

George H. Dunn Elementary School

A PBIS Elementary School



Bridge Academy Parent-Student Handbook 2020-2021



*830 N. Lilac Avenue
Rialto, California 92376
(909) 820-7872*

*Principal, Mr. Carranza
Assistant Principal, Dr. María Ordaz*

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DISTRIBUTION COVER LETTER

August 10,2020

Dear Parents/Guardians

We are dedicated to working hard with you, so that your child has the very best education possible.

Included in the Student Handbook, please find a copy of our school's Title I Parent Involvement Policy, Home School Compact, and a notice for our school's School Accountability Report Card (SARC).

In collaboration with our parents, teachers, and community members, we have developed policies and practices to support a partnership between the school, parents, and the community to improve our student's academic achievement through specific activities such as: parent advisory councils, family academic nights, and other activities to support learning at home and at school.

The District Parent Involvement Policy emphasizes that the Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities. Meaningful opportunities will be offered at all grade levels, for parents/guardians to be involved in district and school activities, advocacy roles, and activities to support learning at home. Additional copies of the District Parent Involvement Policy are available in the office and on the district's website.

If you need additional copies of any of the documents attached to this letter, please contact the school office. If you have any questions about this information or would like to learn about more ways to engage in the education of your child, please do not hesitate to visit our office or give us a call. We look forward to collaborating with you and your family.

Sincerely,
Mario Carranza, Principal
Dr. Maria Ordaz, Assistant Principal

R A L T O S D O A R D O F E D C A T O N

President
Vice President
Clerk
Member
Member

Nancy G. O’Kelly
Dina Walker
Joseph W. Martinez
Edgar Montes
Joseph Ayala

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

DUNN ELEMENTARY SCHOOL MISSION

The mission of Dunn Elementary, the compass which guides scholars, is to empower each student to advance curiosity and resourcefulness to achieve their personal nest, as they prepare to navigate through life in a diverse community through a vital system distinguished by:

- High expectations for students in which academic progress is celebrated as they prepare for higher education
- A safe, respectful, and responsible school community that embraces cultural diversity
- Collaborative partnerships with families
- An engaging learning environment that extends beyond the classroom

Strategic Objectives:

Students will

- Each student will acquire strong foundational skills at each grade level.
- Each student will use problem solving skills to establish and maintain positive relationships.
- Each student will be a responsible, respectful, and productive member of their community.

Tactics:

We will

- Ensure strategically planned and equitable learning opportunities
- Establish open communication with families and provide them with support for their students
- Create a culture that inspires scholars to achieve their personal goals

SCHOOL-PARENT COMPACT

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

- The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences that will be conducted via Google Meet or through teleconferencing; frequent reports on student progress; and access to staff via Remind, Google Meet, or district email.; (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff (ESSA Section 1116[d][2][C]).

How does the school address this?

- Dunn Elementary will use the district's adopted curriculum for ELA/ELD and Math, as well as the district's suggested scope and sequence to provide high-quality curriculum and instruction.
- Parents will support their child(ren)'s learning by:
 - Ensuring student log on to synchronous lessons via Google Classroom
 - Providing a quiet place for students to do their homework
 - Encouraging students to read for 20 minutes daily
 - Contacting teachers when they have academic and behavior concerns to set up a meeting time before or after instructional hours
 - Attending all scheduled teacher/parent conferences
- To support the importance of ongoing communication between parents and family members, Dunn Elementary will:
 - Hold parent/teacher conferences at least once a school year via Google Meet or through teleconferencing
 - When asked, teachers will provide parents with progress reports
 - Hold Coffee with the Principle via Google Meet once a trimester (three times a year)
 - Post monthly activities calendar on site's website and send flyer out via Remind
 - Post upcoming events on school marquee
 - Send robocalls to remind parents of upcoming events

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Dunn Elementary will host a Title 1 Parent Informational Meeting via Google Meet. Dunn's Parent Councils (School Site Council and English Learners Advisory Council) will review the School Plan for Student Achievement (SPSA) throughout the school year, via Google Meet

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Dunn Elementary will host a Title I Parent Informational Meeting via Google Meet. Dunn's Parent Councils (School Site Council and English Learners Advisory Council) will review the School's Plan for Student Achievement (SPSA) throughout the school year via Google Meet

