

Wilmer Amina Carter



High School *HOME OF THE LIONS*

2630 N. Linden Ave
Rialto, CA 92377
Phone 909-854-4100
Fax 909-574-7313

<http://chs.rialto.k12.ca.us/>

Follow us on Twitter @ CarterHSLions
Office Hours (7:30 am-4:30 pm)

Student/Parent Handbook
2024-2025

BOARD OF EDUCATION

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Dr. Edward D'Souza

Last Updated: 7/25/2024



RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

PRINCIPAL’S MESSAGE

Hello, and welcome to Wilmer Amina Carter High School (CHS). It is my extreme pleasure to serve as your site Principal. In 2004, I joined the Rialto Unified School District after teaching for four years within the Los Angeles Unified School District. Since 2004, I have served the Rialto Community in a plethora of assignments, including 8th Grade History Teacher, High School ASB Director, High School Assistant Principal, Elementary school Principal, Middle school Principal, and most importantly my current assignment as the Principal of CHS. As your Principal, I look forward to collaborating with you and all members of the learning community.

At CHS Your Success Matters!

Mission of the Rialto Unified School District

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

Mission of W.A. Carter High School

The mission of Carter High School, a pride of passionate learners, is to guarantee that all students are critical thinkers instilled with the qualities and drive to fulfill personal, academic and career goals through a dynamic system distinguished by:

- High expectations for all students and staff
- Effective family and community partnerships
- A diverse culture that promotes creativity and innovation
- Engaging experiences for college readiness
- A safe learning environment

Carter High School Administration

Principal	Robin S. McMillon, Ed.D.
Assistant Principal	Kristy Streff
Assistant Principal	Cameron Mendez
Assistant Principal	Kimberly Rosas
Program Specialist	Christina Lucero
Program Specialist	Robert Carroll

Anti-Discrimination Policy

The District is committed to a work and education environment that is free of unlawful discrimination on the basis of ethnic group identification, religion, physical or mental disability, sex, color, or age. Civil rights guarantees and equal access laws shall be adhered to in all educational programs or activities and personnel/employment practices. (Board Policy Code 0410)

Complying with Title IX

No person in the United States, shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance, or be so treated on the basis of sex.

Williams Settlement Legislation

Important Information about Instructional Materials and School Facilities State law requires the following:

1. School facilities must be clean, safe, and maintained in good repair.
2. Students must be given adequate instructional material to use in the classroom.
3. Students must be given adequate instructional materials to take home for homework.
4. A teacher assigned to teach a class must have the appropriate Commission on Teacher Credentialing authorization for the assignment.

If you do not believe these requirements are being met, you can obtain a Uniform Complaint Form at the Principal's Office.

Note: The student/parent handbook is a living document and is updated regularly as information changes.

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Bell Schedule awaiting approval

RALTO UNIFIED SCHOOL DISTRICT 2024/2025 SCHOOL CALENDAR



182 E. WALNUT AVE
RALTO, CA 92376
(909) 820-7700
rec.rialto@k12.ca.us

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

ALL SCHOOLS:

- First day of school for ALL students - August 5
- Fall Break - November 25-29
- Winter Break - December 16 - January 6
- Spring Break - March 20-28
- Last Day of School for all K-12 students - May 29

Board of Education meeting dates can be found on the District's website

ELEMENTARY SCHOOLS:	MIDDLE SCHOOLS:	HIGH SCHOOLS:
<p>August 8 - Back to School Night March 18 - Open House</p> <p>Minimum Days: 2024: August 8, 9, 26 September 9 September 18-20 Parent Conferences October 7, 25 October 31 - November 8 Parent Conferences December 13</p> <p>2025: February 21, 24 March 17-19 April 7, 21 May 12, 29</p> <p>All Elementary: October 25 - End of First Trimester February 21 - End of Second Trimester May 29 - End of Third Trimester</p>	<p>August 14 - Back to School Night March 12 - Open House</p> <p>Minimum Days: 2024: August 7, 14, 21, 28 September 11, 18, 25 October 2, 9, 16, 23, 30 November 6, 20 December 4, 13</p> <p>2025: January 15, 29 February 5, 26 March 5, 12, 19 April 2, 9, 16, 23, 30 May 7, 14, 21, 28, 29</p> <p>All Middle School: October 4 - End of First Quarter December 13 - End of Second Quarter March 19 - End of Third Quarter May 29 - End of Fourth Quarter</p> <p>Middle School Celebrations:</p>	<p>August 22 - Back to School Night</p> <p>Minimum Days: Refer to your individual high school calendar for minimum/collaboration days</p> <p>All High School: October 4 - End of First Quarter December 13 - End of Second Quarter March 19 - End of Third Quarter May 29 - End of Fourth Quarter</p> <p>All High Schools Graduation Date: Date: TBD Location: TBD Times: TBD Miller/Zupanic - Rialto High - Esenhower - Correr High -</p>

LEGEND
 ■ = Minimum Day for Students
 • = Weekend
 * = Teacher Preparation Day
 H = Holiday

E: Elementary Schools
 M: Middle Schools
 H: High Schools

HOLIDAYS FOR ALL SCHOOLS:

- July 4 Independence Day
- September 2 Labor Day
- November 11 Veterans Day
- November 28-29 Thanksgiving Holiday
- December 24 Christmas Eve
- December 25 Christmas Day
- December 31 in lieu of Admissions Day
- January 1 New Year's Day
- January 20 Dr. Martin Luther King, Jr.'s Day
- February 10 Lincoln's Day
- February 17 President's Day
- May 26 Memorial Day

SATURDAY TUTORIAL ENRICHMENT PREPARATION UPWARD PROGRAM (STEP UP)

DATES

August 17, 2024

August 24, 2024

August 31, 2024

September 14, 2024

September 21, 2024

September 28, 2024

October 5, 2024

October 12, 2024

October 19, 2024

November 9, 2024

November 16, 2024

December 7, 2024

January 11, 2025

January 18, 2025

January 25, 2025

February 1, 2025

February 8, 2025

February 15, 2025

February 22, 2025

March 1, 2025

March 8, 2025

March 15, 2025

April 5, 2025

April 12, 2025

April 19, 2025

April 26, 2025

May 3, 2025

May 10, 2025

May 17, 2025

29 DAYS

CHS STAFF

ADMINISTRATIVE TEAM

Robin S. McMillon, Ed.D., Principal
Kristy Streff., Assistant Principal
Cameron Mendez, Assistant Principal
Kimberly Rosas, Assistant Principal
Christina Lucero, Program Specialist
Robert Carroll, Program Specialist

COLLEGE AND CAREER CENTER

Ashantee Zamora Erickson, College and Career Center Technician

COUNSELING TEAM

Brenda Guardado, Counselor
Itzel Payan-Caro, Counselor
Joyce Hampton, Counselor
Deborah Smalls, Counselor
Clark Wilson, Head Counselor
LaNaja Sankey, PBIS Counselor
Katrina Mitchell, Wellness Center Counselor
Gloria A. Rodriguez, Counseling Clerk

HEALTH SERVICES

Amber Ashley Tacderan, Nurse
Silvia Martinez, Health Clerk

SUPPORT SERVICES

Britainny Sankey, ASB Clerk
Tina Vargas, Budget Clerk
Gus Gonzalez, Education Technology Technician
Jeanette Cleveland, Library Technician
Juliana Hernandez, Library Technician
Elizabeth Orozco, Psychologist
Jonathan Franco, Psychologist
Vicki DeMarco, Registrar/Records

SAFETY INTERVENTION TEAM

Jamal Anthony, Lead Safety Officer

CLASSIFIED/SECRETARIAL

Principal's Secretary Zahra Noori
Assistant Principal Secretary Carmen Ayala
Assistant Principal Secretary TinaMarie Vaughn
Assistant Principal Secretary Esmeralda Lopez

ATTENDANCE OFFICE

Attendance Specialist Maria Zavalza
Attendance ClerkRosemary Festini-Civitarese
Attendance ClerkAngela Vasquez
Attendance ClerkDiana Acosta

UNIFORM COMPLAINT POLICY

Rialto Unified School District's Uniform Complaint Procedures are as follows:

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

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

Filing a Complaint under the Uniform Complaint Procedure

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

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

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

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 the broader community to impact students and the health of the community positively, including sharing information on the District website.
- The 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.
- Physical Education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Equipment is available for all students to participate in Physical Education. Facilities on school grounds will be safe and well maintained.
- The school provides a physical and social environment that encourages safe and enjoyable activities for all students, including those who are not athletically gifted and/or interested in athletics.
- Students will work toward performing within their “fitness zone” in order to achieve and maintain physical active lifestyles.

Other School Based Activities

- After-school programs will encourage physical activity and healthy habits.
- Support for the health of all students is demonstrated by providing health clinics, health screenings, and help to enroll eligible children in Medi-Cal and other state children’s health insurance programs.
- District will organize a local Wellness Committee composed of families, teachers, support staff, administrators and students to 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. We will not accept items sent to the school from food delivery services such as DoorDash or UberEats.

Eating Environment

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

Child Nutrition Operations

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

Food Safety/Food Security

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

Annual Review

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

***This institution is an equal opportunity provider.**

*Revised/Approved 1.19.18

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.

Rialto USD/6000/BP 6020 Instruction

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0420.1 - School-Based Program Coordination)
- (cf. 0420.5 - School-Based Decision Making)
- (cf. 0520.1 - High Priority Schools Grant Program)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1230 - School-Connected Organizations)
- (cf. 1240 - Volunteer Assistance)
- (cf. 1250 - Visitors/Outsiders)

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

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

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

- (cf. 0500 - Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the District's parent involvement program for schools that receive Title I funding. He/She shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503) (cf. 6171 - Title I Programs)

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

The Superintendent or designee shall consult with parent/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/She also shall involve parents/guardians of participating students in decisions regarding how the District's Title I funds will be allotted for parent involvement activities. (20 USC 6318) (cf. 3100 - Budget)

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

Non-Title I Schools

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

Legal Reference

Education Code

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

Labor Code

230.8 Time off to visit child's school

United States Code, Title 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

Code of Federal Regulations, Title 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources

CSBA Publications

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

State Board of Education Policies

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

U.S. Department of Education non-regulatory Guidance

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

Web sites

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

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

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

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

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

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

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

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

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

U.S. Department of Education: <http://www.ed.gov>"><http://www.ed.gov>

Policy by Rialto Unified School District

Adopted: September 22, 1999 Rialto, California

Revised: November 20, 2006

ACADEMIC INFORMATION

The College and Career Center

W.A Carter students and their parents/guardians are invited to use our comprehensive College and Career Center, located in the Administration Building, to investigate post secondary options. Materials are available to help you assess your talents, interests, and strengths as they relate to different types of careers. The College and Career Center is open before and after school (until 4:30 p.m.) and during lunches.

The Career Center provides current information about the following:

- Career Choices
- College Prep Programs
- College Testing Information (PSAT, SAT, ACT)
- Colleges and Universities
- Financial Aid/Scholarships
- Information regarding the ASVAB Test
- Internet access for college/university inquiries
- Military Careers
- Presentations by College Representatives
- Presentations by Military Representative
- Speakers from Professional Associations
- Training and Apprenticeships
- Vocational and Technical Careers
- Work Permits



Scholarships and Financial Aid

Obtaining information on scholarships requires planning and effort as most scholarships have specific requirements and deadlines for applications. Additional information regarding scholarships and financial aid can be found on the World Wide Web: <https://studentaid.gov/>, <https://www.csac.ca.gov/> or <https://bigfuture.collegeboard.org/>.

Educational Alternatives

On occasion, some students experience a need for alternative educational programs. While the graduation rate is considerably higher for students enrolled in a comprehensive high school such as Carter High School, alternative schools offer students different ways of working toward a diploma. Be advised, however, that students must meet additional eligibility requirements (not listed below) for admission to each school. See your counselor for more information about alternative education. The district offers the following alternative education programs:

- Adult Education: Students who are 18 years old may enroll in Adult Education. Students who are 16 and older may take evening courses at Adult Education and should see a counselor for a referral.
- Zupanic High School: Students who are unable to attend school on a daily basis may apply for transfer to Zupanic High, a virtual academy program. Students at Zupanic are required to complete comprehensive work at home under the supervision of a parent/guardian, log in virtually Monday through Friday, and turn in completed assignments based on a schedule.
- Milor High School: Students who are at least 16 years old and seeking a smaller academic environment may apply for transfer to Milor High School. Milor High School is a daily program where students must attend classes a minimum of four hours per day. Students who transfer to Milor should plan to fulfill their graduation requirements of 210 credits and then graduate from Milor High School.
- Home/Hospital Study: Students who are unable to attend a comprehensive school due to an extended illness (minimum of four weeks) may have a home teacher assigned for the period of their illness. Please contact the school nurse at 854-4100 Ext. 21129.

Homework Policy

Homework is extremely important in helping students clarify, retain, and broaden the knowledge and skills learned in class. In order to achieve at the highest level (and to earn the highest grades), students must complete all homework assignments and turn them in on time. Teachers will inform both students and parents of their grading policy and the specific homework procedures for their class in their course syllabi.

Make-Up Work Policy

If a student has been suspended or is pending expulsion, homework will be provided within two days after the initial request. Homework will be available for pick up at the receptionist desk. As homework is completed and turned in, additional make-up work will be issued to the student. The time frame allowed to complete missed class work due to excused absences is one day per absence. Students have access to Google Classroom, and StudentVue at all times.

Tutoring and School Work Help

Our Lions can receive academic support in a variety of ways:

- Teachers have regular hours scheduled to provide academic support through tutoring to students enrolled in their classes. Teachers may schedule other times for students to receive assistance. If you need extra help in a particular class, talk to your teacher first.
- CHS supports all students through the Tutoring Hub located in the library from 3:45pm-5:45pm daily. Students can receive additional academic help by attending the tutoring hub.

Plagiarism/Cheating/Copying Policy:

Plagiarism, cheating, and copying is a very serious issue at Carter High School. Many students feel pressured to complete papers or assignments competently and quickly, and with the accessibility of new technology (e.g. Internet), students tend to plagiarize by copying and pasting information from other sources or each other. If a teacher suspects that plagiarism, cheating, or copying has occurred, students involved will receive a failing grade. If continued abuse of cheating, copying, or plagiarism occurs, students will be subject to discipline, such as suspension or expulsion. Plagiarism in an Advanced Placement course or Honors course may result in the student being removed from the advanced course and placed back into the college prep program.

For you, the student, this means that:

1. Plagiarism/cheating are never acceptable and will not be tolerated.
 - a. If you copy someone else's homework, class work and/or any other kind of assignment, you are cheating.
 - b. If you copy something directly from a book, magazine, journal and/or website and do not cite the author/source, you are cheating.
 - c. If you copy someone else's answers for a test, you are cheating.
 - d. If you choose to allow someone to copy your work, you are assisting him/her in the act of plagiarism/cheating and you are cheating as well.
2. There are consequences if you decide to cheat or to assist someone to cheat.
 - a. When you are caught cheating, you have chosen to fail that assignment. A zero will be entered in as your grade with a notation that you were caught cheating.
 - b. If you are in a group and one person cheats, the entire group may fail the assignment, pending teacher review. You (or the group) will not be given any opportunity to make-up the assignment.
 - c. You may receive a referral to your administrator which can result in a two (2) day suspension.

Accolades/Honor Roll (G.P.A. 3.0 or Higher)

Carter High School proudly acknowledges all students who achieve academic excellence. Students are recognized with a certificate and varying awards for acquiring Honor Roll status each semester. Honor Roll awards assemblies will be held each semester for students and parents to recognize and celebrate these achievements.

Report Cards

Students will receive four report cards during the year. Two are quarter reports which indicate student progress for that quarter and two are semester report cards reflecting the student's final grades for the semester, which appear on the student's transcript. Please note that only the semester grades earn credit toward graduation. Each report card will have the student's grades for each class and may have comments from the teacher. As per the Board of Education policy, students with outstanding charges will not receive a semester report card in the mail. Instead a letter stating the charge and amount owed will be sent. Charges must be paid in order to receive a report card.

Report cards are mailed according to the school calendar.

QUARTER REPORT CARDS**Mid-October****Mid-March****SEMESTER REPORT CARDS****Mid-January****Mid-June****Poor Progress Notices**

Approximately five (5) weeks into each quarter, progress reports are mailed home to students who are IN DANGER OF RECEIVING a "D" or "F" at the quarter. These reports indicate why a student is not succeeding. Parents/guardians should contact their child's teacher or counselor to arrange a conference.

2024-2025

CARTER HIGH SCHOOL COUNSELING DEPARTMENT



MR. WILSON

ALPHA Scholars
9th-12th Last Name A-C

MS. PAYAN-CARO

Special Services
9th-12th Last Name D-L

MS. GUARDADO

English Learners
9th-12th Last Name M-O

MRS. SMALLS

AVID
9th-12th Last Name P

MRS. HAMPTON

9th-12th Last Name Q-Z

MS. SANKEY

PBIS
Counselor

MRS. MITCHELL

Wellness Center
Counselor

WHO IS MY
COUNSELOR?

