



RIALTO UNIFIED SCHOOL DISTRICT

**DR. EDWARD FITZGERALD
ELEMENTARY SCHOOL**

**PARENT/STUDENT HANDBOOK
BRIDGE ACADEMY
2020-2021**



**2568 WEST TERRA VISTA DRIVE
RIALTO, CALIFORNIA 92377**

**PRINCIPAL, MRS. TINA LINGENFELTER
PROGRAM SPECIALIST, MR. JULIAN GUTIERREZ**

PARENT ACKNOWLEDGEMENT & SIGNATURE PAGE

**PLEASE COMPLETE THE FOLLOWING FORM TO
ACKNOWLEDGE AND AGREE TO THE
FOLLOWING BELOW.**

As my child's parent/guardian, I acknowledge that this handbook is the guide to Fitzgerald ES policies and procedures. Fitzgerald ES will uphold all policies and procedures detailed in this handbook and the Rialto USD's Parent Handbook. Should it become necessary to make changes or additions in policy or procedures as the year progresses, Fitzgerald ES will ensure that any changes are sent home to parents and guardians.

I have READ and REVIEWED the 2020-2021 Parent-Student Handbook with my child. I understand that these guidelines have been established and are necessary to help keep education fair for all students, and our school campus safe for all who work and learn here.

Digital Form:

<https://docs.google.com/forms/d/1RknhJKGApGoHgLq416kHXE1m8eQzRMdcrGte6LICaws/prefill>



Dr. Edward Fitzgerald Elementary School

Tina Lingenfelter, Principal
Julian Gutierrez, Program Specialist

July 27, 2020

Dear Parents/Guardians:

Welcome to the new school year! As you know, this year will be unlike any school year we have experienced in the past. There will be challenges we will encounter, but together in partnership with our teachers and staff, we will work to provide the best educational experience possible for your child. In order to protect the health and safety of our students, we will start the year in a distance learning model. This distance learning model will incorporate more interactive and supportive learning experiences for our students.

In order to seamlessly transition into this new mode of learning, I want to share with you how together we can support your child. (*Calendar of dates and times for distribution is attached.*)

1. Technology: Chromebooks (1st – 5th grade), iPads (Pre – K), and Wi-Fi hotspots will be distributed, as needed. If you already have a Fitzgerald device, you do not need to return the device unless you are having technical issues or we have contacted you for return.
2. Textbooks and workbooks will be distributed for all students in Kinder – 5th grade.
3. Students will have access to all computer programs and online content needed for distance learning.
4. If you need technical assistance, please contact the IT Help Desk for support at [\(909\) 820-6863 ext. 2602 or ext. 2603](tel:9098206863).
5. Attendance: While the mode of instruction may be different, it is important to remember that it is still important that your child to participate daily and complete all assignments. Just as in a traditional classroom setting, if your child misses a day, it will impact his/her academic learning. Attendance for online participation will be taken.
6. Student personal items left from last year will also be available for pick up.
7. Your child's classroom teacher and login information will be provided during the distribution days. Unless you have children in more than one grade level, we ask that you follow the distribution dates, so that we can maintain proper distancing guidelines.

I look forward to supporting your child and family this year. Please feel free to call the school at (909) 421-7625, if you have any concerns or need additional support. Please check regularly on the school website or phone/text messages for updated information regarding events and programs sponsored by the school. I appreciate your support.

In your service,

Tina Lingenfelter
Principal

DISTANCE LEARNING FACT SHEET



FITZGERALD ELEMENTARY SCHOOL

Principal's Updates



Tina Lingenfelter

Welcome back Fitzgerald Scholars & Families! We are excited to kick-off our 2020-2021 academic school year. TOGETHER we will *discover* new ways of learning and growing. Looking forward to having a Fox'tastic year!

Contact Us



During Bridge Academy, all school offices will remain physically open.

Principal's Contact Information:

tlingenf@rialto.k12.ca.us
(909) 253-8529

Fitzgerald Elementary School:

(909) 421-7625
2568 W. Terra Vista Dr. Rialto, CA 92377

General School Information :

(909) 820-6830

Device Information



Please contact the school if your child is in need of technology or internet connectivity.

If you need assistance with your device please contact the Help Desk at:

Helpdesk@rialto.k12.ca.us
(909) 820-6863 ext. 2602 or ext. 2603

If you need assistance with Google Classroom, please contact the school.

Distance Learning Plan



Fitzgerald Elementary School will begin the school year using the Bridge Academy or Distance Learning Instructional Model.

Bridge Academy

- Students receive materials, devices and hotspots for connectivity and participation
- Students receive instruction online by their assigned teacher. Instruction includes daily, live online interaction and independent academic activities
- Student work is graded and counted towards semester or trimester grade
- Attendance (online) is mandatory. Absences are processed the same as being physically absent from school
- Students and parents receive technical support for use of devices and hotspots
- Students in Special Education receive services, accommodations and modifications per their IEP

Covid-19 Updates



On **Friday, July 17, 2020**, California Governor **Gavin Newsom** took action related to the opening of schools for the upcoming school year. He announced that schools in Counties that are on the COVID-19 watch list will start the year with Distance Learning. In-person instruction may resume only when a county, currently on the watch list, is off the watch list, for 14 consecutive days.

San Bernardino County is on the COVID-19 watch list. Therefore, the Rialto Unified School District will start the 2020-2021 school year with Distance Learning. The new school year will begin on **Monday, August 10, 2020**.

