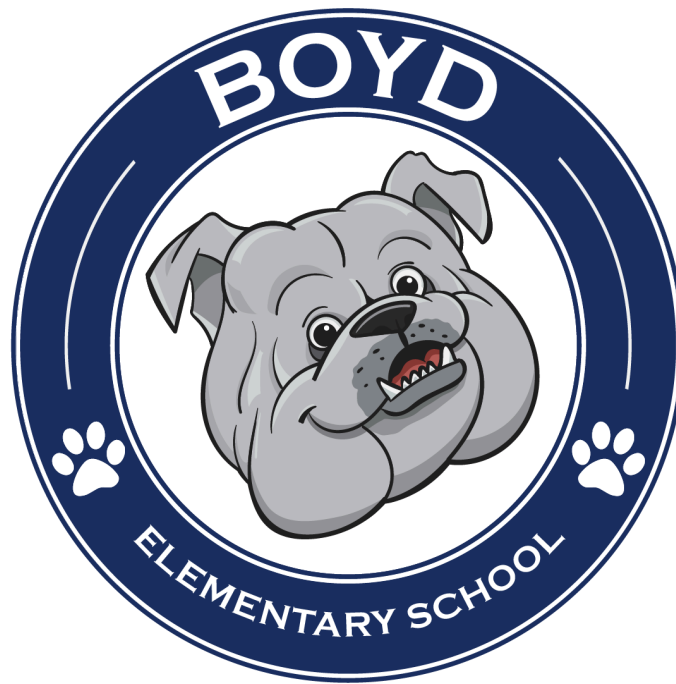


J.C. Boyd Elementary School

Promoting Excellence in Education

Student/Parent Handbook

2024 – 2025



Boyd Elementary
310 E. Merrill Ave.
Rialto, CA 92376
Phone (909) 820-7929
Fax (909) 820-6889
www.boyd.rialto.k12.ca.us



J.C. Boyd Elementary School Administration

Alberto Camarena..... Principal
Thomas Bashaw.....Assistant Principal

Rialto Unified School District Board of Education

Mr. Joseph W. MartinezPresident
Mr. Edgar Montes..... Vice President
Mrs. Evelyn P. Dominguez.....Clerk
Mrs. Nancy G. O’Kelley.....Member
Dr. Stephanie E. LewisMember

MISSION

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

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

**BRIDGING
Futures
THROUGH
INNOVATION**

MISIÓN

La misión del Distrito Escolar Unificado de Rialto, el puente que conecta a los estudiantes a sus aspiraciones para el futuro, es asegurar que cada estudiante logre su meta personal y profesional en una sociedad global, por medio de un sistema vital distinguido por:

- Altas expectativas para el desempeño estudiantil
- Entornos seguros e inclusivos para el aprendizaje
- Participación eficaz de la familia y comunidad
- Oportunidades de aprendizaje más allá del entorno tradicional escolar
- Apreciación de la diversidad universal

**UNIENDO
Futures
A TRAVÉS DE LA
INNOVACIÓN**



Table of Contents

Welcome.....	Page 4
Attendance	Pages 5-6
Early Release/Emergency Cards/Step Up.....	Page 6
Dress Code.....	Page 7-9
Medication.....	Page 9
Disaster Preparedness	Pages 10-11
Communication/Homework Policy	Page 12
Parent Involvement	Page 13
Title 1 Parent and Family Engagement Policy	Pages 14-17
Rialto Unified School District Cell Phone Policy/PBIS.....	Pages 18
Bullying	Pages 19-24
Complaint Procedures.....	Pages 25-26
Student Discipline	Pages 26-31
Environmental Safety Policy	Page 31
Visitor Policy	Page 32
Student Wellness Policy	Pages 32-35
SARC	Pages 35-37
Firearms Safety Memorandum.....	Pages 35-36
School Compact	Page 39
Sign and Return Page	Page 40



“Promoting Excellence in Education”

STUDENT/PARENT GUIDE

310 E. Merrill Ave, Rialto, CA (909) 820-7929

Welcome to Boyd Elementary School

2024-2025

Mission:

The mission of Boyd Elementary School, an enduring family of scholars, is to ensure each student acquires the essential skills and resources to be a successful citizen in a global society, through a vital system distinguished by,

- **Strong community partnerships**
- **A growth mindset for life-long learning and problem solving**
- **Integration of technology**
- **A culturally diverse and respectful environment**

Objectives:

1. **Every student will develop innovative thinking towards a global society**
2. **Every student will be a responsible and respectful member of our community.**
3. **Every student will set academic goals to attain the skills necessary to succeed at the secondary level**

To make this a successful year for your child, I welcome your involvement and support. Whenever I can be of service to you or your child, or if you have a concern, please feel free to visit our school or give us a call at 909-820-7929.



