

Eisenhower High School



HOME OF THE EAGLES

2019-2020 Student / Parent Handbook

EISENHOWER HIGH SCHOOL

1321 North Lilac Avenue
Rialto, California 92376
Main Office (909) 820-7777
Attendance Office (909) 820-2222
Fax (909) 421-7640
ehs-rialto-ca.schoolloop.com

SCHOOL ADMINISTRATION

Francisco S. Camacho, Jr., Principal
Jennifer Cuevas, Assistant Principal
Gilbert Pulido, Assistant Principal
Margaret Simmons-Rivera, Assistant Principal

SCHOOL COLORS

Green, White, Gold

MASCOT

Eagle

ALMA MATER

Where desert sand and mountains
meet beneath the western sky,
'tis there my heart forever
yearns for Eisenhower High.
Our dear old Alma Mater,
we owe our best to thee,
'tis here we spent our cherished years,
we pledge our loyalty.

Eisenhower High School Mission Statement

The mission of Eisenhower High School, a legacy of excellence, is to cultivate in each Eagle the curiosity and confidence to discover their passions in order to better themselves and society through a vital system distinguished by:

- a safe environment for risk taking
- high expectations for all, embracing diversity
- "IKEMOB" core values
- relationships that cultivate a unified community

Eisenhower High School Objectives

- Every student will complete each course at or above grade level
- Every student will become a positive, productive member of society
- Every student will be given tools to discover a pathway relevant to their strengths and passions

Eisenhower High School Tactics

1. We will create a culture of high expectations for all.
2. We will provide support to ensure that students meet grade level standards.
3. We will embed the IKE MOB core values into every aspect of Eisenhower.
4. We will facilitate relationships within the community.
5. We will be a cornerstone of innovative instruction.

RIALTO UNIFIED SCHOOL DISTRICT



RIALTO UNIFIED SCHOOL DISTRICT SUPERINTENDENT

Dr. Cuauhtémoc Avila

RIALTO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Edgar Montes – President
Nancy O’Kelley - Vice President
Dina Walker - Clerk
Joseph W. Martinez - Member
Joseph Ayala – Member

RIALTO UNIFIED SCHOOL DISTRICT MISSION STATEMENT

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

TABLE OF CONTENTS

GENERAL INFORMATION

<u>Key Dates</u>	6
<u>Office Hours</u>	7
<u>Visiting Campus / Classes</u>	7
<u>Closed Campus</u>	7
<u>Bicycles, Skateboards, & Scooters</u>	7
<u>Deliveries</u>	7
<u>Health Office</u>	7
<u>Loss or Theft of Personal Property</u>	7
<u>Lost and Found</u>	8

POLICIES AND PROCEDURES

<u>Electronic Device Policy</u>	8
<u>Attendance</u>	8
<u>Attendance Procedures to Follow in the Event of an Absence</u>	8
<u>Make-up work after absences</u>	9
<u>Tardies</u>	9
<u>Truancy Policy</u>	9
<u>Identification Cards</u>	10

DRESS CODE POLICY

<u>Dress Code Policy</u>	10
<u>Clothing</u>	10
<u>Footwear</u>	10
<u>Hats</u>	10

STUDENT WELLNESS POLICY

<u>Student Wellness Policy</u>	11
<u>Mission</u>	11
<u>Responsibilities</u>	11
<u>Mental Health Services for Students</u>	11
<u>Work Permits</u>	11
<u>Techonology</u>	11
<u>Administrative Procedures</u>	11
<u>Student Orientation</u>	12
<u>Unethical / Unacceptable Behavior</u>	12
<u>Nutrition Education</u>	12
<u>Physical Education</u>	12
<u>Other School Based Activities</u>	12
<u>Nutrition Guidelines for All Foods on Campus</u>	13
<u>Eating Environment</u>	13
<u>Child Nutrition Operations</u>	13
<u>Food Safety / Food Security</u>	14
<u>Annual Review</u>	14

SAFETY AND SECURITY

<u>Notification to Parents</u>	14
--------------------------------------	----

<u>Procedure for Random Searches & Use of Metal Detectors</u>	14
<u>Environmental Safety</u>	15
<u>Random Safety Inspection Procedures</u>	15
<u>K-9 Safety Inspections</u>	16
<u>Critical Incident Response Plan</u>	17

ACADEMICS / PROGRAMS / CLUBS

<u>School-Wide Learner Outcomes</u>	18
<u>Positive Behavior Interventions and Supports (PBIS)</u>	18
<u>Programs</u>	18
<u>Graduation Requirements</u>	18
<u>University of California Admission Guidelines</u>	19
<u>Grade Point Average</u>	19
<u>College and Career Pathways</u>	19
<u>Guidance Counseling</u>	20
<u>College and Career Center</u>	20
<u>Advancement Via Individual Determination (AVID)</u>	20
<u>Internship</u>	20
<u>Link Crew</u>	20
<u>Step-Up</u>	21
<u>State Seal of Biliteracy</u>	21
<u>Student Leadership and Activities (ASB)</u>	21
<u>ASB 2019-2020 Officers</u>	21
<u>Clubs and Advisors</u>	22
<u>Choosing a College or University</u>	23
<u>Factors to Consider</u>	23
<u>School Size</u>	23
<u>Availability of Programs in the Desired Major Field</u>	23
<u>Cost</u>	23
<u>Admission Standards</u>	23
<u>Website Addresses for Additional Information</u>	23
<u>University of California</u>	24
<u>Testing Requirements</u>	24
<u>California State University</u>	24