For continued updates on Distance Learning, specific to families, students, and staff, please visit the District website at www.rialto.k12.ca.us



Fitzgerald Elementary School 2020-2021 School Year Calendar

SchoolOffice Number
(909) 421-7625

JULY 2020							School Hours							JANUARY 2021 (13)						
S	M	T	W	T	F	S	Regular School Day Grade 1 - 3 8:00 am - 2:10 pm Grade 4 - 5 8:00 am - 2:10 pm Minimum Days Grade 1 - 5 8:00 am - 1:00 pm Kindergarten AM 8:00 am - 11:00 am Transitional Kindergarten AM 8:00 am - 11:00 am	S	M	T	W	T	F	S						
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5	6	7	8	9	10	11		10	11	12	13	14	15	16						
12	13	14	15	16	17	18		17	H	19	20	21	22	23						
19	20	21	22	23	24	25		24	25	26	27	28	29	30						
26	27	28	29	30	31			31												
AUGUST 2020 (16)								FEBRUARY 2021 (18)												
S	M	T	W	T	F	S		S	M	T	W	T	F	S						
						1			1	2	3	4	5	6						
2	3	4	5	6	7	8		7	H	9	10	11	12	13						
9	10	11	12	13	14	15	14	H	16	17	18	19	20							
16	17	18	19	20	21	22	21	22	23	24	25	26	27							
23	24	25	26	27	28	29	28													
30	31						MARCH 2021 (16)	S	M	T	W	T	F	S						
SEPTEMBER 2020 (21)							MARCH 2021 (16)													
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				1	2	3	4	5												
6	H	8	9	10	11	12	7	8	9	10	11	12	13							
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20	21	22	23	24	25	26	21	22	23	24	25	26	27							
27	28	29	30				28	29	30	31										
OCTOBER 2020 (22)							APRIL 2021 (22)													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
				1	2	3	4	5	6	7	8	9	10							
4	5	6	7	8	9	10	11	12	13	14	15	16	17							
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18	19	20	21	22	23	24	25	26	27	28	29	30								
25	26	27	28	29	30	31	MAY 2021 (20)	S	M	T	W	T	F	S						
NOVEMBER 2020 (14)							MAY 2021 (20)													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
				4	5	6	7	2	3	4	5	6	7	8						
8	9	10	H	12	13	14	9	10	11	12	13	14	15							
15	16	17	18	19	20	21	16	17	18	19	20	21	22							
22	23	24	25	H	H	28	23	24	25	26	27	28	29							
29	30						30	H												
DECEMBER 2020 (14)							JUNE 2021 (3)													
S	M	T	W	T	F	S	S	M	T	W	T	F	S							
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20	21	22	23	24	25	26	27	28	29	30										
27	28	29	30	H																
DISTRICT HOLIDAYS							Non - School Days													
July 3: Independence Day Sept 7: Labor Day Nov 11: Veterans' Day Nov 26-27: Thanksgiving Holiday Dec 14: Christmas Eve Dec 25: Christmas Day Dec 31: In lieu of Admissions Day Jan 1: New Year's Day Jan 18: Dr. Martin Luther King's Day Feb 8: Lincoln's Day Feb 15: Presidents' Day May 31: Memorial Day							November 23 - November 27: Fall Break December 21 - January 11: Winter Break March 11 - March 19: Spring Break June 3: Last Day of School/Summer Break													
Legend: Recesses (no school) Minimum Days H=Holiday (no school)																				

RIALTO USD BOARD OF EDUCATION

President
Vice President
Clerk
Member
Member

Nancy G. O'Kelley
Dina Walker
Joseph W. Martinez
Joseph Ayala
Edgar Montes

RIALTO UNIFIED SCHOOL DISTRICT MISSION

The mission of the Rialto Unified School District, the bridge that connects students to their future aspirations, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- ❖ High expectations for student achievement
- ❖ Safe and engaging learning environments
- ❖ Effective family and community involvement
- ❖ Learning opportunities beyond the traditional school setting
- ❖ Appreciation of cultural diversity

RIALTO UNIFIED SCHOOL DISTRICT BELIEFS

We believe that...

- | | |
|---|--|
| ❖ Everyone has unique talent | ❖ Common goals take priority over individual interest |
| ❖ There is unlimited power in all of us | ❖ Integrity is critical to trust |
| ❖ All people have equal inherent worth | ❖ Honest conversation leads to understanding |
| ❖ Each person deserves to be treated with respect | ❖ Music is the universal language |
| ❖ High expectations lead to high achievement | ❖ A strong community serves all of its members |
| ❖ Diversity is strength | ❖ Everyone can contribute to the good of the Community |
| ❖ Risk is essential for success | |

Fitzgerald Elementary Mission Statement

The Mission of Dr. Edward Fitzgerald Elementary School,

The diverse family of foxes on the hunt for success,

is to build a foundation that cultivates and empowers each student to thrive academically and socially in the global community, through a vital system distinguished by:

1. High expectations for all
2. A safe and nurturing learning environment
3. Innovative and relevant instruction
4. Exploration and appreciation of diversity in our community
5. Teamwork

Strategic Plan Objective (What are our goals for our students?):

- Every student will leave with the fundamentals necessary for the next level of education
- Every student encourages and inspires others around them to succeed
- Every student will develop and monitor personal goals

Strategic Plan Tactics (How will we accomplish our objective?):

- We will provide a nurturing school climate with common shared values
- We will provide an engaging creative academic experience in and out of the classroom

Parents and Community members,

**We need you to help us implement and monitor this plan throughout the school year!!
Look for memos home, messages on our web page, and parent link phone messages for dates and times when you can participate and provide your input!**

**Thanks for becoming a part of the process to improve student achievement at Fitzgerald!
We can't do it without you!**

DR. EDWARD FITZGERALD ELEMENTARY SCHOOL
2020-2021 Staff Roster

ADMINISTRATORS:

Tina Lingenfelter, Principal
 Julian Gutierrez, Program Specialist

OFFICE PERSONNEL:

School Secretary:	Carmen Toledo
Clerk Typist:	Veronica Pizarro
Health Clerk:	Lupe Garibay
Project Clerk:	Veronica Bibiano

CLASSIFIED PERSONNEL:

AM Custodian:	Rosa Murillo
PM Custodian:	David Rios
4 Hour Custodian:	Francisco Zavala-Bravo
Library/Media Technician I:	Letty Aragon
Instructional Technology Asst:	Gabriel Vizcarra
Instructional Assistant II/BIL	Melissa Gonzalez
Instructional Assistant II/RSP:	Elizabeth Agramonte
Instructional Assistant II/RSP:	Ashley Saucedo
Instructional Assistant II/SDC:	Vacancy
Instructional Assistant II/SDC	Thalia Pearson
SP ED CHILD DEV Instr. Asst:	Vacancy
SP ED CHILD DEV Instr. Asst:	Bernadette Monson

CERTIFICATED PERSONNEL:

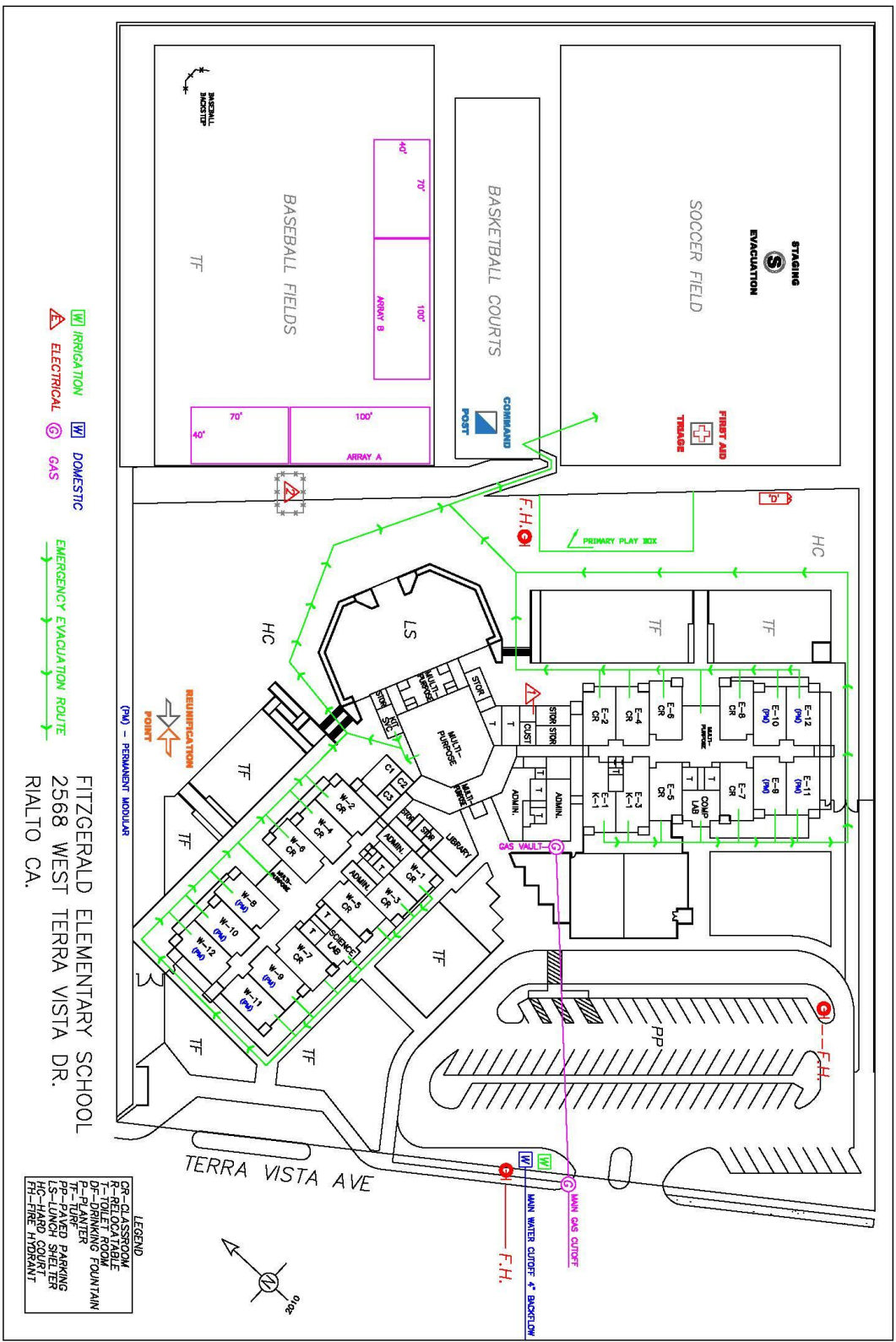
School Nurse:	Marilynn Herman
School Psychologist:	Taryn Hudson
Speech Pathologist:	TBD
RSP Teacher:	Elizabeth Martinez
Instructional Strategist:	Cindy Uraine

TEACHING PERSONNEL:

(as of 8/3/20 *Subject to change)

Teacher	Grade	Rm#	Teacher	Grade	Rm #
David Lewis	SDC Preschool	E-1	Casey Dignan	2 nd	E-6
Annika DeLaRosa	SDC 2,3,4	W-8	Shawntee Gilkes	2 nd	E-2
Marisela Garcia	TK	E-3	Stacey Pineiros	2 nd	E-4
Deborah Bashaw	Kindergarten	E-5	Keema Austin	3 rd	W-2
Michele Medellin	Kindergarten	E-7	Anna Berch	3 rd	W-4
Alicia Hicks	Kindergarten	E-11	Eva Rashid	3 rd	W-6
Cheryl Farino	1 st	E-10	Jennifer Belza	4 th	W-11
Danielle Ortiz	1 st	E-12	Ilia Willison	4 th	W-9
Genet Israel	1 st	E-8	Tena Budak	4 th	W-12
			Ted Caruthers	5 th	W-10
			Stacy Norman	5 th	W-7

FITZGERALD SCHOOL MAP



FITZGERALD ELEMENTARY SCHOOL
 2568 WEST TERRA VISTA DR.
 RIALTO CA.



Bridge Academy Schedule 2020-2021

Monday Schedule

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>
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Tuesday - Friday Schedule (Distance Learning):

8:15 am - 12:15 pm	<p>Synchronous Instruction: This means live at the same time.</p> <ul style="list-style-type: none"> ● K-1st = 45 mins ● 2nd - 3rd = 60 mins ● 4th - 5th = 90 mins <p><i>Teachers will have a schedule of live meetings posted by Friday the week before school starts.</i></p>
12:15 pm - 1:00 pm	Lunch
1:00 pm - 2:30 pm	<p>Synchronous Instruction: This means live at the same time.</p> <ul style="list-style-type: none"> ● K-1st = 45 mins ● 2nd - 3rd = 60 mins ● 4th - 5th = 90 mins <p><i>Teachers will have a schedule of live meetings posted by Friday the week before school starts.</i></p>
	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.