Boyd Elementary School Student/Parent Guide

ATTENDANCE:

Good attendance is directly related to your scholar's school achievement. Please make sure your child/children attend school on time everyday. The habits they start now will remain with them through their lives. If you are having difficulty getting your scholar to school, please call the office to set up a meeting with an administrator. Please schedule your vacations for non-school days and doctor appointments for after school when possible.

Regular on-time attendance is a **MUST** for children to make adequate academic progress. However, if your child is absent, please send a note the day they return to school giving the scholar's full name, the days absent, reason for the absence, and the teacher's name or you can call the school office at 909-820-7929 to verify the absence.

If you know in advance that your child will be out of school for 5 or more days and will require Independent Study, please give a minimum of two weeks advance notice for the administrative approval of the Independent Study request to the office or your child's teacher. The maximum amount of time a student can be placed on Independent Study is two weeks. However, it is of importance **NOT** to miss any days of class instruction, if at all possible.

It is necessary that all students be picked up at dismissal time. There is no supervision available after hours.

School begins at **8:00 a.m. for scholars in grades K-5th** and scholars are expected to be in their respective class line by 8:00 a.m. The first bell rings at **7:57 a.m.** as a reminder for scholars to stop playing on the playground and start walking towards their line. For security reasons, the front gate closes at 8:00 a.m., therefore if your child is tardy they must enter through the office and receive a tardy slip before going to their classroom. Please ensure that scholars arrive to campus on time and are ready for instruction at **8:00 a.m.**

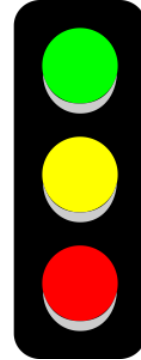
MINIMUM DAYS:

For the 2024-2025 school year Boyd Elementary will follow the district minimum days for elementary schools. Please refer to the School calendar for specific dates.



School Attendance Guidelines
Green Light-Child needs to attend school

- Muscle ache
- Mild headache
- Allergy Systems
- Stomach ache without other symptoms
- Asthma (controlled)
- Sunburn
- Lack of sleep
- Reluctance to attend due to emotional factors



Yellow Light-Child may go to school

- Chronic runny nose
- Lingering cough
- Mild headache
- Muscle aches
- Sore throat without fever

Red Light - Child needs to stay home

- Fever 100 degrees or higher
- More than one episode of vomiting or diarrhea
- Untreated ear infection, symptoms of pink eye, impetigo or ringworm
- Chicken Pox- until all lesions are crusted and dry (usually 7-10 days)
- Rash with fever
- Untreated head lice
- Sore throat with a fever
- Runny nose with thick green mucus
- Head Lice

EARLY RELEASE OF STUDENTS AND PROPER IDENTIFICATION:

We are concerned about your children's safety. In order to assure that your child is released to an authorized adult (18 years of age or older), picture identification will be required. The office staff will verify with the child's emergency card to ensure that the person is in fact authorized to pick up your child from school.

When picking up your child before dismissal, you must first sign your child out at the office and show proper identification. Only individuals that are listed on the scholar's Emergency Card may pick a child up. Scholars will not be released to any individual whose name is not on the Emergency Card.



EMERGENCY CARDS:

In case of illness or any emergency that should arise for your child, we require at least two current emergency numbers for your child. In case of a serious emergency, it is imperative that we have the information on the emergency card that is current.

PLEASE NOTIFY THE OFFICE OF ANY CHANGES ON THE EMERGENCY CARD THROUGHOUT THE SCHOOL YEAR.