COUNSELING AND GUIDANCE

Comprehensive Counseling Services

Carter High School counselors are proactive and student-centered. The counselors seek to develop a shared responsibility with parents and students to promote a stronger partnership between the home and the school. School counselors are trained to help your student with educational planning, career decisions, understanding test scores, and personal concerns. Certain information of a personal nature that students share with a counselor is confidential and told to no one else without a student's permission **unless the information is related to self-harm or harm to others**. In addition, the counselor will have to testify or give information when ordered to testify in any judicial or administrative hearing. If the counselor deems it necessary to make a referral to a health care provider (e.g., psychiatrist, physician, psychologist, or therapist) parents and/or guardians will be communicated with as part of this process. Be assured that California law generally requires the counselor to keep certain information confidential, unless one of the legal exceptions applies or the student gives permission for the counselor to reveal such information.

Role of a High School Counselor

Professional school counselors are trained in both education and counseling, allowing them to function as a facilitator between parents, teachers, and students in matters concerning the student's goals, abilities and any areas needing improvement. School Counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population.

- Individual and small group counseling (short term interventions)
- Crisis intervention counseling
- Conflict resolution and peer facilitation
- Consultation/collaboration
- Referrals to outside services (including mental and physical health)
- Student Advocacy
- Advocate for individual students
- Advocate for positive change in the school and in the district

Appointments

Parent/Guardian: If you would like to make an appointment to discuss your student's work or conduct, please contact the counseling clerk.

Students: To set up an appointment for yourself, go see the counseling clerk before school, during lunch, or after school. The counseling clerk will make an appointment and give you a pass to allow you to come back for the appointment. You will not be able to leave class to make an appointment.

Schedule Changes

Counselors will handle requests for program changes **during the first two weeks of school ONLY**. Counselors will be available on a first-come, first-served basis before school, after school and during lunch at your scheduled time. The only student course request changes will be based on student need and availability; counselors cannot overload classes.

No class changes will be made for the following reasons:

- You want to be in the same class(es) as your friend.
- You want a different teacher.
- You want a different lunch schedule.
- You want to keep the same classes but schedule them at different periods.

Counselors may need to change your schedule if any of the following problems exist:

- You've already taken and passed a class on your schedule.*
- You have "double" classes (two periods of U.S. History, etc.) on your schedule.
- You have no class scheduled during a particular period.
- You are missing a core class (English, math, science, or social studies).
- If classes are overloaded and need to be balanced.

*** RUSD does not issue dual credit for courses repeated for a higher grade.***

Wellness Center

Carter High School offers a variety of Social/Emotional support for our students and their families. These supports range from one-on-one support to group settings as well as workshops on mental health where students can learn from other students how to handle difficult situations. Counseling is short term, therefore, if additional counseling is necessary, the counselor can make a referral to an outside agency to further assist the student. The Wellness Center is located in E115 and is available to all students before school and during the students' lunch. During regular school hours, students must have a pass signed by a teacher or be escorted by a staff member to enter the Wellness Center.



Crisis Prevention and Intervention

<p>Suicide Crisis Text Line</p> 	<p>We can all prevent Suicide</p> 	<p>See something. Say something</p> 	<p>American Foundation for Suicide Prevention</p> 	<p>Suicide Prevention Lifeline 24/7</p> 
<p>Trevor Project</p> 	<p>Trans Lifeline Peer Support</p> 	<p>Alternatives to Domestic Violence</p> 	<p>National Domestic Violence Hotline</p> 	<p>Love is Respect</p> 
<p>Break the Cycle</p> 	<p>Preventing Teen Dating Violence CDC</p> 	<p>Self-Harm Crisis Text Line</p> 	<p>National Alliance on Mental Illness</p> 	<p>To write love on her arms</p> 
<p>RAINN (Rape, Abuse & Incest National Network)</p> 	<p>San Bernardino Sexual Assault Services</p> 	<p>National Eating Disorder Association</p> 	<p>Mayo Clinic</p> 	<p>Valenta</p> 
<p>211 Community Connect</p> 	<p>United Way San Bernardino/Arrowhead</p> 	<p>Feeding America</p> 	<p>National Human Trafficking Hotline</p> 	<p>Million Kids</p> 

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

As a school, we seek to embrace the diversity of different people. Embracing diversity means creating a school in which people of all backgrounds and cultures feel included, welcomed, and valued. PBIS provides a system of behavioral support to foster inclusion through learning opportunities and rewards. We believe that fostering inclusion involves respecting individual differences and acknowledging the advantages they provide.

- Every person is a valued member of Carter High School.
- If someone is making you feel unwelcome, it will be addressed.
- If you are making somebody else feel unwelcome, it will also be addressed.
- As Lions, we expect that every member of our Den to be a part of our ROAR Community by being: Respectful, Open-Minded, Ambitious, and Responsible.



CARTER HIGH SCHOOL

PROGRESSIVE DISCIPLINE FLOWCHART

Tier 1 Proactive Behavior Supports for ALL Students

- Building Relationships
- Clear and consistent use of classroom expectations
- Use of Lion Rewards points
- Use of structured routines
- 5:1 Positive praise
- Monitoring, scanning, and proximity control of room
- Allow multiple opportunities to practice expected behavior
- Specific corrective feedback
- Verbal & nonverbal cues
- Provide student choice
- Allow multiple opportunities and ways for students to respond

IF BEHAVIOR INCIDENT OCCURS...

DETERMINE LEVEL OF INFRACTION

Minor Behaviors Classroom Managed

- *Not following instructions
- *Off Task
- *Tardiness
- *Unprepared for class
- *Misuse of hall pass
- *Cheating
- *Wandering around class/out of designated space
- *Dress code
- *Talking during instruction
- *Eating/chewing gum in class
- *Inappropriate language
- *Excessive use of electronics in class
- *Class disruption
- *Horseplay
- *Throwing objects

Or any other small behaviors which do not meet school or Ed. Code expectations

Intervention

If a student engages in disruptive minor behaviors follow the steps below

- Check-in with the student regarding their wellbeing
- Review appropriate behavior expectation
- Determine an intervention strategy*
- Document intervention use and effectiveness

*Intervention is determined by the function of the behavior. Consult the PBIS team if you need assistance in choosing an intervention

Did the Behavior Improve?

Yes

Reinforce the corrected behavior and offer praise

No

Fill out a Minor Referral
Contact Parent/Guardian regarding the student's behavior and restart process with a new intervention

Major Behaviors Office Managed

- *Fighting/Assault
- *Stealing/Possession of stolen property
- *Weapons
- *Bullying/Harassment of any kind
- *Racial, Sexual, Cultural, or other discriminatory language that violates Ed. Code
- *Threats
- *Vandalism
- *Destruction of school property
- *Obscene acts
- *Profanity directed towards an adult
- *Drug/Alcohol use or possession
- *Use of obscene websites

Or 4th repeated violation of a Minor offense
Or other violations of Ed. Code

Submit Office Referral

If a student behaves in any of the ways indicated above follow the steps below

- Fill out a Major Referral
- Include documentation of all previous interventions and conversation notes with parent/guardian
- If necessary, include the names of any witnesses

Administration will determine the best course of action and should respond within 5 school days. Request a restorative meeting if necessary

Did the Behavior Improve?

Yes

Reinforce the corrected behavior and offer praise

No

Fill out a Major Referral
Contact Parent/Guardian regarding the student's behavior and follow up with administration



CHS Behavior Definitions

	Minor: Stop the Flow of Instruction	Major: Send to Administrator
Defiance Disrespect Non-compliance	<p><i>Low-intensity failure to respond to adult directives including but not limited to</i></p> <ul style="list-style-type: none"> • Not following expectations • Extensive time out of class • Failing to abide by a reasonable request • Not doing work after redirection 	<p><i>Repeated refusal after intervention to follow directions or overt and socially rude behavior including but not limited to</i></p> <ul style="list-style-type: none"> • Challenging authority (in reference to behavior, not necessarily course content) • Escalating minor behaviors after intervention
Disruption	<p><i>Repeatedly engages in low-intensity, inappropriate disruption including but not limited to</i></p> <ul style="list-style-type: none"> • Talking to neighbor during direct instruction • Inappropriate use of technology including texting, streaming, etc. • Bothering another student • Wandering around room without permission at inappropriate times 	<p><i>Behavior causing an interruption in a class or activity including but not limited to</i></p> <ul style="list-style-type: none"> • Yelling, screaming • Throwing objects
Inappropriate Language	<p><i>Low-intensity instance of inappropriate language including but not limited to</i></p> <ul style="list-style-type: none"> • Name calling • Use of profane language • Insulting a peer 	<p><i>Delivers verbal messages that include swearing, name calling or inappropriate words including but not limited to</i></p> <ul style="list-style-type: none"> • Direct insults to a staff member • Hate speech • Oral, written comments, or pictures meant to insult, intimidate, or threaten • Repeated use of profane and/or vulgar language after redirection
Physical Contact Public Displays of Affection Aggression Fighting	<p><i>Non-serious, but inappropriate physical contact including but not limited to</i></p> <ul style="list-style-type: none"> • Horseplay • Pushing • Extended embraces • Kissing 	<p><i>Actions involving serious physical contact where injury may occur including but not limited to</i></p> <ul style="list-style-type: none"> • Spitting on someone • Throwing objects at someone • Punching or knocking someone to the ground/wall • Instigating a fight • Unwelcome touching • Physical contact of a sexual nature
Property Misuse Vandalism	<p><i>Low-intensity misuse of property including but not limited to</i></p> <ul style="list-style-type: none"> • Drawing or writing on someone else's paper or possessions • Defacing or drawing on school desks, tables, laptops, walls (reversible) • Damage to low-value classroom materials (pencils, crayons, erasers, etc.) 	<p><i>An activity that results in destruction or disfigurement of property including but not limited to</i></p> <ul style="list-style-type: none"> • Graffiti • Facility damage • Intentional damage/breaking of classroom materials or to school or personal property

<p>Harassment</p> <p>Tease</p> <p>Taunt</p>	<p><i>Isolated instances of disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes including but not limited to</i></p> <ul style="list-style-type: none"> ● Teasing ● Name calling ● Dirty looks ● Taking photos or video without permission 	<p><i>Intense, sustained, or repeated disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes including but not limited to</i></p> <ul style="list-style-type: none"> ● Systematic exclusion ● Stalking ● Organizing a group to intimidate ● Spreading rumors with malicious intent ● Taking photos or video of an explicit nature or in a private space ● Sexual statements; comments about looks ● Inappropriate touching
<p>Lying</p> <p>Forgery</p> <p>Cheating</p>	<p><i>The conveyance of an intentionally false message or submission of work that is not authentic including but not limited to</i></p> <ul style="list-style-type: none"> ● Copying homework, classwork, or other assignments ● Portraying AI as original work 	<p><i>The conveyance of an intentionally false message or submission of work that is not authentic including but not limited to</i></p> <ul style="list-style-type: none"> ● Forgery of parent or teacher signature ● Plagiarism
<p>Theft</p>	<p><i>Isolated instances including but not limited to</i></p> <ul style="list-style-type: none"> ● Taking something without permission but returning it to the owner 	<p><i>Possession of, passing on, or is responsible for removing someone's property without permission including but not limited to</i></p> <ul style="list-style-type: none"> ● Failing to return someone's property or damaging it ● Substantial monetary value ● Repeatedly taking materials
<p>Bullying</p> <p>Cyberbullying</p>	<p><i>ALL instances of bullying need to be immediately and directly reported</i></p>	<p><i>Use of superior strength or influence to intimidate, harm, coerce, or threaten others including but not limited to</i></p> <ul style="list-style-type: none"> ● Inappropriate gestures or suggestive sounds ● Hacking into others digital accounts ● Direct or indirect threats ● Harmful, coercive or intimidating contact ● Spreading libelous or slanderous information



SCHOOLWIDE EXPECTATIONS

R O A R

RESPONSIBLE

OPEN-MINDED

AMBITIOUS

RESPECTFUL

	RESPONSIBLE	OPEN-MINDED	AMBITIOUS	RESPECTFUL
Classroom	<ul style="list-style-type: none"> Complete assignments and make up missing work Know and follow classroom policies/procedures Put away personal devices 	<ul style="list-style-type: none"> See mistakes as opportunities to grow Build positive relationships Be open to giving and receiving help 	<ul style="list-style-type: none"> Stay dedicated to your goals Problem-solve and advocate for your needs Always do your personal best 	<ul style="list-style-type: none"> Show kindness and respect to all Be friendly and respect diversity Honor personal boundaries
Hallway & Passing Period	<ul style="list-style-type: none"> Ask for a pass Go directly to your destination Walk and be cautious on the stairs 	<ul style="list-style-type: none"> Keep hallways clean Listen and follow all directions from the staff Stay in designated student areas 	<ul style="list-style-type: none"> Minimize time out of class Take care of public spaces and alert staff of safety concerns Walk with purpose to class 	<ul style="list-style-type: none"> Arrive to class on time and ready to learn Use appropriate volume and language Be polite and considerate of others around you
MPR, Quad, & Lunch Tables	<ul style="list-style-type: none"> Throw away your trash Keep food in appropriate eating areas Ask for assistance if needed 	<ul style="list-style-type: none"> Welcome others to join you Use appropriate volume and language Encourage conversation 	<ul style="list-style-type: none"> Leave your surroundings better than you found them Take only what you need Be open to trying new foods 	<ul style="list-style-type: none"> Clean up your eating area before you leave Show gratitude to nutrition workers and staff Wait patiently in line
Gym & Locker Room	<ul style="list-style-type: none"> Bring PE clothes Use equipment for intended purposes Keep your locker clean 	<ul style="list-style-type: none"> Use appropriate volume and language Engage in good sportsmanship Follow all rules of the game 	<ul style="list-style-type: none"> Always do your personal best Strive for healthy living Exemplify teamwork 	<ul style="list-style-type: none"> Value everyone's privacy Respect personal space Participate safely in all activities
Theater	<ul style="list-style-type: none"> Arrive before the curtain call Dispose of food and drinks before entering Remain in your seat 	<ul style="list-style-type: none"> Support the presenters Keep distractions to a minimum Limit the use of personal devices 	<ul style="list-style-type: none"> Give those on stage your undivided attention Be an active and engaged audience Explore new shows and presentations throughout the year 	<ul style="list-style-type: none"> Enter and exit quietly Keep the theater clean Show gratitude for the presenters' work and dedication
Library	<ul style="list-style-type: none"> Return or renew materials on time Have your ID available for check-out Dispose of food and drinks before entering 	<ul style="list-style-type: none"> Welcome others to join you Value diversity in literature Use appropriate volume and language 	<ul style="list-style-type: none"> Study and strive for academic excellence Seek new interests Maintain an environment conducive to learning 	<ul style="list-style-type: none"> Keep books clean and in good condition Treat all materials with care Enter and exit quietly
Office	<ul style="list-style-type: none"> Check-in with secretaries and follow their directions Stay in designated waiting areas Be aware of your purpose in the office 	<ul style="list-style-type: none"> Use appropriate volume and language Wait patiently if necessary Actively listen and engage in conversation 	<ul style="list-style-type: none"> Arrive in a timely manner Advocate for your needs Return promptly to class when finished 	<ul style="list-style-type: none"> Honor personal boundaries Be polite and considerate of others around you Enter and exit quietly
Restroom	<ul style="list-style-type: none"> Ask for a pass Flush toilets after use and wash your hands Immediately report unsafe conditions or activities to a staff member 	<ul style="list-style-type: none"> Use the restroom for its intended purpose Wait patiently if necessary Use appropriate volume and language 	<ul style="list-style-type: none"> Minimize time out of class Advocate for cleanliness Go directly to the nearest restroom and return promptly to class 	<ul style="list-style-type: none"> Value everyone's privacy Clean up after yourself Treat facilities respectfully

Stay hungry Lions and don't forget to ROAR!

GENERAL INFORMATION

When lessons are interrupted, learning stops. In order to minimize interruptions in the classroom, parents are requested to leave forgotten items at home. The school cannot accept, hold, or deliver: cell phones, backpacks, homework projects, notebooks, lunches or lunch money, gifts, flowers, messages, coats, umbrellas, PE clothes, or other items to students.

Please allow our Lions to experience uninterrupted lessons.

Carter High School

Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during **non-instructional** time, such as before/after school, lunch and passing periods; as long as the device is utilized in accordance with law. Devices must be turned off and not visible during instructional time, which is designated by the school's bell schedule.

When a student uses a mobile communication device in an unauthorized manner, the student shall be subject to progressive consequences and a restorative process:

- Early Intervention includes conducting restorative conversations with the student.
- If a student does not follow the expectation of the policy after the restorative conversations, the consequence shall include confiscation of the phone by a school official in accordance with law.
- The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate. When a device is confiscated, the student shall have it returned at the end of the period or school day.
- A parental pick-up of the device at the end of the school day shall be required for students who have not followed the expectations of the policy on multiple occasions.
- If a student continues to not meet expectations of the policy, the student shall have his/her cell phone privileges revoked for the remainder of the quarter/semester/trimester.
- In cases of severe incidents, such as distribution of pornography, severe cyber bullying, or terroristic threats; the student shall be prohibited from possessing cell phones, smart watches, or pagers while on school grounds for the remainder of the current school year.

A student **shall not be prohibited** from possessing or using a mobile communication device under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger
- When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
- When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
- When the possession or use is required by the student's Individualized Education Program (IEP)

Mobile Communication Device Contract

High School

The District recognizes that the use of cell phones and other mobile communication devices on school grounds may be beneficial to student learning and well-being. The District also recognizes that many students struggle to exercise sound judgment related to the use of cellphones and social media, which often leads to students neglecting their studies and participating in inappropriate behaviors that include classroom disruptions, bullying, recording and promoting fights, and participation in senseless challenges on social media platforms.