DISCIPLINE POLICY

<u>Discipline Policy</u>	24
<u>Suspension and Expulsion – Education Code 48900</u>	25
<u>Education Code 48900.2</u>	27
<u>Education Code 48900.3</u>	28
<u>Education Code 48900.4</u>	28
<u>Education Code 48915 (a)</u>	28

<u>Education Code 48915 (c)</u>	28
<u>Community Service Education Code 48900.6</u>	29
<u>Forgery</u>	29
<u>Hate Violence</u>	29
<u>Sexual Harassment</u>	29
<u>Bullying</u>	30
<u>Rialto Unified School District Bullying Prevention</u>	30
<u>Definition of Harassment and Bullying</u>	31
<u>The Student Code of Conduct</u>	31
<u>PARENT INVOLVEMENT</u>	
<u>Parent Involvement</u>	32
<u>Title I Schools</u>	33
<u>Non-Title I Schools</u>	33
<u>District Strategies for Title I Schools</u>	33
<u>School-Level Policies for Title I Schools</u>	36
<u>District Strategies for Non-Title I Schools</u>	37
<u>Parent Involvement Opportunities</u>	39
<u>EHS School Site Council(SSC), English Advisory Committee(ELAC), Coffee with the Principal</u> . 40	
<u>COMPLAINT PROCEDURES</u>	
<u>RUSD Complaint Procedures</u>	41
<u>RUSD Legal Notices for Pupils and Parents/Guardians Bullying and Harassment</u> 42	
<u>Bullying/Harassment Complaint Form</u>	43

Key Dates 2019 - 2020

AUGUST

Monday 5.....School Resumes
Thursday 29.....Back to School Night / Minimum Day

SEPTEMBER

Monday 2.....Labor Day Holiday

OCTOBER

Monday 14.....College and Career Week Begins

NOVEMBER

Monday 11.....Veteran's Day Holiday
25 - 29 (M-F).....Thanksgiving Holiday

DECEMBER

Thursday 12.....Final Exams / Minimum Day
Friday 13.....Final Exams / Minimum Day
Friday 13.....Last Day of classes before Winter Break

JANUARY

Tuesday 7.....School Resumes
Monday 20.....Martin Luther King, Jr. Holiday

FEBRUARY

Monday 10.....Lincoln's Day Holiday
Monday 17.....President's Day Holiday

MARCH

Wednesday 11.....Last day of classes before Spring Break /Minimum Day
12-20 (Th-F).....Spring Break
Monday 23.....School Resumes

APRIL

Thursday 2.....Spring Festival
22-24 (W-F).....Spring Play

MAY

Saturday 23.....Prom
Monday 25.....Memorial Day Holiday
Wednesday 27.....Final Exams / Minimum Day
Thursday 28.....Final Exams / Minimum Day
Thursday 28.....Last Day of School

JUNE

TBD.....Graduation

Detailed calendar information available online.

GENERAL INFORMATION

Office Hours

The main office is open from 7:00 a.m. - 4:00 p.m., Monday through Friday.

Visiting Campus / Classes

Parents/guardians are always welcome to visit, however they should always check in at the front office. If a conference is desired, an appointment should be set by calling the office at (909) 820-7777 Ext. 21200. To ensure the safety of students and staff and avoid potential disruptions, all visitors will register immediately upon entering any school building or grounds when school is in session and sign out when leaving. Parent or guardian must have proper identification and be on the EMERGENCY CARD to visit a classroom. For all classroom observations, parents/guardians will need to complete the **Parent Classroom Observation Form** from the Main office and submit it to the administration office for review. All classroom observations must have administrative approval.

Per Board Policy (BP 1250), "Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time..." No electronic listening or recording devices may be used by students or visitors in the classroom without the teacher and principal's permission. (Ed. Code 51512)

Closed Campus

Eisenhower High School is a closed campus. Students are not to leave campus at any time during the school day without written permission from the office. Peripheral areas and parking lots are off limits. Students are not permitted to leave campus at lunch. Students must receive written permission from the office prior to leaving campus. Students who leave school without authorization may be considered truant and subject to disciplinary action.

Bicycles, Skateboards, Scooters

Students may not ride bicycles, skateboards, or scooters on campus at any time. Students who utilize bicycles and/or skateboards as a form of transportation to school must make sure they are secured/locked up in the designated location before the tardy bell rings and remain there during school hours.

Deliveries

Deliveries of flowers, balloon bouquets, stuffed animals, etc. will not be accepted on the Eisenhower High School campus. Students are prohibited from carrying these items on and around the campus. Any food brought on campus by a parent/guardian may only be consumed by their student.

Health Office

Students who become ill during the school day must request a pass from the teacher of that period in order to go to the Health Office. If they need to leave school because of an illness, they must first get a "Permit to Leave" from the Health Office. Failure to secure a "Permit to Leave" before leaving campus will result in disciplinary action.