SATURDAY TUTORIAL ENRICHMENT PREPARATION (STEP-UP):

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

SCHOOL ATTENDANCE REVIEW TEAM (SART):

When scholars have excessive absences and/or tardies, they are subject to a SART referral prior to going to SASP. Parents are required to have their scholar in school on time, by law. The SART panel will determine the consequences of poor attendance and discuss conditions of an attendance contract. If conditions fail to be met, a recommendation will be made to SASP.

SCHOOL ATTENDANCE SUPPORT PANEL (SASP):

When scholars have excessive absences and /or tardies, they are subject to a SASP referral. Parents are required to have scholars in school on time, by law. When this law is violated, parents and scholars may be required to explain attendance problems to the SASP panel. The SASP panel will determine the consequences of poor attendance.

Rialto Unified School District DRESS CODE

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 expectations for students 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 in developing a body-positive self-image. All students are expected to adhere to RUSD Student Dress and Grooming Board Policy 5132, which includes, but is not limited to, the three expectations.



“Big Three”

1. Clothing must cover and conceal undergarments; no private parts, including midriff, should be visible.
 2. Appropriate shoes must be worn at all times.
 3. Clothing, backpacks, and accessories must be free of images and content that are sexually suggestive, depict drugs, alcohol, or tobacco use, firearms, gang-related images, or other illegal activities.
- All RUSD staff will support students by reinforcing Dress and Grooming Board Policy 5132.
 - Students who do not comply with the 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.

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)

MEDICATION:

Students are not allowed to have medication in their possession on school premises. This includes any over the counter medication such as aspirin, allergy pills, vitamins, cough syrup, etc., as well as any doctor prescribed medication. The school is not allowed to administer any type of medication to a student that is not legally prescribed by a doctor. If your child needs to take medicine during school hours, the medicine must have a written doctor's prescription, be in a prescription bottle and the parent must complete the legally required form in the school office. Check with our Health Office for the appropriate form.

BREAKFAST AND LUNCH PROGRAMS:

All students enrolled within the Rialto Unified School District qualify to receive free breakfast and lunch through the CEP program. In order to participate, all families must complete the online enrollment verification process. For more information, please contact the school front office. Monthly breakfast and lunch menus will be available online.

Birthday Policy



Boyd Elementary will adopt a standing policy regarding the celebration of birthdays at school. Treats will no longer be allowed to be dropped off by parents for student birthday celebrations. Children's birthdays will be celebrated in class with each teacher acknowledging birthdays in a special way such as a birthday crown, singing happy birthday, allowing a child to share a special book with the class, or in another manner appropriate for their age and grade. The reasons for this change in policy include health concerns and the loss of instructional time. Several of our students have health concerns related to food, including allergies, diabetes, and sensitivity to dyes. Thank you for supporting us in our efforts to keep students healthy and maximize their learning time at school.



NUTRITION SERVICES

We are pleased to inform you that Rialto Unified School District will continue to participate in the Community Eligibility Provision (CEP) program for the 2024 – 2025 School Year. All students enrolled in the school district are eligible to receive a healthy breakfast and lunch at school at no charge to your household each day of the 2024-2025 school year. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application. The district looks forward to serving nutritious well-balanced meals to your children all year long. Nutrition services request all parents/guardians to speak with their children to encourage them to eat their school breakfast and lunch every day. If you need further assistance, please contact Nutrition Services, 151 S. Cactus Avenue, Rialto, CA 92376 or by calling (909) 820-7761.

DISASTER PREPAREDNESS:

The Rialto Unified School District has plans and has made preparations for major emergency situations. The reactions of people in emergencies, depends largely upon their training. Our school staff has been trained, and drills are held regularly to make certain that the students understand emergency procedures.

Discuss with your children that they are as safe at school as they are at home in a serious emergency. School buildings have been designed with safety in mind, and inspections are regularly made to remove possible hazards. The safety and welfare of the students is our primary concern in the event of an emergency.

Emphasize that your child(ren) should obey directions of their teachers, and if your child(ren) ride the bus, follow the directions of the bus driver on the way to or from school. If walking or riding bicycles when an emergency situation develops, students are told to continue toward their destination (to or from school).













Your cooperation is asked in any emergency:

- Please do not telephone the school. Telephone lines will be needed for emergency communications.
- Limit your driving to necessary trips only. Streets should be as open as possible for emergency vehicles.
- Turn your radio to local stations KFX 590 on the AM dial and listen for instructions on picking up students.