SCHOOL POLICIES & PROCEDURES

Bridge Academy



OFFICE HOURS

The school office is open 7:30 a.m. to 4:00 p.m. (Monday through Friday)

Legal Documents Regarding Students

It is very important that the teacher and administration at Fitzgerald be made aware of any legal issues concerning Fitzgerald students as soon as possible. Legal documents pertaining to custody, guardianship, restraining orders, or any other court orders that relate to who is allowed contact with a child are required to be placed in the students records. If you have a situation or concern that needs immediate attention, please contact our school office as soon as possible to inform us. We must work together to keep students safe and ensure that any legal orders are followed.

Moving During The Year

If your family moves out of the Fitzgerald School attendance area, parents should notify the school office immediately. An intra-district transfer request (within the district) or an inter-district transfer request (outside of the district) must be completed in order to remain at Fitzgerald School for the remainder of the year. Failure to inform the school office may result in your child being dropped from enrollment at Fitzgerald.

SCHOOL ATTENDANCE AND ABSENCES

Bridge Academy



School Attendance

Attendance (online) is mandatory. Absences are processed the same as being physically absent from school. Please follow the distance learning schedule given by your teacher. Teacher will take attendance.

Students need to attend assigned classes every day that school is in session. They must demonstrate one of more of the following:

- Participation in online activity
- Completion of regular assignments
- Completion of assessments
- Contact between teachers, students, and parent/guardians.

Parents/Guardians encourage your child to attend assigned classes every day. You should monitor your child's engagement in daily scheduled classes and completion of assignments in a timely manner. Please, inform teacher/school by phone or email of a student's absence no later than 11:00 AM on the day of the absence. Also, inform school if something is occurring that prevents your student from attending Bridge Academy regularly. If there are issues related to access to technology or internet connectivity should be referred to administration immediately. work cooperatively with school personnel to solve attendance problems that may arise. We need to work as a team to solve attendance problems that may arise.

ABSENCES

Please call the Main Office when your student is absent from Bridge Academy at 909-421-7625. You can also bring in a written note explaining the absence. Illness or injury, a doctor or dental appointment, attendance at a funeral of an immediate family member, or a medical quarantine are the only acceptable "excused absences" identified in the Education Code. We encourage you to try and schedule your student's doctor and dental appointments around school hours or when school is not in session. If this is not possible, please remember your students must be signed out from the Main Office.

PERFECT ATTENDANCE

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



GRAB AND GO LUNCHES

Grab and go lunches will be offered by the district.

Parent Concerns Guidelines

There may be times when parents may need to address concerns regarding their child's course work or situations that have occurred at school. There are two types of concerns that may arise, concerns regarding discrimination as defined by state and federal laws (see the section

concerning Uniform Complaint Procedures), or concerns with general school operations. This section explains the Rialto USD guidelines for resolving concerns with general school site operations.

The purpose of these guidelines is to provide parents a structured process to resolve concerns in a timely manner. It is important to know that concerns that originate at a school site should be resolved by the staff at that school site. In order to improve our operations and service to our families, we must always work together to determine the best resolutions in all cases. This becomes possible when everyone resolves to communicate accurate information to those who are responsible for addressing the issues that may arise at the school site.

For any of the levels below, parents should contact the identified person via phone, email, or in person. Additionally, it is recommended that parents complete the RUSD Complaint Statement Form, which can be obtained in the school office.

1. **1st Level** - Always contact the student's teacher to advise them of your concerns, no matter what the situation. The teacher is your first point of contact to address issues. It is necessary to allow the teacher an opportunity to gather information and determine the best method to resolve the concern before proceeding to the next level.
2. **2nd Level** – Contact the school site administrator. If the teacher has not addressed the concern, or has not provided you the requested information to address your concern, then the next step is to contact the school's principal or assistant principal. As with step one, it is necessary to allow the administrator time to gather information and respond accordingly to any concerns.
3. **3rd Level** – Contact the supervising District Level administrator for the school site. This information can be obtained by contacting the school office.

These guidelines have been established to assist parents and community members with appropriately addressing concerns that arise at school sites. Contacting any persons other than those identified in the steps above can result in a delay in getting concerns addressed in a timely manner.

Parent Advisory Committees and PTA

Parent involvement is important to the academic success of students. Besides volunteering in the classroom, parents may join our School Site Council (SSC) and/or the English Language Advisory Committee (ELAC) and/or the African American Advisory Committee (AAPAC) . Fitzgerald also needs active and committed participants to help run our Parent Teacher Association (PTA). Fitzgerald needs our parents and community members to help keep our school focused on student achievement. We cannot raise achievement without your support and participation!

PARENT-TEACHER CONFERENCE & REPORT CARDS

PARENT-TEACHER CONFERENCES

Parents will be asked to attend at least one parent-teacher conference during the school year to discuss their child's progress. Please make every effort to attend these conferences. Teachers will schedule parent-teacher conferences on minimum days. We encourage you to contact your child's teacher; call the school at (909) 421-7625 to schedule a parent-teacher conference at any time during the school year. During Bridge Academy and Hybrid Model meetings will be held virtually.

WHAT TO DO IF YOUR CHILD IS HAVING A PROBLEM AT SCHOOL

In the event that you develop concerns over a problem occurring in school, please make an appointment to discuss the situation with the classroom teacher first. If the problem should continue after you and the teacher have tried several solutions, then please make an appointment with the school site's administration.

REPORT CARDS

Report cards are given out three times a year, once at the end of each trimester. After six weeks of every trimester, progress reports will be sent home for students not meeting grade level standards or regarding behavior concerns. California Education Code 49069 allows parents to access student records, if you would like to the report cards to be sent home with your student, you will need to complete a form and submit to your child's teacher granting permission for your child to receive his/her report cards. If a form was not completed, report cards will be mailed home.

Decisions regarding promotion in grades K-5 are based on meeting expected grade level standards. Student acquisition of grade level standards shall be described using five performance or achievement levels.