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

Dunn Elementary welcomes and values parent and family member contributions. Parents may reach out to teachers to ask how they can help them during Bridge Academy.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Dunn Elementary, when dimmed safe to return to campus with no restrictions by the California Department of Health, will have a Parent Center dedicated to providing a welcoming space for parents Workshops and parent meets will be held in the Parent Center.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Dunn Elementary will distribute information related to school and parent programs, meetings and other activities through one or more of the following; robocalls, monthly school activity flyers posted on site's website, marquee and/or fliers via Remind.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

Dunn Elementary will provide opportunities for parent and family member involvement activists such as, but not limited to: Parent/teacher conferences, Back to School Night, School Site Council, English Learner Advisory Council, and parent workshops all through Google Meet or teleconference with available.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

All notices distributed by the school will be available in both English and Spanish. Other languages will be provided upon request.

This Compact was adopted by George H. Dunn on 1/29/2020 and will be in effect for the period of the 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: November 16 ,2020.

Mario Carranza, Principal

01/29/2020

Date

California Department of Education

July 2018

GEORGE H. DUNN ELEMENTARY SCHOOL
2020-2021 Staff Roster

ADMINISTRATORS:

Mario Carranza, Principal
 Dr. María Ordaz, Assistant Principal

OFFICE PERSONNEL:

School Secretary: Angelica Agudo
 Project Clerk: Emily Chavez
 Clerk Typist: Betsy Mejia
 Health Clerk: Karina Garibay

CLASSIFIED PERSONNEL:

AM Custodian: Ricky Alvarado
 PM Custodian: Frank Gomez
 4 Hour Custodian: Michael Lawson
 Library/Media Technician I: Cassandra Elizondo
 Instructional Technology Asst: Jeanette Cleveland
 Bilingual Instructional Assistant: Judy Knox
 Bilingual Instructional Assistant: Sylvia Gonzalez
 Instructional Assistant II: Miguel Georgie
 Instructional Assistant III: Diana Escobedo
 Instructional Assistant III: Evelyne Espinosa
 Instructional Assistant III: Juliana Casas
 Instructional Assistant III: Lauren Smith
 Instructional Assistant III: Michelle Alvarado
 Instructional Assistant III: Veronica Philpot

CERTIFICATED PERSONNEL:

School Nurse: Alma Raarup
 School Psychologist: David Faoro
 Speech Pathologist: Heather Way
 RSP Teacher: April Hayes
 Reading Specialist: Louise Street
 Instructional Strategist: María Lara

TEACHING PERSONNEL:

Teacher	Grade	Teacher	Grade	Teacher	Grade
Karen Henry	Kindergarten	Sandy Kung	3rd	Borja	PrrSchool-SDC
Leticia Godoy	Kindergarten	Isabel Alejandre	3rd	Mason	K-3 SDC
Marisa King	Kindergarten	Michaela Travieso	3rd	Sim	K-5 SDC
		Michele Horner	3rd	Dolen	K-5 SDC
Rachel Kavalle	1st				
Maria Franzo	1st	Regina Figueroa	4th		
Maribel Robles	1st	Timothy Braby	4th		
Christine Williams	1st	Valerie De La Torre	4th		
Carmen Camberos	2nd	Miguel Contreras	5th		
Karla Realegeno	2nd	Christine Stear	5th		
Nelida Viscaino	2nd	Ashley Chandler	5th		

SCHOOL SCHEDULE

2020-2021

OVERVIEW VIRTUAL BRIDGE ACADEMY (Distance Learning)

Instructional minutes per day:

K- 180

1st-3rd- 230

4th-5th- 240

Monday Schedule

8:15 am - 9:15 am Live Interaction/Progress Monitoring Instruction (1 hour)

***Note: Students are assigned learning assignments for the remainder of the instructional day.**

Tuesday-Friday Schedule:

Teacher's will post times of Synchronous Instruction Session in their Google Classroom.

8:15 am - 12:15 pm Synchronous Instruction: This means live at the same time.

- K-1st = 45 mins
- 2nd - 3rd = 60 mins
- 4th - 5th = 90 mins

12:15 pm - 1:00 pm Teacher Lunch

1:00 pm - 2:30 pm Synchronous Instruction: This means live at the same time.