- The school will retain your student(s) until you are able to reach them.
- Keep an updated emergency card on file at the school. Students will not be released to anyone other than those individuals on the emergency card.
- When you pick up your student from school, check in at the student release station. Signs will be posted. Your student will be released to you as quickly as possible.
- Keep the school informed of your student's special medical needs.

If you have any questions about our emergency preparedness program, or if you would like to volunteer your services, please contact the Principal, Mr. Alberto Camarena or Assistant Principal, Mr. Thomas Bashaw.

RIALTO UNIFIED SCHOOL DISTRICT EMERGENCY DIAL: 911		RUSD SAFETY SERVICES & OPERATIONS EMERGENCY PROCEDURES			
DISTRITO ESCOLAR UNIFICADO DE RIALTO EMERGENCIA MARCA: 911		SERVICIOS DE SEGURIDAD Y OPERACIONES DE RUSD PROCEDIMIENTOS DE EMERGENCIA			
Active Shooter/Lockdown  <ul style="list-style-type: none"> • 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 <i>Drop, Cover, and Hold...</i>  <ul style="list-style-type: none"> • 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 <i>If you receive a Bomb Threat</i>  <ul style="list-style-type: none"> • Stay calm/pay attention • Obtain vital information • Call 911 and provide information <p>Important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures</p> <ul style="list-style-type: none"> • Check your work area for unfamiliar items. Do not touch suspicious items; report them to authorities • Take personal belongings with you when you leave • Leave doors and windows open; do not turn light switches on or off • Use stairs, <u>not</u> elevators • Move far away from the building and follow the instructions from emergency responders 	Tirador activo/encierro de emergencia  <ul style="list-style-type: none"> • 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 	Terremoto <i>Agáchate, Cúbrete, y Sujétate...</i>  <ul style="list-style-type: none"> • 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. 	Amenaza de bomba <i>Si recibes una amenaza de bomba</i>  <ul style="list-style-type: none"> • Mantén la calma/presta atención • Obtén información vital • Llama al 911 y facilítale tus datos <p>Importante: Si los servicios de emergencia te indican que debes evacuar el edificio, sigue los procedimientos de evacuación de tu plantel</p> <ul style="list-style-type: none"> • 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; <u>no</u> los ascensores • Aléjate del edificio y sigue las instrucciones de los equipos de emergencia
Fire/Evacuation  <ul style="list-style-type: none"> • Call 911 • Activate nearest fire alarm • Proceed to nearest exit • Use stairs, not elevators • Assist persons with disabilities • Meet at a designated area • Account for individuals • Re-enter area only when authorized by emergency personnel <p>Fire Extinguisher Instructions: P - Pull Safety pin from handle A - Aim nozzle at base of fire S - Squeeze the trigger of the handle S - Sweep from side to side</p>	Medical Emergency  <ul style="list-style-type: none"> • 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 <u>only</u> if danger is imminent • Designate a proactive, willing person to meet first responders 	Suicide Threat or Attempt <p>What: When a person makes a verbal or physical gesture to inflict self-harm, follow these steps</p> <p>If threat is imminent, do not delay, call 911</p> <p>Actions to take:</p> <ol style="list-style-type: none"> 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) 	Incendio/evacuación  <ul style="list-style-type: none"> • 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 • Coteo de personas • Vuelve a ingresar al área únicamente cuando lo autorice el personal de emergencia <p>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</p>	Emergencias médicas  <ul style="list-style-type: none"> • 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 o intento de suicidio <p>Que: Cuando una persona hace un gesto verbal o físico para autolesionarse, sigue las siguientes recomendaciones:</p> <p>Si la amenaza es inminente, no te demores, llama al 911</p> <p>Acciones a tomar:</p> <ol style="list-style-type: none"> 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)
Chemical/Hazardous Spill  <ul style="list-style-type: none"> • 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 			Derrame químico/peligroso  <ul style="list-style-type: none"> • Llama al 911 - proporciona una descripción del tipo de sustancia química, tamaño o posibles exposiciones • Evacua 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 		



COMMUNICATION:

It is important for parents to be informed and aware of what is going on at their child's school. Please check your child's backpack for school newsletters or flyers that are sent home regularly. We are also using Remind and Peachjar, which are online ways of communicating with parents. Please see the front office to provide them with your email address to get you set up. If you would like to have a conference with your child's teacher, please contact the teacher or call the school office for an appointment. These appointments will be made before or after school. Please do not interrupt your child's instructional day to conference with the teacher. Minimum days are set aside throughout the school year for parent conferences.

