

RIALTO UNIFIED SCHOOL DISTRICT
Nancy R. Kordyak Elementary School

HOME OF THE LION CUBS

“A Growing Pride of Scholars”

PARENT-FAMILY-STUDENT
RESOURCE GUIDE
2023-2024



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RIALTO

UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION



Nancy R. Kordyak

October 8, 1940 - December 6, 2008

Kordyak Elementary School was opened on August 4, 2010 in Fontana, California. The school is named in honor of the legacy and life of Nancy R. Kordyak.

Nancy R. Kordyak was born in Loma Linda, California to Ralph and Hazel Feil. Kordyak was a graduate of San Bernardino High School and Long Beach State. At the young age of 21, she was hired as a Kindergarten Teacher by Rialto Unified School District.

Kordyak was a longtime educator in the Rialto Unified School District. She worked in the district for approximately 40 years. She served 25 years as a Kindergarten Teacher and 15 years as an Educational Administrator.

Nancy R. Kordyak brought an incredible level of love, support, and understanding to all of her family, friends, work colleagues, and the students she served. For this reason, Rialto Unified School District honored her incredible legacy and life by naming an elementary school after her. This act alone truly describes the impact and the lives she has touched.

ACCOMPLISHMENTS AT KORDYAK



CA Silver PBIS Implementation Award
2019, 2021, & 2022



CA PBIS Community Cares Award
2020



CA Green Ribbon Silver Award
2021 & 2022

CA Green Ribbon Gold Award
2023



CA Pivotal Practice Award for Chronic
Absenteeism, Student Participation, &
School Community Involvement
2022



CA MTSS School Climate Grant
Recipient (2021-2023)



CA Farm to School Incubator Grant
Recipient (2021-2023)

Dear Parents/Guardians,

Welcome back to school Kordyak Lion Cubs!!! As we enter into the 2023-2024 academic school year, it is truly important that we work together as one to ensure our scholars have the safest and healthiest transition possible as they return. The health and safety of all of our school community stakeholders is our number one priority.

We, at Kordyak School, believe in providing students with a quality educational program which includes a rich, meaning-centered, thinking curriculum; a rigorous academic learning environment and a friendly atmosphere. In order to provide students with a quality educational program and a safe and positive environment, we need your support and active participation.

This PARENT-FAMILY-STUDENT RESOURCE GUIDE has been prepared for your use throughout the school year. This guide contains the school rules and important information about Kordyak Elementary School. Please read and discuss the guide together with your child/children.

Kordyak Elementary School will do whatever is necessary for our scholars to have an amazing 2023-2024 academic school year. We are committed to providing our scholars with the academic, behavior, and social-emotional support needed to ensure their academic journey is fulfilling.

Let's R.O.A.R. Kordyak Lion Cubs!!!

Dr. Mitzi Moreland
Principal
Kordyak Elementary School



Kordyak Lion Cubs

Nancy R. Kordyak Elementary School

HOME OF THE LION CUBS

“A Growing Pride of Scholars”

Mission

The mission of Kordyak Elementary is to create an effective learning environment by providing academic, behavioral, and social emotional supports that will promote equity and inclusion and empower all Lion Cubs to achieve their greatest potential and succeed in their future pursuits through a comprehensive system distinguished by:

- Respect and appreciation for diversity
- High academic, behavior, and social expectations
- Family Engagement and Community Partnerships
- Learning environments defined by critical thinking, creativity, collaboration, and communication



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The Multi-Tiered System of Support (MTSS) at Kordyak Elementary School

California MTSS FRAMEWORK

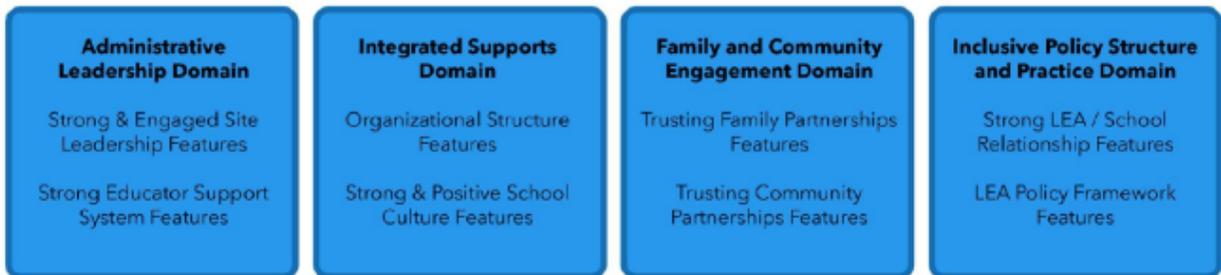
The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



Whole Child Domain



Essential Domains and Features to Support the Whole Child



Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



Kordyak Elementary School is committed to providing high quality instruction and support to promote the highest achievement of all students. The Multi-Tiered System of Supports (MTSS) is the framework that Kordyak will use to provide instruction and support that maximizes the success of all students.

What is MTSS?

MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students. You may also hear it called the MTSS framework, the MTSS process, or the MTSS model.

In California, MTSS is an integrated, comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child." That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school).

MTSS At A Glance

- MTSS is a framework many schools use to provide targeted support to struggling students.
- The goal of MTSS is to intervene early so students can catch up with their peers.
- It screens all students and aims to address academic and behavior challenges.

Keys Elements of MTSS

- MTSS isn't a specific curriculum. It's a proactive approach that has key elements:
- Universal screening for all students early in each school year
- Increasing levels of targeted support for those who are struggling
- Integrated plans that address students' academic, behavioral, social, and emotional needs
- A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions.
- Professional development so staff can provide interventions and monitor progress effectively
- Family involvement so parents and caregivers can understand the interventions and give support at home
- Frequent monitoring of students' progress to help decide if they need more interventions
- The use of evidence-based strategies at every tier of support

What Are The Tiered Supports of MTSS?

MTSS organizes instruction and intervention into tiers, which provide differing levels of supports:

- Tier 1 – All students receive high quality, core academic and behavior instruction and support.
- Tier 2 – Students needing additional support receive more focused, targeted small group instruction/intervention and support in addition to core academic and behavior curriculum and instruction.
- Tier 3 – Individual students receive the most intense instruction based on individual student need in addition to core and supplemental academic and behavior, curriculum, instruction, and supports

What Can I Expect From MTSS At Kordyak?

Kordyak's instructional staff members will:

- Provide Information on student's progress in meeting grade-level standards/expectations
- Identify the academic or behavioral concerns of student early
- Provide instruction and intervention support that's matched to students' academic or behavioral needs
- Monitor the assessment data of all students for progress
- Provide feedback on how students are responding to targeted and individual interventions

Four Pillars of Community School [Essential Domains & Features to Support The Whole Scholar] (Refer to P. 97)

Kordyak Elementary School & The Whole Scholar



Inclusive Academic Instruction
Inclusive Behavior Instruction
**Inclusive Transformative Social-Emotional
Instruction & Mental Health Support**

Academics

(MTSS: Inclusive Academic Instruction)

Inclusive Academic Instruction means the whole school staff works together to meet every student's instructional needs.

At Kordyak Elementary School, all students have access to the core curriculum for all content areas that align to the California Common Core State Standards. Instructional staff members at Kordyak differentiate instructional and intentionally design lesson plans based on the academic needs of students. Secondly, instructional staff members utilize flexible grouping with students to maximize student engagement and participation in learning.

The instructional staff members at Kordyak:

- Collaborate within their grade-level and vertically with other grade-levels to monitor students' academic progress.
- Provide accommodations and modifications for students in need of additional academic assistance to ensure all students have access to the core curriculum.
- Conduct progress monitoring through universal screeners and assessments to identify students who need more or less intensive support and guide instructional decisions. (Progress monitoring data is gathered to ensure that students are acquiring the academic content. The data also provides information on the effectiveness of instructional practices, resources, curriculum, and the capacity of the individuals and the school system providing the instruction)
- Utilize supplemental and intensified interventions based on student need.

Tier 1 Inclusive Academic Instruction - Universal Instruction

- High quality instruction that all students receive.
- Encompasses the best instruction practices and differentiated instruction for all content areas.

Tier 2 Inclusive Academic Instruction - Targeted, Group Interventions

- Support provided to students who are identified as having academic difficulties.
- Interventions are implemented in small group settings.

Tier 3 Inclusive Academic Instruction - Intensive Individualized Interventions

- Support implemented for students not responding to Tier 2 supports or who demonstrate a more intense need.
- Supports provide more frequent, intense, and individualized interventions.

What are MTSS Interventions for Inclusive Academic Instruction?

An intervention is an additional instructional resource or support (beyond the high-quality classroom instruction that all students receive) that is aligned to a student's needs. Interventions are a continuation of instruction. When Kordyak's instructional staff members intervene, they adjust their instruction to better support the student. Examples of interventions at Kordyak are ST Math, Boom Learning Cards, personalized instruction through I-Ready, or assistance from Reading Specialist/Instructional Strategist

Supplemental Instructional Programs (But Not Limited To...)

ST-Math

ST Math's patented approach - manipulating objects in space and time - is totally unique in the market. The program starts by teaching the foundational concepts visually, then connects the ideas to the symbols, language, and robust discourse. ST Math is mastery based, which means students must pass each level with a score of 100% (all puzzles correctly solved) before the next level in a sequence becomes available to them. Each student has their own personalized journey and takes as long as they need to achieve mastery. This ensures that students are building and demonstrating a strong conceptual foundation.

Legends of Learning Math Program

Legends of Learning helps educators make their classrooms fun, engaging, and productive learning environments through research-driven, curriculum-based games in the content area of Math. They use ongoing original research to create an learning games platform filled with an epic range of lessons for stronger subject mastery and classroom engagement. All games are based on national and state-specific curriculum standards.