Medications

Parents / Students must check in all medications, prescription as well as over-the-counter, at the Health Office. If an exception is made, a doctor's note will be needed.

Loss or Theft of Personal Property

Neither the District or Eisenhower High School is responsible for loss or theft of personal property, nor are they responsible for property that is lost or stolen as a result of negligence.

Lost and Found

The area designated for lost and found articles is located at the receptionist's desk in the Counselor's office. Lost and found articles not claimed by the end of the month will be discarded.

POLICIES AND PROCEDURES

Electronic Device Policy

Phones may not be used during class time except with the teacher's or supervising staff member's explicit permission. Phones must be kept off or on silent at all times. When there is a violation the phone will be confiscated and turned in to the administration office. Students will be subject to disciplinary action and confiscated items will be available for parent/guardian pick up after school in the administration office. Items not picked up by the last day of school will be donated.

Students carry electronic devices at their own risk. The Rialto Unified School District and Eisenhower High School are not responsible for lost, stolen, or damaged cell phones or other electronic devices.

Attendance

The classroom experience is central to the process of learning. Students who are chronically absent learn less. Excessive tardiness or absence from classes is detrimental to a student's academic success. Students and parents must also be aware that it is difficult to make up work and still have the same kind of understanding of the material that students would have if they were present in class. Consequently, grades will suffer when a student misses school. If excessive absence or tardiness occurs, an administrator will contact the parents.

Procedures to Follow in the Event of an Absence

In the event that a student is absent, the parent or guardian will notify the school Attendance Office by telephone (909)820-7777 ext. 21739 no later than 4:00 p.m. on the day of the student's absence from school. A valid identification is required for parents/guardians to pick up students. Parents/Guardians are requested to notify the school of any change in home address and/or telephone number.

Failure to call in an absence will require the student to present written verification to the attendance office upon returning to school. All unverified absences will be subject to the Truancy Policy. State law requires schools to account for all student absences.

**All absences must be verified in one of the following ways:*

1. Call the Attendance Office the day of the absence between the hours of 7:00 a.m. and 4:00 p.m.
2. Fax the absence verification note to the attendance office at 909-421-7640 on the day of the absence.
3. Send a note the day your student returns to school. It must be legibly written or typed with your student's last, first, and middle name, grade, the date of the absence and the reason for the absence.
4. Leave a voice mail message if you are unable to call the Attendance Office during school hours. You can leave a voicemail message by calling (909) 820-7777 Ext. 21739.

**Absences are excused for the following reasons:*

1. Illness
2. Medical, dental, legal appointments
3. Religious observances
4. Death in the immediate family
5. Jury duty

Make-up work after absences

During an absence, students should check the school website for assignments posted on SchoolLoop. If a student wishes to receive additional guidance from teachers, he/she should contact them through the Gmail account. Any student absent from classes for legitimate reasons including suspension, is

required to make up all work missed. However, it is the responsibility of the student to see his/her teachers on the day he/she returns to school to obtain make-up work and help, if needed.

Tardies

Students are expected to be in their classroom, prepared to learn, before the bell rings. Tardy students not only interrupt their own learning but also the learning of others. Tardy “sweeps” will be held first period every day, and may be conducted periodically at other times. Students out of class more than 10 minutes after the bell will be escorted, by security, to the Front Office to see their administrator.

When a student has accumulated five tardies in any combination of classes, the student will be assigned STEP UP for the next available Saturday. Failure to attend STEP UP will result in a detention during lunch. Students will be referred to their administrator for discipline when failing to meet these requirements. Excessive tardies will result in detentions, community service, parent conferences, referrals to SARB and/or further disciplinary action. Parents will be contacted if there is a pattern of chronic tardiness and further disciplinary consequences may ensue.

In the EVENT OF AN EMERGENCY OR OTHER EXTENUATING CIRCUMSTANCES, please see your student’s administrator. No phone calls or notes will be accepted to clear tardies. Excessive first period tardies will result in an administrative referral and disciplinary action will be taken. Students may be dropped from their first period class for excessive tardies whether the tardies are excused or not.

Truancy Policy

According to Education Code 48260: Any pupil subject to compulsory full-time education or who is absent from school without a valid excuse three full days or tardy or absent more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.

ANY STUDENT ABSENCE THAT IS NOT CLEARED BY A PARENT/GUARDIAN WITHIN 72 HOURS WILL BE CODED AS A TRUANCY.

Truancy is defined as being absent from school or class without parent/guardian permission. Students enrolled at Eisenhower must be in school during school hours. Out of bounds includes, but is not limited to, the following: parking lots, in the restroom without a valid pass, athletic courts and other isolated areas. The Rialto Police Department will conduct occasional truancy sweeps in the community under “Operation Clean Sweep”. Students may receive citations and parents/guardians may be contacted to pick up the student at the police station.

Students will receive discipline at the administrator’s discretion each time they are truant. The number of demerits per truancy will increase for students who are habitually truant. Students who are truant will also be subjected to searches of themselves and their belongings for the safety of students, teachers, and staff on campus. In addition, students who are habitually truant or tardy will be placed on Attendance contracts. Further violations of the attendance policy may result in a referral to the School Attendance Review Board (SARB) and/or a citation. Teachers are not responsible for providing make-up work for students who were truant from their class. Students may be dropped from their first period class for excessive truancies/absences.