If you receive a notice for a Student Success Team (SST) for your child, please make every effort to attend this scheduled meeting. Important information is shared and discussed on how to help your child improve academically. Parents play a vital role in these Intervention Team meetings and parent input/contributions are vital to the success of the child.

HOMEWORK POLICY:

Homework is extremely important in helping students clarify, retain, and broaden the knowledge and skills learned in class. It is an important part of the educational program of the Rialto Unified School District, as well as Boyd Elementary School. Please provide a quiet area in your home for your child to do his/her homework and be available to help if necessary. Homework should emphasize communication between students and parents, therefore it is important to encourage your child to read daily and discuss their homework routinely. Please help your child develop self-discipline and responsibility by completing and turning in all homework as directed by the teacher.

REPORT CARDS:

Students will receive 3 report cards during the school year and will be mailed at the 'End of First Trimester', 'End of Second Trimester' and 'End of Third Trimester'. Each report card will have the student's grades and have comments from the teacher.

LIBRARY:

We encourage all parents to visit the school library to encourage and model the importance of reading to their children throughout the school year. It is important that parents and students work together to ensure that library books are maintained and returned to the library when they are due. In addition to weekly class visits, students may go to the library during flex time, at recess and at other teacher approved time.

Parents may come to library Monday to Friday. The library hours for parents in the morning are 7:30–8:00 a.m., and in the afternoon 2:06–2:30 p.m.



LOST AND FOUND:

The lost and found is located directly outside the door of the front office. We suggest that you check this area regularly and suggest that you label personal items such as jackets and coats with your child’s name. Every three months, all items not claimed will be donated to charity.

PARENT INVOLVEMENT:

The following is Rialto Unified School District Board Policy on parent involvement in our district:

“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 with District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.”
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.



PTA:

All parents are encouraged to join our Parent Teacher Association (PTA) to help support the many activities PTA sponsors. Dues along with money from various PTA fundraisers are used to help support school programs.

Volunteers:

Parents are encouraged to participate in their child’s education by volunteering in the classroom. *Volunteers in the classroom must be fingerprinted and have a cleared TB test on file at our District Health Clinic and District Office.* You may pick up a volunteer form in the office and the fingerprinting will be done at the district office.

Participation in School Site Council (SSC) and ELAC (English Learner Advisory Committee):

This is another way we encourage parents to be involved. Meetings are held approximately five times per year and important school issues are discussed and decided by parents. Conferences, Back to School Night, and Open House, are especially important events to attend and provide opportunities for parents to meet the teachers.



JC Boyd Elementary

TITLE I SCHOOL

PARENT AND FAMILY ENGAGEMENT POLICY

JC Boyd Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Through SSC and ELAC the parent involvement policy was jointly developed. The policy was placed on the agenda, and the agenda was then posted at least 72 hours in advance. Notifications were sent out regarding the meeting. After the joint development of the parent involvement policy, it was distributed to parents of all students included in the 2019-2020 Parent/Student Handbook. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at JC Boyd Elementary School, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - o JC Boyd will hold an annual Title I meeting offered in English and Spanish to inform parents of the site's and their child's participation in education, explain programs offered, purpose, requirements, and parents' rights to be involved.
2. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - o JC Boys will collaborate with parents to jointly develop/review the School's Title I Parent Involvement Policy, the Family-School Compact, and the Single Plan for Student Achievement during School Site Council (SSC) Meetings and English Language Advisory Committee (ELAC) Meetings.
 - o JC Boyd will solicit parent opinions of school-wide programs and services through an annual parent survey which will be distributed to all parents of Title I students. The school will share the results of this survey at SSC and ELAC meetings to determine needs related to the Single Plan for Student Achievement, School Parent Involvement Policy, Family-School Compact, and parent notices.
3. The school provides parents of Title I students with timely information about Title I programs.
 - o JC Boyd will provide updated information about Title I programs including tutoring, parent trainings, parent meetings, and school events through flyers, Boyd's Website, Parent Link/Blackboard messages, and phone calls.
 - o All communication will be translated in English and Spanish.
4. The school provides parents of Title I students with an explanation of the assessments used to measure student progress, and the proficiency levels students are expected to meet.