I-Ready Personalized Instruction

Personalized lessons in the areas of Reading and Math make learning active and engaging for students in several ways. Lessons: (1) Feature culturally relevant topics, so students see themselves reflected in their learning; (2) Use corrective feedback to promote productive struggle, so students become more independent; (3) Encourage participation, not just listening; (4) Help students make real-world connections and understand the "why" behind the "how"; and (5) Let students track their progress in their own dashboard, so they become owners of their personalized learning and growth.

Boom Learning Cards

Boom is a platform that allows teachers to create digital activities for students. Boom "decks" are made up of individual, digital task cards for students to complete.

Brain Pop

BrainPOP is an essential engagement tool that allows both students and teachers to be involved in the learning process. BrainPOP has really evolved by increasing the depth of knowledge needed to answer quiz questions, and playful assessments that allow students to explain their reasoning while playing a game. Students participate in activities such as coding, movie making, concept mapping, and reflection tools paired with writing, drawing, and primary source activities to spark deeper thinking and creative construction around content.

Mystery Science

Mystery Science offers open-and-go online video lessons that inspire kids to love science. Offering both 5-minute mini-lessons and hour-long, hands-on lessons which are Next Generation Science Standards-aligned for Kindergarten through 5th grade, Mystery Science strives to offer resources that can help a variety of teachers make science more engaging. The lessons are easy to prepare, using mostly materials you have on hand in the classroom or at home.

Footsteps 2 Brilliance

Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy solution that utilizes mobile technology to connect school, home, and the community for academic success. It allows school districts and the cities that they support to cost-effectively scale award winning pre-K through 3rd grade literacy curriculum to every family within their jurisdiction, without spending additional monies on hardware, infrastructure, or maintenance. It also empowers parents with the tools they need to be able to share responsibility for their children's academic success.

Raising A Reader

Raising A Reader is an evidence-based early literacy program helping young children (birth through age five) develop, practice, and maintain habits of reading together at home. The core program model increases access to books and offers support for strengthening the culture of reading at home.

Student Assessments

The California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) is the state academic testing program. CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. CAASPP includes computer adaptive tests in English language arts, mathematics, and science. Students in grades 3-8 and 11 will take the computer adaptive tests in English and math in the spring. Students in grades 5, 8, and an assigned high school grade will also take the tests in science.

The California Alternate Assessments (CAAs)

The California Alternate Assessments (CAAs) for ELA and mathematics are part of the California Assessment of Student Performance and Progress (CAASPP) System. The purpose of the CAAs is to measure what students know and can do. These measures help identify and address gaps in knowledge or skills early so students can receive the support they need. The CAAs are aligned with alternate achievement standards—called the Core Content Connectors—and linked to the Common Core State Standards (CCSS) for ELA and mathematics.

The English Language Proficiency Assessments for California (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP). It is administered as an initial assessment to newly enrolled students whose primary language is not English, as indicated on a home language survey; and annually as a summative assessment to students who have been previously identified as EL students. The ELPAC is delivered via a computer-based test delivery platform. The four domains (Listening, Speaking, Reading, and Writing) will be administered on computer except for the Writing domain for kindergarten through grade two, which will remain as a paper-based test.

i-Ready Reading and Math Diagnostics (K-5th Grade)

i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. Diagnostic results also set a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs. In Rialto Unified School District, 1st - 5th grade students take this diagnostic three times a year (Fall, Winter and Spring) to monitor growth in the areas of reading and math. Kindergarten students take the diagnostic at the end of the school year (Spring) in the areas of reading and math.



Positive Behavior Interventions and Supports (PBIS) (MTSS: Inclusive Behavior Instruction)

Positive Behavior Interventions and Supports (PBIS) is an evidence-based program that is implemented school-wide to create a positive environment. PBIS uses proactive strategies for defining, teaching, and supporting appropriate student behaviors for improving school safety, student behavior, and academic achievement for all students. PBIS is an inclusive **behavior instruction**. **Inclusive behavior instruction** means that the whole school staff work together to meet every student's behavioral needs.

Why Implement PBIS?

- Reduction in problem behavior
- Increased academic performance
- Improved perception of safety
- Reduction in bullying behaviors
- Increased administrator time for instructional leadership
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved social-emotional competence
- Increased positive school climate and culture

PBIS at Kordyak

Kordyak will be continuing the use of the PBIS Framework to promote positive behavior within the learning environment. Through PBIS, social skills and behavior expectations are taught, student outcomes are clearly defined, and data is reviewed in order to support all students in becoming respectful and responsible citizens of both their school and home communities.

Kordyak's Lion Cubs R.O.A.R.!!! They are Respectful, On-Task, Active Learners and Responsible.



Kordyak's Code of Conduct

CUBS	LOCATION 1: CLASSROOM	LOCATION 2: PLAYGROUND	LOCATION 3: MPR	LOCATION 4: HALLWAYS	LOCATION 5: RESTROOMS	LOCATION 6: BUS
EXPECTATION 1: R _{ESPECTFUL}	<ul style="list-style-type: none"> ❖ Raise your hand ❖ Listen while others are speaking ❖ Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> ❖ Follow adult directions ❖ Share equipment ❖ Use only positive comments to others ❖ Keep hands, feet, and objects to self ❖ Include others in your game or group 	<ul style="list-style-type: none"> ❖ Stay in line ❖ Walk quietly in line ❖ Talk quietly to your neighbors ❖ Be courteous to the cafeteria staff ❖ Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> ❖ Walk quietly ❖ Smile at others as you pass ❖ Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> ❖ Wait your turn ❖ Keep the restrooms clean ❖ Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> ❖ Follow all instructions given to you by the bus driver and staff ❖ Speak politely to the driver ❖ Talk quietly only to your seatmate
EXPECTATION 2: O _{N-TASK}	<ul style="list-style-type: none"> ❖ Pay attention to the teacher ❖ Stay focused on your work ❖ Complete all assignments ❖ Avoid distracting others 	<ul style="list-style-type: none"> ❖ Stay actively involved in an organized activity ❖ Follow school game rules ❖ Freeze when bell rings ❖ Walk to your line after the whistle is blown 	<ul style="list-style-type: none"> ❖ Choose an item from each food group ❖ Take only the amount you can eat 	<ul style="list-style-type: none"> ❖ Go only where you have permission 	<ul style="list-style-type: none"> ❖ Go right back to class when you are done 	<ul style="list-style-type: none"> ❖ Sit facing forward, with back against the seat and feet on floor ❖ Get off the bus immediately at your bus stop ❖ Stand in line calmly and quietly when waiting for the bus
EXPECTATION 3: A _{CTIVE} L _{EARNER}	<ul style="list-style-type: none"> ❖ Sit in the learning position ❖ Follow instructions ❖ Ask questions when you don't understand 	<ul style="list-style-type: none"> ❖ Keep eyes on the teacher and listen while rules and procedures are taught ❖ Follow instructions ❖ Be mindful of others 	<ul style="list-style-type: none"> ❖ Keep eyes on the teacher and listen while rules and procedures are taught ❖ Follow instructions of all adults 	<ul style="list-style-type: none"> ❖ Return to class quickly 	<ul style="list-style-type: none"> ❖ Use the restroom during recess time 	<ul style="list-style-type: none"> ❖ Keep eye on the bus driver and listen as rules and procedures are taught
EXPECTATION 4: R _{ESONSIBLE} 	<ul style="list-style-type: none"> ❖ Complete all homework and classwork ❖ Turn in assignments in a timely manner ❖ Keep floor clear of trash and personal belongings ❖ Use supplies such as pencils and scissors as they were intended ❖ Walk carefully ❖ Always do your best 	<ul style="list-style-type: none"> ❖ Stay on the playground except to get a drink or use the restroom ❖ Use restroom and get a drink before recess ends ❖ Use equipment as it was intended to be used ❖ Take turns on the equipment ❖ Walk on the blacktop 	<ul style="list-style-type: none"> ❖ Follow all instructions given to you by cafeteria staff ❖ Clean up after yourself ❖ Walk carefully when carrying your tray ❖ Walk carefully as you exit the cafeteria ❖ Eat what is on your tray 	<ul style="list-style-type: none"> ❖ Be accountable for your behavior ❖ Follow the rules event when an adult is not present ❖ Walk carefully ❖ Get a hall pass from your teacher ❖ Stay outside of the yellow door safety circles 	<ul style="list-style-type: none"> ❖ Only put toilet paper in the toilet ❖ Flush when you are done ❖ Wash your hands using one pump of soap ❖ Dispose of trash in the trash can ❖ Walk to and from the bathroom ❖ Have permission before going to the bathroom 	<ul style="list-style-type: none"> ❖ Bring your bus pass every day ❖ Have your bus pass out and ready to show the driver ❖ Stay seated ❖ Cross the street only with an adult

School-Wide Incentives

Students having success with Kordyak's Code of Conduct may be rewarded in the following ways (but not limited to):

1. PBIS Rewards "Paw Points"
2. Lion Cub of The Week
3. Weekly Lion Cub Drawing
4. Classroom/Grade-Level Rewards
5. Positive Notes Home
6. Visit to the "Cub Corner" Student Store
7. R.O.A.R. Citizenship Certificates (Respect, On-Task, Active Learner, & Responsible)
8. Restaurant Certificates
9. R.O.A.R. Best-of-The-Best (End of Each Trimester)
10. Events & Assemblies Sponsored by the PBIS/SEL Leadership Team

Tier 1 PBIS Interventions

Students who need assistance with Kordyak's Code of Conduct may receive the following Tier 1 interventions (but not limited to):

1. Breaks/Moving Position in Class
2. Reflection Sheet/Journal
3. Acknowledging Positive Behavior
4. Assign A Buddy/Partner
5. Review R.O.A.R. Expectations
6. Clear and Concise Directions
7. Daily Planner
8. Deep Breathing
9. Have Student Repeat Directions
10. Non-Verbal Cues

Tier 2 PBIS Interventions

Students who need assistance with Kordyak's Code of Conduct may receive the following Tier 2 interventions (but not limited to):

1. Daily Behavior Form
2. Check-In/Check-Out (CICO)
3. Mentoring
4. Peer Tutoring
5. Sensory Tools
6. Social Stories
7. Self-Monitoring
8. Individual & Visual Schedules
9. Structured Breaks
10. Therapeutic Behavior Strategist (TBS) Referral

Tier 3 PBIS Interventions

Students who need assistance with Kordyak's Code of Conduct may receive the following Tier 3 interventions (but not limited to):

1. Behavior Intervention Plan (BIP)
2. Collaboration with Mental Health Provider
3. Functional Behavior Assessment (FBA)
4. Student Success Team (SST) Meeting
5. Emotional Health Therapist (EHT) Referral

Alternatives to Suspension

Students who need an alternative to suspension may receive the following corrective measure (but not limited to):

1. Counseling/Problem-Solving
2. Behavior Monitoring
3. Restorative Practices
4. Mentoring
5. Referral to Community Mental Health Services
6. Behavior Monitoring
7. Behavior Contract
8. School Community Service (w/Parent Permission)
9. Parent Contact
10. Parent Conference

PBIS Programs & Support

PBIS Rewards

PBIS Rewards is a school-wide PBIS management system that assists schools in their Positive Behavioral Interventions and Support program. This program makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom. And with added features like referral tracking, Check-In/Check-Out, and a teacher rewards system, PBIS Rewards helps to foster accountability and fidelity in your PBIS program.