District schools do provide access to computers and the internet during the school day. Students who need to call their parents during the school day should do so using a District phone or using a personal device consistent with District Mobile Communication Device Policy 5131.8.

District Mobile Communication Device Policy 5131.8 is as follows:

High School (9-12)

Students may use mobile communication devices (e.g cell-phones and smart watches) on campus during non-instructional time, such as before/after school, lunch and passing periods; as long as the device is utilized in accordance with the law. Devices shall be turned off and not be visible during instructional time.

When students choose not to honor the above policy, the following actions, in no particular order, will be taken to help them develop personal responsibility:

- Counseling on proper use of mobile communication devices and social media
- Reminder of Mobile Communication Device Policy 5131.8
- Confiscation of mobile device (to be retrieved by parent or legal guardian only)
- Loss of privileges to use mobile communication device
- Loss of privileges to participate in extracurricular activities
- Possible suspension from school (last resort)

Mobile communication devices brought to school by students will be the responsibility of each student. District staff will not assume responsibility for damaged, lost, or stolen devices while in the possession of the student.

- Student: I, _____, have read, understand and agree to follow the stipulations of this contract. I understand that my failure to honor this contract may result in corrective actions for me to develop personal responsibility.

Student Signature

Date

- Parent/Guardian: I, _____, have read and understand the stipulations of this contract. I further understand that my child's failure to honor this contract may result in corrective actions for him/her to develop personal responsibility.

Parent Signature

Date

MOBILE COMMUNICATION DEVICE POLICY

HIGH SCHOOL



Students may use a device during non-instructional time; such as before/after school, passing period, and lunch.



Devices must be turned off and stored away in the student's backpack during instructional time.



Students need permission from a teacher or administrator to use the device during instructional time.



Students who choose not to honor the device policy will have consequences.



Personal Property

Students assume all responsibility for loss, damage, or theft to their clothing, equipment, books, cash, electronic devices and all other belongings. Students are encouraged to use backpacks, book bags, or other appropriate means to carry school supplies and other personal items. Books, personal items, or other equipment must be kept with the student at all times. Please leave any valuable personal items at home. Please do not bring large amounts of cash to school. **Board Policy 5131 states that the District will not be responsible for damage caused by any student to any item of personal property which another student brings to school. Additionally, the administration will not conduct searches or investigations related to lost or stolen personal items brought to school by students and parents.** Bicycles and skateboards should be secured in the bicycle/skateboard racks by padlock. The District and school will not be responsible for bicycles/skateboards which are lost, stolen or damaged. Because of liability concerns, bicycles, skates, skateboards, roller blades, and other toys or transporters are not to be ridden on campus. The school and district do not accept any responsibility. To comply with the California Bicycle Helmet Law and reduce the number of bicycle/skateboard-related head injuries, all students are strongly encouraged to wear a bicycle helmet while riding to and from school (California Vehicle Code Section 21204/21212.)

Student I.D. Cards

ID cards will be issued at the beginning of the school year. Students may obtain an ID card at the ASB student store. A student must bring his/her ID card to school every day and be able to provide the identification upon the request of any staff member. This policy has been established for safety and security purposes and will be enforced in order to ensure the safety of all students. Students must present a current I.D. in order to check out textbooks, computers, to make any purchases at the ASB window, to be admitted to all ASB activities, and to conduct any school business transactions. ID cards are required for entry into all athletic, ASB and extracurricular events.

Internet Acceptable Use Policy

The network is provided for students to conduct research and communicate with others on academic topics. Violations of the district policy described in the Student Acceptable Use Policy for Internet and E-Mail Access will result in access privileges suspended or revoked as well as other disciplinary or legal action.

Charges and Fines

District policy for charges and fines are as follows: Students are charged for lost or damaged books (costs vary). Students are also charged for athletic equipment or materials provided by the school program. Lost I.D. cards and barcodes removed from books are assessed a \$5 fee. New I.D. cards are issued annually. Payment can be made by cash or money order only (no personal/business checks accepted). [Board Policy 3260]. Credit cards (Visa, MasterCard) will be accepted for ASB related fines only.

Policy for Student Charges

Students with RUSD charges must clear charges as soon as possible or face the following consequences:

- Withholding of grades, transcripts and diplomas
- Ineligibility to participate in designated extra-curricular activities (Prom, homecoming, etc.)
- Ineligibility to receive clearance for team membership in CIF sports (athletics)
- Will not participate in graduation/senior activities

Students with RUSD charges on the Student Information System will be notified of itemized charges. The notice will be sent to parents at least twice during the school year. Any charges under \$20.00 must be paid in full. Library/textbook charges over \$20.00 must be cleared by one of the following methods:

- The charge is paid in full.
- A payment plan is established by the site and is initiated by at least one payment. If a charge is not paid in full, textbooks will only be issued for the length of time specified in the payment agreement.
- Any student with financial difficulty may see the Library staff for a work-off agreement. The work-off agreement is signed by the student and the parent.
- Students' work-off agreements must be completed within one (1) year from the date of the charge.

Library and Textbooks / Student Tech support

Hours

The Carter High School Library is open daily during student lunches, before and after school.. The Carter High School Library is a joint-use library with the County of San Bernardino. In addition to school hours the Carter Branch County Library is open Monday through Thursday from 4:00 p.m. to 8:00 p.m. and Saturdays 9:00 a.m. to 5:00 p.m.

Textbooks

Students textbooks are digital and available online. Students who need a laptop must have their current school ID or current schedule and can obtain a laptop at the textbook window. Regular textbook window hours are during students lunch time and after school until 4:00 p.m. The textbook windows are located in the quad at the Textbook Center/H-Building. **Do not leave textbooks in a classroom for any reason.** Students are responsible for the safe return of every book they check out. If students currently have textbooks they can be turned in at the textbook window during lunch and after school.

Library Books

The Carter High School Library is a joint-use library with the County of San Bernardino. In addition to regular school hours, the Carter Branch County Library is open Monday through Thursday from 4:00 p.m. to 8:00 p.m. and on Saturdays 9:00 a.m. to 5:00 p.m. In order to check out books/resources from the Carter High School or Carter Branch County Library, a San Bernardino County Library Card needs to be obtained. Library workers can provide students with an application to obtain a county library card. With this library card, students have access to the books and resources of the Inland Library Network (31 branches in the San Bernardino County Library, 28 branches in the Riverside County Library, and 4 branches of member city and college libraries).

Student Tech Support

Window is open during 1st and 2nd lunch and also before and after school.

Nutrition Programs at Carter

Carter High School has a variety of free nutritional programs to support our students during the instructional day, including breakfast, lunch, and supper. During the second period, all CHS students can access the District-wide Breakfast in the Classroom Program (BIC) except on minimum days. On shortened days, such as minimum days, breakfast will be served before school for all students. CHS students have daily access to free lunch options during their assigned lunch period. All students enrolled within the Rialto Unified School District qualify for free breakfast and lunch through the CEP program. The free supper program provides students with additional menu items after school. To participate, all families must complete the online enrollment verification process. For more information, please contact the CHS Main Office. Monthly breakfast and lunch menus are available online.

Food Safety Advisory

Food Safety and Public Health Officials believe that the risk of food-borne illnesses is increasing. As with any type of food preparation, certain controls must be in place to assure food safety, reduce the risk of contamination and food-borne illness, as well as, pest infestations.

In accordance with the RUSD Wellness Policy (Revised/Approved 1/19/18), CHS strongly discourages students and staff members from bringing, selling, or serving outside food on campus.

Closed Campus

In order to keep students in a supervised, safe and orderly environment, the Board of Education established a closed campus policy at all district schools. Therefore, Carter High School is a closed campus. Students are to remain on campus for the length of the school day unless authorized release has been given through the administration office. Students who leave school without authorization shall be classified truant and subject to disciplinary action. (Board Policy 5112.5)

****Carter High School will not issue any off campus lunch permits.****

Rialto Unified School District Wellness Policy

Rialto Unified School District Wellness Policy

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 Activity

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



Other School Based Activities

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

Nutrition Guidelines for All Foods on Campus

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



Eating Environment

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



Child Nutrition Operations

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

Food Safety/Food Security

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



Annual Review

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





RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION



To: All Employees
From: Derek Harris
Lead Risk Mgmt. &
Transportation Agent

Bulletin No. RM-23-010

October 21, 2022

Subject: **Third Party Food Deliveries**

The District values a safe learning environment to ensure student success. The presence of multiple independent third party vendors, such as UberEats, GrubHub, DoorDash, Postmates, Seamless, etc. at school sites disrupts school operations and our efforts to provide a safe learning environment.

It has come to our attention that some students and staff members have been using food delivery services from **independent third party vendors**. Such deliveries are inconsistent with established policies (*see list below*) and creates potential liability to the District.

Beginning Tuesday, November 1, 2022, third party food deliveries will not be received by any school or support site. However, staff members may arrange third party delivery on their own time and off District property.

Other contributing factors that require enforcement of established policies are as follows:

- Schools provide lunch for all students at no cost to families
- Families are not prevented from sending their children to school with a prepared lunch
- School sites cannot ensure the integrity of the food safety or the possibility of allergies from food
- School staff cannot be responsible for monitoring food deliveries
- Safety, health, and wellness can be compromised by the possible concealment of weapons or drugs in the food deliveries
- Unauthorized vendors, including independent third party vendors, are not allowed on campus
- Interference with staff's main work assignments
- School staff cannot ensure that the order was received or that it was correct
- Staff members have the option to bring their own lunch or purchase food off campus
- Each school site has a staff lounge equipped with refrigeration and kitchen appliances
- District Wellness Policy states that all foods and beverages sold or served during school hours shall meet nutritional standards and related State and Federal guidelines

Board Policies, Administrative Regulation, Education Code, and Code of Federal Regulation that would restrict school sites from engaging with food delivery services:

- **BP 5141.27:** Food Allergies/ Special Dietary Needs
- **BP 3514:** Environmental Safety
- **BP 3515.2:** Disruptions
- **BP 3550:** Food Service/Child Nutrition Program

Physical Education

In order **to excuse a student from participating in PE for more than three (3) days**, a doctor's statement is required and must be submitted to the school nurse. No electronics are permitted in the PE area. Instruction and grading in Physical Education is standards based and a student's grade will largely be based on attainment of framework goals.

Physical Education Attire

RUSD Board Policy 5 I 32 states that students are expected to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program. Accordingly, the district has set standards for the physical education clothing in alignment with his Board Policy that students are expected to wear attire that is suitable for physical activity and promotes safety.

As such, students are required to change clothing appropriate to the physical activity for hygiene, safety and movement efficiency purposes. The following options will assist to meet the expectations of dressing in "suitable" physical education attire:

- 1) Purchase the school's physical education clothing
- 2) Wear their own clothing (as long as suitable)
- 3) Borrow the school's "loaner" physical education clothing
- 4) Work with school administration to meet expectation

NOTE: Students cannot be penalized academically for their inability to purchase the school physical education attire or outside attire that is not suitable or in matching colors, or for wearing loaners. (Education Code 49066(c))

RUSD Administrative Regulation 5132

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

PE Lockers

PE lockers are provided for your use during PE class only. Students are strongly discouraged from sharing their locker combination as doing so may result in theft/loss of personal property. All locker combinations are changed on an annual basis or upon reassignment to another student during the same school year. Use of lockers is at the students' own risk and the District assumes no liability for lost, stolen or damaged articles as a result of such use. (Board Policy 5145.12)

Volunteers

According to Board Policy 1250, the board of education encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. Volunteer packets are available at the front reception desk at the District Education Center, 182 Walnut Ave. Volunteers must wait for final clearance before being allowed to volunteer at our school site.

Parent Participation

One of the most critical factors in student success is the active involvement of parents in support of school activities. By joining one of the committees, parents can provide important insights concerning committee projects while demonstrating to their student(s) the importance of education. For information about joining a committee, please call the school office at 909-854-4100 .

Copies of Parent Involvement Policy can be found in the front office.

School Site Council/English Learner Advisory Committee/District African American Advisory Committee

All agendas, minutes, and general information concerning School Site Council, English Learner Advisory Committee, and District African American Advisory Committee will be posted 72 hours in advance in the administration building.

- School Site Council Membership is elected. Any parent may run for open positions. Meetings are held monthly and are open to the public.
- English Learner Advisory Council Membership is elected. Any parent of an English Language Learner (ELL) may run for open positions. Meetings are held monthly and are open to the public.

Classroom Visits

Parents have the right to visit their student's classroom(s). Parents must obtain a classroom visitation guideline form from the front office. Please refer to the classroom visit guidelines for specific information and procedures. Parents must check in with the receptionist and wear a visitor's pass at all times while on campus.

Visitors

Visitors must enter the school through the main entrance on Linden and park in the circle area of the parking lot between the hours of 8:40 a.m. and 4:30 p.m. Visitors must check in and will receive a pass from the receptionist at the main entrance and must go directly to the location requested. (Board Policy 1250). Parent visitation rights forms are located at reception.

In-Class Celebrations

In-class celebrations/parties are not allowed during the instructional day. Students are not allowed to bring balloons, flowers, etc. to campus or in the classroom. Food/drink items are not allowed to be brought into the classroom. Teachers will be held liable for both store bought and/or home-made foods that are brought into the classroom. Food Safety and Public Health Officials believe that the risk of food-borne illness is increasing.

Student Photography

Community Access Cablevision, Newspaper Photographs, Videotaping:

Occasionally, newspaper, magazine, television and video news agencies request permission to photograph students for school or education-related issues. Videos or photographs may also be taken by Rialto Unified School District personnel to illustrate district-generated news articles and brochures. Such photography/videotaping is done for news purposes only, and is not for commercial use. All photograph/videotaping is done by legitimate news media personnel or school/district personnel. In order to use such photographic material, parental consent is necessary for any student under 18 years of age. If you do not wish your student to be featured in general videotaping of events, please complete the "General Release for Community Access Cablevision, Newspaper Photographs, Videotaping" form available in the Principal's Office.

Student Parking Lot

Parking a vehicle on school property is a privilege given to students by the District. The student parking lot is on the southwest corner of campus. The District does not incur liability for vehicle damage resulting from the malicious acts of others while a vehicle is parked or driven on or adjacent to the school or at the site of authorized district activities. Unauthorized vehicles on school property may be towed at the owner's expense. Violations of the CVC may result in loss of parking privileges, disciplinary actions and/or citations issued by the Rialto Police Department. (CVC 21113). Reserved parking shall be provided for the handicapped. (Board Policy 3513.2)

SPECIAL PROGRAMS

Advancement Via Individual Determination (A.V.I.D.)

This program prepares students under-represented in post-secondary education for four-year college eligibility. The four-year curriculum and instructional support focuses on academic and social preparation skills which include: study skills, coping strategies, career awareness, portfolio development, writing skills, critical thinking, problem solving, time management, college research, navigating the college application, financial aid process and research techniques and strategies.

ALPHA Scholars

Carter High School's ALPHA Scholars program is an academic program designed to support those students who desire to take a full load of Carter's most challenging classes (honors and AP) and who are most likely to occupy the top 5% of their graduating class. Students must apply to be in the program. The ALPHA Scholars program is a cohort model, meaning the students are in the same core classes together for the majority of their high school experience, allowing them the opportunity to learn to network with each other as they learn what an academic community looks like.

English Learner Program (EL)

The goals of the English Learner program are to support English Learner students in their development of academic language proficiency along with mastery of the Common Core State Standards preparing them for reclassification as Fluent English Proficient (R-FEP) and college and career readiness in order to participate in a global world market.

Army Junior Reserve Officer Training Corp (JROTC)

JROTC introduces students to principles of good leadership, citizenship and discipline through academic rigor, athletic competition, precision military drill, and positive dynamic interpersonal relationships. JROTC has four levels of curriculum which will cover all the following and more: Leadership and Followership, Military History, Military Law, Introduction to International Law, Military Operations, Command Structures, Strategy and Tactics, Communications, Physical Education, Health, Healthy Relationships, and Cultural Awareness. JROTC is a great place to learn and develop within a safe, fun, challenging, and family-like environment. Cadets say – JROTC is more than a class, it's REAL life. Students who are interested in the advantages of JROTC toward a career in the Military, financial support and preparation for college should make an appointment with their counselor to sign up.

Career Technical Information Program (CTE)

The CTE is for students in grades 9-12 with a desire to learn and work toward entry-level job training. CTE provides:

- Entry-level job skill training
- Upgrading of occupational skills
- Preparation for further training
- High school credit
- Certificates of completion
- Job placement assistance

Special Education

Carter High School believes that ALL students are general education students first, and as such, students have the right to receive their services within the Least Restrictive Environment (LRE) as determined by each student's IEP team, in light of their unique circumstances. As such, students with IEPs who receive special education are required to meet the same academic and behavior expectations as their general education peers with consideration to their unique circumstances as determined by their IEP teams. Students who receive special education services, **typically** receive instruction through one or more of the following models:

1. ***Specialized Academic Instruction (SAI)*** in which the student is assigned to **some or all** general education classes with services provided by the SAI teacher based on the student's current IEP. These services are provided via a collaborative model where general education teachers, SAI teachers and other service providers work collaboratively to ensure each student is supported and provided the identified supports, accommodations and services within the general education setting.