- o JC Boyd will provide all parents including those of Title I students with opportunities to obtain a description and explanation of the state curriculum, standards, and assessments used at the site along with expected proficiency levels. This information will be disseminated at Back to School Night, annual Title I parent meeting, SSC and ELAC meetings, and parent/teacher conferences.
5. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- o JC Boyd will meet regularly to educate parents regarding programs and to plan, review, and provide suggestions to improve programs and related parent involvement.

School-Parent Compact

JC Boyd Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality curriculum and instruction
 2. The ways parents will be responsible for supporting their children's learning
 3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- JC Boyd will distribute the School-Family Compact to all parents of Title I students of participating children at the beginning of each school year in the student welcome packet and in the Student Handbook.

Building Capacity for Involvement

JC Boyd Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- 2 The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Teachers hold annual parent-teacher conferences for students to discuss academic content standards, assessments, and how to help their child at home.
- Family Nights where parents may have an opportunity to learn about the different academic programs, curriculum, assessments, and ways to assist their children.
 - Workshops are conducted throughout the year with parents on topics which may include preparing students for tests, preparing for parent/teacher conferences, understanding the



ELPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.

- Parents may be called upon to assist the school in conducting school events and assisting teachers in the classroom. All volunteers will complete a volunteer application and be approved by the District prior to working in the classroom.
- ☐ The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- Workshops will be conducted throughout the year with parents on topics including preparing students for tests, preparing for parent/teacher conferences, understanding the ELPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.
- ☐ With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- Coordinating trainings for school personnel on topics that include working with EL students, communicating with parents through classroom technology, and student engagement.
- ☐ The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children.
- Coordinate parent involvement activities offered through a variety of state, federal, and community programs, and encourage participation of community organizations and business through flyers, Blackboard messages, and student invitations.
- ☐ The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- Flyers, letters, and Blackboard messages will be used to communicate with parents and will be translated into Spanish whenever possible.
- ☐ The school provides support for parental involvement activities requested by Title I parents.
- The school provides opportunities for parents to meet with administration to voice concerns, or to have questions answered that will assist all stakeholders to work together for each child's academic achievement.

Accessibility

JC Boyd Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- Information and school reports are provided in a format and language that parents understand.
- Establish a school-wide parent volunteer program to open opportunities for parents to assist teacher and staff in organizing school events and preparing for classroom activities.



DISTRACTING ITEMS

Students should not bring toys, balls, electronic devices, pets or personal equipment to school unless the classroom teacher has given permission and then the item must be kept in the classroom. **The District shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.**

Cell Phone Policy (Mobile Communication Devices) Rialto Unified School District

Elementary and Middle School

Students may use cell phones, smart watches, pagers, or other mobile communication devices before school begins and after the regular school day ends. Devices must be turned off and not visible during the school day which includes passing periods, recesses, and lunch.

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*

PBIS

Boyd is a PBIS (Positive Behavioral Intervention and Supports) school. The school motto is Boyd students will make smart choices by being safe, respectful and responsible. The students receive positive notes for being safe, respectful and responsible on campus. The students collect these positive notes and every Friday they can redeem those positive notes for incentive rewards.

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 teacher, noon-duty supervisors, assistant principal or the principal for assistance in conflict mediation.

At Boyd Elementary School all students are required to conduct themselves in an appropriate and acceptable manner at all times when present in school, in classrooms, hallways, on school grounds and at school sponsored activities. It is essential for teachers to communicate and post their rules and expectations.



BULLYING:

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

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



Rialto Unified School District

Bullying (Cyber bullying) Prevention (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 member 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
(*give location where listing of designated staff and students is posted*)
- 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.

Sexual Harassment:

Sexual Harassment consists of (1) unwelcomed sexual advances; (2) requests for sexual favors; and/or (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 student's academic performance or creating an intimidating, hostile or offensive school environment.

Other forms of sexual harassment include, but are not necessarily limited to, the following:

- Verbal Harassment, such as derogatory comment, jokes, slurs, requests for sexual favors or threats.
- Physical harassment, such as unnecessary or offensive touching, impeding, or blocking movement
- Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings, or gestures

Any student who feels that he/she is being sexually harassed should immediately report the incident to a staff member, the Principal or the Senior Director of Personnel Services, extension 2431.