Social-Emotional Learning

(MTSS: Inclusive Transformative Social-Emotional Instruction & Mental Health Support)

Kordyak Elementary School will be providing daily instruction on social-emotional learning. Social emotional learning (SEL) is a methodology that helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. These learned behaviors are then used to help students make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others.

The Five Social Emotional Learning Competencies

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), an organization devoted to students and educators to help achieve positive outcomes for PreK-12 students, SEL involves five core competencies that can be applied in both the classroom, at home, and in students' communities. These five core competencies are:

- Self-awareness – To recognize your emotions and how they impact your behavior; acknowledging your strengths and weaknesses to better gain confidence in your abilities.
- Self-management – To take control and ownership of your thoughts, emotions, and actions in various situations, as well as setting and working toward goals.
- Social awareness – The ability to put yourself in the shoes of another person who may be from a different background or culture from the one you grew up with. To act with empathy and in an ethical manner within your home, school, and community.
- Relationship skills – The ability to build and maintain healthy relationships with people from a diverse range of backgrounds. This competency focuses on listening to and being able to communicate with others, peacefully resolving conflict, and knowing when to ask for or offer help.
- Making responsible decisions – Choosing how to act or respond to a situation based on learned behaviors such as ethics, safety, weighing consequences and the well-being of others, as well as yourself.

Why is Social Emotional Learning Important?

Research confirms and teachers, parents, and principals agree: Social and emotional competencies can be taught, modeled, and practiced and lead to positive student outcomes that are important for success in school and in life.

Decades of research studies demonstrate the following benefits of SEL:

- Improvement in students' social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate
- Decline in students' anxiety, behavior problems, and substance use
- Long-term improvements in students' skills, attitudes, prosocial behavior, and academic performance

SEL Programs & Support

SEL/Status Checks

Social and Emotional Learning is an important part of overall student mental health. The skills students build as part of an SEL curriculum will enable them to be successful long after their academic career comes to a close. There are five key areas of social-emotional development:

- Self-focus on emotions, values, thoughts, and actions
- Self-regulate through responsibility for one's own behavior, thoughts, and actions
- Recognition and empathy for the feelings and behaviors of others
- Effective communication with others, even when you disagree
- Ability to make positive choices related to one's own actions and behavior

Whether you're in the physical classroom or in a distance learning environment, the development of SEL skills affects academic success. They also allow students to cultivate the soft skills that employers value in the workplace. Keeping tabs on student social-emotional development can be challenging when you're not able to be together on a daily basis.

SEL/Status Check through Synergy and PBIS Rewards allow staff members to quickly log an SEL check-in and track the social and emotional state of students. This data helps staff members work with students to develop self-awareness and work towards greater emotional maturity.

SEL in The Classroom Setting

Instructional staff members and support staff incorporate SEL in the classroom through the utilization of several strategies:

1. *Start the day with a student check-in.*
Determine how scholars feel at the beginning of the day to determine if support is needed for a successful school day.
2. *Create opportunities for partner and group work.*
Partner and group work allows scholars to flex their SEL muscles, and helps the teacher determine their different personalities
3. *Nurture a culture of kindness.*
Acknowledging the efforts of scholars in the learning environment.
4. *Include reflective writing.*
Some scholars find verbal communication difficult, and writing prompts allow them to express themselves in a different way.
5. *Incorporate a "calm-down corner."*
A place within the classroom that allows scholars to step away from things, calm down for a moment, and breathe.
6. *Allow time for talking.*
When checking-in with scholars, give the space to let them express how they feel in their own words.

7. *Teach mindfulness.*

Help scholars be in the moment and aware of their bodies and minds through breathing exercises, sensory activities, or how to be aware of their surroundings.

Panorama Education

Panorama Education helps educators act on data to improve student outcomes in social-emotional learning, school climate, family engagement, MTSS, etc. Through the use of Panorama Education, Kordyak's ultimate goal is to promote a positive school climate by collecting valid and reliable feedback about what matters most – from belonging and teacher-student relationships to engagement and school safety.

Panorama Education is able to:

- Capture student feedback through surveys about teaching, learning, and classroom experiences
- Understand the factors that foster safe, social, and positive learning environments at school
- Support productive and professional conversations between teachers, staff, and school leaders
- Promote healthy family-school relationships and engage stakeholders in your community

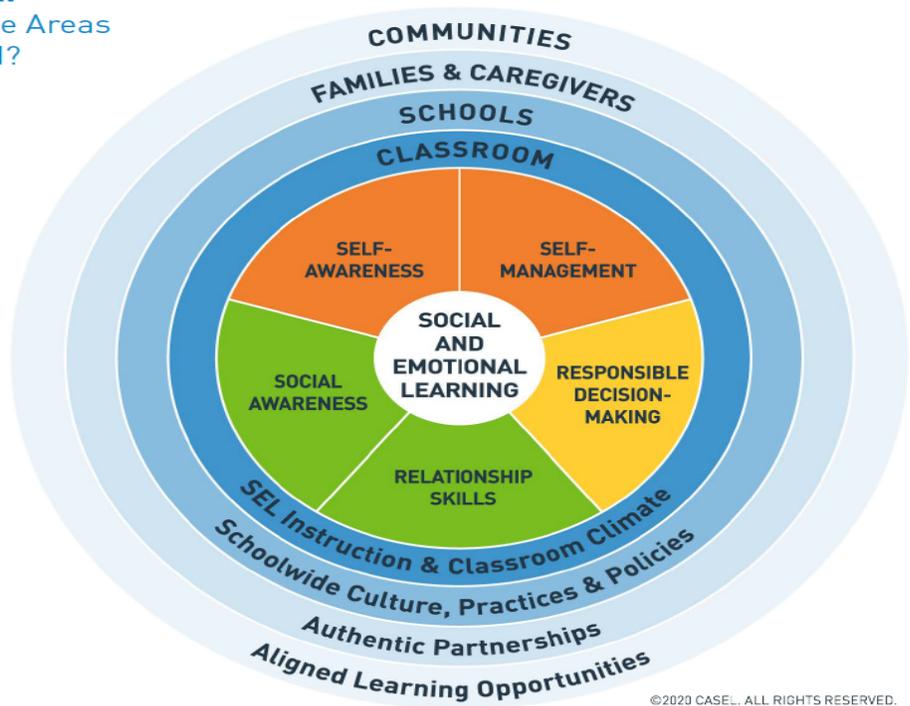


CASEL'S SEL FRAMEWORK:

What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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Learn more: www.casel.org/what-is-SEL



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

Mental Health Services for Students

(MTSS: Inclusive Transformative Social-Emotional Instruction & Mental Health Support)

Therapeutic Behavioral Strategist (TBS) - Tier 2 (Targeted Group, Intervention)

All students are eligible for participation that may experience anxiety & stress and benefit from building relationships, highlighting strengths, social emotional learning, & preparing for success. Students may be self-referred, parent referred, or teacher/staff referred. A signed permission slip from the child's guardian is required for ongoing participation in services.

Service and support offered through TBS is as follows:

- **Social-Emotional Learning Group:** Teaches foundational skills students will need for K-12, college, vocational/career, social, leisure, and family throughout their life.
- **Aggression Replacement Group:** Teaches comprehensive skills and techniques for handling adversity, conflict, and difficult situations.
- **Self-Regulation Group:** Teaches self-care and self-management, how to relax when feeling stressed, and refocus attention.
- **Individual Therapeutic Behavioral Support:** Teaches self-redirecting and how to navigate daily social encounters with staff. It also educates students on how their decisions not only impact them but others around them as well.

Emotional Health Therapist (EHT) - Tier 3 (Intensified, Individualized)

Emotional Health Therapists provides an array of mental health and social work related services to Rialto Unified School District students and their families.

Service and support offered through EHT is as follows:

- **Educationally Related Mental Health Assessments:** Holistic evaluation of students' social-emotional needs.
- **Case Management:** Linkage for students and their families to other public or private community agencies such as medication support services, behavioral health services, medical care, and referrals for basic needs such as county assistance programs.
- **Individual Counseling:** Various therapy methods and strategies to meet the mental health needs of students.
- **Collaboration:** Aiding school staff in the implementation of positive social and emotional supports.

Each school site is assigned a Therapeutic Behavioral Strategist (TBS) and Emotional Health Therapist (EHT). Please contact Kordyak if you are in need of support from TBS or EHT.

R.I.S.E. (Restorative Interventions for Student Empowerment)

Student Services provides assistance for students who are experiencing social/emotional problems that may interfere with their success in school. Students will be focused on positive relationships, empowering conversation and positive self-development. Students are nominated to participate in social groups in a variety of ways, but are often referred to by their teacher and/or school site staff.