- K-1st = 45 mins
- 2nd - 3rd = 60 mins
- 4th - 5th = 90 mins

NOTE: Students are assigned learning assignments for the remainder of the instructional day as needed

SCHOOL POLICIES & PROCEDURES



OFFICE HOURS

The school office is open 7:30 a.m. to 3:30 p.m.

Face masks are required to enter the office and while on campus.

VISITORS ON CAMPUS

Visitors will not be allowed on campus, except with limited access to the front office for business needs or for meetings that are determined necessary to be held in person.

Health and Safety

Personal Protection Equipment PPE



District staff have been issued personal protection equipment PPE in order to help stop the spread of COVID-19. It is essential to consistently communicate and practice the guidelines from the Centers for Disease Control CDC , the California Department of Public Health

CDPH and the San Bernardino County Department of Public Health, which include the use of PPE and good hygiene practices. Additionally, the Rialto Unified School District has implemented additional practices for employees and students to follow. Below, please find a short list of reminders that must be followed to strengthen our efforts to slow the spread of COVID-19.

Wear Your Face Masks

What are guidelines for wearing masks



- Wear masks with two or more layers to stop the spread of COVID-19.
- Wear the mask over your nose and mouth and secure it under your chin.
- Masks should be worn by people two years and older.
- Masks should be worn when working in any space visited by members of the public, regardless of whether anyone from the public is present at the time

Frequent Hand-washing WHEN and HOW

When to wash your hands

- Before, during, and after preparing food and before eating food
- After using the toilet
- After blowing your nose, coughing, or sneezing
- After touching garbage
- After touching high traffic areas door handles, light switches, etc.

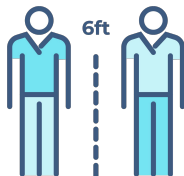


How to wash your hands

- Wet your hands with clean, running water warm or cold , turn off the tap, and apply soap.
- Lather your hands by rubbing them together backs of your hands, between fingers, and under nails with the soap.
- Scrub your hands for at least 20 seconds.
- Rinse hands well under clean, running water.
- Dry hands using a clean paper towel or air dry them.

Temperature Checks

- Have your temperature taken at the beginning of your school day.
- Stay home if you are not feeling well



Social Distancing - Maintain 6 Feet Distance

- Maintain 6 feet distance from other people.
- Observe Signs and be aware of social distancing.

NOTICES HOME TO PARENTS

Please establish a procedure with your student to review all notices and reports sent home during the instructional day, via Remind or Google Classroom. You may want to develop the habit of checking the school website regularly for updated information, events, important dates and parent surveys. All fliers will be sent using Remind, an on-line communication platform. Be sure that your email address in the ParentVue is current. In addition, please sign up to receive text messages through our Remind App.

MANDATORY REPORTING OF SUSPECTED CHILD ABUSE

All school personnel members are mandated reporters of suspected child abuse. Child abuse includes any form of physical or mental abuse inflicted on a child.

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

In the event that you develop concerns over a problem occurring during 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.

SCHOOL ATTENDANCE AND ABSENCES



ATTENDANCE

The importance of regular attendance cannot be overemphasized. Students who attend school regularly and who log on on time enhance their learning experience and develop a stronger sense of responsibility. When your student is absent, late, or does not watch recorded lessons, miss important instructional concepts and lessons. Educational research indicates a direct relationship between student attendance and student achievement.

PARENT/GUARDIAN RESPONSIBILIY

Encourage students to attend assigned classes every day

Monitor student engagement in daily scheduled classes and completion of assignments in a timely manner Inform teacher/school by phone or email of a student's absence no later than 11:00 AM on the day of the absence

Inform school if something is occurring that prevents your student from attending Bridge Academy regularly. 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

ABSENCES

Please call the Main Office when your student is absent from school at 909-820-7872. You can also send an email to the teacher 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.

TARDINESS

Students who join live sessions 30 minutes late, are defined as truanies by CA Ed Code. Education Code Section 48260 defines truant as Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant

Education Code Section 48260.5 states that districts, upon a student s initial classification as a truant, must notify the student s parent or guardian Appendix A , by any reasonable means, of the following

- That the student is truant.
- That the parent or guardian is obligated to compel the attendance of the student at school.
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Education Code Section 48290.