- Letter Grade A:** Student has met ALL grade level content standards at an above average level of competency. *(The student is able to grasp, apply, and extend the key grade/subject level concept(s), and skill(s).)*
- Letter Grade B:** Student has met MOST grade level content standards at an above average level of competency. *(The student, with limited errors, grasps and applies the key concept(s), process(es), and skill(s) for the grade/subject level.)*
- Letter Grade C:** Student as met MOST grade level content standards at an average level of competency. *(The student has achieved mastery of many grade level skills, but is considered only minimally proficient in meeting grade/subject level standards. Work is satisfactory for promotion, but inconsistency limits true mastery of concepts.)*
- Letter Grade D:** Student has met SOME grade level content standards at a below average level of competency. *(The student has not met grade level/subject standards, but demonstrates partial proficiency in some areas. The student is beginning to grasp and apply some key concept(s), process(es), and skill(s) for the grade level, but produces work that contain many errors.*
- Letter Grade F:** Student as met FEW grade/subject level content standards at a far lower level of competency. *(The student is not meeting grade/subject level standards and work indicates a lack of understanding of the fundamental skills needed for success with grade level material.)*

Retention

There are times when students may not master the skills necessary at their grade level. Students in grades 2 or 3 who are earning a final achievement mark of "D" or "F" on their report card in Reading and or Language Arts may be retained in their present grade. Students in grades 4 and 5 receiving a final achievement mark of a "D" or "F" in reading, languages arts and / or mathematics may be retained in their present grade. Students may only be retained once during their elementary education. Notices will be sent and meetings should be scheduled as soon as the teacher notices a deficit in learning or skills, so that proper interventions can be initiated to prevent retention at the end of the school year. You will receive notification from your child's teacher by the end of April if the teacher feels your child may benefit from retention.

Student Study Team Purpose and function

If a student is experiencing difficulty with class work, behavior, or attendance, the teacher or an administrator may refer the child for an Student Study Team Meeting (SST). The SST team consists of the parent or guardian, the classroom teacher, an administrator, and/or other invited participants. The purpose of the team is to discuss current performance levels and come up with

additional interventions to implement at school and at home. After the initial SST meeting, a follow-up meeting may be scheduled approximately 6-8 weeks later in order to evaluate the progress of the student after consistently implementing the suggested interventions at home and at school. ***Students must be referred through the SST process for Special Education testing or services.*** If you have any questions, or feel that your child may need an SST meeting, please contact an administrator to arrange a meeting. During Bridge Academy and Hybrid Model meetings will be held virtually.

504 Plan

Students are eligible for a 504 Plan in accordance with section 504 of the Individuals with Disabilities Educational Improvement Act (IDEIA) if the student has a diagnosed “physical or mental impairment (disability) that substantially limits one or more major life activities”, but does not require special education services. A 504 plan ensures “reasonable classroom/educational accommodations” to ensure student success. If you feel your child may qualify for a 504 Plan, please ask to speak with an administrator as soon as possible to arrange a meeting. During Bridge Academy and Hybrid Model meetings will be held virtually.

IEP

Students who are eligible to receive Special Education services will have an individualized Education Program (IEP). In order for a child to qualify for special education services, a child must have one of the 13 disabilities as defined by IDEA and the impact of the disability must create a need for services. IEP Team members, who include parents, meet annually to review the progress and identify supports and services to meet the specific needs of the child. During Bridge Academy and Hybrid Model meetings will be held virtually.

TEXTBOOKS AND MATERIALS

Students are provided with textbooks and school supplies at no charge. We expect our students to be responsible for the care and safekeeping of materials provided. If any school-issued item is lost or damaged, it will need to be paid for by the student.

SUPPORT SERVICES

Library

****When deemed safe by RUSD and Health and Safety Guidelines to implement****

We encourage all parents to visit the school library to support the importance of reading to and with their children. Books can be checked out for 1 week. Parents may visit the Library at the following times:

Monday through Friday: 7:15 – 7:45 a.m.

Monday, Tuesday, & Wednesday 1:45 - 2:15 p.m.

There are only 10 library passes for parents to enter the library at designated times. Please limit visits to about 15 minutes. Once you check out or returns books with your child, please return the library pass to the front office so that other parents have an opportunity to use the library. This policy will be strictly enforced so that as many parents as possible have the opportunity to benefit from the library.

The library will close at 1:15 p.m. on minimum days.

English Language Development Program

Students who are learning English as a second language will be identified as English Language Learner (EL). Our EL students receive English Language Development (ELD) for 30 – 45 minutes at their language proficiency level. Additionally, EL students will also be provided academic support for all content areas so that they are able to understand and access the content. Every year, their English language development will be assessed using the California’s English Language Proficiency Test, known as the ELPAC. Primary language support is provided by our bilingual instructional assistant or teachers in SEI designated classrooms to English Learners who need the assistance.

Parents of English Learners are encouraged to participate in our school’s **English Language Advisory Committee (ELAC)**. This committee receives training on how to best assist EL students, helps to monitor progress of all EL students at Fitzgerald, makes recommendations to the administration for improving EL achievement, and participates in district level EL programs and meetings.

Gifted and Talented Education (Gate)

The GATE program is designed to meet the individual academic needs of the GATE identified students by expanding the depth and complexity of the core program. All students in 2nd grade are given the Rialto USD designated test to identify participation in the GATE program. Students in grades 3 through 5 may be recommended for GATE testing by either their parent or teacher, as long as it has been at least one entire school year since the last time they were tested. Parent permission is required to test any child for GATE identification.



POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Support (PBIS) is a team-based systematic approach in teaching behavioral expectations throughout Dr. Edward Fitzgerald Elementary School. The team approach is what truly makes this system work and we really need every family’s support to help us be successful. Instead of using a patchwork of individual behavioral management plans, we have moved to a school-wide discipline system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, cafeteria, playground/school grounds, etc.). It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. These behaviors and expectations can be viewed on <http://fitzgerald-rialto-ca.schoolloop.com/>. We ask that you review these and make yourself familiar so that you can support these goals at home. Every person who works in the school is aware of the behavioral expectations and works to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they come in contact with. Below are the Matrices for the different areas throughout the school site.