The individual/group will be based on a Social Emotional Learning (SEL) curriculum. This curriculum teaches a variety of SEL topics including friendship skills, leadership skills and skills for dealing with feelings. During the individual/group, SEL is taught using modeling, role-playing, and discussion. In addition to the positive impact of learning SEL skills, students who participate in small groups often develop a stronger sense of belonging and a more positive attitude about school. Your child's group will meet during or after school hours for approximately 6-8 weeks. The group will be facilitated by district staff (Elementary Counselor).

Care Solace

Care Solace connects scholars and families to the support they need, anytime, anywhere. Their goal is to break the stigma surrounding mental health and offer every community educational prevention resources, provide prompt, compassionate support when necessary, and build resilience for long-term stability and health. They are determinedly working toward destigmatizing mental health issues and enabling everyone to get the mental health care they need – and deserve.



Kordyak Elementary School & Features to Support the Whole Scholar



Administrative Leadership

Kordyak's Strategic Plan Objectives & Tactics (MTSS: Administrative Leadership)

Specific Objective #1

Provide diverse pathways through rigorous and relevant instruction to support each student's learning style.

Specific Objective #2

Ensure the development of an exemplary staff through collaboration.

Specific Objective #3

Provide avenues for families to engage in the learning process.

Tactic #1 – Students (Whole-Child)

We will provide rigorous and relevant learning experiences & pathways to ensure each student's holistic development.

- **Specific Result #1 - Academics:** Students will receive specialized instruction in the areas of Math, Earth & Environmental Science, Health Education, and Evidence-Based Writing Across Content Areas.
- **Specific Result #2 - Positive Behavior Interventions and Supports (PBIS):** Students will receive interventions and supports that will allow each student to experience successful educational and behavioral outcomes (Universal Interventions & Supports; Targeted, Group Interventions & Supports; Intensive, Individualized Interventions & Supports)
- **Specific Result #3 - Social Emotional Learning & Mental Health Supports:** Students will receive social emotional learning and mental health support that is relevant, reduces risky behavior, improves mental health, and affirms diverse cultures and backgrounds.

Tactic #1 Alignment: Multi-Tiered System of Support (Whole-Child Domain & Administrative Leadership), SPSA Goal #1, SPSA Goal #3, and SPSA Goal #4

Tactic #2 – Staff

We will meet the holistic needs and nurture the aspirations of each student through the development of a collaborative & exemplary staff.

- **Specific Result #1 - Professional Development:** Staff members will develop a comprehensive understanding of a Multi-Tiered System of Supports that will improve instructional practice and prepare students for college and career readiness.
- **Specific Result #2 - Collaboration:** Staff members will be provided with opportunities to collaborate in order to continue developing and enhancing practices to support student learning and social well-being.

- **Specific Result #3 - Systems of Communication:** Administration will include stakeholders in planning and providing continuous feedback in order to increase the implementation and sustainability of innovative practices.

Tactic # 2 Alignment: Multi-Tiered System of Support (Integrated Educational Framework & Administrative Leadership), SPSA Goal #2, and Comprehensive School Safe Plan

Tactic #3 – Parent and Community Engagement

We will provide avenues for families to engage in the learning process.

- **Specific Result #1 - Parent Advisory Committees/Council, Workshops, and Special Events:** The school will provide parent involvement groups and activities to engage parents and create a positive culture/climate within the school community.
- **Specific Result #2 - Building Community Partnerships to Support School Community Engagement:** The school will build and sustain community partnerships that will strengthen home environments and students’ learning and social well-being.
- **Specific Result #3 - Systems of Communication:** The school will build a solid infrastructure to communicate between home and school in order to develop positive relationships and encourage parental involvement.

Tactic #3 Alignment: Multi-Tiered System of Support (Family & Community Partnerships) and SPSA Goal #2



Kordyak Elementary School & Features to Support the Whole Scholar



**Academic, Behavior, Social Emotional &
Mental Health Supports**

Academic Support Services and Programs for Students (MTSS: Academic Supports)

Title I

The TITLE I program is a federally funded program in which resources will be allocated to help target students with the most academic need. Resources will be used to help participating children meet the state's challenging student academic achievement standards with a focus on increasing student achievement and fluency, vocabulary, reading comprehension, spelling, writing and math problem solving. A portion of the TITLE I funding will be allocated to Parental involvement activities. These activities will include an annual Title I meeting for all parents of students who will be receiving Title I services as well as academic workshops in the areas of reading and math, and workshops on parenting skills.

Structured English Immersion (SEI)/English Language Development (ELD)

These classes/programs are for those students identified through state criteria (ELPAC) as being Limited English Proficient. These students are placed with teachers who have completed their CLAD training. Federal guidelines require these students to receive at least one half (½) hour per day of English Language Development. Kordyak's goal for all English Learners is reclassification before leaving for middle school.

GATE(Gifted and Talented Education)

Each identified student has the opportunity to participate in a qualitatively differentiated instruction. Testing to qualify for this program occurs in the 2nd grade and when referred by the student's teacher.

Special Education

Kordyak services students with special needs through Specialized Academic Instruction (SAI). These programs are for those who have been identified by the Student Study Team (SST) process and are in possession of an Individual Education Plan (IEP).

- **SDC** (Special Day Class): Students identified through the IEP process as needing these services are placed in our Learning Handicapped Special Day Class (LH/SDC). This class is staffed by a specially credentialed teacher and two instructional assistants.
- **RSP** (Resource Specialist Program): Students identified as eligible for this program receive instructional support for up to 49% of their school day in a small group setting provided by a specially trained teacher and two instructional assistants.
- **MH** (Multiple Handicapped Special Day Class): Students identified through the IEP process as needing these services are placed in our Multiple Handicapped Special Day Class (MH/SDC). This class is staffed with a specially credentialed teacher and instructional assistants.
- **LSH** (Language, Speech, and Hearing) services are provided to students who have been identified as needing special assistance in speech articulation and language development and/or processing. The students are taught on a pull-out basis by a speech pathologist through the IEP process.
- **APE** (Adapted Physical Education) services are provided to students who have demonstrated that they have psychomotor difficulties in both fine and gross motor skills. They are serviced through the IEP process.
- **OT** (Occupational Therapy) services are provided to students who need assistance with postural stability, self-help skills, fine motor skills, sensory processing, social and play abilities, visual

motor and perception, and task completion and organization. They are serviced through the IEP process.

- **OI** (Orthopedic Impairment) services are provided to students who need assistance with accessing the curriculum through the provision of classroom adaptations and strategies that address the student's physical, sensory, and health impairments. They are serviced through the IEP process.
- **PT** (Physical Therapy) services are provided to students who need assistance with postural control, balance, strength and stability, motor control and coordination, endurance, gross motor skills, and functional mobility and accessibility within the educational environment. They are serviced through the IEP process.

Band

Beginning and intermediate band classes are offered to 4th and 5th grade students. Information will be sent home in the month of September every school year.



Special Education/504 Plan (MTSS: Academic Supports)

What Should I Do if I Suspect My Child Has a Disability?

As a parent, you are uniquely qualified to know your child's learning strengths and challenges. If you suspect that your child has a disability, speak to your child's teacher about your concerns. Children with disabilities who are not eligible for special education may qualify for accommodations in the general classroom under Section 504 of the Rehabilitation Act of 1973.

Who Can I Talk to Regarding Special Education in My Child's School?

Within the school, parents can talk to their child's teacher or ask to speak with the principal.

What is An IEP?

An IEP is an Individualized Education Program written for a student who has a qualifying disability based on an evaluation. The IEP is based on the individual student's needs and describes the special help the student will receive in school.

What is A Special Education Placement?

A "placement" refers to the type and intensity of services needed as outlined in a child's IEP. Special education services can often be delivered in the child's existing class or school. Qualification for special education services do not necessarily mean a change in school or even a change in class.

What is Response to Intervention (RTI)?

RTI is a problem solving approach schools often use to identify and support students with learning and behavior needs. Both the special education and the RTI processes begin with a review of existing information. However, the use of RTI strategies cannot be used to deny or delay an evaluation for special education.

Knowing Your Rights

Schools share your goal for success, but sometimes challenges arise. As a parent, you have certain rights under the law, known as procedural safeguards. These rights are designed to ensure that parents are fully informed and can be partners in making decisions. For example, you have the right to:

- Receive notice about steps your child's school is taking related to services, and request a meeting to discuss your child's IEP at any time
- Observe your child in the classroom
- Receive a copy of any document regarding your child that will be discussed at an IEP meeting before the meeting
- Receive a copy of the IEP after the IEP meeting
- Refuse the delivery of services and obtain external evaluations if you disagree with results
- Bring individuals who understand your child's strengths and needs to meetings

- Seek assistance in resolving disagreements through mediation or through more formal procedures

The Special Education Process

- Referral – A verbal or written request is made. The school documents the referral in its system and lets you know in writing about the referral and what steps it is taking.
- Evaluation – The school brings together a team to review existing information and decide if additional information is needed to determine if your child has a qualifying disability.
- Eligibility – A team of professionals will meet with you to discuss evaluation results to determine if your child has a qualifying disability and requires special education services.
- Individualized Education Program – If your child is found eligible for special education, an Individualized Education Program (IEP) will be developed that will include specific goals and objectives to address your child’s strengths and needs

What is A 504 Plan?

A 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access at school. That covers any condition that limits daily activities in a major way. These plans prevent discrimination and protect the rights of students with disabilities in school. They’re covered under Section 504 of the Rehabilitation Act . This is a civil rights law.

504 plans aren’t part of special education. So, they’re different from IEPs. 504 plans and IEPs are covered by different laws and work in different ways. But the end goal is the same: to help students thrive in school.

What Is In A 504 Plan?

504 plans often include accommodations. These can include:

- Changes to the environment (like taking tests in a quiet space)
- Changes to instruction (like checking in frequently on key concepts)
- Changes to how curriculum is presented (like getting outlines of lessons)

Accommodations don’t change what kids learn, just how they learn it.