SCHOOL ATTENDANCE REVIEW TEAM SART

When students have excessive absences, tardiness, or have been truant, they are subject to a SART referral. The Student Attendance Review Team SART panel will determine the consequences of poor attendance and discuss conditions of an attendance contract. If conditions fail to be met, a recommendation will be made to the Student Attendance Review Board SARB .

SCHOOL ATTENDANCE REVIEW BOARD (SARB)

If students continue to have excessive absences and or tardiness or have been truant after the SART process, they will be subject to a SARB referral. Parents are required to have students in school by law. When this law is violated, parents and students may be required to report to the SARB panel. Parent/Student can be held financially liable. The SARB panel will determine the consequences of poor attendance.

PERFECT ATTENDANCE AWARDS

The Rialto Unified School District is placing a hold on Perfect Attendance Awards from March 12, 2020, until further notice, due to the Coronavirus (COVID-19) pandemic. The district strongly encourages daily attendance, but not at the risk of our students' and staff's health and well-being. Students will be held harmless during this period in relation to Perfect Attendance. If a student misses a day of instruction (in-person or via distance learning) during this time period, their cumulative Perfect Attendance status will not be affected.

Examples of Cumulative Perfect Attendance Awards:

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

NUTRITION SERVICES

Beginning August 10, 2020, the Rialto Child Nutrition Department will be distributing meals Grab and Go/ Drive-Thru style. Parents/Guardians or students may drive up and receive their student's meals. The person's picking up the student meals will need to provide their student's school ID and have the barcode scanned. They will only be allowed to visit one site per distribution day.

Meal distribution will be held twice a week, on Tuesdays and Thursdays. Tuesday's distribution will include 2 breakfasts and 2 lunches to cover Tuesday and Wednesday. Thursday's distribution will include 3 breakfasts and 3 lunches to cover Thursday, Friday, and Monday. The first week only, will however be Monday, August 10th and Thursday, August 13th with 3 breakfasts and 3 lunches being provided both days

Parents/ guardians or students can pick up their meals from 11:30 a.m. - 1:15 p.m. at the following locations

- Bemis Elementary
- Casey Elementary
- Dollahan Elementary
- Dunn Elementary
- Garcia Elementary
- Myers Elementary
- Simpson Elementary
- Frisbie MS
- Jehue MS
- Kolb MS
- Kucera MS
- Rialto MS
- Carter HS
- Eisenhower HS
- Rialto HS

HEALTH AND SAFETY



STUDENT ACCIDENT INSURANCE FORMS

The Rialto Unified School District does not automatically cover medical or dental expenses for a pupil injured at school or in school activities. Special student insurance is available at the beginning of each year and when all new students register; coverage is optional. This optional insurance may cover certain student-related injuries that occur during the school day. Applications for low-cost medical and/or dental insurance are available in the school office. If this is not purchased, parents are responsible for medical costs.

MENTAL HEALTH SERVICES FOR STUDENTS

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

Crisis Walk-In Clinic, 909-421-9495

850 East Foothill Blvd., Rialto, CA 92376

211 San Bernardino County, 2-1-1

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

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

Rialto Unified Safety Office, 909-820-6892

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

SCHOOL SITE COUNCIL, ENGLISH LEARNER ADVISORY COUNCIL, AND PTO

There are several ways parents can get involved on campus. PTO, SSC School Site Council, ELAC English Language Advisory Committee, DAC District Advisory Council and DELAC District English Language Advisory Council. These school support groups are made up of parents and school staff. Our parent groups are very active and effective. If you would like to be a part of any of these groups, please call the Main Office. Regular scheduled meeting dates are listed on the monthly calendar. Meetings will be held virtually using Google Meet.

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 via Google Meet or through teleconference. Please make every effort to attend these conferences. Teachers will schedule parent-teacher conferences. We encourage you to contact your child's teacher via Remind or district email; call the school at 909 820-7872 to schedule a parent-teacher conference at any time during the school year.

HAT TO DO IF YOUR CHILD IS HAVIN 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, 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 concepts, and skills.
- **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 concepts, processes, and skills for the grade/subject level.
- **Letter Grade C** Student has 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.
- **IEM** 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 concepts, processes, and skills for the grade level, but produces work that contains many errors or Student has 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.