Core Values/ Expectations

Responsibility

Strive to be your best even when no one is watching you

Respect

Treat others and their property the way you want to be treated

Integrity

Be honest and trustworthy

Pride

Make Fitzgerald fun and friendly for all

FITZGERALD ELEMENTARY SCHOOL SCHOOL-WIDE EXPECTATION MATRIX

	Hallways	Cafeteria	Playground	Bathroom	Dismissal
Noise Level	1	2	4	2	3
Responsibility	Walk Away Walk quietly	Be clean Be courteous Food is for eating Use time wisely Enter and exit safely	Stay in the assigned area Follow all playground rules Play Safely Play school appropriate games Only eat snacks in designated areas	Go, flush, wash hands, leave Be quiet Dispose of toilet paper in toilet	Bus: have your bus pass ready
Respect	Keep my body to myself Listen to and respond politely to adults	Listen Speak kindly	Treat others the way I want to be treated Take turns Comply with all adult directions	Give people privacy	
Integrity	Only go where I am supposed to go	Only eat my own food Only take what I will eat Report problems to an adult	Being fair and honest is more important than being first Keep my body off other people and their belongings Turn in lost items to Lost & Found	Only ask to go to the bathroom when I really need to	
Pride	Take care of the hallway environment Report problems to an adult	Keep the cafeteria clean Help you classmates	Use equipment appropriately Keep the playground clean Report problems to an adult immediately	Keep the bathroom clean Report problems to an adult	

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School Wide Expectations	Virtual Classroom
Responsibility	<ul style="list-style-type: none">• Limit food and drink around technology.• Use approved websites.• Wait your turn to speak in a virtual chat so others can be heard.
Respect	<ul style="list-style-type: none">• Use your school's issued technology device for academic purposes only.• Complete assigned work from your teacher to the best of your ability.• Be sure to contact your teacher when you have questions.
Integrity	<ul style="list-style-type: none">• Practice positive digital citizenship.• Always practice academic honesty.
Pride	<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.

DISCIPLINE POLICY AND PROCEDURES

Philosophy Statement

Fitzgerald Elementary School's philosophy mirrors the district's focus of developing Positive Behavior Interventions and supports (PBIS) at all school sites. The purpose of a PBIS system is to teach behavioral expectations through modeling appropriate behaviors and focused positive reinforcement.

Fitzgerald Elementary school believes that a safe and respectful learning environment is essential to student success. Students are empowered when rules are fair, consistent, and focus on positive reinforcement of appropriate behaviors and interactions. We believe that building each student's capacity to develop responsible and positive behavioral skills enables students to develop into positive contributors to our community overall. All students will succeed as a result of an overall positive school environment driven by positive student behaviors. The end result is realized by each student's ability to rise to a higher and more productive level of performance, thus developing their maximum academic potential.

The Rialto Unified School District Board of Education believes that all students have the right to be educated in a positive learning environment, free from disruptions. Students at Fitzgerald Elementary shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to and from school, while at school activities, and while on District transportation.

Fitzgerald Behavior Expectations

As a general rule, we expect Fitzgerald students to demonstrate appropriate behavior at all times. Teachers and staff will work with students to help them learn all class and area routines and expectations. This involves teaching, modeling, providing feedback, and offer positive encouragement to help all students be as successful as possible. Consequences are assigned as a last resort to redirect attention away from inappropriate behavior and are structured to help our students refocus on and demonstrating appropriate behavior. Our learning goal is to help all students enjoy school in the safest environment possible.

EXPECTATIONS RIALTO UNIFIED SCHOOL DISTRICT

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.

General Safety Expectations

The goal is for students to enjoy themselves without injuring themselves or others. In general, students are expected to comply with guidelines for play, socialize with other students in a respectful manner, and utilize our school equipment in a respectful and safe manner.

Dress Code Policy

Bridge Academy dress code does apply to what everyone is able to see during virtual class meeting. At all times, student attire should reflect self-pride and self-respect. Students should come to school dressed in a manner that denotes they are ready to learn. Clothes should be neat and clean, and should be suitable and comfortable for normal school activities. The following is a list of general guidelines for apparel that we believe is **appropriate attire** at Fitzgerald elementary school:

1. Footwear should be appropriate for normal school activities. Street shoes should have closed toes, hard comfortable soles, and back straps. Sandals may be worn, but must have an ankle strap and a hard sole. Tennis shoes/sneakers must be laced up and tied appropriately. The following are not appropriate: flip flops, slippers, moccasins, and combat or steel-toed boots.
2. Clothing should be modest in nature, and cover all torso areas and/or any private body parts. Attire which exposes undergarments, posteriors, parts of the any part of the torso such as stomach, sides, chest, or a large portion of the back or other private body parts is unacceptable.
3. Pants, shorts, and skirts must be worn at or around the waist area. When necessary, a belt should be used to keep pants or skirts at the appropriate position at the waist.
4. All bottoms should have a proper fit that does not overly accentuate or cling to the body.
5. Hats may be worn outside only. Hats must be worn with the bill facing in the forward position.
6. See-through blouses must have a solid shirt underneath it. No strapless, or backless tops.
7. Shirts must cover all critical torso areas. Undershirts, low cut tops, half shirts, camisoles, or spaghetti strap tops are unacceptable.
8. Clothing that advertises suggestive, derogatory, insulting pictures or writing is not allowed.

9. Clothing that refers to any type of drug, alcohol, tobacco or act that is illegal or harmful to one's health is not allowed.
10. Apparel with emblems, printing, etc., that creates animosity between groups and/or individuals.
11. Any article of clothing, hairstyles, make up, or wigs that attract undue attention.
12. Clothing considered to be gang related will not be accepted.

In cases of questionable dress, not covered above, the administrations' decision regarding inappropriate dress will prevail. Parental cooperation is expected when home contact is made regarding violations of the established dress guidelines. If a child comes to school in inappropriate attire, parents will be called to bring appropriate clothing for the student.

Electronic Devices / Cell Phones

Per district Board policy, students are permitted to carry cell phones to school to be used **ONLY** in the case of an emergency before and after school hours. A **CELL PHONE CONTRACT** must be completed and signed by the student and parent *at the beginning of every school year* acknowledging that the parents and the students understand the school's policy on cell phones.

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

Cell phones are to be turned off and kept in the student's back pack or purse while on campus. If a cell phone is seen or heard, student must turn into the school office to be locked in a secure area. **Only a parent can retrieve a confiscated electronic device.** No other types of electronic devices are allowed on campus. Electronic devices include, but are not limited to: iPods or MP3 players, PSP's or other gaming devices, tablets, personal radios, or CD players. If confiscated, the same guidelines apply for retrieving items.