Legal Rights Under 504 Plan

504 plans are covered by Section 504 of the Rehabilitation Act. Under this civil rights law, students have the right to a free appropriate public education (FAPE). And that’s the whole point of 504 plans: to give students access to the same education their peers are getting.

English Learners

(MTSS: Academic Supports)

California English Learner Roadmap Overview

The principles of the English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap) are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English learners who attend California schools.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s),

literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Additional Academic Information

(MTSS: Academic Supports)

Student Study Team (SST) Meetings

Students who may be experiencing difficulties with their class work, behavior or attendance may be referred to the Student Study Team (SST). When a student is referred, the SST Team (parent, classroom teacher, teacher representative, administrator and/or other invited participants) will meet to discuss interventions to meet the needs of your child. After implementation of the recommended interventions, a follow-up SST will be held to discuss progress.

If a student is not making progress with the interventions implemented, there is a possibility that a recommendation will be made for a psycho-educational assessment. At that time, the meeting would include the parent, principal or designee, psychologist, resource specialist, and other invited participants.

Reclassification Criteria for English Learners

The reclassification criteria set forth in both California Education Code Section 313 and Title 5 California Code of Regulations Section 11303 remain unchanged. Local educational agencies (LEAs) should continue to establish reclassification policies and procedures in accordance with the following four criteria:

1. Assessment of ELP (ELPAC Overall PL 4 is the statewide standardized ELP criterion used to determine whether a student has met this criterion);
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (locally determined);
3. Parent opinion and consultation (locally determined); and

Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age (locally determined).

Parent-Teacher Conferences and Report Cards

Parents will be asked to attend at least one parent-teacher conference during the school year to discuss their child's progress. Please make every effort to attend these conferences. Report cards are sent home with students three times a year: October/November (1st Trimester), February/March (2nd Trimester), and May/June (3rd Trimester).

Retention: 2nd -5th Grade

- Students in 2nd or 3rd grade who are earning an achievement mark of D or F on their report card in reading are at-risk of being retained in their present grade.

- Students in 4th or 5th grade who are receiving an overall achievement mark of D or F in reading, language arts or mathematics are at-risk of being retained in their present grade.
- Students may only be retained once in the same grade.
- Using the present report card, students are evaluated on the basis of the grade level standards: A - Advanced, - B - Proficient, C - Basic, D - Below Grade level (At Risk), and F - Far Below Grade Level (Retention Candidate).
- A student earning an achievement mark of F is a retention candidate and will be retained at the end of their present grade in grades 2-5 if performance does not dramatically improve.
- Special education students are subject to retention only if they fail to meet 50% of their annual objectives.
- English language Learners will be placed in the next grade and will not be subject to retention until they have been a level 3, 4 or 5 for three years.

Mental Health Services

(MTSS: Social Emotional & Mental Health Supports)

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.

Care Solace

Students with mental health and substance use challenges need to receive the right help at the right time. Care Solace has the solution for school systems. Their highly specialized Care Companions™ match students, staff and families in need to verified, local service providers, securing appointments in days, not weeks or months.

Crisis Walk-In Clinic, 909-421-9495

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

Rialto Unified Safety Office, 909-820-6892

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



Kordyak Elementary School & Features to Support the Whole Scholar



Family and Community Engagement

Title I School-Parent/Family Engagement Policy (MTSS: Family & Community Engagement)

Kordyak Elementary School has reviewed and developed a policy with actively sought input from parents and teachers. This policy promotes two-way communication to improve student achievement. This policy is distributed in the Parent-Family-Student Resource Guide, as well as shared at Back to School Night, School Site Council and English Language Advisory community meetings. It is available in English and Spanish.

Our Engagement Policy promotes two-way communication and participation of educators and parents in the educational program to improve student achievement. Parents and/or school personnel will:

General Expectations

Kordyak Elementary School has determined that School-Parent/Family Engagement should be a regular, two-way meaningful communication between the school and adults involved in a student's achievement of grade level standards and participation in school activities.

1. Kordyak will jointly develop with parents and our school community members a School-Parent/Family Engagement Policy that both the school and parents agree upon.
2. Kordyak will distribute the School-Parent/Family Engagement Policy to all parents of participating children at the beginning of each school year in our Parent-Family-Student Resource Guide, at parent/teacher conferences, trainings, school events, and through the Kordyak Parent Center.
3. Kordyak will notify parents about the School-Parent/Family Engagement Policy in an understandable and clear format and communicate in a language parents understand to every extent possible. Every effort will be made to provide translations in parents' primary language on paper, during meetings, and at parent trainings.
4. Kordyak will make the School-Parent/Family Engagement Policy available to the local community through office displays and displays at the Kordyak Parent Center.
5. Kordyak will periodically update the School-Parent/Family Engagement Policy to meet the changing needs of parents and the school.
6. Kordyak will adopt the school's Family-School Compact as a component of the School-Parent/Family Engagement Policy. This compact will be periodically reviewed and updated as needed. The School Site Council shall approve the compact.
7. Kordyak will provide accessible opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students translations, trainings, volunteer opportunities and meetings.
8. Kordyak school believes:
 - that parents play an important and critical role in assisting their child's learning and achievement;
 - that parents are encouraged to be actively involved in their child's education;

- that parents share responsibility for their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - the carrying out of other activities, such as those described in section 1118 of the ESEA.
9. All volunteers will complete a volunteer application and be approved by the District prior to working in the classroom.
 10. Parent participation will be solicited through activities that promote and celebrate the cultural diversity of Kordyak students and of the Kordyak community.

Kordyak Elementary will develop and/or review the Family-School Compact, which will be incorporated as a component of the School-Parent/Family Engagement Policy. The compact will contain a description of:

- The goals/expectations of educators and parents to increase academic achievement.
- The high quality curriculum and instruction in place to meet state standards that the school will provide.
- The parents’ responsibility in supporting their child’s learning.
- The students’ responsibility in their own learning and behavior.
- Communication between teachers and parents to discuss achievement and opportunities to participate in school related responsibilities.

District, staff, and school personnel will work together to:

- Assist parents in understanding the curriculum, standards, and assessments through participation in District DAC and DELAC meetings
- Work to improve performance and monitoring of student progress with support for training programs and materials for use in the home and at parent conferences/meetings.
- Train educators and parents to work successfully as partners through staff development, conferences, and/or professional reading.
- Implement a Title I School-Parent/Family Engagement Program as a component of the School Based Coordinated Program Plan that includes training in the requirements of Title I (Title I) and effective communication strategies among teachers, students, parents, and staff.

Kordyak Elementary will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate to foster parental involvement by:

- Attending district conferences and meetings offered to parents of participating children with topics that include raising student achievement and school improvement efforts.
- Conducting site based training for parents to gain information on topics including working with students to meet grade level standards in math and language arts, preparing students for the California State Test, preparing students for grade level transitions, and using game based activities to motivate children in the learning process.

- Kordyak Elementary will, with the assistance of the District and parents, educate its teachers, pupil services personnel, administrators and other staff, in how to build partnerships with parents, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- Coordinating training for school personnel on topics that include working with EL students, communicating with parents through classroom technology and echalk programs, and equity training.
- Coordinate parent involvement activities offered through a variety of state, federal, and community programs, and encourage participation of community organizations and business through flyers, Parent Link messages, and student invitations.
- Kordyak Elementary will to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent home to parents of participating children in an understandable format and in a language that the parents can understand:
 - A. The school will provide alternative formats when feasible upon parental request.
 - B. Flyers, letters, and Parent Link messages will be used alone and in combination to communicate with parents and will be translated into Spanish whenever it is practicably possible.

Discretionary School-Parent/Family Engagement Policy Components

Kordyak Elementary School, in consultation with its parents, chooses to build parents’ capacity for involvement in the school to support their children’s academic achievement by taking the following actions:

- Provide parents with a parent center in which they may meet, attend trainings, assist teachers, check out academic and instructional materials, and work with their children before or after school.
- Establish a schoolwide parent volunteer program to open opportunities for parents to assist teachers and staff in organizing school events and preparing for classroom activities. All volunteers shall be cleared by the District before working with students.
- Provide necessary literacy and math training for parents from Title I funds, if no other district funding sources are available for that training.
- Provide necessary child care when needed for parents to attend meetings, trainings, or conferences.
- Conduct in home conferences and visits when needed to enhance school to home communication and relations.
- Establish a school parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

Family-School Compact

(MTSS: Family & Community Engagement)

Nancy R. Kordyak Elementary School encourages a love of learning by focusing on meaningful instruction that engages all students. We value the “whole child” and have a clear focus on academic and social growth, thereby nurturing a healthy concept of community, respect, and responsibility. We are a “Growing Pride of Scholars.”

Teacher Pledge

We understand the importance of the school experience to every student and our roles as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- Provide a safe, positive and healthy learning environment for your student
- Teach concepts and skills appropriate to the individual needs of your student
- Regularly communicate with you regarding your student’s progress
- Communicate class work and homework expectations
- Encourage parent participation and volunteering in the school in appropriate activities.

Student Pledge

I realize that my education is very important. I also understand that my family and teacher want to help me to do my best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Be responsible for what I do and how I act.
- Follow school and classroom rules (R.O.A.R. Matrix Code of Conduct).
- Be a cooperative learner and ask for help when I need it.
- Read with an adult as part of my homework.
- Demonstrate pride in myself and my school.
- Complete and return my homework on time.

Parent Pledge

I realize that my child’s education is very important, and I understand that my participation in my child’s education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Make sure my child gets an adequate night’s sleep and has a healthy diet.
- Make sure that my child arrives at school on time everyday.
- See to it that my child understands and follows school rules in order to promote a safe and healthy school.
- Provide a quiet place as well as necessary materials needed for my child to study at home.
- Read each day with my child (Kinder-3rd = 20 minutes/Grades 4 and 5 = 30-45 minutes). Emphasize to my child the importance of learning and doing his or her best work.
- Regularly communicate with my child’s teacher.
- Show my interest in school by participating in school activities by attending Back to School Night, Parent-Teacher Conferences, Open House and PTA events.

