child's teachers and school staff

1. Meet your child's teacher. As soon as the school year starts, try to find a way to meet your child's teacher. Let the teacher know you want to help your child learn. Make it clear that you want the teacher to contact you if any problems develop with your child. If you feel uncomfortable speaking English, don't let a language barrier stop you. What you have to say is more important than the language you say it in! Ask the school to find someone who can interpret for you. There may be a teacher or parent liaison who can help. Or you can bring a bilingual friend or relative with you.

2. Get to know who's who at your child's school. There are many people at your child's school who are there to help your child learn, grow socially and emotionally, and navigate the school environment.

3. Attend parent-teacher conferences and keep in touch with your child's teacher. Schools usually have one or two parent-teacher conferences each year. You can bring a friend to interpret for you or ask the school to provide an interpreter. You can also ask to meet with your child's teacher any time during the year. If you have a concern and can't meet face-to-face, send the teacher a short note or set up a time to talk on the phone.

Support your child academically

4. Find out how your child is doing. Ask the teacher how well your child is doing in class compared to other students. If your child is not keeping up, especially when it comes to reading, ask what you or the school can do to help. It's important to act early before your child gets too far behind. Also be sure to review your child's report card each time it comes out. For more information, see [How To Know When Your Child Needs Extra Help](#).

5. Apply for special services if you think your child may need it. If your child is having problems with learning, ask the teacher what needs to be done to provide accommodations for your child in class. If the school finds out your child has a learning disability, the school will take steps to ensure learning is taking place.

6. Make sure that your child gets homework done. Let your child know that you think education is important and that homework needs to be done each day. You can help your child with homework by setting aside a special place to study, establishing a regular time for homework, and removing distractions such as the television and social phone calls during homework time.

If you are reluctant to help your child with homework because you feel that you don't know the subject well enough or because you don't speak or read English, you can help by showing that you are interested, helping your child get organized, providing the necessary materials, asking your child about daily assignments, monitoring work to make sure that it is completed, and praising all of your child's efforts. **Remember that doing your child's homework for him won't help him in the long run.**

7. Find homework help for your child if needed. If it is difficult for you to help your child with homework or school projects, see if you can find someone else who can help. Contact the school, tutoring groups, after school programs, churches, and libraries. Or see if an older student, neighbor, or friend can help.

8. Help your child prepare for tests. Tests play an important role in determining a student's grade. Your child may also take one or more standardized tests during the school year, and your child's teacher may spend class time on test preparation throughout the year. As a parent, there are a number of ways that you can support your child before and after taking a standardized test, as well as a number of ways you can support your child's learning habits on a daily basis that will help her be more prepared when it's time to be tested.

Get involved with your child's school

9. Learn what the school offers. Read the information the school sends home. Talk to other parents to find out what programs the school offers. Maybe there's a music program, after-school activity, sports team, or tutoring program your child would enjoy. Remember to keep track of events throughout the school year.

10. Volunteer at your child's school and/or join your school's parent-teacher group. Teachers appreciate it when parents help out at the school! There are many ways you can contribute. You can volunteer in your child's class or in the school library. If you work during the day, you can attend "parents' night" activities or your child's performances. At most schools, a group of parents meets regularly to talk about the school. This group is usually called the PTA or PTO. The meetings give you a good chance to talk with other parents and to work together to improve the school.

Get informed and be an advocate for your child

11. Ask questions. If something concerns you about your child's learning or behavior, ask the teacher or principal about it and seek their advice. Your questions may be like these — What specific problem is my child having with reading? What can I do to help my child with this problem? How can I stop that bully from picking on my son? How can I get my child to do homework? Which reading group is my child in?

12. Learn about your rights. It's important to know what your rights are as the parent regarding special services, English instruction, immigration status, and more.

13. Let the school know your concerns. Is your child doing well in school? Is he or she having trouble learning, behaving, or studying? Is there a problem with another student, teacher, or administrator?

Support your child's learning at home

14. Demonstrate a positive attitude about education to your children. What we say and do in our daily lives can help them to develop positive attitudes toward school and learning and to build confidence in themselves as learners. Showing our children that we both value education and use it in our daily lives provides them with powerful models and contributes greatly to their success in school.

15. Monitor your child's television, video game, and Internet use. American children on average spend far more time watching TV, playing video games and using the Internet than they do completing homework or other school-related activities.

16. Encourage your child to read. Helping your child become a reader is the single most important thing that you can do to help the child to succeed in school-and in life. The importance of reading simply can't be overstated. Reading helps children in all school subjects. More important, it is the key to lifelong learning.