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.



Be Safe, Be Responsible, Be Respectful

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTs

Positive Behavioral Interventions and Support (PBIS) is a team-based systematic approach in teaching behavioral expectations throughout George H. Dunn 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 expectations during Bridge Academy. 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. We ask that you review expectations and make yourself familiar so that you can support these goals while participating in Bridge Academy.

DIGITAL CITIZENSHIP AGREEMENT/ACCEPTABLE USE POLICIES

Virtual Class Expectations

<p>BE PROMPT</p> <ul style="list-style-type: none"> - Wake up early enough to get ready - Log in a few minutes early 	<p>BE PREPARED</p> <ul style="list-style-type: none"> - Be in a quiet location with no distractions - Have your materials ready. 	<p>BE PRODUCTIVE</p> <ul style="list-style-type: none"> - Participate - Add to the discussions - Ask questions 
<p>BE POSITIVE</p> <ul style="list-style-type: none"> - Have a can do attitude - NO negativity - Control your body language. 	<p>BE PROACTIVE</p> <ul style="list-style-type: none"> - Focus your time and energy on things you can control - Stay on topic 	<p>BE POLITE</p> <ul style="list-style-type: none"> - Mute yourself if teacher or another student is talking - Raise hand to speak 

PBIS emphasizes a proactive approach; teaching students strategies and supporting appropriate student behavior. Students who are “caught” demonstrating safe, responsible and respectful behavior are given Dolphin Dollars. These dollars can be exchanged for student incentives, such as treasure chest prizes, incentive events and other rewards.

There are times that students may struggle to follow these matrices. Those students who have a difficult time following the expectations and/or who have violated student conduct codes will be addressed as stated below:

- **1st violation** Warning
- **2nd violation** Parent will be contacted by the teacher
- **3rd violation** Parent is contacted by the teacher. Student will not be permitted to communicate in writing and/or by video for 24 hours; student must continue to submit assignments.
- **4th violation** Parent is contacted and notified by administration. Student will not be permitted to communicate in writing and/or by video for 48 hours; student must continue to submit assignments.
- **5th violation** Parent is contacted and notified by administration. Student is no longer allowed to communicate in any capacity online, student will only be allowed to submit assignments.

STUDENT CODE OF CONDUCT

DRESS CODE

Student dress and personal appearance are important to school conduct. The style of dress and grooming must be appropriate to the age and size of the student without extremes that become disruptive influences in the classroom.

1. Garments advertising alcoholic beverages, suggestive phrases or pictures, or gang related slogans/pictures are not allowed at school.
2. The following garments are NOT to be worn during synchronous instruction via Google Classroom meetings
 - Spaghetti strap tank top style tops are allowed; straps must measure 2 inches wide.
 - Tank-style tops that show-off excessive amounts of skin or underarm hair
 - Caps or hats
 - No undergarments may show. Any garment which exposes more flesh than is prudent and proper
 - No see-through clothing
 - Tube tops, short tops Mid-section must be covered when arms are raised overhead.
 - Bare midriffs, halter-tops, strapless or backless tops
 - Off the shoulder garments or low cut tops
 - Fake glasses
 - Oversized jewelry, spiked, overly dangly, etc.
 - Tutus
 - White tank style undershirts
 - No excessively tight clothing

3. Gang related clothing may not be worn at school. Clothing that is considered gang related includes:
 - Hairnets
 - T-shirts with gang related pictures
 - Excessively sagging pants or shorts
 - Short Shorts
 - Stretchy Pants/Leggings without appropriate cover up
 - Extremely oversized pants
 - Cut off pants with knee socks
4. All garments must be worn fastened with appropriate undergarments.
 - Clothing must not be baggy
 - Pants and shorts must be worn at the waist
 - Pants, shirts and shorts must be size appropriate
 - Clothing does not fall off without a belt, and is not too long or too large to impede movement
5. Extreme clothing that is distracting/disruptive to the educational process or unsafe may not be worn
6. No colored hair or excessively dyed hair that can be a distraction in the classroom

Students -Dress and Grooming -Rialto USD Board Policy AR 5132 (a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed. cf. 0420 - School Plans/Site Councils