Kordyak's Parent Advisory Councils, Committees, & Organizations (MTSS: Family & Community Engagement)

School Site Council

What is A School Site Council?

It is a legally binding required decision-making body for any school receiving federal funds (Title I). A group of teachers, parents, students (at the secondary level), administrators, other staff, and interested community members who work together to develop and monitor a school's improvement plan.

Role of The School Site Council

The School Site Council is generally responsible for:

- Assessing needs of students and using data to set goals
- Gathering information from the school's English Learners Advisory Committee and other advisory groups on campus
- Revising the Single Plan for Student Achievement with budgetary allocations
- Evaluating the effectiveness of the school plan
- Revising the Home-School Compact and Parent Involvement Guidelines, as needed
- Revising School Site Council By-laws, as needed

English Language Advisory Committee

What is the English Language Advisory Committee?

Each California Public School from Kindergarten through grade 12, with 21 or more English learners must form a functional English Learner Advisory Committee (ELAC). The ELAC is a committee for parents or other community members who want to advocate for English Learners.

Role of English Language Advisory Committee

The role of ELAC is to advise the principal and school staff on programs and services for English learners and the School Site Council (SSC) on the development of the School Plan for Student Achievement. The ELAC also assists the school on other tasks listed below:

- The school's program for English learners.
- The school's needs assessment.
- The school's annual language census or R-30.
- Efforts to make parents aware of the importance of regular school attendance.

North-End Coalition African American Parent Advisory Council (AAPAC)

What is The African American Parent Advisory Council?

A Parent Advisory Council that will educate, empower, and engage the African American population within the school district, and improve the quality of education for African American students.

What is The Goal of The North-End Coalition African American Parent Advisory Council

To create a council consisting of Kordyak, Fitzgerald , Trapp, and Kucera Elementary and Middle School Parents, Staff Members, RUSD District Staff Members, and community members whom are interested in educating, empowering, and engaging the African American student and parent population in activities supporting their goals and reaching their full potential as lifelong learners.

Role of of The African American Parent Advisory Council

The role of the African American Parent Advisory Council is to:

- Engage, equip, and empower parents to advocate for the academic success of their children.
- Mobilize community resources to expand and improve the educational opportunities for all students.
- Ensure academic success through high expectations, rigorous and challenging curricula and instruction.
- Work to enhance and support the educational, personal, and career goals of every student.
- Encourage success in the regular school program through a collaborative decision-making process within the district, school level, and community.
- Assist in the development and implementation of site goals, objectives, and priorities of school programs.
- Provide communication and foster cooperation between home, school and administration.

Parent-Teacher Association (PTA)

What is the Parent-Teacher Association?

PTA is a registered 501(c)(3) nonprofit association that prides itself on being a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for public education.

Why Should I Join PTA?

PTA trains parents to advocate for children by taking actions and building coalitions that make positive change. Through PTA, you are informed about what you can do to affect local, state and federal policies that most impact children, families and schools. Have fun and meet new people!

Why is PTA Important in Schools?

It improves home-school communication by providing two way communication between parents and teachers. PTA is needed to raise funding which provides students with extra facilities. It is also required to improve parental relationships and teachers get to know about student's home life.

Objectives of PTA

The objectives of PTA are as follows:

- Promote the welfare of children and youth in the home, school, and community.
- Secure adequate laws for the care and protections of children and youth.
- Support the school in the development of children and youth.

Kordyak Elementary School & Features to Support the Whole Scholar



**School & District Information, Policies and
Procedures**
Safe School Climate

Information and Procedures At Kordyak

(MTSS: School & District Information, Policies and Procedures)

Arrival to Campus

Drop-Off Procedures

The morning drop-off will be at the glass double doors on the front side of the MPR. Please pull your vehicle all the way up to the glass doors, let your child/children out, and then continue out of the parking lot. DO NOT block traffic or cross walks when unloading.

- Please use the crosswalks when walking through the parking lot.
- Students may NOT be dropped off prior to 7:40 a.m. There is NO supervision for students before 7:40 a.m.
- The MPR doors will close at 8:00 am.

Students who arrive on campus after the tardy bell rings at 8:00 a.m. are considered tardy and must have a pass from the office to be admitted to class. Note: The Kindergarten gate will be locked for security purposes.

Dismissal from Campus

School Dismissal

Regular Day Dismissal

- Transitional Kindergarten scholars in the SEED Program dismiss at 12:27 pm
- AM & PM Transitional Kindergarten scholars **in the Extended Learning Opportunity Program** dismiss at 2:25 pm
- AM Transitional Kindergarten scholars **not in the Extended Learning Opportunity Program** dismiss at 11:45 am
- PM Transitional Kindergarten scholars **not in the Extended Learning Opportunity Program** dismiss at 2:45 am
- Kindergarten scholars in the SEED Program dismiss at 2:05 pm
- Kindergarten scholars dismiss at 2:00 pm
- 1st through 3rd grade scholars dismiss at 2:05 pm
- 4th and 5th grade scholars dismiss at 2:17 pm

Minimum Day Dismissal

All Transitional Kindergarten scholars do not have a Minimum Day Schedule

Kindergarten scholars dismiss at 12:48 pm

1st through 5th Grade scholars dismiss at 1:00 pm

Gate Assignments for Grade-Levels

At the end of school, all students exit through an assigned gate in an orderly manner and either board their assigned bus or what for a parent/guardian to pick them up.

- **Transitional Kindergarten classes** will exit through **Gate 7** (located between the Administration Building and Kindergarten Building)
- **Kindergarten classes** will exit through **Gate 8** (located next to the small playground and Kindergarten Building)
- **First Grade classes** will exit through **Gate 5** (located next to the large playground)
- **Second and Third Grade classes** will exit through **Gate 6** (located between the MPR and Administration Building)
- **4th and 5th Grade classes** will exit through **Gate 7** (located between the Administration Building and Kindergarten Building)
- **Self-Contained Special Education classes** will exit through the glass **double doors on the front side of the MPR**.

Supervision

Students must leave campus when school is dismissed. Supervision is not available for students after school. Students enrolled in the Think Together after-school program will go to the assigned Opening Activity area with the Think Together staff. If a child is not picked up at dismissal and there is no parent contact, the Fontana Police Department will be notified. Students are expected to go directly home after school.

Due to the distance involved with bus transportation, it can take up to 30 minutes for students to be dropped off. If your child is not home within a reasonable amount of time, please call transportation at (909) 820-7862. If the child is not at school, please check with friends or neighbors. If you still do not have any results, you may want to call the appropriate authorities. If you find your child, please notify the school, otherwise we will continue our search.

Safe Walking and Bicycling Routes to School

Students and parents must follow all traffic laws and safety rules when walking and bicycling to and from school. We encourage you to use the crosswalks rather than in the middle of a block.

Bicycles, Scooters, and Skateboards

Children in the 3rd – 5th grades may ride their bicycles, scooters, or skateboards to school with written parent permission. They must follow all safety and traffic laws while riding to and from school, and **they must wear a helmet according to California state law**. Students and/or visitors are not permitted to ride their bicycles on the school grounds, nor may they ride two persons on a bike. Bicycles are to be parked and locked to racks in the bike pen behind the multi-purpose room. Students must secure their bikes with their own locks. Students may not lock their bicycles together – only one bike per lock.

Skateboards and scooters may be ridden to and from school under the following circumstances: (1) Skateboards and scooters may never be ridden on school grounds; (2) The student must carry them to and from the classroom; and (3) the classroom teacher agrees to house them in the classroom during the school day.

Think Together After School Program

The Think Together After School Program is available for Kindergarten – 5th grade students. If interested, parents can complete an online application (located on the school’s website), or pick up an application in the school office.

- Application process: Complete the application. Once completed, you will receive a call from the site coordinator. If there is an opening your child will be placed. If not, you will be placed on a waiting list. This program is at no cost to the parents.

Classroom Visitation

We are proud of our school and take delight in having visitors. If you wish to visit your child's classroom, please make the necessary arrangements with the teacher. **ALL VISITORS AND VOLUNTEERS MUST SIGN IN AT THE OFFICE TO VISIT A CLASSROOM.**

Communication

Communication Tools

Kordyak’s administration, teachers, and support staff members would like to strongly encourage parents to:

- Download the Remind App and sign-up for communications from your scholar’s classroom teacher and the school;
- Listen to all Blackboard Parent Link phone messages;
- Read Blackboard Parent Link emails & text messages; and
- Monitor Kordyak’s School Website for newsletters, monthly calendars, flyers to events, and additional information that pertains to the education of your scholar (<https://kec.rialto.k12.ca.us/kordyak>)

Contacting Student during School Hours & Student Telephone Use

If you have lunches, money, jackets, etc. to be delivered to your child, please leave these items in the office. Parents are not allowed to go to the classroom to drop off items or wait for students. The safety of our students is our first priority! Your child needs to be aware that you are bringing them lunch so that they can pick it up from the office. **Class instruction will not be interrupted to notify students that they need to pick up their lunch from the office.**

Please take the time before your child leaves for school each day or the night before to make sure they know about any special after school arrangements. We cannot guarantee delivery of any message called in after lunchtime. **We are committed to minimizing classroom interruptions.**

Please note: The office telephone is for business use only. Students may use it only if they have an emergency situation. No classes will be interrupted for non-emergency situations.

What to Do If your Child is Having A Problem At School

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

Rialto Unified School District's Academic School Calendar

- The last page of this handbook contains the 2023-2024 Rialto USD's academic calendar. On this calendar, you will find the days in which school is in session, designated minimum days, parent-teacher conference days, Back to School Night and Open House Night.
- The school district also places this calendar on their website at: <https://kec.rialto.k12.ca.us/kec>. Refer to the "Families" section of the website.