2. ***Special Day Class - Mild/Mod (SDC - Mild/Mod)***, in which students receive **some or all of their** instruction in academic core classes from a SAI teacher in a separate classroom setting. These students **may** attend general education classes for some periods or classes throughout the school day. ***Mild/Mod Special Day Classes do not meet the A-G requirements for admission into four year colleges and universities; however, students are eligible to attend community college and other post-secondary higher education programs as they are eligible to receive a high school diploma.***

3. ***Special Day Class - Mod/Severe (SDC-Mod/Severe)***, in which students are taught using a district adopted alternative curriculum that aligns with the Common Core state standards through “content connectors.” ***These classes may lead to a certificate of completion and/or dependent on the student’s needs as determined by the IEP team, the student may attend the Adult Transition Program (ATP) after completing four years at CHS. Furthermore, per Assembly Bill (AB) 181, students who meet specific criteria may be eligible to receive an alternative high school diploma via this pathway.***

Per the Individuals with Disabilities Education Act (IDEA), students who receive special education services are **formally** assessed **at minimum** every three years in their identified areas of need. An IEP meeting is held **annually** with the IEP team to update, progress monitor and develop a new annual IEP which ensures the student receives educational benefit. For questions related to special education services, families are encouraged to contact the Carter High School front office.

Notice of Procedural Safeguards

The Procedural Safeguards provides you as parents, legal guardians, and surrogate parents of children with disabilities from 3 years of age through age 21 and students who have reached age 18, the age of majority, with an overview of your educational rights or procedural safeguards. To ensure meaningful participation in the IEP process, families are encouraged to review their procedural safeguards and rights provided by the East Valley SELPA. If you would like a copy of the Procedural Safeguards, contact your child’s case carrier or reach out to the Carter High School front office. Additionally, a brief summary of parents' rights is made available by the California Department of Education (CDE) at this web address: <https://www.cde.ca.gov/sp/se/qa/pssummary.asp>.

Special Education Involvement of Outside Agencies

Confidentiality of student is maintained according to California Welfare Institute Code, Section 4514; and Education Code, Section 49075:

“A school district may permit access to pupil records to any person for whom a parent of the pupil has given written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released. The recipient must be notified that the transmission of information to others without the written consent of the parent is prohibited. The consent shall be permanently kept with the record file.”

Carter High School is committed to maintaining the confidentiality of student records and information; as such, any outside agency or representative will be required to receive written authorization from a student’s educational rights holder in order to exchange, receive, or discuss information relevant to that student’s educational record. For more information, please contact the Carter High School front office.

Diploma and Certificate of Completion Pathways for Students with IEPs

Comparing options for high school completion for students with IEP supports and services	A-G Eligible High School Diploma	Traditional High School Diploma	Alternate Pathway Diploma	High School Certificate of Completion (COC)
Who is eligible?	All students, with and without disabilities, if the student meets the requirements set forth in the A-G criteria as established by the UC/CSU systems	All students, with and without disabilities, if the student meets the requirements set forth in the LEA board policy	Students with an IEP must meet the following requirements: * be eligible for the California Alternate Assessment (CAA) * be entering grade 9 in the 22/23 school year or later * be required to complete state standards-aligned coursework to meet the statewide coursework requirements specified in Section 51225.3.	A student with a significant disability who is not able to earn the required credits needed to earn a diploma, can earn a Certificate of Completion when the following has been satisfied: 1. Completed four years of high school. 2. Satisfactory achieved IEP goals and objectives. 3. Participated in instruction as prescribed by the student's IEP and transition plan.
What are the requirements?	The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. Other requirements may also apply.	The High School Graduation Requirements include grade level standards based courses in core subjects as identified by the Board of Education in Board Policy 6146.1	The LEA shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in the cell above from all courses and other requirements that are additional to the statewide minimum course requirements	Students complete a recommended course of study. A student's courses will be developed and monitored by the IEP team. Specific courses and credits are not required.
Accommodations allowed?	Yes	Yes	Yes	Yes
Curriculum modifications allowed?	Maybe. By changing what a student learns, modifications can impact a student's ability to earn a high school diploma.	Maybe. By changing what a student learns, modifications can impact a student's ability to earn a high school diploma.	Not necessary as the coursework is aligned to the Core Content Connectors-known as the Alternate Achievement Standards.	Yes
Accepted by the military?	Yes: Student must also must meet other entry criteria	Yes: Student must also must meet other entry criteria	Yes: Student must also must meet other entry criteria	No
Courses meet colleges/universities entrance requirements (A-G)?	Yes	Maybe: It depends on the graduation requirements established by the LEA	No but other programs specifically designed for people with disabilities may be available.	No but other programs specifically designed for people with disabilities may be available.
Eligible for Federal Student Aid (Cal Grant A/B GPA)	Yes	Yes	Yes	No
Accepted by employers?	Yes	Yes	Yes	Maybe. It depends on the employer and the job qualifications.

ATHLETICS/EXTRACURRICULAR ACTIVITIES

Athletics/Extracurricular Activities

Carter High School offers a full program of extra-curricular activities for our students. Please review the Board of Education Policy 5121(a) and 6145 with your student regarding minimum requirements for participation in these activities. Students are encouraged to become involved in athletics and school activities. Students are required to pay all outstanding charges before participating in athletics and other extracurricular events. Please encourage your student to take care of obligations - both academic and financial - in order to take full advantage of the extra-curricular programs offered.

All athletes must meet these requirements:

- Complete and submit all athletic forms (including physicals) before participating. Athletic forms are available for pickup at the reception desk.
- Be enrolled in at least five classes and passing at least four classes.
- Positive attendance in a minimum of 4 classes on the day of an event.
- Maintain a minimum G.P.A. of 2.0. [Board Policy 5121(a) and 6145]
- Be cleared of all RUSD charges. (Charges to be paid by cash or money order only.) [Education Code 48904]
- Voluntary purchase of an ASB card to receive a letter of participation.

Athletic Teams

Fall: football, cross country, volleyball, girls' tennis, cheer

Winter: basketball, soccer, wrestling, cheer

Spring: track, baseball, softball, cheer, boys tennis

Activities/Clubs

For information regarding student activities, call the ASB Director, at (909)854-4100. If you want to inquire about ASB charges incurred by your student, call the ASB Finance Clerk at (909)854-4100 extension 22127.

ASB Card

Many Associated Student Body (ASB) activities, such as pep rallies, assemblies, dances, and athletic events, are financed in part or in full by ASB card sales. In turn, ASB card holders are eligible for discounts for one school year to many of these activities, including free admission to regular season (home and away) football, basketball, volleyball, and wrestling matches. Dances, and trips to amusement parks may be discounted. Please do your part to support a high quality activities program by purchasing an ASB card. Cards are available for \$40 at the Student Store window. The Student Store accepts cash and credit/debit cards. Sorry, no checks.

Senior Information

Special Note to Seniors:

During the year, you will be required to complete many tasks related to graduation. **IT IS THE RESPONSIBILITY OF THE STUDENT TO SEE THAT ALL TASKS ARE COMPLETED BY THE ANNOUNCED DEADLINES.** Failure to meet deadlines, especially those established by off-campus vendors, may result in late charges, if, in fact, products (cap/gown, graduation announcements, etc.) are still available. Seniors, please take care of all business related to graduation on time. Information regarding these tasks will be announced and printed on the senior brochure, posted on the website, announced at senior assemblies, and/or mailed home. If you have moved since coming to Carter High School, make sure we have your correct address on file. You may verify this with an attendance clerk.

Special Note to Parents of Seniors

Neither Carter High School nor the Rialto Unified School District sponsors or in any way promotes "senior trips." Such trips, usually to locations in Mexico, Florida, or Hawaii, are advertised by independent businesses not associated with the school or district. Because some of these trips are poorly supervised (if at all) and may expose young people to unfamiliar foreign laws and legal systems, the administration cautions parents to investigate thoroughly any such agency before committing to a senior trip.

Student spectators at games

Students are welcome to come to Carter High School athletic games so long as they observe the following spectator rules:

- 1) Respect the Refs
- 2) Let the coaches coach
- 3) Let the players play
- 4) Follow the instructions of all school employees and administrators
- 5) If you see a safety or other concern notify a school employee or administrator immediately

Note: Failing to adhere to any of these rules may result in dismissal from the event and future events. You are still held responsible for your behavior at all school related and sponsored events.

ATTENDANCE

Attendance Procedures and Policies

The Board of Education believes that regular attendance plays a key role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children as of age 6 until age 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct excessive absences or truancy (Board Policy 54113 (a)). (Board Policy 5113) Attendance is monitored closely at Crater High School and, as mandated by law, we report student attendance to various state agencies. If the student is on probation, has received a truancy citation, or if the parent is involved in the CalWorks program, we provide attendance verification to these agencies. It is, therefore, extremely important that students under these conditions attend school regularly and that the parent/guardian keep in contact to ensure that the attendance and grades meet the requirements of the contracts they have signed. **The number one reason for the failure of students to graduate is poor attendance.**

Attendance of 18 year-olds

Eighteen year old students must maintain positive attendance or they may be referred to Adult Education or college programs suitable to their needs. In order for a student who is 18 years old to check themselves out through attendance, the student's parent/guardian must visit the attendance department in person in order to sign permission forms. Once forms are on file, 18 year old students may check themselves out of school but the school may provide a courtesy call to the parents if checking out becomes habitual or per parent's request.

Excused Absences

Students are required to attend school by law. Students should not be absent from school without their parents/guardian's knowledge or consent, except in cases of medical emergencies (Board Policy 5113a). *The only "excused" absences include religious holidays, illness, court appearances, funerals, and medical or dental appointments.* (Education Code 46010.5, 48205, 48216.) Students absent for religious instruction or participation in religious exercises away from school property may be considered excused, subject to administrative regulations and law (Education Code 46014). The courts hold parents and students accountable for poor attendance.

Clearing Absences

Parents/guardians are required (by the State of California) to "clear" student absences. To clear an absence:

- *Bring a note to the attendance office on **the day you return to school.*** The note must be written by your parent/guardian and include:

- | | |
|--------------------------|-----------------------------|
| ▶ the date(s) of absence | ▶ grade |
| ▶ reason for absence | ▶ parent signature |
| ▶ student's full name | ▶ home or work phone number |
| ▶ school ID number | |

***You have two full days in order to clear your full day absence(s).** If the absence(s) are not cleared within two days, you will be marked truant and assigned to our Saturday STEP-UP program. When you are absent from a class or from school for any reason, it is your obligation to clear your absence.

- *Parents/guardians may also clear absences through our automated absence line by calling the attendance office on the day of the absence.* If you prefer to speak to an Attendance Clerk, please understand that you may be placed on "hold" if another caller or parent in the office is ahead of you. When you call, please give the full name and grade of your student. (You may be asked to confirm additional information to avoid confusion due to duplicate names.) Give the dates of the absence and the reason. If you have concerns about your child's attendance, please contact the attendance office.

Students who are more than 30 minutes late to Period 1 are absent; therefore they will need to report to the attendance office to get a re-admit. Uncleared absences will be considered trancies.

Unexcused Absences/Truancy--Truancy Ordinance

The state does not recognize transportation problems, babysitting, or family trips as legitimate reasons for absences from school. The cities of Rialto and San Bernardino have active truancy ordinances. These ordinances prohibit any minor to loiter, idle, wander, stroll, or play in or upon public streets, highways, roads, alleys, parks, playgrounds, parking areas, or other public grounds, public places, places of amusement and eating places, vacant lots or other unsupervised places, or any place open to the public when said minor's school is in session including locations on the school campus. **Police departments will enforce these ordinances and students in violation of the ordinances will be cited. The student and the parent/guardian will be required to appear in court. Fines, as much as \$250.00, may be imposed by the court and students will be required to perform community service.** Additionally, it is unlawful for the parents, guardians, or other adult person having the care and custody of a minor to violate these ordinances. Parents, guardians, or other adults in violation of these ordinances will be subject to a fine not to exceed \$1,000 and may be required to perform community service. Students who have excessive tardies or absences to a specific class are subject to citation, discipline and schedule change. Should truancy become a serious student problem, every effort will be made to assist the student in resolving such dilemmas. Parents, students, and administrators must work together to make that possible. Therefore, truanies will be dealt with by the various intervention methods listed below:

- Parent notification
- Community Service
- Citation
- Attendance contracts
- Student Attendance Review Team (SART) meeting comprised of the attendance specialist, parent, student, counselor and administrator.
- Student Attendance Support Panel (SASP) - this board is comprised of community members who meet to review cases referred to them by the school through our District office. Referrals are made for students with extreme attendance problems, habitual tardiness, and/or truanies. Meetings are held at the Rialto police station twice a month.

Tardies/Tardy Sweep Policy

Tardy sweeps are conducted frequently. In order to be on time to class, students should be on campus by 8:25 a.m. each day. *Students are considered on-time if they are in their class when the bell is done ringing.* Campus Security Officers will conduct tardy sweeps throughout the day. Tardies are inexcusable and subject to discipline. Consequences for tardies may result in the following:

- Tardy 1-6 - Parent contact by teacher
- Tardy 7 – Tardy Referral to Attendance Specialist
- Tardy 8 – Referral to assigned administrator – parent contact & Attendance Contract by administrator
- Tardy 9+ Referral to assigned administrator - parent contact by administrator

Interventions for an administrative referral may include: community service, loss of extra-curricular activities, schedule change, dropped from the class period, administrative detention, Saturday STEP UP, parent contact/conference, counselor and/or administrator intervention, cease and desist contract, Student Attendance Review Team (SART) Meeting or Student Attendance Support Panel (SASP) meeting.

Early Release

To check out a student during the school day, the parent or guardian must proceed to the attendance office to sign their student out. Parent or guardian must have proper identification **and** be on the EMERGENCY CARD to check out a student. Once verification has been confirmed, a phone call/call slip will be sent out for the student to report to the attendance office. *Parents, please allow ample time for the early release process.*

Absences and Extra/Co-curricular Activities

Students must attend school a minimum of four periods on the day of an event to be allowed to participate in extra-curricular and co-curricular activities that day or evening. If an activity occurs on a weekend, students must have met the above condition on Friday.

Restroom use

Students who need to use the restroom may use the restroom before school, after school, during designated lunch hours, or during passing periods. Students may request a restroom pass from the teacher after the first 10 minutes or before the last 10 minutes of class. Teacher discretion is used when issuing bathroom passes during class time.

Saturday Tutorial Enrichment Preparation - Upward Program (STEP-UP)

STEP-UP is an opportunity for your child to receive extended educational support and enrichment through Saturday sessions from 8:00 am to 12:15 pm. STEP-UP is for all students, especially those students wishing to achieve perfect attendance or recover absences. Lunch is offered to students attending STEP-UP, if prior arrangements are made. STEP-UP provides enrichment activities while developing skill in mathematics, language arts, science and social studies. Remember, attendance and learning *are* related.

Positive Classroom Environment

A positive classroom environment supports the wishes of all students and staff to learn in a productive, safe space. Disruption of the learning and teaching process is not permitted and will be dealt with appropriately. A teacher may issue a classroom suspension if the student's behavior is continual and/or severe. Prior to the teacher issued classroom suspension, teachers will use other steps of intervention such as counseling, teacher detention, and parent contact, unless the infraction is severe. Teacher classroom suspensions are cumulative throughout the year and subject to the requirements of Education Code 48910.

1st Teacher Classroom suspension - parent notified by the teacher within 24 hours, teacher will arrange a Parent, Student Conference to address behavior and create an intervention plan.

2nd Teacher Classroom suspension - parent notified by the teacher within 24 hours, teacher and counselor arrange a Parent, Student Conference to address behavior and create intervention plan.





Personal safety is a prerequisite to learning. *Intimidation, fighting, and assaults are not acceptable methods of conflict resolution and will be dealt with firmly.* Students experiencing difficulties with interpersonal relationships are encouraged to contact their counselors, campus security, or other staff members for assistance in conflict mediation. Those who resort to these behaviors will face discipline at the discretion of administration. An officer from the Rialto Police Department may cite or arrest any student involved in any criminal violation.

Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. (Board Policy 5131a)

Students who violate classroom/school rules may receive disciplinary actions including:

- Detention
- Community service
- Classroom suspension
- Teacher referral
- Student Study Team with contract
- Administrative contract
- Home Suspension
- Citation
- Police intervention/report/arrest
- Recommendation for expulsion

All Carter High School students are required to conduct themselves in an appropriate and acceptable manner at all times when present in the classroom, on campus, and in the community. It is essential for teachers to communicate and post their rules and expectations. Please review the Schoolwide Expectations with your students. Please review the Carter High School Wide Expectations below:

 CARTER HIGH SCHOOL	R RESPONSIBLE	O OPEN - MINDED	A AMBITIOUS	R RESPECTFUL
CLASSROOM 	Bring needed supplies including a charged computer & charger Put away personal devices Be on time for class Monitor and make up missing work Wear student IDs Know and follow classroom policies/procedures	Be open to giving and receiving help Be open-minded to substitutes and guests Build positive relationships Ask meaningful questions See mistakes as opportunities to grow	Persevere, problem solve and advocate for yourself Set goals for growth Get involved on campus Be early to class Be an active and engaged learner	Enter and exit class quietly Be friendly and respect diversity Uphold academic integrity Honor personal boundaries Be present
CAMPUS 	Use restroom time appropriately Recycle, throw away trash Clear your absences Participate in safety drills Wash/ sanitize hands often Go straight to your destination Use equipment/tools	Communicate positively Challenge yourself Avoid confrontation Stay in your own conversations Accept "no" as an answer Appreciate others opinions Be welcoming to all	Move with purpose Sit in designated areas Use materials appropriately Report any incidents/accidents/concerns to an adult	Respect others Respect school property & environment Speak without profanity Wait your turn in line Leave your surroundings better than you found them Accept/respect feedback/ directions from staff
COMMUNITY 	Balance school, work and personal activities Be positive, productive, role models and citizens Utilize social media for good purposes Treat others kindly online Assist others with technical support	Clean up after yourself Assist others Show respect for all people Listen to/ talk with/ help/ accept others Engage in new ideas and experiences	Leave the neighborhood cleaner than when you arrived Maintain boundaries Advocate for the community	Value adults, peers and their property Represent Carter with pride Respect your community Respect other's rights to privacy

Environmental Safety

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

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

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

Board Policy Manual Rialto Unified School District

Policy 5132: Dress And Grooming Status: ADOPTED Original Adopted Date: 08/25/1999 | Last Revised Date: 10/09/2019 | Last Reviewed Date: 10/09/2019

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that present a health or safety hazard or is likely to cause a substantial disruption to the educational program. (cf. 4119.22/4219.22/4319.22- Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary. Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 0415 – Equity)
(cf. 5145.2 – Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.
(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

When practical, **students shall not be** directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district’s dress code may result in disciplinary action. (cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school’s comprehensive safety plan. (Education Code 35183)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

RIALTO UNIFIED SCHOOL DISTRICT

DRESS CODE

BIG THREE EXPECTATIONS

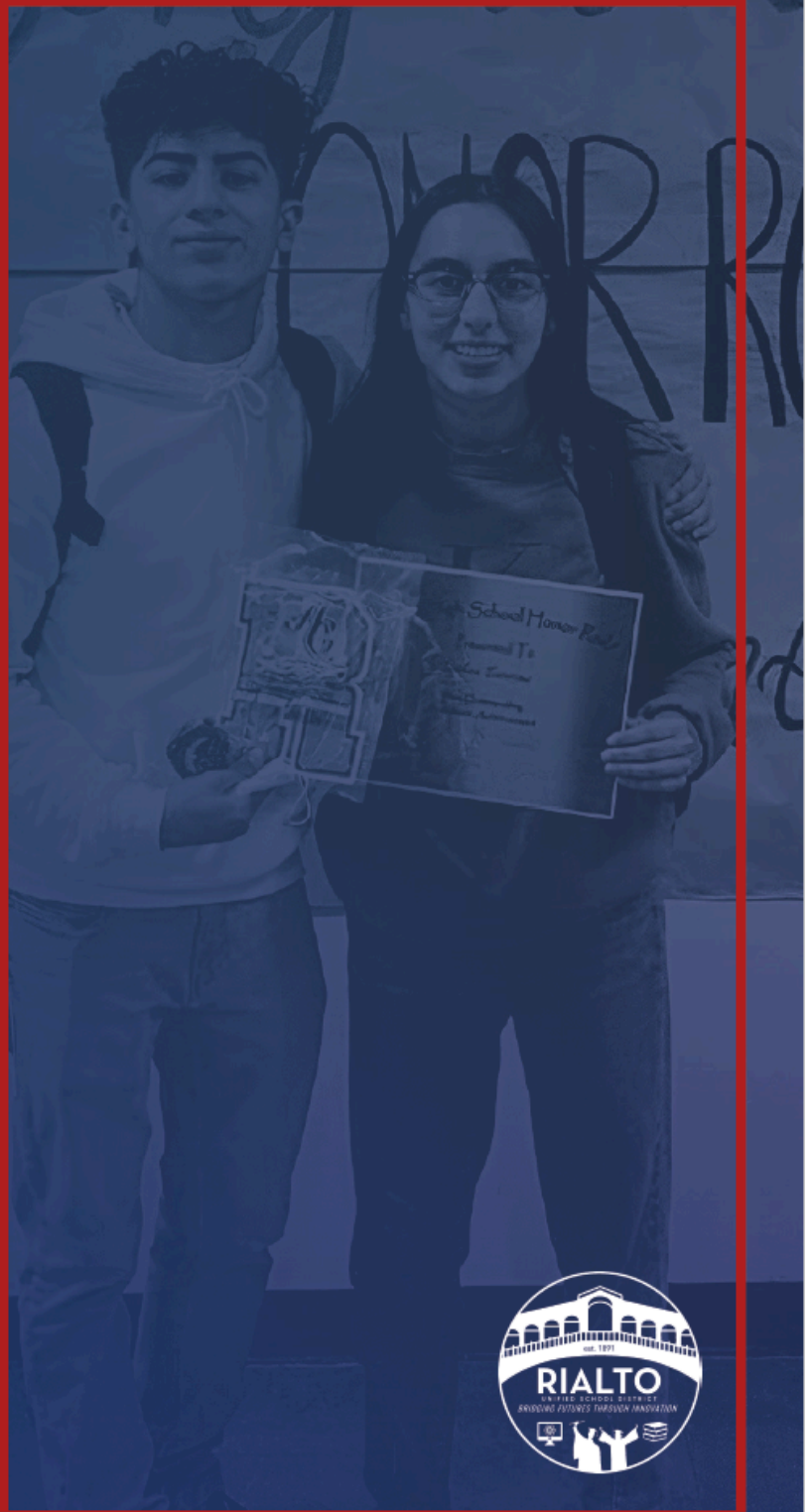
- 1.** Clothing must cover, conceal undergarments
- 2.** Clothing must cover, conceal private body parts and midriff
- 3.** Clothing, backpacks and accessories must be free of images and content that displays/promotes sex, drug, alcohol, or tobacco use, firearms or gang related images

THE MISSION

The mission of the Rialto Unified School District (RUSD), the bridge that connects students to their future aspirations, is to ensure each student achieves personal and career fulfillment within a global society. RUSD believes that high student expectations and a safe and engaging learning environment prepares students for academic success and their future. The student dress code should serve to support all students to develop a body-positive self-image. All students must adhere to RUSD Student Dress Code Board Policy 5132, which includes, but is not limited to, the three expectations above.

All RUSD staff will support students by reinforcing Dress Code Policy 5132. Students who do not comply with the above dress code expectations, may be subject to progressive discipline.

Any student in need of appropriate clothing, will be referred to the RUSD Kindness Connection.



NON-DISCRIMINATION POLICY

The Rialto Unified School District does not discriminate on the basis of the actual or perceived race, ethnicity, religion, color, age, national origin, political affiliation, gender, gender identity, gender expression, sexual orientation, mental or physical disability, parental or marital status, or any other basis protected by the federal, state, or local law, ordinance, or regulation in its educational programs or employment.

EL CÓDIGO DE VESTIMENTA

LAS TRES EXPECTATIVAS MÁS IMPORTANTES

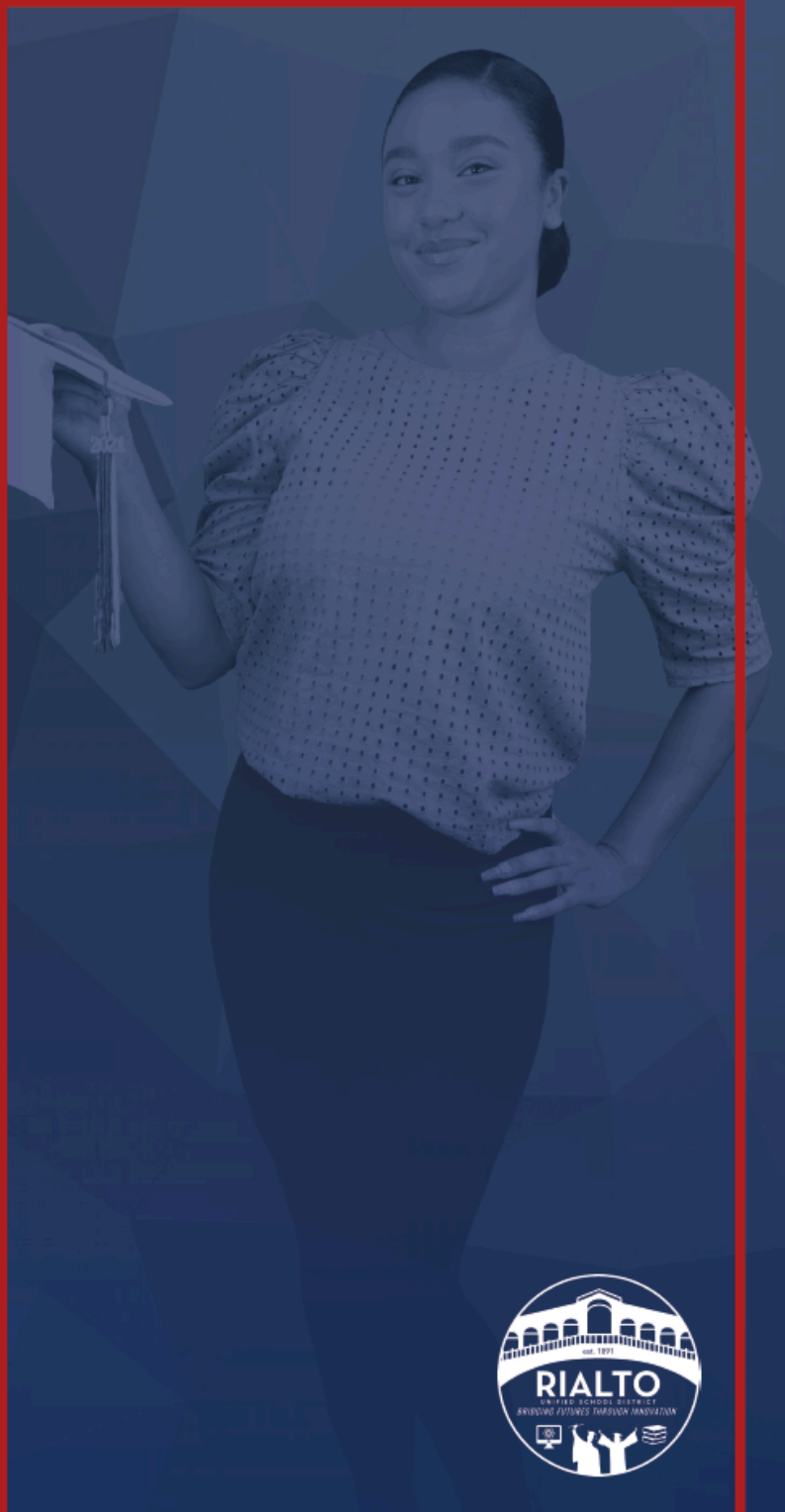
- 1.** La ropa debe cubrir y tapar la ropa interior
- 2.** La ropa debe cubrir y tapar las partes privadas del cuerpo, incluido el estómago.
- 3.** La ropa, mochilas y los accesorios deben estar libres de imágenes y contenido que muestre/promueva el sexo, drogas, alcohol o el consumo de tabaco, armas de fuego o imágenes relacionadas con pandillas.

LA MISIÓN

La misión del Distrito Escolar Unificado de Rialto (RUSD), el puente que conecta a los estudiantes con sus aspiraciones futuras, es garantizar que cada estudiante logre la realización personal y profesional dentro de una sociedad global. RUSD cree que las altas expectativas de los estudiantes y un entorno de aprendizaje seguro e interesante preparan a los estudiantes para el éxito académico y su futuro. El código de vestimenta de los estudiantes debe servir para ayudar a todos los estudiantes a desarrollar una imagen positiva de sí mismos. Se espera que todos los estudiantes se adhieran a la Política 5132 del Código de Vestimenta Estudiantil de RUSD, que incluye pero no se limita a las expectativas anteriores

Todo el personal de RUSD apoyará a los estudiantes reforzando la Política de código de vestimenta 5132. Los estudiantes que no cumplan con las expectativas del código de vestimenta mencionado arriba pueden estar sujetos a disciplina progresiva.

Cualquier estudiante que necesite ropa adecuada, será referido al Kindness Center de RUSD (Conexión de Bondad de RUSD).



NO DISCRIMINACIÓN

El Distrito Escolar Unificado de Rialto no discrimina por motivos de raza, etnia, religión, color, edad, origen nacional, afiliación política, género, identidad de género, expresión de género, orientación sexual, discapacidad física o mental, discapacidad física o estado civil, o cualquier otra base protegida por la ley, ordenanza o regulación federal, estatal o local en sus programas educativos o empleo.

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

BULLYING PREVENTION POLICY

The Rialto Unified School District is committed to providing a safe working and learning environment; takes bullying seriously 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 are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

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

Definition of Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the ***Student Code of Conduct***. It can also be a violation of criminal law. The District will not tolerate unlawful bullying and harassment on school grounds, or when traveling to and from school or a school sponsored activity, and during lunch period, whether on or off campus, or sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication. The

physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

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

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

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

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

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

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

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

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, 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 can come to the main office to report any concerns.
- 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.

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

- District-wide training provided for students, staff, parents, and concerned community members about bullying awareness and prevention strategies.
- All staff, students and their parents will receive a summary of this policy prohibiting bullying; at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.

Conflict Resolution (*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

Student Searches (Policy & Procedures)

"...As necessary to protect the health and welfare of students and staff, school officials may search students, their property and /or District property under their control and may seize illegal, unsafe, or otherwise prohibited items.

School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the District or the school..."

(BP/AR 5145.11)

Notification to Parents

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the District's policies and procedures for searches, including notice regarding:

- The possibility of random searches of students, their belongings, their vehicles parked on District property, and District properties under a student's control, including lockers or desks
- The use of metal detector scans
- The use of contraband detection dogs

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

Random Safety Inspection Procedure

The Rialto Unified School District Board of Education in an effort to ensure student safety has adopted a Random Safety Inspection Policy (BP 5145.12) at all secondary schools. The program will be coordinated by school site administrators assisted by trained District Safety Officers who will supervise students during this process. Students are selected using a computerized random selection device, and scanned by hand held (wand) metal detectors. *"The use of a metal detector is less intrusive than a physical search and therefore constitutes a minimal invasion of privacy. This tool is generally preferred over a frisk or pat-down when searching an individual for the possession of weapons. (BP 5145.11)*

The school Site Administrator assisted by Safety Officers shall ensure that the following safeguards are followed when conducting random safety inspections using metal detectors:

- The Safety Team will enter classroom, make contact with teacher, then give announcement and basic instructions to students before conducting the random safety inspection procedures.
- Each student will walk past the random selection device. A light will flash "red" for search or "green" for no search.
- Students selected for scanning will be asked to empty their pockets and belongings of any metallic objects, and place items in a container provided. The container with items will be placed on a table in plain view of student and officer.
- Next, the student (including their backpacks, purses, etc.) will be scanned with a hand held metal detector (wand). If there is no activation of the metal detector when the student is scanned, then he/she will not be searched.
- However, if an initial metal detector or wand activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry). Student(s) will then be scanned a second time.
- If a second activation occurs, a metal detector or wand shall be used for a third time.
- If the activation is not eliminated or explained by the student, then an officer shall escort the student to an appropriate area where a thorough interview and check of student belongings shall be conducted by a staff member of the same gender as the student in the presence of another District employee. (EC 49050 Article 8. Searches by School employees)
- The inspection shall be limited to the detection of the cause of the activation

K-9 Safety Inspections

“In an effort to keep the schools free of dangerous contraband, the District may use specially trained, non aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district sponsored events. Dogs shall not sniff within the close proximity of students or other persons, and may not sniff any personal items on those persons without their consent” (BP 51145.11)

The Rialto Unified School District has entered an agreement with Interquest Detection Canines, Inc., to conduct random, unannounced inspections at all of our secondary schools in the District by trained detection canines.

These canines are trained to detect the presence of illicit drugs, alcohol, and gunpowder-based items. Campus buildings, parking lots, and grounds will be randomly inspected for prohibited items. If detected and found, the District will initiate appropriate disciplinary action.

The canines used in this program are non-aggressive, retrieving breeds such as Golden and Labrador Retrievers. They are trained to single out certain scents of contraband items and indicate the area where the scent is detected. Interquest provides services to over 1, 200 public school districts across the nation.

The Rialto Unified School District is taking every reasonable precaution to provide a safe and healthy learning environment for all students, staff and visitors. The canine detection component of our Random Safety Inspection Program is but one element of our District's Comprehensive Safe Schools Plan.

CALIFORNIA STATE EDUCATION CODES

Student Discipline/Suspension

Education Code 48900

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of EC 48900 subdivisions (a) to (t), inclusive:

- (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. Please note that with the passage of AB 424 no one has the authority to grant permission to possess a firearm on school grounds.
- (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) (1) 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.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (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 preinitiation 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 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 the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with

the pupil's 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.*

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Sexual Harassment EDC 48900.2

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Hate Violence EDC 48900.3

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Harassment EDC 48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school

personnel or pupils by creating an intimidating or hostile educational environment.