Identification Cards

Students are required to show a current Eisenhower High School picture identification card to check out books, participate in most student activities, and receive available discounts and incentives. Students are expected to carry their school identification card at all times. Replacement identification cards can be provided for \$3.00.

DRESS CODE POLICY

Dress Code

All students are expected to comply with the Eisenhower High School Dress Code. For students who fail to comply, an opportunity to correct the situation will be allowed. Students still failing to meet dress code requirements will result in disciplinary action up to and including suspensions. Students who violate the Dress Code Policy will be disciplined.

In accordance with Education Code Section 35183, the administration at Eisenhower High School has adopted the following Dress Code Policy with the intent that students must be dressed and groomed in an appropriate manner as an expression of each student's respect for self and others that will not interfere with or distract from the educational environment. Gang-related apparel may not be worn at school or school related activities. **Administrators will make final determination on dress code violations.**

Clothing

Clothing shall be sufficient to conceal undergarments at all times. Clothing which exposes undergarments and/or posteriors (bare midriff, abdomen, chest, back, buttocks, etc.) is not allowed. This includes, but is not limited to:

- Clothing that exposes excessive cleavage, midriff, or buttocks are prohibited
- Sleeveless undershirts/muscle shirts worn as an outside garment
- Jeans with frayed holes that expose the posterior or have so many holes that an excessive amount of skin is showing
- Pajamas/Pajama pants
- Clothing that reveals underwear/undergarments
- Any clothing deemed by the administration to be inappropriate or offensive.
- Clothing that portrays suggestive, derogatory, insulting pictures or writing.
- Any article of clothing that refers to any type of alcohol, drug, or act that is illegal or hazardous to one's health.
- Oversized pants; undergarments must not be displayed.

Footwear

Footwear must secure and protect the student's foot at all time. Inappropriate footwear may include but not limited to:

- Footsies
- Bedroom slippers
- Combat boots, combat boot look-a-likes and steel-toed boots

Hats (AR 5132)

Sun-protective hats, with a 1-3 inch brim, may be worn under the following conditions only:

- Hats may only be worn outdoors
- Wave caps, do rags and bandanas are PROHIBITED!

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 Ext. 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.

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

Work Permits

To obtain a work permit, students should contact the Career Center.

Technology

Acceptable Use Procedures to Accompany Acceptable Use Policy

Administrative Procedures

Orientation is required for all students and employees regarding acceptable and unacceptable use of computers, computer networks, and electronic resources.

Student Orientation

All students will be oriented annually on the acceptable and unacceptable use of computers, computer networks and electronic resources using the following procedures:

- Group orientation using District-developed video
- Internet RNet Test filed for each student, one for elementary, one for middle, one for high school
- Parent Permission letter and agreement to acceptable use—signed yearly.

Unethical/Unacceptable Behavior

Use of computers, networks, or electronic resources for illegal, inappropriate, or obscene purposes, or in support of such activities is a contradiction to District philosophy and acceptable use standards. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the computer/network, and/or purpose or goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle.

Library and Computer Labs

The library and computer labs are available for student use daily from 7:00 a.m. - 3:30 p.m.

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.

SAFETY AND SECURITY

Notification to Parents

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

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

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns,

knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

Procedure for Random Searches & Use of Metal Detectors

“The Board believes that the presence of weapons in the schools threatens the District’s ability to provide the safe and orderly learning environment to which District students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff”. (BP 5145.12)

The school site administrator assisted by Campus Safety Officers shall ensure that the following safeguards are followed when conducting random searches using metal detectors:

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

Environmental Safety

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

Reference: Administrative Regulation 3514-Business and Non-instructional Operations - Environmental Safety If a student is found with these products, parent/guardian will be contacted to address the concern.

Random Safety Inspection Procedures

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

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

- Security team will enter classroom, make contact with teacher, then give announcement and basic instructions to students before conducting the random safety inspection procedures.

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

K-9 Safety Inspections

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

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

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

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

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

RIALTO UNIFIED SCHOOL DISTRICT CRITICAL INCIDENT RESPONSE PLAN

SAFETY CONTROL DISPATCH (909) 820-6892

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

CRISIS COMMUNICATIONS FLOW CHART



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

ACADEMICS / PROGRAMS / CLUBS

School-Wide Learner Outcomes (SLO's)

Eisenhower High School students who are successful graduates and lifelong learners possess the following traits:

- **Respectful Individuals who...**
demonstrate respectful behaviors toward students and adults. Possess the ability to demonstrate respect with individuals and groups.
- **Responsible Individuals who...**
are accountable for their academic success. Demonstrate the willingness to assist others.
- **Relevant Thinkers who...**
actively pursue understanding of the world around them. Apply critical thinking skills to real-life scenarios.
- **Rigorous Learners who...**
apply problem-solving processes to evaluate and analyze academic material.

Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports are implemented as school-wide behavior support of all students, with an emphasis on implementation practices and systems. Eisenhower High School implements PBIS as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students.