The following guidelines shall apply to all regular school activities, including synchronous instruction during Bridge Academy

1. Clothing, jewelry and personal items backpacks, fanny packs, gym bags, water bottles, etc. shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which show drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
2. Hats, caps and other head coverings shall not be worn
3. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
4. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
5. Any clothing, make-up, hair style or hair accessories that attract undue attention and/or implies group affiliation is not permitted. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardi ed physical education apparel because of circumstances beyond the student s control. Education Code 49066

cf. 5121 - rades/Evaluation of Student Achievement

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a school wide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Regulation RIALTO UNIFIED SCHOOL DISTRICT

approved: August 25, 1999 Rialto, California

revised: October 17, 2001

revised: February 27, 2002

revised: February 27, 2002

GROUND FORS SUSPENSION AND EXPULSION

The California Education Codes lists reasons for suspensions/expulsions

- (a) 1 Caused, attempted to cause, or threatened to cause physical injury to another person. 2 Willfully used force or violence upon the person of another, except in self-defense. (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 commencing with Section 11053 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (e) Committed or attempted to commit robbery or extortion. (f) Caused or attempted to cause damage to school property or private property. (g) Stolen or attempted to steal school property or private property. (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (l) Knowingly received stolen school property or private property. (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events. (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or on-going and 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 as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance. (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. (2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school-sponsored activity.

EDUCATION CODE 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.
- (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.

EDUCATION CODES 48900.3 & 48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a student in any grades 4-12 may be suspended from school or recommended for expulsion if the superintendent or principal of the school determines that:

The student caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 33032.5 (Added by Stats.1994, c 1198)

The student has intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile educational environment.

SEXUAL HARASSMENT POLICY

The Rialto Unified School 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. Forms of sexual harassment include, but are not necessarily limited to, the following

- a. Decisions involving academic status, honors, programs, and activities for students.
- b. Conduct or gestures that have the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive school environment.
- c. Verbal harassment, such as derogatory comments, jokes, or slurs.
- d. Physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement.
- e. Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings, or gestures.

If a student believes that he/she has been a victim of sexual harassment, the student should report the incident to the principal immediately. A formal complaint may be filed using the District's Sexual Harassment Complaint form. Upon receipt of the form, the principal shall thoroughly investigate the complaint. No student shall suffer any reprisals for reporting any incidents or making any complaints.

Any student who is found to be responsible for sexual harassment will be subject to appropriate discipline up to and including expulsion. The severity of the disciplinary action will be based upon the circumstances of the infraction.

BULLYING AND CYBERBULLYING POLICY

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 (Cyberbullying) Prevention (Policy model) (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 is expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

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

Definition of Harassment and Bullying

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

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

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

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

1. Unwanted teasing or taunting (verbal or non-verbal)
2. Social exclusion
 - . Threat
 - . Intimidation
5. Stalking
6. Physical violence
 - . Theft
8. Sexual, religious, or racial ethnic harassment
9. Public humiliation
10. Destruction of property

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

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

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

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

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

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement or students observing conflict may contact an adult or peer mediators.
- Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussion confidential.
- Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

T

- 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 is 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 (policy model)

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

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

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

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 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 communication 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 activity.

REPORT IT

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

INVESTIGATION

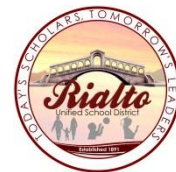
The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The person who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. Within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

TRANSFER REQUEST

A student that has been reported as the victim of a violent offense as defined by state law is entitled to transfer to another school within or outside the District, under California Education Code 46600 b . Placement at a requested school is contingent upon **space availability**. Transfer requests can be obtained at the Student Services Department- **Child Welfare and Attendance Office**.

DISTRICT LIAISON

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



BULLYING/HARASSMENT COMPLAINT FORM

(Students May Report Anonymously)

Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

Student _____ Parent/Guardian _____ Employee _____ Volunteer _____ Other _____

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

Verbal Abuse
(name-calling, racial remarks, belittling, etc.
Can be done over the phone, in writing,
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:	<input type="checkbox"/> Race, color or nationality	<input type="checkbox"/> Disability
	<input type="checkbox"/> Gender or Gender Identity	<input type="checkbox"/> 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.