Procedures for intervening in sexual harassment include, but are not limited to:

- At Risk Counseling
- Parent/Guardian Conference
- Assignment of Demerits
- Suspension
- Expulsion Recommendation

Conflict Resolution

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

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



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

MENTAL HEALTH SERVICES FOR STUDENTS

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

Crisis Walk-In Clinic, 909-421-9495
850 East Foothill Blvd., Rialto, CA 92376
211 San Bernardino County, 2-1-1

National Suicide Prevention Lifeline, 1-800-273-8255
The Crisis Text Line, which can be accessed by texting HOME to 741741
Rialto Unified Safety Office, 909-820-6892
California Youth Crisis Hotline, 1-800-843-5200



Rialto Unified School District 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 Boyd Elementary school.

DISTRICT LIAISON

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



BULLYING/HARASSMENT COMPLAINT FORM
(Students May Report Anonymously)

Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

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

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

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

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

Complaint Procedures

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

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 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.



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 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.



Boyd Elementary School Visitor Policy

Dear Parent/Guardian,

Thank you very much for visiting Boyd Elementary School. In order to provide the best learning environment at Boyd, we limit the number of classroom interruptions. Here are some guidelines to assist you in having a positive visit at our school:

1. All visits require a 24 hour notice to the teacher unless previously discussed/arranged with the teacher. A “Purpose of Visit” form must be filled out prior to your visit.
2. You must sign in at the office upon entering the campus and receive a visitor’s pass. You must sign out upon leaving the campus and turn in your visitor’s pass. Your visitor’s pass is only good on the date indicated.
3. Classroom visits can only be made to the classrooms in which your child is a student.
4. Items such as jackets, lunches etc. will be left in the office and picked up by student later.
5. Enter and leave the classroom as quietly as possible.
6. Cell phones should be off and not visible during your visit.
7. You may not converse with the students, teacher, and/or instructional aides during your visit.
8. You may not interfere with any school activity during your visit.
9. You may request a conference with or request a phone call from the teacher in the office.

Prior notice, length of visit, and number of visitations per month beyond this policy are all subject to teacher discretion if arrangements have been made.

Student Wellness Policy

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

The District will use electronic mechanisms, such as email or displaying notices on the district’s website, as well as non-electronic mechanisms, such as newsletters, presentations, or distributing other correspondence, to ensure that parents/students, representatives of



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

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

Mission

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

Responsibilities

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

Nutrition Education

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

Physical Education

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

Other School Based Activities

- After-school programs will encourage physical activity and healthy habits.
- Support for the health of all students is demonstrated by providing health clinics, health screenings, and help to enroll eligible children in Medi-Cal and other state children's health insurance programs.



- District will organize a local Wellness Committee composed of families, teachers, support staff, administrators and students plan, implement, and improve nutrition and physical activity in the school environment.
- The Nutrition Services Department will work with the Student Advisory Committees to open a line of communication regarding healthy eating.

Nutrition Guidelines for All Foods on Campus

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

Eating Environment

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

Child Nutrition Operations

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

Food Safety/Food Security

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

Annual Review



- The Wellness Committee shall evaluate the established District-wide Wellness Policy and report the findings annually to the Superintendent.
- The District will revise and update the Wellness Policy as needed.
- This institution is an equal opportunity provider.

Revised/Approved 1.19.18

A Parent's Guide to the School Accountability Report Card (SARC)

Accountability Report Card (SARC)?

Since November 1988, state law has required that schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal Elementary and Secondary Education Act (ESEA). The purpose of the report card is to provide parents and the community with important information about each school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

1. What information does the SARC contain?

Although there is great variation in the design of school report cards, they generally begin with a profile that provides background information about the school and its students. The profile usually summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following:

- o Demographic data
- o School safety and climate for learning information
- o Academic data
- o School completion rates
- o Class sizes
- o Teacher and staff information
- o Curriculum and instruction descriptions
- o Postsecondary preparation information
- o Fiscal and expenditure data

3. How often must a SARC be updated?

School report cards must be updated annually and published by February 1.