As a “framework,” the emphasis is on a process or approach, rather than a curriculum, intervention, or practice. The “continuum” notion emphasizes how evidence- or research-based behavioral practices are organized within a multi-tiered system of support, also called “response-to-intervention”. Within this definition, the mutually beneficial relationship between academic and social behavior is student success. Finally, the important supportive relationship between positive school- and classroom- wide culture and individual student success is emphasized.

PROGRAMS

Academics

Eisenhower High School curriculum gives every student preparation to become a positive, productive member of society. The curriculum requires each student to exercise personal responsibility to their academics including academic integrity, consistent class preparation, attendance, and participation. A solid core of academic courses, college and career pathways, the integration of technology, work based learning experiences and student supports foster growth and prepare students for global leadership in the 21st century.

Graduation Requirements

Students enroll in a minimum of six courses every semester, Honors and Advanced Placement courses are offered in English, World Languages, Mathematics, Social Studies, and Science. Students select a career interest area and pursue a sequence of courses in the career pathway. Eisenhower HS minimum graduation requirements and those necessary for admission to the University of California and California State University include:

- 4 years of English
- 3 years of Mathematics
- 3 years of Social Studies
- 1 year of World Language or Fine Arts
- 3 years of Laboratory Science
- 2 years of Physical Education
- 50 credits of Elective
- 1 year of Career Technical Education.

Graduation requirements include earning a minimum of 220 credits, 1 year of Math 1.

University of California Admission Guidelines

Complete a minimum of 15 college-preparatory courses (a-g courses), with at least 11 finished prior to the beginning of your senior year. The 15 courses are:

- a. History/Social Science - 2 years
- b. English - 4 years
- c. Mathematics - 3 years
- d. Laboratory science - 2 years
- e. Language other than English - 2 years*
- f. Visual and performing arts - 1 year
- g. College-preparatory elective - 1 year
(chosen from the subjects listed above or another course approved by the university)

*or equivalent to the 2nd level of high school instruction

Earn a grade point average (GPA) of 3.0 or better (3.4 if you're a nonresident) in these courses with no grade lower than a C. Student's admission is based upon appropriate SAT/ACT scores and GPA.

G.P.A. Calculation

Grade Point Average

The Eisenhower HS G.P.A. comprises semester grades from courses taken while enrolled at Eisenhower. The calculation is based on the following scale:

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0.0

Honors and Advanced Placement courses receive one extra grade point for grades of C or above. Summer school classes taken for credit through Rialto Unified School District are included in Eisenhower's G.P.A. Please note that colleges and universities have their own policies for calculating a student's G.P.A.

College and Career Pathways

Eisenhower High School students have the opportunity to pursue a sequence of courses in a college and career pathway based on his/her interests relevant to their strengths and passions. Core academic content and career technical education is delivered through a Linked Learning model. Students will annually review their Program of Study with their counselor.

Students select from the following career pathway areas:

- ◆ Biotechnology
- ◆ Cabinetry, Millwork, and Woodworking
- ◆ Design, Visual, and Media Arts
- ◆ Education
- ◆ Engineering Design
- ◆ Legal Services
- ◆ Food Service and Hospitality
- ◆ Patient Care
- ◆ Performing Arts
- ◆ Public Safety
- ◆ Software and Systems Development
- ◆ Welding and Materials Joining

In addition students may be a part of AVID and the IVY League pathways.

Guidance Counseling

Counseling services are available for students daily from 7:00 a.m. to 2:35 p.m. School counselors offer a program that includes academic, career, personal, and social development support for students. Counselors are available to see students before school, at lunch, and after school (appointments are recommended). Each student is assigned to a counselor who will help him/her

with academic advisement, career exploration, and personal counseling. Please contact Ms. Haas to schedule a meeting at ext. 21715.

College and Career Center

The College and Career Center supports student recruitment and the selection process for career pathways. Students utilize tools to discover college and career pathways aligned to their strengths and passions. The Career Center promotes transitions to post-secondary opportunities and supports students with financial aid and scholarship opportunities. The Career Center is open before school, at lunch, and after school.

* Contact the Career Center Programs Coordinator Nancy Ibrahim (909) 820-7777 Ext. 21731)

Advancement Via Individual Determination (AVID)

AVID is an in-school academic support program that prepares students for college eligibility and success. The AVID program targets those students in the “academic middle” who do not have a college-going tradition in their families or students who are from socio-economically disadvantaged groups. During some school years, 100% of the students enrolled in the program have been accepted at the college or university of their choice.

Internship

The Internship program provides a basis for students to prepare themselves for both the world of work and post-secondary education. Students have the opportunity to intern at a business site in the community which enables them to make the connection between business and education while acquiring valuable experience and skills.

* Laura Kelly is the coordinator of the Internship Program (909-820-7777 Ext. 22605)

Link Crew

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school.

* Nancy Ibrahim, is the coordinator of the Link Crew Program (909)820-7777 Ext. 21731.

STEP-UP

STEP-UP is an opportunity for schools to extend educational support and enrichment through Saturday sessions. Every student who attends a STEP-UP session is eligible to recover a previous absence.

* Contact the Attendance Office for more information on the STEP-UP Program at (909)820-7777.