**LLPH NS ND HR BL
UN ND SN PUS**



It is the intent of the Board of Education to create a safe environment for students while on school grounds or while attending school activities and, at the same time, maintain an effective and productive teaching process and order and discipline at non-classroom events.

cf. 5000 - Concepts and Roles cf. 5030 - Role of Students

This policy addresses electronic signaling devices that operate through the transmission or receipt of radio waves, and, include but are not limited to paging and signaling equipment such as pagers, cellular phones, and two-way radios. Education Code 48901.5

Student use of electronic signaling devices, including but not limited to pagers, beepers, and cellular/digital telephones, may not disrupt educational programs or school activities. Specifically, electronic signaling devices shall be permitted for use only before and after school, and be turned off during the day, including breaks, lunch and passing periods, and at any other time directed by a district employee.

Use of electronic signaling devices to capture digital images, take photographs of any kind or tape recording shall be prohibited.

Use of cellular phones at approved time shall not contribute to disruption of an orderly campus. If disruption does occur, an employee may direct the student to turn off the device and/or have an administrator hold the device until the end of the school day or activity.

Repeated disregard of the policy and procedure regarding electronic signaling devices or their use in illegal activities shall result in disciplinary action, up to and including suspension from school and confiscation of said devices.

cf. 4020 - Drug and Alcohol-Free Workplace cf. 5131.6 - Alcohol and Other Drugs

cf. 5144.1 - Suspension and Expulsion/Due Process

After submitting proper verification to the school principal or designee, no student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. Education Code 48901.5

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

D C P P

We recognize that cell phones have become a common tool for communication. However, they have also become a major distraction to the learning environment and are vulnerable to theft. We ask that you allow your child to carry a cell phone only if absolutely necessary. Students are allowed to carry cell phones to school. However, phones must be turned off and stored out of sight during school hours. Phones may not be used to talk, take pictures, play games, record or text during school hours, including recesses. If a student violates the cell phone policy, they will have the following consequences

- First Infraction - Students will have their cell phone taken away and returned at the end of the day.
- Second Infraction - Students will have their cell phone taken and locked up in the office until a parent can come to school to retrieve it.
- Third Infraction - Students will no longer be allowed to bring a cell phone to school until a parent conference with the principal is held.

Student Wellness Policy

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

The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations, or distributing other correspondence, to ensure that parents/students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are actively notified of and provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.

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

Mission

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

Responsibilities

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

Nutrition Education

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

Physical Education

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

Other School based Activities

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

Nutrition Guidelines for All Foods on Campus

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

Eating Environment

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

Child Nutrition Operations

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

Food Safety/Food Security

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

Annual Review

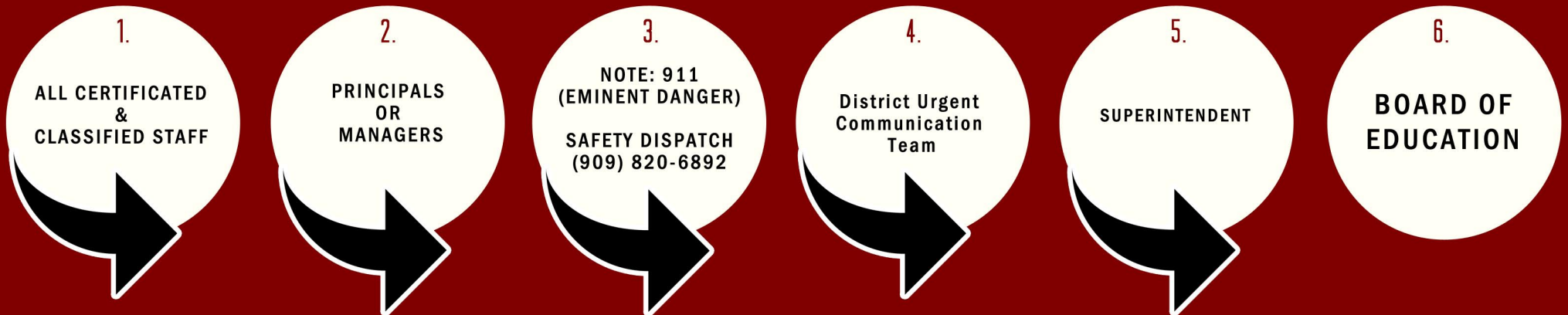
- The Wellness Committee shall evaluate the established District-wide Wellness Policy and report the findings annually to the Superintendent.
- The District will revise and update the Wellness Policy as needed.