4. How are schools required to distribute the SARC?

State law generally encourages schools to make a concerted effort to notify parents of the purpose of the report cards and to ensure that all parents receive a copy of the report card for the school their child attends. Specifically, schools are required to notify all parents about the availability of the SARC and to provide parents with instructions about how the SARC can be obtained both through the Internet (if feasible) and on paper (upon request). If 15% or more of a school's enrolled students speak a single



primary language other than English, state law requires that the SARC also be prepared and made available to these parents in the appropriate primary language.

5. How can a parent obtain a SARC?

Parents with Internet access can go to the [CDE Find a SARC web page](#). This web page contains SARC Reports that have been provided to the California Department of Education (CDE) by the school/local educational agencies (LEAs). The SARC Reports are posted in either of the following three forms: (1) an online SARC Report completed via the Web Application, (2) an uploaded vendor-created or custom-created PDF copy of the completed SARC, or (3) an accurate URL to the website address where the SARC is posted on the school/LEA website.

On the CDE Find a SARC web page, simply begin typing in the search box. You can search by school name, County-District-School (CDS) code, district name, county name, or city name. You can sort any column by selecting the down arrow located at the top of each column. Once you locate the school's SARC that you desire to view, select the icon located in the View SARC column.

Contact the school or district if the school's SARC report or web link to their SARC report is not available on the CDE Find a SARC web page or to obtain a hard copy of the SARC report.

Firearms Safety Memorandum

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

From: Cuauhtémoc Avila, Ed.D., Superintendent

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.¹

o 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.²

1 See California Penal Code sections 25100 through 25125 and 25200 through 25220.

2 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.³

- 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.⁴

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.

Sincerely,
Cauhtémoc Avila, Ed.D.

Date published: August 20, 2021
California Department of Education

3 See California Civil Code Section 29805.

4 See California Civil Code Section 1714.3.



Parents and Guardians – the following page is our Parent Compact. Make a commitment to working with your scholar and Boyd Elementary School to do everything possible to ensure your scholar’s success.

You will receive a copy of this compact at Back to School Night. Please go over it again with your scholar as a reminder of our collective expectations.





**RIALTO UNIFIED SCHOOL DISTRICT
JC Boyd Elementary School
TITLE I FAMILY/SCHOOL COMPACT 2024-2025**

STAFF PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring environment.
- Provide meaningful homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Use data to direct the best instruction for your child.
- Respect the school, students, staff, and families.

Teacher's Signature: _____ Date: _____

STUDENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- **PBIS Boyd Expectations: Be Safe, Respectful and Responsible**
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
- Limit my TV watching and video game playing and instead study or read every day after school.
- Keep up with my grades and assignments.
- Respect the school, students, staff and families.

Student's Signature: _____ Date: _____

PARENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Encourage your child to follow Boyd PBIS Expectations.
- Provide a quiet time and place for homework and monitor TV viewing and video game playing.
- Check/review my child's homework nightly.
- Read to my child or encourage my child to read every day(20 minutes **K-3**, and 30 minutes for **4 & 5**).
- Practice Sight Words
- Practice Math Facts nightly. (**K-2** Addition/Subtraction **3-5** Multiplication / Division)
- Ensure that my child attends school every day on- time, gets adequate sleep and proper nutrition.
- If my child is absent, I will bring him/her to STEP-UP on Saturday to make-up his/her absence.
- Meet or communicate with the teacher on a regular basis to discuss my child's progress in school.
- Participate in school activities such as school decision making, volunteering, attending parent/teacher conferences, and attending parent trainings/workshops focused on strategies for support at home.
- Parents will create a Parent Vue and Class Dojo or Remind account by asking their child's teacher for an access code.
- Review, sign and return Progress Reports as they are sent home.
- Communicate with the teacher first, when I have a concern.
- Respect the school, staff, students and families

Parent's Signature: _____ Date: _____

**BOYD ELEMENTARY SCHOOL
PARENT GUIDE 2024-2025**



Please Sign and Return

Parents/Guardians,

We trust that you will read and discuss with your scholar the school rules, policies, policies, and procedures as listed in the Parent/Student Handbook.

_____ I have read and discussed with my child the contents of the Parent/Student Handbook.

Scholars Name:	Grade:
Teacher Name:	
Parent Signature:	Date:

Thank you!