Terroristic Threat EDC 48900.7

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
- (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Recommendation for Expulsion: Education Code 48915

- (a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:
 - (A) Causing serious physical injury to another person, except in self-defense.
 - (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - (D) Robbery or extortion.
 - (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:
 - (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
 - (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

- (5) Possession of an explosive.
- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

CODE	VIOLATION	POSSIBLE FINE
PC415	Fighting or disturbing the peace (Includes challenging, gestures, etc.)	“Anger Management” classes Up to \$400.00
BP25662	Minor possession of alcohol (Any person under 21 years old)	Alcohol/drug diversion / Up to \$250.00 / DL suspension
PC488	Petty theft (Taking anything that is not yours)	Community Service / Up to \$1,000
PC594a	Vandalism	Community Service / Up to \$50,000
PC594a(1)	Minor possession of aerosol paint can	Community Service / Up to \$1,000
PC 594.2a	Minor possession of graffiti tools (Markers, paint tips, etc.)	Community Service / Up to \$1,000
PC640.6	Affix graffiti (Any tagging, gang related or not)	Up to 200 hours community service / Up to \$1,000 / DL suspension
HS11357e	Possession of less than 1 oz. marijuana or under the influence of marijuana	\$250 to \$500/DL suspension
CS = community service DL = Automatic suspension of driver’s license		

Vandalism, Theft and Graffiti

The Board of Education considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti. Any district student who commits an act of vandalism shall be subject to disciplinary action by the district and also may be prosecuted through other legal means. If reparation of damages is not made, the district may also withhold the student’s grades, diploma and/or transcripts in accordance with law. (Board Policy 5131.5)

Education Code Section 48904 (a) (1) provides that the parent or guardian of a minor is liable for all damages caused by the willful misconduct of the minor that results in the injury or death of any pupil, school district or private school employee, or school volunteer. The parent or guardian is also liable for damages to real or personal property belonging to the school district or private school, or personal property belonging to a school employee, resulting from the willful misconduct of the minor. The liability of the parent or guardian is limited to \$10,000 and adjusted annually for inflation.

Hate Violence-48900.3

Caused, attempted to cause, threatened to cause, or participated in an act of hate or violence. In addition to the reasons specified in Sections 48900 and 48900.2 a student in any of grades 4 to 12, inclusive, may be suspended from school and recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student (caused, attempted to cause, threatened to cause, participated in an act of, hate violence, as defined in subdivision (e) of Section 33032.5) (Added by Stats. 1994, c. 1199).

Harassment, threats or intimidation-48900.4

Engaged in harassment, threats, or intimidation directed against a student or group of students. In addition to the grounds specified in Sections 48900 and 48900.2 a, students in grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that 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 reasonably 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.

Electronic Harassment-32261

Harassment/threat/intimidation or bullying means conduct, including one or more acts via electronic means that creates a hostile educational environment by substantially interfering with a student's educational benefits opportunities, or performance, or with a student's physical or psychological well-being, and is motivated by an actual or a perceived personal characteristic such as race, national origin, marital status, sex, sexual orientation, gender identity, religion or disability, or is threatening or seriously intimidating.

Note: Electronic means the transmission of a communication, including, but not limited to, a message, text, sound or image by means of an electronic device, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

Suspension-48900.5

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 46900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 4800 or that the pupil's presence caused a danger to persons or property or threatens to disrupt the instructional process.

Community Service-48900.6

Instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board, may require a pupil to perform community service on school grounds during non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section does not apply if suspension or expulsion is required by this article.

Terrorist Threats-48900.7

In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled, determines that the pupil has made terrorist threats against school officials or school property, or both.

California State Education Code 48910 - Suspension by Teacher

- a. A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal's designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so suggests. The pupil shall not be returned to the class from which he or she was suspended during the period of suspension without the concurrence of the teacher of the class and the principal.
- b. A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day, this subdivision shall only apply to other regular classes scheduled at the same time as the class from which the pupil was suspended.
- c. A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the principal's designee for consideration of a suspension from the school. (Renumbered and Amended Stats. 1993, Ch. 499)

SEXUAL HARASSMENT: FORMAL AND NON-FORMAL WRITTEN COMPLAINT PROCEDURES (AR 5145.7)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when: (Education Code 212.5)

1. If a student believes that he/she has been a victim of sexual harassment, the student shall report the incident to his/her principal, site administrator or the District Title IX Coordinator (students).
2. If a staff member becomes aware of an incident of sexual harassment involving students, it is the staff member's responsibility to notify an administrator who will ensure that the incident is investigated promptly and notify the principal of District Title IX Coordinator (students).
3. A complaint may be filed using the district's Sexual Harassment Complaint Form (students).
4. The principal will notify the complainant of the name of and phone number of the district Title IX Coordinator (students), Senior Director of Personnel Services, extension 2431.
5. Upon receipt of a written sexual harassment formal complaint, the principal or an administrator designated by the District Title IX Coordinator (students) shall promptly and thoroughly investigate the complaint, render a conclusion and complete that investigation as soon as feasible but no later than 45 days of receipt of complaint. A written report of findings and disposition of the complaint will be given to the complainant in a timely manner.
6. The complainant may appeal disposition to the Superintendent or designee or the California Department of Education within 15 days of receipt.
7. No student or staff member shall suffer any reprisals for reporting any incidents of sexual harassment or for making any complaints. In all cases involving sexual harassment, confidentiality will be maintained.
8. The complainant will be advised that if he/she desires to file a discrimination complaint then the Uniform Complaint Procedure may be used.
9. Discrimination complaints must be filed within six months of the alleged occurrence or when knowledge was first obtained.

Disciplinary Action

Any student, grades 4-12, who is found to be responsible for sexual harassment, will be subject to appropriate discipline up to and including expulsion. Any student, grades K-3, who is found to be responsible for sexual harassment, will be subject to appropriate discipline up to and including suspension. The severity of the disciplinary action will be based upon the circumstances of the infraction. (Education Code 4890.2)

Local Support Offices:

The complainant shall be notified of local civil law remedies including:

Legal Aid Clinic
588 West 6th Street
San Bernardino, CA 92410
Phone: (909) 889-7328

Inland Counties Legal Service
715 N. Arrowhead Ave, Suite 113
San Bernardino, CA 92401
Phone: (909) 884-8615

Formal Written Complaint Procedure

If a formal written complaint is not filed, the site administrator will adhere to the following:

- Investigate promptly and thoroughly.
- Arrive at a reasonable conclusion.
- Assign appropriate disciplinary action according to "Disciplinary Action" above.
- Notify parents/guardians of victim and perpetrator of case details, conclusion(s), and action(s) taken.

Record pertinent details and actions in the discipline file of students and on site discipline log. Also send a summary of the case to the Title IX Coordinator (Students) for District records.

Sexual Harassment (Students) & Board Policy 5145.7- Education Code 48900.2

1. **Purpose:** The Rialto Unified School District Board of Education (hereinafter "District") recognizes that harassment on the basis of sex is a violation of the law. The District believes that students have the right to attend school in an environment which promotes an equal educational opportunity free of sexual harassment. In keeping with this policy, the District will not tolerate sexual harassment by or to any of its students.
2. **Definitions:** Sexual harassment consists of (1) unwelcome sexual advances; (2) requests for sexual favors; and (3) other verbal or physical conduct of a sexual nature in all educational settings including, but not limited to:
 - Decisions involving academic status, honors, programs and activities for students.
 - Conduct that has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile or offensive school environment.
 - Verbal harassment, such as derogatory comments, jokes, or slurs.
 - Physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement.
 - Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings, or gestures.
3. The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.
 1. Any student who feels that he/she is being sexually harassed should immediately report the incident to the site principal, a staff member, or the District Title IX Coordinator (students). Any principal/staff member who receives a sexual harassment complaint involving a student shall notify the District Title IX Coordinator (students).
 2. It is the responsibility of the Title IX Coordinator to ensure that all complaints regarding sexual harassment are appropriately investigated according to the procedures outlined in [AR5145.7 (a)] and that complainants are advised of local civil remedies.
 3. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a manner that respects the privacy of all parties concerned and aims toward an equitable resolution.
 4. There shall be an annual written notification of the District's sexual harassment policy to students, employees, and parents/guardians.
 5. Any employee who engages in, permits, or fails to report sexual harassment, shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.
 6. The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures. Any student who engages in sexual harassment shall be subject to disciplinary action as outlined in corresponding procedures.
 7. Any student who engages in sexual harassment shall be subject to disciplinary action as outlined in AR 5145.7.

Committed Sexual Harassment

In addition to the reasons specified in Section 48900, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled, determines that the student has committed sexual harassment as defined in EC 212.5.

For the purpose of this chapter, the conduct described in EC Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or perverse to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to students enrolled in kindergarten and grades 1- 3, inclusive. (Add Stats. 1992 Ch. 909)

HOTLINE NUMBERS

Arrowhead Medical Center: (909) 580-1000

Action Group 1-800-FOR TEEN: (1-800-367-8336)

Teen-Aid General Hotline: (909) 383-3013

WE TIP HOTLINE: 1-800-782-7463

Mesa Counseling Center: (909) 421-9301

County of San Bernardino Behavioral Health Crisis Center: (909) 421-9495

OPERATION SAFE SCHOOL

The San Bernardino and Rialto Police Department, in cooperation with Carter High School, work together with our surrounding communities in the creation and maintenance of a safe campus.

Exclusion

The District shall exclude a student from school if the child's presence constitutes a clear and present danger to the life, safety, or health of pupils or school personnel. The District will send prior written notice to the parent if the child is to be excluded. If the pupil constitutes an immediate clear and present danger, the District is not required to send prior notice.

Safe Schools' Statement

The Superintendent for Rialto Unified School District, the Rialto Chief of Police, and the San Bernardino Chief of Police have joined together and are committed to a safe environment for all students and staff and will not tolerate any weapons, implements or substances used as weapons, on any campus. "Weapons" shall include, but not be limited to: guns, "look-a-like" weapons, any size knife, martial arts tools, razor blades, mace, or any weapon specified in Penal Code Sections 626.9, 626.10, 12001, 12020, 12026, 12220, 653K, 12303.2, and 12303.3. Any violations of the above may result in suspension and/or a recommendation for expulsion. Any weapon possession will involve arrest of the student.

Contract For Eliminating Guns and Weapons From Schools

Guns and other weapons clearly are a hazard to a safe learning environment and the welfare of human beings. According to the National Center for Health Statistics, every day 14 young people, age 19 and under, are killed as a result of gun use. According to the Metropolitan Life Survey of the American Teacher, 1993: Violence in America's Public Schools, 11% of guns and weapons from schools are the responsibility of all segments of the school and society, three individuals have especially crucial responsibility: the student, principal and parents. This contract draws attention to the specific responsibilities of those three individuals.

WE, THE UNDERSIGNED, AGREE TO THE FOLLOWING COMMITMENTS:

STUDENT

- I agree not to bring a gun or any weapon to any school event.
- I will tell my peers to seek adult assistance when conflict situations begin to get out of control.
- I will not carry another person's gun or weapon.
- If I see a gun or other weapon on campus or at a school event, I will alert an adult about its existence, or telephone (909)854-4100.

PARENT/GUARDIAN

- I will teach, including by personal example, my teenager(s) about the dangers and consequences of guns and weapons use, and I will keep any guns and all weapons I own under lock and away from my child/children.
- I will support the school's policies to eliminate guns and weapons and work with the school in developing programs to prevent violence.
- I will carry out my responsibility to teach my child/children how to settle arguments without resorting to violence, to encourage him/her/them to use those ideas when necessary, and to follow school guidelines for reporting guns and weapons seen to an appropriate adult.

PRINCIPAL

- I will ensure that the students have an anonymous way to report to an adult any guns or other weapons they see on campus.
- I will promote conflict resolution instruction for all students as part of the curriculum.
- I will communicate the school's policies on guns, and weapons to all participants in the school community and focus upon the responsibilities we all have.
- I will use the school's student leadership groups and student meetings to obtain ideas to develop a safe school environment.
- I will report all guns and other weapon violations to law enforcement officials, according to established procedures.

Student name

Student signature

Parent name

Parent signature

Principal name

Principal signature

EMERGENCY
DIAL: 911



EMERGENCY
PROCEDURES



RUSD SAFETY SERVICES & OPERATIONS

OFFICE: (909) 421-7609
DISPATCH: (909) 820-6892

Active Shooter/Lockdown



- Call 911
- **Run:** Get into a building, lock and barricade doors, shut off lights, silence cell phone
- **Prepare to Defend:** Be ready to protect and defend yourself using any item available
- **Remain in Place:** Wait for all clear from authorities before evacuating your area

Earthquake

Drop, Cover, and Hold...

- Under a table or desk or against an interior wall until shaking stops (do not stand in the doorway)
- After shaking stops, check yourself and others around you for injuries
- Evacuate, if directed by Emergency Personnel and/or authorized District staff

Bomb Threat

If you receive a Bomb Threat

- Stay calm/pay attention
- Obtain vital information
- Call 911 and provide information

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 with you when you leave
- Leave doors and windows open; do not turn light switches on or off
- Use stairs, not elevators
- Move far away from the building and follow the instructions from emergency responders

Fire/Evacuation



- Call 911
- Activate nearest fire alarm
- Proceed to nearest exit
- Use stairs, not elevators
- Assist persons with disabilities
- Meet at a designated 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 of the handle
S - Sweep from side to side

Medical Emergency



- Call 911 and/or Safety Control Dispatch at (909) 820-6892
- *Remain Calm* - provide comfort to the sick or injured person, if you are able
- Provide name, location, and type of emergency
- Stay on phone for instructions
- Provide first aid, if you are certified
- Follow the directions from the Emergency Personnel
- Move victim *only* if danger is imminent
- Designate a proactive, willing person to meet first responders

Suicide Threat or Attempt

What: When a person makes a verbal or physical gesture to inflict self-harm, follow these steps

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 and listen attentively
3. Get the 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 or possible exposures
- Evacuate the area and/or building
- Wait for all clear indications from Emergency Personnel
- Call RUSD Risk Management at (909) 820-7700 ext. 2110



DISTRITO ESCOLAR UNIFICADO DE RIALTO

EMERGENCIA
MARCA: 911



PROCEDIMIENTOS DE
EMERGENCIA



**SERVICIOS DE SEGURIDAD Y
OPERACIONES DE RUSD**

OFICINA: (909) 421-7609
OPERADOR: (909) 820-6892

Tirador activo/encierro de emergencia



- Llama al 911
- **Corre:** Entra a un edificio, cierra y atrinchera las puertas, apaga las luces, silencia el teléfono móvil
- **Prepárate para defenderte:** Estar listo para protegerte y defenderte utilizando cualquier artículo disponible
- **Permanece en el lugar:** Espera a que las autoridades lo autoricen antes de evacuar tu área

Incendio/evacuación



- Llama al 911
- Activa la alarma de incendio más cercana
- Continúa hasta la salida más cercana
- Utiliza escaleras, no ascensores
- Ayuda a las personas con discapacidad
- Acude al área de reunión designada
- Conteo de personas
- Vuelve a ingresar al área únicamente cuando lo autorice el personal de emergencia

Instrucciones para el extintor de incendios:

P - Jala el seguro de la agarradera
A - Apunta la boquilla hacia la base del fuego
S - Aprieta el gatillo de la agarradera
S - Recorre de lado a lado

Derrame químico/peligroso

- Llama al 911 - proporciona una descripción del tipo de sustancia química, tamaño o posibles exposiciones
- Evacúa el área y/o edificio
- Espera indicaciones de que todo está bien por parte del personal de emergencia
- Llama a Gestión de Riesgos de RUSD al (909) 820-7700 ext. 2110



Terremoto

Agáchate, Cúbrete, y
Sujétate...



- Colócate debajo de una mesa o escritorio o contra una pared interior hasta que se detenga la sacudida (no te coloques en el umbral de la puerta)
- Una vez que haya cesado la sacudida, verifica si tú y los demás a tu alrededor están heridos
- Evacúa, si así te lo indica el personal de emergencia y/o el personal autorizado del Distrito.

Emergencias médicas



- Llama al 911 y/o al Despacho de Control de Seguridad al (909) 820-6892
- *Mantén la calma* - si puedes, reconforta a la persona enferma o herida
- Proporciona el nombre, la ubicación y el tipo de emergencia
- Permanece en el teléfono para recibir instrucciones
- Proporciona primeros auxilios si estás certificado
- Sigue las instrucciones del personal de emergencia
- Mueve a la víctima *sólo* si el peligro es inminente
- Designa a una persona proactiva y dispuesta a reunirse con los socorristas

Amenaza de bomba

Si recibes una amenaza de bomba



- Mantén la calma/presta atención
- Obtén información vital
- Llama al 911 y facilítale tus datos

Importante: Si los servicios de emergencia te indican que debes evacuar el edificio, sigue los procedimientos de evacuación de tu plantel

- Revisa si hay objetos desconocidos en tu zona de trabajo. No toques objetos sospechosos; comunícalos a las autoridades.
- Llévate tus objetos personales cuando te marches
- Deja las puertas y ventanas abiertas; no enciendas ni apagues los interruptores de la luz
- Utiliza sólo las escaleras; no los ascensores
- Aléjate del edificio y sigue las instrucciones de los equipos de emergencia

Amenaza o intento de suicidio

Qué: Cuando una persona hace un gesto verbal o físico para autolesionarse, sigue las siguientes recomendaciones:

Si la amenaza es inminente, no te demores, llama al 911

Acciones a tomar:

1. Haz todo lo posible por despejar el área de otras personas
2. Mantén la calma y escucha atentamente
3. Haz que la persona hable (recuerde información vital)
4. Quédate con el individuo
5. Notifica a los recursos del personal para obtener ayuda (es decir, director, consejero, enfermera, equipo de crisis)

EMERGENCY PROCEDURES

When Emergencies Happen

1. In case of an emergency, phone lines need to remain open for emergency communication with police, fire department, district/city officials, paramedics, etc. Please refrain from calling the school. School personnel will contact you.
2. Streets should be clear for use by emergency vehicles. If you drive to the school, please be prepared for road closures.
3. Turn your radio to local AM stations (example 590) and listen for emergency broadcast information regarding your student's school.
4. The school will retain your student until you are able to reach them, or until it is determined safe to send them home.
5. If you are requested to pick up your student, check in at the school and your child will be released to you as quickly as possible. **You must always provide identification.** Please be sure you have a picture identification card with you.
6. Keep an updated **EMERGENCY CARD** on file at the school. Students under 18 years of age will **NOT** be released to anyone other than those individuals on the emergency card.
7. Keep the school informed of your student's special medical needs.
8. We ask that you cooperate with school officials during emergency situations.