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

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

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

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

1. Make every effort to clear others from the area.
2. Remain Calm & Listen attentively
3. Get individual to talk (remember vital information)
4. Stay with the individual
5. 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



**RIALTO UNIFIED SCHOOL DISTRICT
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)
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 each 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. Procedure to be followed for initiating an appeal to CDE (see #5).

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.

Revised: 5/17/12

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 develop 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

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/ls/pf>

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

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

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

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

No Child Left Behind: <http://www.ed.gov>

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>

Policy RIALTO UNIFIED SCHOOL DISTRICT

adopted: September 22, 1999 Rialto, California

revised: November 20, 2020

Title I School-Level Parental Involvement Policy George H. Dunn Elementary School

George H. Dunn Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The parent members of the School Site Council and English Learner Advisory Committee also provided input and approved the Title I Parent Involvement Policy on April 12, 2017. It has distributed the policy to parents of Title I students. The policy is distributed within the Student/Parent Handbook given to parents during Back to School Night and by the office staff during enrollment throughout the school year. The policy is also available online on the school's website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at George H. Dunn, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - The annual meeting is held via Google Meet .
 - The annual meeting presentation is translated and an interpreter is available to parents.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Meetings include: Back to School Night, Open House and English Learner/Title I Orientation, all will be held via Google Meet for the 2020/2021 school year.
 - Title I-Parent Involvement funds are used to provide translation, light refreshments, and other services to support parent involvement.
 - The school holds open meetings with School Site Council, English Learner Advisory Committee and other parent committees at least five times per year, via Google Meet.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - Each year, the school holds meetings with parents of Title I students, parents of English Learners and parents of students with disabilities to plan, review, and evaluate the school Title I program, including the school parental involvement policy and the Single Plan for Student Achievement.
 - Parents can submit comments on the school-wide program to the district if they do not find the plan to be satisfactory.
- The school provides parents of Title I students with timely information about Title I programs.
 - The school uses various means to provide parents with timely information about Title I Programs, such as letters, flyers through Remind, phone calls, and informational meetings via Google Meet.
 - All documents addressed to parents are written in English and Spanish.
 - The Blackboard Automated Phone Call System and Remind is used to ensure all parents receive information about parent meetings, parent education programs, Title I programs, parent-teacher conferences, and school and district events.
- The school provides an adequate number of professional translators/interpreters who can perform two way translations to facilitate the communication between school staff (administrators, teachers, office staff) and families at all events.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

 - All parents receive an explanation during Back to School Night, parent-teacher conferences and family literacy/math nights about the curriculum used at the school, content standards and academic assessments used to measure student progress, and the proficiency levels students are expected to reach.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - All parents are invited and encouraged to participate in decision making at school by attending parent meetings, making suggestions, volunteering at school, participating in their children's class via Google Classroom, observing classroom activities via Google Classroom, and serving on district and school committees such as School Site Council, English Learner Advisory Committee, District Advisory Committee, District English Learner Advisory Committee, and other leadership groups.
 - The school and district provide regular meetings, training and parent education programs to help parents develop their leadership skills and enhance their knowledge to successfully support their children's education.

Accessibility

George H. Dunn Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

This includes providing information and school reports in a form and language parents understand. The school uses various means of communication to reach out their diverse parents, such as the Blackboard Call System, audiovisuals, personal phone calls, home visits, informational meetings, flyers, letters, handouts, and others. Special accommodations and materials are provided for persons with disabilities, parents who speak a language other than English and others. The school report cards, parent letters, brochures, and all communications for parents are provided in English and the parents' primary language.

School Accountability Report Card (SARC) NOTICE

Attention Parents/Guardians

The School Accountability Report Card (SARC) and the District Parent Involvement Policy are available on the District and school's website. You can find a copy of the latest SARC at:

<http://www.sarconline.org/>

A paper copy of the SARC and District Parent Involvement Policy are available upon request.