17. Talk with your child. Talking and listening play major roles in children's school success. It's through hearing parents and family members talk and through responding to that talk that young children begin to pick up the language skills they will need if they are to do well. For example, children who don't hear a lot of talk and who aren't encouraged to talk themselves often have problems learning to read, which can lead to other school problems. In addition, children who haven't learned to listen carefully often have trouble following directions and paying attention in class. It's also important for you to show your child that you're interested in what he has to say. [Talking With Your Child](#) offers some great ideas for using conversation to stimulate language development.

18. Encourage your child to use the library. Libraries are places of learning and discovery for everyone. Helping your child find out about libraries will set him on the road to being an independent learner. Remember that libraries also offer a quiet place for students to complete homework, and are often open in the evening.

19. Encourage your child to be responsible and work independently. Taking responsibility and working independently are important qualities for school success. You can help your child to develop these qualities by establish reasonable rules that you enforce consistently, making it clear to your child that he has to take responsibility for what he does, both at home and at school, showing your child how to break a job down into small steps, and monitor what your child does after school, in the evenings and on weekends. If you can't be there when your child gets home, give her the responsibility of checking in with you by phone to discuss her plans.

20. Encourage active learning. Children need active learning as well as quiet learning such as reading and doing homework. Active learning involves asking and answering questions, solving problems and exploring interests. Active learning also can take place when your child plays sports, spends time with friends, acts in a school play, plays a musical instrument or visits museums and bookstores.

RIALTO UNIFIED SCHOOL DISTRICT CRITICAL INCIDENT RESPONSE PLAN

SAFETY CONTROL DISPATCH (909) 820-6892

NOTE: 911 (EMINENT DANGER) LIFE-THREATENING CALLS
SUPERCEDE CRISIS COMMUNICATIONS FLOW CHART

CRISIS COMMUNICATIONS FLOW CHART



 <h3>ACTIVE SHOOTER VIOLENT INTRUDER</h3> <p>Call 911</p> <p>RUN: Quickly & safely get away from area</p> <p>HIDE: Get into a building, lock & barricade doors, shut off lights, silence cell phone</p> <p>PREPARE TO DEFEND: Be ready to protect & defend yourself using any item available</p> <p>REMAIN IN PLACE: Wait for all clear from authorities before evacuating your area</p>	 <h3>EARTH QUAKE</h3> <p>Drop, Cover, and Hold...</p> <p>Under a table or desk or against an interior wall until shaking stops (Do Not Stand in Doorway)</p> <p>After shaking stops, check yourself and others for injuries</p> <p>Evacuate if directed by Emergency Personnel and/or authorized District staff</p>	 <h3>BOMB THREAT</h3> <p>If you receive a Bomb Threat:</p> <ul style="list-style-type: none"> Stay calm Pay close attention Obtain vital information <p>Call 911 and provide them with your information.</p> <p>Very important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures.</p> <ul style="list-style-type: none"> Check your work area for unfamiliar items. Do not touch suspicious items; report them to authorities Take personal belongings when you leave. Leave doors and windows open; do not turn light switches on or off. Use stairs only; do not use elevators Move far away from the building and follow instructions of emergency responders
<h3>FIRE/EVACUATION</h3>  <ul style="list-style-type: none"> Call 911 Activate nearest fire alarm Proceed to nearest exit Use stairs, not elevators Assist persons with disabilities Meet at designated assembly area Account for individuals Re-enter area only when authorized by emergency personnel <p>Fire Extinguisher Instructions P - Pull safety pin from handle A - Aim nozzle at base of fire S - Squeeze the trigger handle S - Sweep from side to side</p>	<h3>MEDICAL EMERGENCY</h3>  <ul style="list-style-type: none"> Call 911 and/or Safety Control Dispatch (909) 820-6892 Remain Calm - provide comfort to the sick or injured person Provide name, location & type of emergency Stay on the phone for instructions Provide First Aid if you are certified Follow the Directions from Emergency Personnel Move victim only if danger is imminent Designate someone to meet first responders 	<h3>SUICIDE THREAT OR ATTEMPT</h3> <p>WHAT: When a person makes verbal or physical gesture to inflict self-harm, follow the recommendations below.</p> <p>If threat is imminent, do not delay, call 911</p> <p>ACTIONS TO TAKE</p> <ol style="list-style-type: none"> Make every effort to clear others from the area. Remain Calm & Listen attentively Get individual to talk (remember vital information) Stay with the individual Notify staff resources for assistance (i.e., principal, counselor, nurse, crisis team)
<h3>CHEMICAL/HAZARDOUS SPILL</h3>  <p>Call 911 Give a description of the type of chemical, size, possible exposures</p> <ul style="list-style-type: none"> Evacuate the area and/or building Wait for all clear indication from emergency personnel Call Risk Management at (909) 820-7700 ext. 2110 		