On occasion, teachers may ask students to bring electronic devices to school for a specific reason. In this event, the teachers will provide a date specific permission slip that must be returned in order for the student to bring the electronic device to school. This provides permission for the one time only event, and does not include any other school days not specified on permission slip.

Toys and Non-Educational items at School

Toys and items not related to learning at school are not allowed on campus.

Students are allowed to bring items to school that relate to learning and the educational process. Toys include, but are not limited to: dolls, stuffed animals, cars, sports or any type of trading cards, gaming units, play weapons, spinners, action figures, or any other item that is not related to school or learning, and or, items that will distract students from focusing on instruction. Any items brought to school that are distracting students from learning will be confiscated by a teacher, administrator, or other school staff member. School staff members reserve the right to determine what is acceptable to have on campus. When items are confiscated, the items will only be returned to the parent.

New Guideline Regarding Environmental Safety



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

If a student is found with these products, parent/guardian will be contacted to address the concern.

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

BULLYING AND CYBERBULLYING POLICY

Bullying And Harassment Prevention

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.

Rialto Unified School District

Bullying (Cyber bullying) 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 school 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, 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)
- 2) Social exclusion
- 3) Threat
- 4) Intimidation
- 5) Stalking
- 6) Physical violence
- 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.

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 are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult in the school office

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 inter-group conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds and when traveling to and from school or a school-sponsored activity.

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 182 E. Walnut 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
*Senior Director, Students Services or
Director, Child Welfare & Attendance*
260 S. Willow Ave., Rialto, CA 92376
(909) 820-7700

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,
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

SUSPENSION AND EXPULSION PROCEDURES

Fitzgerald Elementary School is committed to a safe environment for all students and staff and is committed to "Zero Tolerance" of any weapons, unauthorized drugs, violence, gang activity, or vandalism on any sites. "Weapons" shall include, but are not limited to: guns, "look-a-like"

weapons, any size knife, martial arts tools, razor blades, mace, or any weapons specified in Penal Code. Any violation of the above may result in suspension and/or a recommendation for expulsion.

Fitzgerald Elementary School has adopted rules consistent with RUSD Board policy, law and/or policies of the State Department of Education. Discipline rules for students are communicated to students at the beginning of each school year and to new student enrollees as they register. These rules and regulations are available on request at the Principal's Office in all District schools.

A student may be suspended from school for the following violations:

- 48900 (a)1** Caused, attempted to cause or threatened to cause physical injury to another person;
- (a)2** Willfully used force or violence upon the person of another, except in self-defense;
- (b)** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object;
- (c)** Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcohol or intoxicant;
- (d)** Unlawfully offered, arranged, or negotiated to sell any controlled substance and sold, or otherwise furnished a substitute;
- (e)** Committed or attempted robbery or extortion;
- (f)** Caused or attempted to cause damage to school property or private property;
- (g)** Stole or attempted to steal school/private property;
- (h)** Possessed or used tobacco or nicotine products;
- (i)** Committed an obscene act or engaged in habitual profanity or vulgarity;
- (j)** Had unlawful possession of or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia;
- (k)** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel;
- (l)** Knowingly received stolen school or private property;
- (m)** Possession of an imitation firearm;
- (n)** Committed or attempted to commit a sexual assault;
- (o)** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding;
- (p)** Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma;
- (q)** Engaged in, or attempted to engage in, hazing as defined in Section 32050;
- (r)** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel;
- (s)** Aid or abet the infliction or attempted infliction of physical injury.

The following four (4) violations apply to students in grades 4–5:

212.5 Sexual harassment;

48900.3 Hate violence; **48900.4** intentionally engaged in harassment, threats, or intimidation against personnel, a pupil or groups of pupils;

48900.7 Pupil has made terrorist threats against school officials or school property, or both.

Students committing the following acts will be recommended for expulsion unless particular circumstances determine an expulsion is inappropriate:

48915 (a)1 Causing serious physical injury to another person, except in self-defense;

(a)2 Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil;

(a)3 Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana);

- (a)4 Robbery or extortion;
- (a)5 Assault or battery upon any school employee.

Students committing the following acts will be recommended for a mandatory one year expulsion:

- 48915 (c)1 Possessing, selling, or otherwise furnishing a firearm;
- (c)2 Brandishing a knife at another person;
- (c)3 Unlawfully selling a controlled substance;
- (c)4 Committing or attempting to commit a sexual assault;
- (c)5 Possession of an explosive.

Sexual Harassment (Students)

The Rialto Unified School District Board of Education recognizes that harassment on the basis of sex is a violation of the law. The district believes that students have the right to attend school in an environment, which promotes an equal educational opportunity free of sexual harassment. In keeping with this policy, the District will not tolerate sexual harassment by or to any of its students. Students found guilty of sexual harassment will be suspended. If a student feels that he/she is being sexually harassed, he/she must immediately report the incident to an adult. The adult is to send the student to the principal or assistant principal. The site administrator will investigate the complaint, determine the validity of the complaint, and take appropriate action.

RIALTO UNIFIED SCHOOL DISTRICT UNIFORM 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

UNIFORM COMPLAINT FORM

DATE: _____

NAME OF PERSON FILING THIS COMPLAINT:

1. NAME: MR. MRS. MS. _____
(LAST) (FIRST) (MI)

PUPIL'S NAME _____

ADDRESS _____

CITY & STATE _____

PHONE: HOME _____ CELL _____
(AREA CODE) (AREA CODE)

2. NAME OF PERSON YOU ARE COMPLAINING AGAINST:

NAME: MR. MRS. MS. _____
(LAST) (FIRST) (MI)

JOB TITLE _____

LOCATION _____

PHONE: WORK _____
(AREA CODE)