If you have questions about our emergency preparedness program, please contact the administration office.

Health Office

The school nurse is available on a daily basis and for emergencies. Students who are ill should request a hall pass from the teacher and report directly to the Health Office. Parents with a concern or question regarding their student, please call 854-4100 Ext. 21130. Students who need to use the elevator due to an injury must see the nurse.

Immunizations

An immunization clinic is held twice a month at Health services, located at 815 S. Willow behind Milor High School, to help assist students without insurance to keep current on immunizations. For more information please contact Health services at (909) 873-4302.

Insurance

A group student accident insurance plan is available on a voluntary basis to every student registered in the Rialto Unified School District. Each plan specifies that the insurance agent assumes all administrative processes (Education Code 49470, 49472). Application for insurance is available from the receptionist or by calling (909) 421-7500.

Medication

If your doctor has prescribed medication for your student to take during school hours or school activities, state law requires that no student shall be given medication (such as Tylenol, Ibuprofen, cold or allergy medicine, etc.) except upon written request from a California licensed physician/healthcare provider who has the responsibility for the medical management of a student. A request form is available from the Health Office and must be completed by the student's physician, signed by the parent/guardian, and returned to the nurse. Students are not permitted to carry medication on **the school campus unless specified by the physician on the school's request form.** Medications must be in a clearly labeled container with the following information: student's name, physician's name, name of medication, dosage and schedule, and date of expiration of the prescription. For further information, please contact the Health Office at 854-4100 Ext. 21130. Students participating in school activities away from the school site must notify the nurse five (5) days before the planned activity.



Firearms Safety Memorandum

TO: Parents and Guardians of Students in the Rialto Unified School District

FROM: Lead Agent, Expanded Learning Programs & Safety Innovation Norberto Perez

DATE: July 1, 2024

SUBJECT: CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the Rialto Unified School District of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others. (See California Penal Code sections 25100 through 25125 and 25200 through 25220)
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm. (See California Penal Code section 25100(c))
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years. (See California Civil Code Section 29805)
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward. (See California Civil Code Section 1714.3)
 - **Note:** Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

HIGH SCHOOL GRADUATION REQUIREMENTS & STANDARDS OF PROFICIENCY

The Board of Education desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

Course Requirements

To graduate from a Rialto Unified comprehensive high school a student must complete:	
<u>Total semester units in grades 9-12 for graduation</u>	220
Specific units to be completed include:	
1. English/Language Arts.....	40
2. History/Social Science as follows:	30
US History and Geography.....	10
World History and Culture.....	10
American Government and Civics.....	5
Economics.....	5
3. Mathematics.....	*30
4. Science (including embedded or integrated Sciences).....	30
5. Physical Education	**20
6. Visual and Performing Arts (VAPA) or Foreign Language	10
7. Electives	60
<p><i>* All Seniors at Carter High School are required to take a math class for their senior year regardless of whether or not they need it for graduation. We require our seniors to take math because all colleges (2 year, 4 year, private, and public) advise that taking a year off of math is not in a student's best interest for transitioning from high school to college.</i></p> <p><i>** Students may take only two classes of physical education per semester (including Sports PE). Only 40 credits of P.E. may be used for graduation. A ninth grade P.E. The course is required for all ninth grade students. The remaining 10 Physical Education credits may be earned from participation in P.E. 10-12, JROTC, and Marching Band. Those remaining 10 Physical Education credits can be waived if students are participating on Carter athletic teams (we can waive 5 credits for each athletic season completed). Students do not earn PE credits for competing on a Carter athletic team; those credits are waived from the Physical Education requirement and added to the Electives requirement. No Physical Education credits will be waived during a student's freshman year as all ninth graders must be enrolled in a PE course.</i></p>	

- The State requires students to successfully complete Algebra I or an equivalent course.

Promotion/Acceleration/Retention

Decisions regarding promotion in grades 9-12 are based on acquiring the equivalent 60 semester credits each academic year. The cumulative total of 60 credits each year must be earned to achieve the next standing (60 credits to be a sophomore, 120 credits to be a junior, 180 credits to be a senior.)

CALIFORNIA COLLEGE ELIGIBILITY REQUIREMENTS

A-G REQUIREMENTS

The A-G / College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU).



**Carter High School strives for all Carter graduates to be A-G eligible. All students who earn a “D” in a college preparatory subject will repeat the course if their schedule allows. Rialto Unified School District does not allow additional credit for repeating a course in which a passing grade of A, B, C, or D has been earned. In the case of progressive courses such as Math or Foreign Language, an advanced course may satisfy a “D” in a lower course. Please see your counselor regarding this policy.*

CARTER HIGH SCHOOL COURSE OFFERINGS

Online Course Catalog

Carter High School is a comprehensive high school and has a wide variety of courses available to students. Our Course Catalog is published online and updated regularly. Students and parents can access that Course Catalog through the Carter website under the “Students” dropdown menu on the home page or directly from this address:

<https://sites.google.com/rialtousd.org/chs-online-course-catalog/home> This Course Catalog has all of our current course offerings with course descriptions as well as an academic planner to get a better understanding of what a student’s schedule will look like from year to year.

Four Year Plan

All Carter students should have a Four Year Plan that students can use as a planning tool for their academic pathways to graduation and/or college eligibility. Four Year Plans are created in 8th grade at our feeder middle schools and then updated and discussed with a student throughout their high school career. Students should be able to access their Four Year Plan through Naviance or Google Drive. The Four Year Plan is a planning tool for the student and not how a student is enrolled in classes. Students meet with their counselor in January and February to do their course requests for the following year.

Certification of College Preparatory Courses

The Superintendent or designee shall identify District courses that may qualify for designation as “A-G” college preparatory courses including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to UC for “A-G” designation.

Notification and Information to Students in Grades 9-12

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC.
2. A list of the current UC and CSA websites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU. This includes district-approved courses as well as online courses that are district adopted that meet UC/CSU requirements.
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE).
4. The internet address for the portion of the CDE website where students can learn more about career technical education.
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses.



Rialto Unified School District
Course Review Form – Valedictorian/Salutatorian

Student Name _____

High School _____

Requirements met: 7 Semesters Completed: Yes/No _____
(by December 31st of senior year)

Semester Courses: Specific Content 30: Yes/No _____
 Electives/P.E. Year 2: Yes/No _____

Total Number of Courses (30+12) = 42: Yes/No _____

(Specific content (30), Electives/PE 2nd Yr or Electives/PE (12))

Residency: (Jr. Year Sem 1 and 2, Sr. Year: Sem 1) Yes/No _____

Revised Form – Use with Class of 2017 and thereafter.

Record of Course Grades

Subject	Course	Gr	Cr.	Course	Gr.	Cr
English (7)	(1)			(5)		
	(2)			(5)		
	(3)			(7)		
	(4)					
Social Studies (2)	(1) World History			(2) World History		
Social Studies (2)	(1) US History			(2) US History		
American Govt. AP Econ/Gov AP Gov/Econ (1)	(1)					
	(2)					
	(3)					
Mathematics (6)	(1)			(4)		
	(2)			(5)		
	(3)			(5)		
Science (4)	(1)			(3)		
	(2)			(4)		
Physical Education (2)	(1)			(2)		
Fine Arts/ Foreign Language (4)	(1)			(3)		
	(2)			(4)		
Voc Ed/CTE 3 rd Year of Science (2)	(1)			(2)		
Electives/PE 2 nd yr (12) OR Electives/PE (12)	(1)			(7)		
	(2)			(8)		
	(3)			(9)		
	(4)			(10)		
	(5)			(11)		
	(6)			(12)		

Computing G.P.A. (42 Semester Grades)

# of Grades	Grade Points	=	Grade Points
X	5	=	(a)
X	4	=	(b)
X	3	=	(c)
X	2	=	(d)

Total Grade Points (a-d)	=	_____
Total Grade Points ÷ 42	=	_____
Cumulative Valedictorian G.P.A.	=	_____

Review Date: _____

❖ Grades from concurrent enrollment classes that have been pre-approved by the principal/designee can be substituted for the courses in each of the designated areas. Concurrent enrollment classes are NOT automatically weighted. Not more than twenty (20) credits of concurrent enrollment courses can be counted. Check with your counselor for the list of concurrent enrollment classes and their weighting.



CARTER HIGH CAREER SECTOR PATHWAYS



By the end of their sophomore year, students will be asked to select a career sector which includes a variety of pathways to help them reach their career goals as well as accomplish graduation requirements. Each career pathway within a sector has a recommended sequence of courses to help train and prepare students with specific job skills needed for their chosen career path.

The Pathways offered at Carter High School are:

CTE

- Green Construction - Gui Shaigeta
- Nursing - Ms. Erica Quezada
- Pharmacy - Ms. Bunnie Cervantes
- Digital Production - Mr. Rus Fowler

MESA

- MESA Thematic Pathway - Ms. Catherine Sanchez

JROTC

- Army JROTC - Lt. Miguel Barragan

VAPA

- Performing Arts-Vocals - Dr. Susan Barnes
- Performing Arts-Theater - TBA
- Performing Arts-Instrumental Music - Ms. Laura Holzbaugh

* Each career pathway has specific requirements for students to obtain a pathway certification and career sector honor cord. All students must arrange to meet with the appropriate pathway advisor prior to the commencement of their senior year.

Appendix

Tardies/Tardy Sweep Policy

Tardy sweeps are conducted frequently. In order to be on time to class, students should be on campus by 8:25 a.m. each day. *Students are considered on time if they are in their class when the bell is done ringing.* Campus Security Officers will conduct tardy sweeps throughout the day. Tardies are inexcusable and subject to discipline.

Consequences for tardies may result in the following:

- Tardy 1-6 - Parent contact by teacher
- Tardy 7 – Tardy Referral to Attendance Specialist
- Tardy 8 – Referral to grade level Academy – parent contact & Attendance Contract by Administrator
- Tardy 9+ Referral to grade level Academy/parent contact by Administrator

Interventions for an administrative referral may include: community service, loss of extra-curricular activities, schedule change, dropped from the class period, administrative detention, Saturday STEP UP, parent contact/conference, counselor and/or administrator intervention, cease and desist contract, Student Attendance Review Team (SART) Meeting or Student Attendance Review Board (SARB) meeting.

I have read the 2023-2024 Carter High School Tardies/Tardy Sweep Policy. This document will be kept in your student's folder and referenced throughout the year in Parent Teacher Conferences (PTC) and other counselor or administrative meetings.

Student ID #

Print Student Name

Student Signature

Grade

Parent/Guardian Name

Parent/Guardian Signature

Date

BULLYING/HARASSMENT COMPLAINT FORM

(Students May Report Anonymously)

Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

Student ____ Parent/Guardian ____ Employee ____ Volunteer ____ Other ____

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

Verbal Abuse (name-calling, racial remarks, belittling, etc. Can be done over the phone, in writing, in person, over the phone, text, email)

Physical (hitting, kicking, shoving, twisting limbs, spitting, or destroying personal belongings)

Extortion (verbal or physical bullying for money or personal items)

Hazing (Having to participate in an act of physical or emotional harm to be part of a group, or are a victim of a group)

Indirect Bullying (Rejection, exclusion, ignoring, alienating, or isolating to purposely cause emotional distress)

Cyberbullying (Using technology to harass, threaten, or target another person – text, IMs, email, Facebook, videos, MySpace, Twitter, etc.)

Bullying/ Harassment on the basis of:

Race, color or nationality Gender Disability Other

Dates of alleged bullying or harassment(s): _____

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

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

Names of Witnesses: _____

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

Signature of Reporting Person _____ Date _____

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

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

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

Board Policy 5131

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

DISTRICT LIAISON

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

CARTER HIGH SCHOOL
TITLE I PARENT INVOLVEMENT POLICY/Action Plan

With approval from the local governing board, CARTER HIGH SCHOOL has jointly developed with, and distributed to parents of Title I students a written parental involvement policy, agreed upon by such parents and updated periodically to meet the changing needs of parents and the school.

CARTER HIGH SCHOOL policy describes the means for carrying out the requirement of subsections through:

- Policy Involvement
- Shared Responsibilities for High Student Academic Achievement
- Building Capacity for Involvement
- Accessibility

How was the policy distributed?

The policy describes the means for carrying out the Title I parental involvement requirements [20 USC 6318 Section 1118(a)- (f) inclusive].

A parent survey will be administered on an annual basis in order to obtain parent input regarding the School Parental Involvement Policy. A parent involvement committee, consisting of Title I parents and the principal and/or principal's designee, will be established. The parent involvement committee will analyze parent perception data gathered by the survey and consider revisions to the School Parental Involvement Policy. The parent involvement committee will develop the School Parental Involvement Policy, making periodic revisions as needed. The School Site Council, ELAC and AAPAC will comment on the School Parental Involvement Policy. The policy has been distributed to parents by including it in the enrollment packets for all students.

Each Title I school shall involve Title I parents by means for the following activities:

The school convenes an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved.

At the beginning of the school year all parents are provided a detailed overview of the school's Title I program, including program requirements as they apply to a school-wide setting, the instructional program, and the parents' rights to be an active participant in the school's Title I program.

Agendas and sign-in sheets are maintained to document the event.

The school offers a flexible number of meetings for participating parents, such as meetings in the morning or evening.

There are multiple opportunities for parents to participate in Title I related activities and topics at Carter High School. The School Site Council (SSC), English Learner's Advisory Committee (ELAC), and the African American Advisory Committee meetings are arranged to accommodate the parents to ensure the best opportunity for participation. SSC meetings are held regularly, at 3:45 p.m. and the ELAC is held regularly, at 5 p.m. The African-American Advisory Council meetings are held regularly, at 6 p.m. In addition, special event meetings, town hall meetings, and curriculum theme nights will be held as needed at various times.

Agendas and sign-in sheets are maintained to document the event.

The school involves parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy.

The school involves parents in planning, reviewing, evaluating, and improving the site's Single Plan for Student Achievement and Title I parent involvement policy in a variety of ways including:

- SSC meetings
- ELAC meetings
- AAPAC meetings
- Back to school
- Parent Surveys

Agendas and sign-in sheets are maintained to document the event.

The school provides parents of participating students with timely information about Title I programs.

The school provides on-going, regular information about its Title I programs, including:

- o Auto-dialer call system
- o Town Hall meetings
- o Marquee notices
- o Parent notices
- o School webpage
- o Calendars
- o Social Media Reminders

All correspondence is translated. The school maintains copies of the correspondence on file for review.

The school provides parents of participating students with an explanation of the curriculum, the academic assessment, and proficiency levels students are expected to meet.

The school provides detailed information about the curriculum, assessments to monitor student progress, and expected proficiency level of students during back to school and at all parent advisory meetings. In addition, information is available in the front office, on the school's website, mailed correspondence, Auto-dialer all calls, and presentations during site-level parent trainings.

All correspondence is translated. The school maintains copies of the correspondence on file for review.

The school provides parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

The school offers several, unsolicited opportunities for parents to participate in the school's Single Plan for Student Achievement during the SSC, ELAC, and AAPAC meetings. In addition, parents are given a survey to assist with identifying program strengths and growth areas.

All correspondence is translated. The school maintains copies of the correspondence on file for review. The school maintains agendas, minutes, and sign-in sheets to document the meetings.

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

School-Parent Compact - Shared Responsibilities for High Student Academic Achievement

The School-Parent Compact shall be jointly developed with and distributed to parents of Title I students. The school-parent compact shall outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describe the means by which the school and parents will build and develop a partnership to help children achieve the state content standards.

The compact:

1. Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.
2. Describes the parents' responsibility to support their children's learning.
3. Addresses the importance of ongoing communication between parents and teachers through, at a minimum, annual conferences; frequent reports on student progress; reasonable access to staff; opportunities for parents to volunteer and participate in their child's class, and observation of classroom activities

Consistent with CDE guidelines, the school provides multiple opportunities for parents to assist in developing, evaluating, and improving the School-Parent Compact, including:

- o SSC meetings
- o ELAC meetings
- o AAPAC meetings
- o Back to school
- o Parent surveys

All correspondence is translated. The school maintains agendas, minutes, and sign-in sheets to document the meetings. The school

maintains copies of each student's School-Parent Compact and is available for review.