State Seal of Biliteracy

The State Seal of Biliteracy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

Student Leadership and Activities

Eisenhower High School provides numerous opportunities for exercising leadership. Within the classroom, leadership and initiative are fostered and encouraged. Throughout Eisenhower's co-curricular opportunities and programs, leadership potential is further enhanced. All students are

encouraged to become involved and participate in school activities. Students who are involved in activity programs often have higher grade point averages, increased scholarship opportunities, better attendance, and build relationships within the community. Associated Student Body, Athletics, Student Newspaper, Yearbook and clubs provide students with opportunities for developing leadership ability.

ASB 2019-2020 OFFICERS

Position	Name
ASB President	Steve Paez
ASB Vice President	Irma Verde
Secretary	Beverly Duong
Clerk	Sylvanna Dominguez
Junior Clerk	Destiny Lopez
Treasurer	Maria Alvarado
Club Finance Officer	Becky Berumen
Ambassador	Jonathan Ramos Castillo
Senior Class President	Carlos Lopez
Technology	Andrew Luebs

CLUBS AND ADVISORS

Club Name	Advisor
A.B.O.E.	Ms. Gjerde
Academic Decathlon	Mr. Quinto
ACE Mentor	Mr. Atkinson
Alive Bible Club	Mrs. Polonio
Art Club	Mrs. Romagnano
Athletic Trainer's Club	Ms. Brown
AVID	Mr. Stevenson
Ballet Folklorico	Mrs. Mollo
Choir	Ms. Chamberlain-Farris
Dance Production	Mrs. Ibrahimi
Drama Production	Mr. Ressa
FCCLA	Mrs. Nilsson
Freshman Class	Ms. Robles
HOSA	TBD

Interact	Mrs. Kelly
Internship	Mrs. Kelly
Junior Class	Mr. Quintero
Key Club	Mrs. Kelly
Life Skills Club	Ms. Contreras
Link Crew	Ms. Ibrahim, Mrs. Pulido, Mr. Hampton, Mrs. Wood, Ms. Soto
MJROTC	Captain Luster, Sgt. Benoit
Newman Club	Mrs. Fitzpatrick, Mrs. Mendoza
Pacific Islanders	Ms. Rodriguez
Pep Squad	Mrs. Felkins
Senior Class	Ms. Findsen, Mrs. Pesantes-Mills
Speech and Debate	Mr. Davis
S.O.L.	Mrs. Granados
Sobobans	Ms. Henriquez-Pulido, Mrs. Dunbar-Small, Mrs. Solache, Mrs. Pesantes-Mills
Sophomore Class	Mr. Cortez
Video Production	Mr. Ressa
Yearbook	Ms. Price

Choosing a College or University

Factors to Consider

All students have the opportunity for continued education after high school. To explore all options takes considerable time. Students who wait until their senior year too often feel rushed since applications for college admission must often be completed in November. During spring semester, juniors may indicate up to four college choices on their registration forms for SAT/ACT/AP exams. Ninth grade students need to become aware of college opportunities since entrance often depends upon selecting an appropriate high school program. In narrowing college choices, consider these factors:

School Size

- ◆ Large colleges (15,000-35,000 students) usually offer many majors, extensive activities, large libraries, some larger classes, and an urban atmosphere, perhaps nationally ranked athletic teams, and often, problems in housing.
- ◆ Small schools (under 5,000 students) usually offer smaller classes and libraries, fewer total majors and activities, and often provide greater opportunities for participation in student activities and/or sports.

Availability of Programs in the Desired Major Field

- ◆ Check college catalogs in the Career Center.
- ◆ Visit the college campus and talk to a representative from the department of your prospective major.
- ◆ Talk to college representatives in the Career Center and attend College Nights.

Cost

- ◆ California public college fees range from \$3,653-\$8,700 per year for California residents.
- ◆ Independent college tuition averages \$25,143 per year.
- ◆ The cost of food, housing, and books are approximately the same at most colleges.
- ◆ Financial aid and scholarships are possibilities.
- ◆ **Don't automatically rule out a college you are interested in because of costs.**

Admission Standards

Compare your academic record with the high school performance of college freshmen actually admitted at the college(s) you are considering. Admission decisions for most colleges and many departments depend upon the quantity and quality of academic preparation in high school: the number of years focusing on Mathematics, Science, Foreign Language, the number of Honors and Advanced Placement classes, grades, ACT and/or SAT I & II scores. Some colleges will consider/require references, talents, activities, and/or class rank. The Career Center has information regarding college entrance requirements.

Website Addresses for Additional Information

University of California, Office of the President: <http://www.ucop.edu>

California State University System: <http://www.calstate.edu>

College Board On-line: <http://www.collegboard.org>

Fast WEB Scholarship Search: <http://www.fastweb.com>

U.S. Department of Education (FAFSA info): <http://www.ed.gov>

College Admission Course Requirements

UNIVERSITY OF CALIFORNIA

The University of California is one of the world's largest and most distinguished centers of higher education. With faculty numbering 7,000 the enrollment this year will total more than 162,300 students. The University of California offers more than 200 undergraduate majors drawn from a vast array of courses that range from anthropology to zoology.

Admission into the University is becoming more competitive. Many departments require additional preparation in math and laboratory science beyond the "A-G Pattern" of minimum subject requirements.