Emergency Cards/Disaster Cards

A current emergency card will be kept on each student enrolled at the school. The information on the card will only be used by school personnel and will not be released to the public. Please keep the school informed of any changes on the emergency card. Students **will only be released** to adults (18 years or older) whose names are on the child's emergency card. **Adults (18 years or older) must show photo identification when picking up students.**

Pets on Campus

In order to ensure the safety of our students and staff, we ask that you do not bring pets on campus.

Health Office

The Kordyak School nurse is available on a varied schedule 1 to 2 days per week and is on call for emergencies. We have a 5-hour Health Clerk who provides first aid for minor injuries.

Medications

Medications: State law forbids any student to have a medication in his/her possession on school property. This includes all over-the-counter medicines such as aspirin, cough drops/syrup, ointments, etc., as well as prescription medications. The school may not give a student any medicine, including over the counter medication (aspirin, cough drops, medicated ointment, etc.), that is not prescribed by a doctor.

If a child needs to take medicine during school hours, parents must check with the office personnel for correct procedures. If your child needs to take medicine during school hours, the following California State Health Department guidelines must be followed:

1. Physician's recommendation for medication must be signed (**Form S-64**) and kept on file in the school office.

2. Only prescription medication will be administered.
3. The prescription must be in the child's name
4. Medicine must be in the original container with the prescription label attached.

If a parent chooses to come to the school and administer medication, he or she may do so in the office. Please check with office personnel for the correct procedure.

Head Lice

If a child is found to have head lice, the parents are called and instructed how to treat it. The child cannot return to school until he or she is cleared by the school health office and found to be free of lice and nits.

Contagious Disease

Any contagious diseases must be reported to the school office as soon as known or suspected. Students must be cleared and readmitted through the Korczyk Health Office.

Student Accident Insurance Forms

The Rialto Unified School District does not automatically provide medical or dental expense insurance for a pupil injured at school or in school activities. Special student insurance is available at the beginning of each year and when all new students register; coverage is optional. This optional insurance covers students from accidents that occur at school. Applications for low-cost medical and or dental insurance are available in the school office. If this is not purchased, parents are responsible for medical costs.

Transportation

Bus Transportation

- School District guidelines state that bus transportation will be provided for kindergarten students living more than one mile from school and students in grades K-5 living more than one and a half (1 1/2) miles from school.
- Bus riders are to ride their designated bus and may not ride another bus. Bus riders are expected to follow the bus rules to and from school and are responsible for their behavior on the bus.
- Each student who rides the bus will receive a Transportation Contract following enrollment. After reviewing the contract with your child, please sign, date and return the white copy to the school office. Keep the pink copy for your reference.
- Due to the California Education Code and for the students' best interest, students are expected to report directly to school or the bus stops when they leave their homes each morning and to go directly home after school or when they unload from the buses. If your child does not arrive at the bus stop at the expected time after school, please call the school.

Bus Expectations

The BUS EXPECTATIONS are as follows:

1. Rider will always wear bus tag to and from school.
2. Rider will always follow bus driver's directions.
3. Rider will stay seated and face the front of the bus.
4. Rider will keep hands, feet and all objects to self.
5. Rider will talk quietly.
6. Rider will not use foul language or vulgar gestures.
7. Rider will not eat or drink on the bus.
8. Rider will not refuse to share seating.
9. Rider will not agitate other students or driver.

Not following the BUS EXPECTATIONS enforced by the bus driver will be cause for student to receive a bus citation and/or referral which can lead to the loss of bus privileges. Safety is first!

RUSD Transportation Procedures for Kinder and Special Education Students

Eligible kindergarten and Special Education students will be delivered to the bus stops and dropped off only when a parent or someone designated by the parent is at the stop to receive the student. Otherwise, if the parent is not at the bus stop, the following will apply:

1. The driver will radio and inform the school to notify the parent
2. If the driver is unable to deliver a student at the stop, the student will be returned to the school and parents will be responsible to provide transportation home.

Transportation Contact Information

For transportation concerns and questions, please contact the Rialto Unified School District's Transportation Department @ 909 820 -7862.

If your scholar receives transportation through the Special Education Department, please contact (909) 820 - 7700, Extension 2370.

Food in Classroom (for Parties and Treats)

Per the district's Wellness Policy, 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 District.

- Due to the growing number of students who struggle with food allergies, diabetes, and childhood obesity, the District prohibits any distribution of food or treats outside the school lunch program. **Please note, absolutely no outside food shall be accepted from parents. This means that you CANNOT send ANY food for your child's/children's birthday, including cupcakes, doughnuts, or sheet cakes. Any food items brought to school must be sent back home per district policy.**

- If you want to send a treat to the classroom for your child's/children's birthday, you may send an item for the classroom, such as a classroom book (signed and dated by your child), or other classroom
- supplies and non-food treats such as stickers, pencils, erasers, etc. Treat bags with these items listed are also acceptable.
- **Please let the classroom teacher know that you will be sending a treat 24 hours in advance.**

Cafeteria Services: Breakfast and Lunch Program

Breakfast is served in the classroom, and lunch is served in the cafeteria daily. Cafeteria food must be eaten on the premises and students may not share food.

- Both breakfast and lunch will be provided free of charge to all students.
- During lunch hours, students are to remain on campus.
- Your child may bring a sack lunch from home. **If you plan on dropping off a lunch to your child/children, please make sure that they are aware of this before they arrive at school. We will not call a classroom to advise students that they have a lunch waiting. Also, please label the lunch clearly.**

Lost and Found

The Lost and Found Area is located near the Multi-Purpose Room. If your child has lost an article of clothing or a lunch box, please have your child check the Lost and Found Area for the lost item.

Please label all articles of clothing, backpacks, and lunch boxes with your child's name. All unclaimed items will be donated to the Rialto Child Assistance at the end of each trimester.

Library

Students have an opportunity to check out books at various times throughout the week. Books can be checked out by students for a period of one week. They are renewable if the student is not finished with them by the due date.

Students should open books properly and turn pages carefully. If a student finds a torn or marked place in the book before he/she takes it, he/she should call it to the attention of the library technician so she can mend or clean it.

Overdue notices will be given to the teacher once a month. Any student with lost, damaged or overdue books may check out one book at a time until book(s) are returned or paid for. The student can still visit the library with his/her class.

Attendance

Tardy Policy

- The bell rings at 7:55 a.m. to line up. Kindergarten students line up in the Kindergarten Building. Students in grades 1st through 5th line up in the large playground blacktop area. Please follow

the Kordyak tardy policy and apply it consistently (i.e., in line when bell rings, in the seat when bell rings, in the room when bell rings).

Students need to be with their teacher when the second bell rings at 8:00 a.m. to start school. If not, students will be considered tardy.

- Habitual truancy (irregular attendance including absences and/or tardies) – A teacher may refer a student to the school administrator. The administrator may require the parent and student to attend a School Attendance Review Team (SART) meeting. At the SART meeting, attendance is reviewed, interventions are discussed, and an attendance contract is signed by the student and parent. If attendance does not improve, the administrator may make a referral to the Student Attendance Support Panel (SASP) at the District level.

Early Release

Students will not be released from classrooms. Parents/guardians or persons authorized by parents/guardians need to sign students out from the administration office. Students will be called out of class by an office member when leaving early.

- Children may be released for days of religious observance upon request of the parent. A note signed by the parent or guardian should be brought prior to the day of observance.
- We are asking that parents/guardians pick up students at the dismissal time. We want to maximize instructional time by minimizing interruptions.

ATTEND TODAY ACHIEVE TOMORROW



Rialto Unified School District Policies and Procedures California Education Code

(MTSS: School & District Information, Policies and Procedures)

Parent Involvement/Parent Volunteer

We are proud of our school and welcome visitors and parent volunteers to our classrooms! The law now requires all parent volunteers working with students in the classroom to be fingerprinted and pass a TB test. Following this screening, you will be approved to volunteer in the classroom for the present school year. Volunteers must pay for fingerprinting and the Donna Leffler Health Clinic will administer the TB test for \$15.00 on the 2nd and 4th Tuesday and Thursday from 8:30 a.m. – 11:00 a.m. and 12:45 p.m. – 3:45 p.m. The Clinic is located at 815 S. Willow Avenue in Rialto. They can be reached at (909) 820-4431. Please contact the school office for an application if you are interested in volunteering. Volunteers will be asked to sign an Assumption of Risk form.

There is a significant positive impact on student achievement when schools and parents work together. You can become involved in your child's education in a number of ways, which include:

- Provide a quiet place for your child to complete homework.
- Check your child's homework.
- Model reading for your child; read all school communications and read daily to your child.
- Take your child to the library.
- Volunteer in the classroom, on study trips, etc.
- Join School Site Council, English Language Advisory Committee.
- Attend school functions: parent-teacher Conferences, Back to School Night, Open House, Awards Assemblies, parent education activities, R.U.S.D. Annual Parent Summit, etc.

Parent Involvement Policy

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 parent/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0420.5 - School-Based Decision Making)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.2 - Title I Program Improvement Schools) to

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5145.6 - Parental Notifications)

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

(cf. 0500 - Accountability)

Title I Schools

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

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs.

Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity listed in 20 USC 6318. (20 USC 6318)

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

(cf. 3100 - Budget)

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

Non-Title I Schools

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

Legal Reference:

Education Code

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

Labor Code

230.8 Time off to visit child's school

United States Code, Title 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 School-wide programs

6316 School improvement

6318 Parent involvement

Code of Federal Regulations, Title 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Step-Up Program (Attendance Recovery Offered on Saturdays)

The Step-Up Program in the Rialto Unified School District is an attendance recovery program that provides enrichment opportunities for all students and creates an opportunity for students to make-up missed days of attendance. The Step-Up Saturday classes are offered at least once each month. Please refer to the Step-Up Program Calendar for specific dates.