3. NATURE OF COMPLAINT:

CHECK ONE OR MORE AND SPECIFY EACH ITEM CHECKED

- | | |
|---|---|
| <input type="checkbox"/> ACTUAL OR PERCEIVED SEX | <input type="checkbox"/> AGE |
| <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE | <input type="checkbox"/> RACE |
| <input type="checkbox"/> ANCESTRY | <input type="checkbox"/> COLOR |
| <input type="checkbox"/> ETHNICITY | <input type="checkbox"/> NATIONAL ORIGIN |
| <input type="checkbox"/> RELIGION | <input type="checkbox"/> SEX (TITLE IX) |
| <input type="checkbox"/> SEXUAL ORIENTATION | <input type="checkbox"/> PREGNANCY |
| <input type="checkbox"/> DISABILITY (MENTAL OR PHYSICAL) | <input type="checkbox"/> RETALIATION |
| <input type="checkbox"/> ETHNIC GROUP IDENTIFICATION | <input type="checkbox"/> MARITAL STATUS |
| <input type="checkbox"/> GENDER (IDENTITY OR EXPRESSION) | <input type="checkbox"/> HARASSMENT |
| <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE | <input type="checkbox"/> INTIMIDATION |
| <input type="checkbox"/> MEDICAL CONDITION
(CANCER OR GENETIC CHARACTERISTICS) | <input type="checkbox"/> BULLYING |
| | <input type="checkbox"/> UNLAWFUL REQUIREMENT OF FEES |

- PERSON'S ASSOCIATION WITH A PERSON OR GROUP WITH ONE OR MORE OF THE ABOVE-NOTED REQUIREMENTS ACTUAL OR PERCEIVED CHARACTERISTICS
- VIOLATION OF SCHOOL SAFETY PLAN

4. WHAT IS THE MOST RECENT DATE YOU WERE DISCRIMINATED AGAINST OR YOU WERE ADVERSELY AFFECTED BY THE PERSON(S) IDENTIFIED IN #2 ABOVE?

5. IF THE ABOVE DATE IS MORE THAN 180 DAYS AGO, PLEASE EXPLAIN WHY YOU WAITED UNTIL NOW TO FILE YOUR COMPLAINT.

6. WHEN DID THE ALLEGED DISCRIMINATION OR ADVERSE ACTION BEGIN?

7. WHEN DID YOU FIRST BECOME AWARE THAT THE TREATMENT, ACT, OR DECISION WAS DISCRIMINATORY, ILLEGAL OR AGAINST BOARD POLICY, RULE OR REGULATION?

8. HAVE YOU TRIED TO RESOLVE YOUR COMPLAINT WITH THE PERSON IDENTIFIED IN #2, HIS/HER IMMEDIATE SUPERVISOR, THE SCHOOL PRINCIPAL, OR PROGRAM ADMINISTRATOR?

- YES NO

IF YES, WHO DID YOU SPEAK TO?

NAME: _____

JOB TITLE: _____

LOCATION: _____

DATE OF DISCUSSION: _____

WHAT WAS THE RESULT OF THE DISCUSSION?

9. PLEASE DESCRIBE THE INCIDENT(S) OF HARASSMENT OR DISCRIMINATION THAT YOU EXPERIENCED, INCLUDING PLACE WHERE INCIDENT(S) OCCURRED, AND PERSONS WHO WERE PRESENT WHEN EACH INCIDENT OCCURRED. (Attach additional pages if necessary)

10. WHAT DO YOU EXPECT TO HAPPEN AS A RESULT OF THIS COMPLAINT?

11. LIST THE NAME, ADDRESS AND PHONE NUMBER OF YOUR WITNESSES, AND STATE WHAT RELEVANT INFORMATION EACH OF YOUR WITNESSES WILL BE ABLE TO PROVIDE. (Attach additional pages if necessary)

WITNESS #1

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

WITNESS #2

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

WITNESS #3

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

I understand that the Board of Education, Personnel Office, and/or designee(s) assigned to investigate the complaint may request from me further information about this complaint and, if such information about this complaint and, if such information is available, I shall present it upon request.

I also understand that a copy of this complaint will be given by the Personnel Office and/or designee(s) against whom this complaint is being made who will be given the opportunity to respond in writing to this complaint.

I also understand that if a hearing is held on this complaint by the Board Of Education, such hearing will be held in Closed Session with the press and public excluded and that I will be informed of the time, date and place such hearing will be held.

I certify under penalty of perjury that the foregoing is true and correct.

Executed this _____ day of _____

20_____, at _____, California

Signature

Date

PLEASE SUBMIT COMPLETED FORM TO:

Rialto Unified School District
Personnel Services
182 E. Walnut Avenue
Rialto, CA 92376

Revised 9/25/13

RIALTO USD PARENT INVOLVEMENT POLICY

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](#))

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

STATE BOARD OF EDUCATION POLICIES

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/lsp/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/nclb>

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>

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.

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

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.
- d. Train parents/guardians to enhance the involvement of other parents/guardians.
- 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 District wide 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.
- l. 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.
 - 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 USC [6318](#))

(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](#))

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 school wide 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 school wide 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)

(cf. [6145](#) - Extracurricular/Co-curricular Activities)

(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-f in 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.

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:

- 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

Dr. Edward Fitzgerald Elementary School Parent / Community Involvement Policy

A copy of Fitzgerald's Parent Improvement Policy and Parent Student School Compact will be included in your child's welcome back to school packet. Please review it with your child and sign and return the signature acknowledgement page to your child's teacher.

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





ACTIVE SHOOTER VIOLENT INTRUDER

Call 911

RUN: Quickly & safely get away from area

HIDE: Get into a building, lock & barricade doors, shut off lights, silence cell phone

PREPARE TO DEFEND: Be ready to protect & defend yourself using any item available

REMAIN IN PLACE: Wait for all clear from authorities before evacuating your area



EARTH QUAKE

Drop, Cover, and Hold...

Under a table or desk or against an interior wall until shaking stops (Do Not Stand in Doorway)

After shaking stops, check yourself and others for injuries

Evacuate if directed by Emergency Personnel and/or authorized District staff

BOMB THREAT



If you receive a Bomb Threat:

- Stay calm
- Pay close attention
- Obtain vital information

Call 911 and provide them with your information.

Very Important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures.

- 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

FIRE/EVACUATION



- 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

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



MEDICAL EMERGENCY

- 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

SUICIDE THREAT OR ATTEMPT

WHAT: When a person makes verbal or physical gesture to inflict self-harm, follow the recommendations below.

If threat is imminent, do not delay, call 911

ACTIONS TO TAKE

- 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)

CHEMICAL/HAZARDOUS SPILL



Call 911 Give a description of the type of chemical, size, possible exposures

- Evacuate the area and/or building
- Wait for all clear indication from emergency personnel
- Call Risk Management at (909) 820-7700 ext. 2110