Testing Requirements

As a part of the application process to the UC System, all campuses require the submission of the following test scores:

1. One aptitude test, either the Scholastic Assessment Test I: Reasoning Test (SAT I) or the American College Test (ACT). The verbal and mathematics scores on the SAT must be from the same test administration day.
2. Three Scholastic Assessment Test II: Subject Tests (SAT II) are recommended including Writing, Mathematics (Math I, IC, or IIC), and one test in English Literature, Foreign Language, Science, or Social Studies.

CALIFORNIA STATE UNIVERSITY

Ranging from Humboldt State near the Oregon border to San Diego State on the Mexican Border, the 21 campuses of the California State University and College system, with an enrollment exceeding 300,000 students and more than 1,600 degree programs, constitutes one of the largest systems of higher education in the Western World.

The Four Most Common Degrees:

Associate’s Degree – This is a two–year degree that is generally given out by junior colleges, community colleges, and business colleges.

Bachelor’s Degree – This is the standard four-year degree that most people think of when they think of a college degree.

Master’s Degree – This degree is the next step above the Bachelor’s Degree. It allows a person to gain a greater degree of qualification for more highly demanding, and highly paying, jobs.

Doctorate – This is the highest degree in the college degree hierarchy. It is given to those who have proven themselves, through work and research, to be experts in their field.

DISCIPLINE POLICY

Eisenhower High School is committed to providing a safe and orderly learning environment for all students and staff. All Eisenhower High School students are required to conduct themselves in an appropriate and acceptable manner at all times when present in classrooms, hallways, at school-sponsored activities, on school grounds, and on the way to and from school. Students are expected to treat all persons (adults and peers), the grounds, and buildings with courtesy and respect. Responsible and mature citizenship ensures a positive and productive campus environment. The Board of Education, as well as Eisenhower High School, believes that it is important for students to understand that they have a choice for their actions and that appropriate conduct benefits both them and others. Eisenhower High School has a Discipline Policy that reinforces the underlying belief that students are responsible for their own behavior. This Discipline Policy is based on a system of demerits. Students who are referred to the office for inappropriate behavior may receive demerits as a consequence of their actions. The number of demerits will be determined by the severity of the incident and will progressively increase each time a student is referred for the same violation of school rules. Students will receive a “Notice of Disciplinary Action”. A copy of the notice will be given to the student to take home for a parent/guardian to ensure that parents/guardians are aware of their student’s behavioral statuses.

Disciplinary actions will include, but are not limited to:

1. Student counseling
2. Teacher-assigned Detentions
3. Parent/Guardian shadowing
4. SART/SARB (School Attendance Review Team/Board) referrals
5. Loss of Privileges
6. Community Service
7. School on Saturday
8. Suspension
9. Citation
10. Recommendation for Expulsion

Suspension and Expulsion - Education Code 48900

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), 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.

(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) Stole 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 3, 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. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (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 purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical

or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

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

(2) (A) "Electronic act" means the creation and 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, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site 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.

(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, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a 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 a school activity or school 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 may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) 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.

EDUCATION CODE 48900.2 Suspension for sexual harassment

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.

EDUCATION CODE 48900.3 Suspension for hate violence

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.

EDUCATION CODE 48900.4 Suspension for harassment, threats or intimidation

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.

EDUCATION CODE 48915(a)

(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 determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- (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.

EDUCATION CODE 48915(c) ZERO TOLERANCE

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. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.

(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.

The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c)

Community Service Education Code 48900.6

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

Forgery

It is considered to be a forgery for any person who, with intent to defraud, signs the name of another person, or of a fictitious person, knowing that she/he has no authority to do so. This also includes altering legal documents. School or personal documents may include, but are not limited to:

- Hall passes/Call slips
- Readmits
- Nurse referrals
- Parent/Guardian permission slips
- Letters/Notes from home
- Legal documents, i.e., attendance printouts, grade records, electronic signature pads, etc.

Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 – 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. Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact a staff member, Principal or Coordinator for Nondiscrimination. Upon receiving such a complaint the Coordinator or Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7- Sexual Harassment. AS PER OUR MISSION STATEMENT, THESE BEHAVIORS WILL NOT BE TOLERATED ON OUR CAMPUS. SUSPENSION AND/OR EXPULSION MAY RESULT FROM THE FIRST OFFENSE.

Sexual Harassment

Sexual harassment consists of (1) unwelcome 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 comments, 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 she/he is being sexually harassed should immediately report the incident to a staff member, the Principal or the District Title IX Coordinator, Senior Director of Personnel Services, 909-820-7700 ext: 2431.

Student Searches

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

School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the District or the school..." (BP/AR 5145.11)

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 (Cyberbullying) Prevention (Policy model Ed. Code 48900(a),(k),(o),(r),(s))

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

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

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

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

Definition of Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the **Student Code of**

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

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

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

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

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

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

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

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

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

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

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- Students are to resolve their disputes without resorting to violence.
- Students, especially those trained in conflict and peer mediation, are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff trained in conflict resolution and peer strategies to intervene in any

dispute likely to result in violence.

- Students needing help in resolving a disagreement, or students observing conflict may contact an adult or peer mediators
- Students 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.

PARENT INVOLVEMENT

Parent Involvement

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parental involvement in the education of children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/Guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

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.