Building Capacity for Involvement

CARTER HIGH SCHOOL builds capacity for involvement of parents, each school and LEA shall:

The school assists parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children.

The school provides detailed information about the curriculum, assessments to monitor student progress, and expected proficiency levels students are expected to meet, during Back to School and at all parent advisory meetings. In addition, information is available in the front office, on the school's website, mailed correspondence, auto-dialer all calls, and presentations during site-level parent trainings. The school will also contract with an outside/independent consultant to provide a series of informational presentations designed to assist parents in gaining knowledge and resources necessary to support their student's learning and academic growth.

Flyers, sign-in sheets, presentation materials, agendas, REAFs, contracts, and other documentation will be maintained for review.

The school provides materials and training to help parents work with their children to improve their children's achievement.

The school will provide the following materials and training opportunities for parents to assist them in helping their child(ren) improve academic achievement:

- o PIQE and other parent consultants
- o Curriculum theme nights focusing on Common Core State Standards
- o Opportunities to attend parent based conferences (CABE, NABSE, etc....)
- o Parent workshops and trainings based on needs assessments at the district and site
- o Develop partnerships with community agencies

Flyers, sign-in sheets, presentation materials, agendas, REAFs, contracts, and other documentation will be maintained for review.

The school educates staff members, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners.

The school will work with parents in developing ways to enrich the home-school partnership and inform staff of parent contributions by:

- o Utilizing staff and parent surveys to determine needs and support strategies
- o Increase parent volunteer opportunities on campus
- o Provide a variety of training opportunities for parents involving various aspects of campus activities
- o Provide staff development that aligns parent-school expectations and the mutual benefits received from forming partnerships
- o Maintain open communication and access to staff
- o Provide regular, on-going feedback to parents regarding school related events, student achievement, etc.

All correspondence is translated. The school maintains copies of the correspondence on file for review. Flyers, sign-in sheets, presentation materials, agendas, REAFs, contracts, and other documentation will also be maintained for review.

The school coordinates and integrates parental involvement programs with other programs and conducts activities that encourage and support parents in more fully participating in the education of their children.

The school offers a variety of events and activities throughout the school year. In addition, parents are given a survey to assist with identifying program strengths and growth areas, as well as offering suggestions for needed information and trainings. The school will continue to expand its existing parent resource center by providing additional opportunities to become actively involved in on-campus activities and other school events. On-going outreach to community organizations will continue to be developed and enhanced.

The school maintains agendas, minutes, and sign-in sheets to document the meetings.

The school distributes information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language that the parents understand.

The school provides on-going, regular information about its Title I programs, including:

- o Auto-dialer call system
- o Marquee notices
- o Parent notices
- o School webpage
- o Coffee with the principal

All correspondence is translated. The school maintains copies of the correspondence on file for review.

The school provides such other reasonable support for parental involvement activities under this section as parents may request.

The school will actively solicit parents for feedback and input in the development of parent involvement activities. With the assistance of the parents, the school will prioritize activities, trainings, and events identified to enhance, encourage, and enable all parents to become active participants in their student’s academic achievement.

All correspondence is translated. The school maintains copies of the correspondence on file for review. Flyers, sign-in sheets, presentation materials, agendas, and other documentation will also be maintained for review.

The school also offers activities that will assist with the transition from preschool to kindergarten and elementary school to middle school and middle school to high school by offering:

- o Transitional activities, such as orientation and school tours, for parents and their middle school children
- o Guest speakers from careers/colleges to present information
- o Support from the District Family Resource Center

The school maintains agendas, minutes, and sign-in sheets to document the meetings.

Accessibility

CARTER HIGH SCHOOL provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parent understand.

The school provides on-going, regular information about its Title I programs, English learner programs, special needs programs, and migratory programs, through:

- o Auto-dialer call system - Social Media
- o Marquee notices - Peachjar
- o Parent notices
- o School webpage
- o Calendars

All correspondence is translated. The school maintains copies of the correspondence on file for review.

ESCUELA PREPARATORIA CARTER
NORMA DE PARTICIPACIÓN DE PADRES TÍTULO I/Plan de Acción

Con la aprobación de la directiva local, la ESCUELA PREPARATORIA CARTER ha elaborado conjuntamente con los padres y les ha distribuido a los padres de estudiantes Título I una norma de participación de padres escrita, en acuerdo con dichos padres y actualizada periódicamente para cumplir las necesidades cambiantes de los padres y la escuela.

La norma de la ESCUELA PREPARATORIA CARTER describe los métodos para llevar a cabo el requisito de las subsecciones mediante:

- o Norma de participación
- o Responsabilidad compartida para el elevado desempeño acadéxico estudiantil
- o Formando capacidad para la participación
- o Accesibilidad

¿Cómo se distribuyó esta norma?

La norma describe el método para llevar a cabo los requisitos de participación de padres Título [20 USC 6318 Sección 1118(a)-(f) inclusive].

Una encuesta de padres se administrará anualmente para poder obtener la opinión de los padres respecto a la Norma de Participación de Padres. Se establecerá un comité de participación de padres, consistiendo de padres Título I y el director o designado del director. El comité de participación de padres analizará la percepción de los padres de los datos generados por la encuesta y considerará revisiones a la Norma Escolar de Participación de Padres. El comité de participación de padres elaborará la Norma Escolar de Participación de Padres y hará revisiones periódicas como sea necesario. El Concilio Consultivo Escolar, ELAC y AAPAC comentará sobre la Norma Escolar de Participación de Padres. La norma se ha distribuido a los padres incluyéndola en los paquetes de inscripción para todos los estudiantes.

Cada escuela Título I debe incluir a los padres Título I en las siguientes actividades por los siguientes métodos:

La escuela convocará una junta anual para informar a los padres de estudiantes participantes del requisito de Título I y su derecho a participar.

Al comienzo del año escolar se les provee a todos los padres un informe detallado del programa de Título I escolar, incluso los requisitos del programa como se aplican al entorno en toda la escuela, el programa de instrucción y los derechos de los padres para ser participantes activos en el programa escolar Título I.

Agendas y registros de firmas se mantienen archivados para documentar el evento.

La escuela ofrece un número flexible de juntas para los padres participantes, como juntas por la mañana o por la noche.

Hay varias oportunidades para que los padres participen en actividades relacionadas y temas de Título I en la Escuela Preparatoria Carter. Juntas del Concilio Consultivo Escolar (SSC), Comité Consultivo de Aprendices de Inglés (ELAC) y el Comité Consultivo de Padres Afroamericanos (AAPAC) se programan para acomodar a los padres y asegurar la mejor oportunidad para su participación, las juntas SSC regularmente se programan a las 2:40 p.m. y las de ELAC regularmente se hacen a las 6 p.m. Las juntas de AAPAC regularmente se llevan a cabo a las 6 p.m. Además, se llevarán a cabo juntas para eventos especiales, asambleas y noches temáticas del currículo como sean necesarias en distintas ocasiones.

Agendas y registros de firmas se mantienen archivados para documentar el evento.

La escuela incluye a los padres estudiantes participantes, en una manera organizada, continúa y oportuna en la planificación, revisión y mejora de sus programas Título I y norma de participación de padres.

La escuela incluye a los padres en la planificación, revisión, evaluación y mejora del Plan Individual para el Desempeño Estudiantil Escolar y norma de participación de padres Título I de varios modos, incluso:

- o Juntas SSC
- o Juntas ELAC
- o Juntas AAPAC
- o Noche de Regreso a la Escuela
- o Encuestas de Padres

Agendas y registros de firmas se mantienen archivados para documentar el evento.

La escuela provee a los padres de estudiantes participantes con información oportuna sobre los programas Título I.

La escuela provee información continua y regular sobre sus programas Título I, incluso:

- o Sistema de llamadas telefónicas automáticas
- o Asambleas escolares
- o Anuncios en el cartel digital
- o Notificaciones a los padres
- o Página web escolar
- o Calendarios
- o Avisos en medios sociales

Toda la correspondencia se traduce. La escuela archiva copias de toda la correspondencia para revisión.

La escuela provee a los padres de estudiantes participantes con una explicación del currículo, evaluación académica y niveles de proficiencia que se espera cumplan los estudiantes.

La escuela provee información detallada sobre el currículo, evaluaciones para monitorear el progreso estudiantil y niveles de proficiencia estudiantiles esperados durante la noche de regreso a la escuela y en todas las juntas consultivas de padres. Además, la información está disponible en la oficina, sitio web escolar, correspondencia por correo, llamadas telefónicas automáticas y presentaciones durante los entrenamientos de padres en la escuela.

Toda la correspondencia se traduce. La escuela archiva copias de toda la correspondencia para revisión.

La escuela provee a los padres de estudiantes participantes, si lo solicitan, con oportunidades de juntas regulares para participar en decisiones referentes a la educación de sus hijos y responder cualquiera de dichas sugerencias tan pronto sea prácticamente posible.

La escuela ofrece varias, oportunidades sin solicitar para que los padres participen en el Plan Individual para el Desempeño Estudiantil en las juntas SSC, ELAC y AAPAC. Asimismo, a los padres se les dan encuestas para ayudar a identificar los puntos fuertes de los programas y las áreas que necesitan mejorar.

Toda la correspondencia se traduce. La escuela archiva copias de toda la correspondencia para revisión. La escuela mantiene agendas, actas y registros de firmas para documentar las juntas.

***La norma debe actualizarse periódicamente para cumplir las necesidades cambiantes de los padres y la escuela. Si la escuela tiene un proceso establecido para incluir a los padres en la planificación y diseño de los programas escolares, la escuela puede usar ese proceso si incluye representación adecuada de padres de estudiantes Título I. [20 USC 6318 Sección 1118(c)(3)]*

Pacto Escolar-Padres – Responsabilidades compartidas para el desempeño académico de estudiantes de preparatoria

El Pacto Escolar-Padres debe elaborarse conjuntamente con los padres y ser distribuido a los padres de estudiantes Título I. El pacto escolar-padres debe describir cómo los padres, todo el personal escolar y estudiantes compartirán la responsabilidad para mejorar el desempeño académico estudiantil y describir los medios por los cuales la escuela y los padres formarán y crearán una colaboración para ayudar a los estudiantes a lograr el contenido de los estándares estatales.

El Pacto:

1. Describe la responsabilidad de la escuela para proveer un currículo e instrucción de alta calidad en un entorno de aprendizaje solidario y eficaz que permita a los estudiantes cumplir los estándares estatales.
2. Describe la responsabilidad de los padres para apoyar el aprendizaje de sus hijos.
3. Aborda la importancia de la comunicación continua entre los padres y maestros, como mínimo, al menos conferencias anuales; reportes frecuentes sobre el progreso estudiantil; acceso razonable al personal; oportunidades para que los padres sirvan de voluntarios y participen en la clase de sus hijos y observar las actividades en el salón de clase.

Consistente con las guías del CDE, la escuela provee varias oportunidades para que los padres ayuden en elaborar, evaluar y mejorar el Pacto Escolar-Padres, incluso:

- o Juntas SSC
- o Juntas ELAC
- o Juntas AAPAC
- o Noche de Regreso a la Escuela
- o Encuestas para padres

Toda la correspondencia se traduce. La escuela mantiene agendas, actas y registros de firmas para documentar las juntas. La escuela mantiene copias de cada Pacto Escolar-Padres de los estudiantes y están disponibles para revisión.

Formando capacidad para la participación

La ESCUELA PREPARATORIA CARTER forma capacidad para la participación de los padres, cada escuela y LEA deberá:

Ayudar a los padres en entender el contenido académico y estándares de desempeño y evaluaciones y cómo monitorear y mejorar el desempeño de sus hijos.

La escuela provee información detallada del currículo, evaluaciones para monitorear el progreso estudiantil y niveles de proficiencia que se espera cumplan los estudiantes, durante la Noche de Regreso a la Escuela y en todas las juntas consultivas de padres. Además, se dispone la información en la oficina, en el sitio web escolar, correspondencia por correo, llamadas telefónicas automáticas y presentaciones durante entrenamientos para padres a nivel escolar. La escuela también contrata consultores externos/independientes para proveer una serie de presentaciones informativas designadas para ayudar a los padres a obtener conocimiento y recursos necesarios para apoyar el aprendizaje y progreso académico de sus estudiantes.

Volantes, registros de firmas, materiales de presentaciones, agendas, REAFs, contratos y otra documentación se archivarán para revisión.

La escuela provee materiales y entrenamientos para ayudar a los padres a trabajar con sus hijos para mejorar el desempeño de sus hijos.

La escuela provee los siguientes materiales y oportunidades de entrenamiento para ayudar a los padres a que ayuden a sus hijos a mejorar su desempeño académico:

- o PIQE y otros consultores para padres
- o Noches temáticas del currículo enfocadas en los Estándares Comunes Estatales
- o Oportunidades para asistir a conferencias para padres (CABE, NABSE, etc...)
- o Talleres y entrenamientos para padres basadas en las necesidades de evaluación en el distrito y escuela
- o Entablar cooperación con agencias de la comunidad

Volantes, registros de firmas, materiales de presentaciones, agendas, REAFs, contratos y otra documentación se archivarán para revisión.

La escuela educa a los miembros del personal, con la ayuda de los padres, en el valor de las contribuciones de los padres y cómo trabajar con los padres como sus iguales.

La escuela trabajará con los padres en desarrollar maneras para enriquecer la cooperación entre el hogar y escuela e informar al personal de las contribuciones de los padres:

- o Utilizando encuestas para el personal y padres para determinar las necesidades y apoyar estrategias
- o Incrementar las oportunidades de padres voluntarios en la escuela
- o Proveer una variedad de oportunidades de entrenamiento para los padres que incluya varios aspectos de las actividades escolares
- o Proveer capacitación para el personal que se ajuste a las expectativas de padres-escuela y los beneficios mutuos recibidos de formar esta cooperación
- o Mantener comunicación abierta y acceso al personal
- o Proveer comentarios/opiniones con regularidad a los padres referente a eventos relacionados con la escuela, desempeño estudiantil, etc.

Toda la correspondencia se traduce. La escuela mantiene toda la correspondencia para revisión. Volantes, registros de firmas,

materiales de presentaciones, agendas, REAFs, contratos y otra documentación se archivarán para revisión.

La escuela coordina e integra el programa para la participación de los padres con otros programas y lleva a cabo actividades que motivan y apoyan a los padres para que participen por completo en la educación de sus hijos.

La escuela ofrece una variedad de eventos y actividades durante el año escolar. Asimismo, se les da a los padres una encuesta para ayudar a identificar los puntos fuertes de los programas y las áreas que necesitan mejorar, como también ofrecer sugerencias para información que necesitan y entrenamientos. La escuela continuará expandiendo el centro de recursos de padres proporcionando oportunidades adicionales para llegar a participar activamente en las actividades del plantel y otros eventos escolares. Las organizaciones comunitarias de apoyo continuarán su avance y expansión.

La escuela mantiene agendas, actas y registros de firmas archivados para documentar las juntas.

La escuela distribuye información relacionada a los programas escolares y para los padres, juntas y otras actividades para los padres de estudiantes participantes en un formato y hasta lo prácticamente posible, en un lenguaje que los padres entiendan.

La escuela provee información continua y regular sobre los programas Título I, incluso:

- o Sistema de llamadas telefónicas automáticas
- o Anuncios en el cartel digital
- o Notificaciones a los padres
- o Página web escolar
- o Juntas de Café con el Director

Toda la correspondencia se traduce. La escuela archiva copias de la correspondencia para revisión.

La escuela provee otro apoyo razonable para las actividades de participación para los padres bajo esta sección como los padres puedan solicitarlo.

La escuela activamente solicitará de los padres su opinión y sugerencias en el desarrollo de las actividades de participación de los padres. Con la ayuda de los padres, la escuela dará prioridad a las actividades, entrenamientos y eventos identificados para mejorar, motivar y posibilitar que todos los padres sean participantes activos en el desempeño académico de sus hijos.

Toda la correspondencia se traduce. La escuela archiva copias de la correspondencia para revisión. Volantes, registros de firmas, materiales de presentaciones, agendas y otra documentación se archivarán para revisión.

La escuela ofrece además actividades que ayudarán con la transición del preescolar a Kindergarten y de la escuela primaria a la escuela secundaria y de la escuela secundaria a la escuela preparatoria ofreciendo:

- o Actividades de transición, como una orientación y recorrido de la escuela para padres y sus hijos en la escuela secundaria
- o Conferenciantes invitados de carreras/universidades para presentar información
- o Apoyo del Centro de Recursos para la Familia del Distrito

La escuela archiva agendas, actas y registros de firmas para documentar las juntas.

Accesibilidad

La ESCUELA PREPARATORIA CARTER provee un total de oportunidades para la participación de padres con proficiencia limitada en inglés, padres con discapacidades y padres de estudiantes migrantes, incluso provee información y reportes escolares requeridos bajo la Sección 6311 en un formato y hasta lo prácticamente posible en un lenguaje que los padres entiendan.

La escuela provee información continua y regular sobre sus programas Título I, programas para Aprendices de Inglés, programas de necesidades especiales y programas para migrantes por medio de:

- o Sistema de llamadas telefónicas automáticas
- o Anuncios en el cartel digital
- o Notificaciones a los padres
- o Página web escolar
- o Calendarios
- o Medios sociales
- o Peachjar

Toda la correspondencia es traducida. La escuela archiva copias de la correspondencia para revisión.