Title I Schools

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

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

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

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

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive Federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. Rialto USD/6000/AR 6020 Instruction

District Strategies for Title I Schools

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

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

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education.
 - b. Invite input on the LEA plan from other District committees and school site councils.
 - c. Communicate with parents/guardians through the District newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.
 - d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extended practicable, in a language the parent/guardians can understand.
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
 - f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

The Superintendent or designee may:

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

The Superintendent or designee shall:

- a. Assist parents/guardians in understanding such topics as the State's academic content standards and academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out

to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

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

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

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

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

In addition, the Superintendent or designee may:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.

p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.

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

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
- b. Involve District and school site representatives from other programs to assist in identifying specific population needs.
- c. Schedule joint meetings with representatives from related programs and share data and information across programs.
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals.
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I.

The Superintendent or designee shall:

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

The Superintendent or designee may:

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

The Superintendent or designee may:

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

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

School-Level Policies for Title I Schools

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

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

parent involvement policy and, if applicable, the joint development of the plan for school-wide programs pursuant to 20 USC 6314.

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

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

a. Timely information about Title I programs.

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

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

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

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

This compact shall address:

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

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

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

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.

(2) Frequent reports to parents/guardians on their children's progress.

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.

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

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

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

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

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

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

District Strategies for Non-Title I Schools

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

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

The Superintendent or designee may:

a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.

c. Provide parents/guardians with information about students' class assignments and homework assignments.

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

The Superintendent or designee may:

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

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

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

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

The Superintendent or designee may:

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

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

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

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

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

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

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

4. Train teachers and administrators to communicate effectively with parents/guardians.

The Superintendent or designee may:

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

literacy.

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

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

The Superintendent or designee may:

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

b. Involve parents/guardians in school planning processes.

PARENT INVOLVEMENT

Eisenhower High School encourages and welcomes active involvement of parents in their child's education and provides the following opportunities:

School Site Council (SSC)

English Learners Advisory Committee (ELAC)

Parent Shadowing of Student

Athletic Support Meetings and Events

Performing Arts Presentations

Student Recognition Programs

Parent Volunteers

Student Success Team (SST)

Individualized Educational Program (IEP)

In addition to the formal activities listed above, parents are invited to contact individual teachers, counselors, or administrators with particular questions or concerns as may be appropriate.

Eisenhower High School

Please contact school office at
(909)820-7777
to verify meeting dates and times

2019 - 2020 School Site Council Meetings

Meetings begin promptly at 3:00 p.m. in the Parent Center.

Tuesday, September 10, 2019
Tuesday, November 12, 2019
Tuesday, January 28, 2020
Tuesday, March 31, 2020
Tuesday, May 12, 2020

2019 - 2020 ELAC Meetings

Meetings begin promptly at 10:00 a.m. in the Parent Center.

Tuesday, September 10, 2019
Tuesday, November 12, 2019
Tuesday, January 28, 2020
Tuesday, March 31, 2020
Tuesday, May 12, 2020

2019 - 2020 COFFEE WITH THE PRINCIPAL

Meetings begin promptly at 8:30 a.m. in the Parent Center.

Tuesday, September 10, 2019
Tuesday, November 12, 2019
Tuesday, January 28, 2020
Tuesday, March 31, 2020
Tuesday, May 12, 2020

**** ALL DATES SUBJECT TO CHANGE ****

RIALTO UNIFIED SCHOOL DISTRICT COMPLAINT PROCEDURES

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

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

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six(6)months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six(6)months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within sixty(60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.
4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainants right to appeal the LEA decision to CDE (g) Procedure to be followed for initiating appeal to CDE (see#5).
5. The complainant has the right to appeal and/or review the Senior Director of Personnel Services decision through the appeal process by notifying the Board within five (5) days of the Director's decision. Any complainant may appeal the District's decision to the Superintendent of Public Instruction, State Department of Education, within fifteen (15) days of receiving the District's decision. The appeal must include a copy of the complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.
6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.
8. If you are alleging that you are a victim of discrimination, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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

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

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

Board Policy 5131

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

REPORT IT

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

INVESTIGATION

The principal or designee shall promptly investigate all complaints of bullying or sexual harassment. The person who filed the complaint shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying or harassment, and put his/her complaint in writing. Within 10 school days of the reported incident, the principal or designee shall present a written report to the person who filed the complaint and the accused individual. The report shall include his/her findings, decision, and reason for the decision. If the person is in disagreement with the outcome of the investigation, an appeal can be filed at the Department of Student Services located at 182 E. Walnut Ave., Rialto, CA 92376.

TRANSFER REQUEST

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

DISTRICT LIAISON
Department of Student Services
Senior Director, Students Services or
Director, Child Welfare & Attendance
182 E. Walnut Ave., Rialto, CA 92376
(909) 820-7700

BULLYING/HARASSMENT COMPLAINT FORM
(Students May Report Anonymously)

Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

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

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

Verbal Abuse

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

Physical

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

Extortion

(Verbal or physical bullying for money or

Hazing

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

Indirect Bullying

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

Cyberbullying

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

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

Dates of alleged bullying or harassment(s):

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

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

Names of Witnesses: _____

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

Signature of Reporting Person _____ Date _____

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

Revised 6/4/2014