Independent Study Contract

If you are planning to take your child out of school for days or more, please contact the Kordyak attendance clerk at least two weeks in advance and request an Independent Study Contract. It will need to be approved by the Principal. If your child is absent for an extended period of time, please inform the front office staff so that they may advise you of our attendance procedures and receive any medical notes and/or documents that provide reasons for the absences.

Special Note: Exceptions will be made for the two weeks in advance if the student/family member is COVID positive or dealing with other health issues, or there is a family emergency.

Compulsory Attendance Law

According to Attendance Law 48260(a), any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for 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 to the superintendent of the school district.

Acceptable Reasons for Excused Absences

1. Personal illness (school may require a doctor's note verifying absence after 10 days).
2. Quarantine under the direction of a health officer.
3. Personal medical, dental, optometric, or chiropractic appointment.
4. Funeral services for a member of the immediate family (limited to one day in the state, and three days out of state).
5. Student serving on jury duty.
6. Exclusion for illness or medical appointment of a child of whom the pupil is the custodial parent.
7. Personal court appearance (requires verification).
8. Prior principal approval for employment conference.
9. Employment in the Entertainment Industry for a maximum of up to five absences per school year.
10. Observance of a religious holiday or ceremony (recommended three (3) days advance notice to school).
11. Religious retreat (limited to four (4) hours per semester).
12. Prior principal approval for reasons, which may not be included elsewhere, but are pursuant to uniform standards established by the governing board.
13. For the purpose of serving as a member of a precinct board for an election pursuant.
14. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the military service.
15. Other reasons that are within the discretion of school administrators and, based on the factors of the pupil's circumstances, are deemed to constitute a valid excuse.
16. Attendance at his/her naturalization ceremony.

Unexcused Absences

Missing a full day of school or being tardy or absent for 30 minutes or more without a valid excuse. It should be noted that being tardy in any amount of minutes beyond the bell is unacceptable and may result in loss of some school privileges or eligibility for attendance incentive recognitions.

Unexcused absences include:

1. Missing class or school without an excused or approved reason, whether the absence is student or parent/guardian/caregiver-initiated (e.g., for childcare or household shopping).
2. Absences for which advance approval is necessary and was not obtained before the absence.

Truancy

A student is legally truant after an unexcused tardy in excess of 30 minutes for the fourth time in one school year. Truant students will be referred to the School Attendance Review Team (SART) and/or to the District Student Attendance Support Panel (SASP). SASP is composed of the Rialto Director of Attendance, a representative of the Rialto Police Department, a representative of the District Attorney's office, the district nurse, and the principal or assistant principal. The student and the student's parent(s) must be present at this hearing. SASP hearings end in an attendance contract. SASP can cite parents and/or refer cases to the district attorney for prosecution. The judge can fine parents and impose other legal restrictions/requirements. We, as adults, need to realize that we are training our children and setting examples that can affect a child's future punctuality habits, which in turn affect performance in school and future jobs. It is important that children arrive at school on time every day.

Education Code 46014 – The following requires a Board-adopted resolution:
Religious observance or exercise for moral or religious instruction limited to four (4) days per month.
Students must attend minimum school day hours.

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

Education Code 60901(c)(1) – a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

Student Attendance Support Panel (SASP)

The mission of the Student Attendance Support Panel (SASP) is to help students stay in school, attend school regularly and graduate. SASP is a community-based effort to bring together resources to assist families with attendance and truancy issues.

The following process is required per California Education Code Procedures:

1. Letter #1 – immediate notice after a student becomes eligible based upon EC 48260.
Education Code 48260 – Any pupil subject to full-time education or to compulsory education who is absent from school without a valid excuse for more than three days or tardy or absent for more than any 30-minute period during the school day without a valid excuse or three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance administrator or superintendent of the school district.
2. Letter #2 – School Attendance Review Team (SART) Required Meeting, NO excuses.
Letter to be sent upon five unexcused absences and/or tardies in excess of 30-minutes. A meeting will be conducted to address the absences and create an attendance plan for the student. All of the following should attend the meeting:
 - Teacher
 - Administrator
 - Counselor
 - Other Support Personnel (school social worker, probation officer, school resource officer, nurse, etc.)
 - Foster and Homeless site Liaison
3. Letter #3 – Student Attendance Support Panel (SASP) Referral
Referral must be made upon the 9th unexcused absence and/or tardies in excess of 30-minutes.

Dress Code for Students

The mission of the Rialto Unified School District (RUSD), the bridge that connects students to their future aspirations, is to ensure each student achieves personal and career fulfillment within a global society. RUSD believes that high student expectations and a safe and engaging learning environment

prepares students for academic success and their future. The student dress code should serve to support all students to develop a body-positive self-image. In alignment with RUSD Student Dress Code Policy 5132, all RUSD students are expected to adhere to the following “Big Three” Dress Code Expectations:

1. Clothing must cover and conceal undergarments; no private parts, including midriff, should be visible.
2. Appropriate shoes must be worn at all times.
3. Clothing, backpacks and accessories must be free of images and content that are sexually suggestive, depict drugs, alcohol, or tobacco use, firearms, gang related images, or other illegal activities.

Policy 5132: Dress & Grooming

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

(cf. 4119.22/4219.22/4319.22- Dress and Grooming)

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

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

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

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 0415 – Equity)

(cf. 5145.2 – Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

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

Repeated violations or refusal to comply with the district’s dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5136 - Gangs)

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

Uniforms

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

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

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

CA Education Code 48900

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence on the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated 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, any 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 any 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 then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stolen or attempted to steal school property or private property.
- h) Possessed or used tobacco, or any products containing nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, 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) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property
- m) Possession of an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to be 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 witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) **“Bullying”** means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.

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

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

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

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

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

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

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to

knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

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

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

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

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

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

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

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

discipline pursuant to subdivision (a).

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

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

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

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

Sexual Harassment EDC 48900.2

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

Hate Violence EDC 48900.3

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

Harassment EDC 48900.4

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

reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Terroristic Threat EDC 48900.7

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

(b) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Recommendation for Expulsion: Education Code 48915

(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d).

Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

CA Education Code 48910: Suspension By Teacher

(a) A teacher may suspend any pupil from the teacher’s class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal’s designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. **As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension.** Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of suspension, without the concurrence of the teacher of the class and the principal.

(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day, this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the principal’s designee for consideration of a suspension from the school. (Renumbered and Amended Stats. 1983, Ch. 498.)

CA Education Code 48913: Completion of Assignments

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (Added Stats. 1983, Ch. 498.)

CA Education Code 48900.3 Hate Violence

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil in any of grades 4 through 12, inclusive may be suspended from school or recommended for expulsion if the superintendent or the

principal of the school in which the student is enrolled determines that the student caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined by subdivision (e) of Section 33032.5.

Sexual Harassment

CA Education Code 38900.2

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

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

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any student who is truant, tardy or otherwise absent from school activities. (Amend Stats. 1989, Ch., 1306)

Sexual Harassment (Students)

Board Policy JGEB (CSBA 5145.7) Adopted February 10, 1993. The Rialto Unified School District Board of Education (hereinafter "District") recognizes that harassment on the basis of sex is a violation of the law. The district believes that students have the right to attend school in an environment which promotes an equal educational opportunity free of sexual harassment. In keeping with this policy, The District will not tolerate sexual harassment by or to any of its students. (See RUSD parent Information Brochure for Definitions, Complaint procedure and Disciplinary Action).

- CA Education Code 48900.3: Hate Violence (gr. 4-12)

In addition to the reasons specified in Sections 48900 and 48900.2, a student 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 student is enrolled determines that the student caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 33032.5) (Added by Stats. 1994, c.1198)

- CA Education Code 48900.4: Intentional harassment, threats, intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a student enrolled 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 student is enrolled determines that the student has (intentionally engaged in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.)

- CA Education Code 48915 (a)

Except as provided in subdivisions (c) and (e), the principal, or superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds unless the principal or superintendent finds that expulsion is inappropriate because of the particular circumstance:

1. Causing serious physical injury to another person except in self defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable use to the pupil. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of Marijuana other than concentrated cannabis.
3. Robbery/Extortion

Rialto Unified School District's Harassment Policy

The district recognizes that harassment on the basis of sex is a violation of law and is a form of gender discrimination. Students and employees have the right to work and study in an environment that is equitable to all and free of sexual harassment. (Policy code JGEB, ACAB)

Sexual harassment consists of:

1. Unwelcome sexual advances;
2. Requests for sexual favors; and
3. Other verbal or physical conduct of sexual nature in all educational settings including, but not limited to:
 - a. Decisions involving academic status, honors, programs and activities for students.
 - b. Conduct or gestures that have the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile or offensive school environment.
 - c. Verbal harassment, such as derogatory comments, jokes or slurs.
 - d. Physical harassment, such as unnecessary or offensive touching or impeding or blocking movement.
 - e. Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings or gestures.

Bullying & Harassment

The Rialto Unified School District is committed to providing a safe working and learning environment; takes seriously bullying or any behavior (physical, social or emotional) 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.

Definition of Harassment and Bullying

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

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

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

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

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

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

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

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

Each school will adopt a **Student Code of Conduct** to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus. The **Student Code of Conduct** includes, but is not limited to:

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

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

- District-wide training provided for students, staff, parents, and concerned community members about bullying awareness and prevention strategies.

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

Rialto Unified School District's Board Policy 5132.2 - Bullying

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in District schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plans, the local control and accountability plan, and other applicable District and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention for Rialto Unified School District

To the extent possible, Rialto Unified School District and schools shall focus on prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the District shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills,

character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention for Rialto Unified School District

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians or victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or District compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the District compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying

and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site service to bully or harass another student, the Superintendent or designee shall file a request with the networking site service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a District compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform procedures specified in AR 1312.3.

If during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline for Bullying

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

BULLYING/HARASSMENT COMPLAINT FORM
(Students May Report Anonymously)



Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

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

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

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

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

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

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

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

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

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

Dates of alleged bullying or harassment(s): _____

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

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

Names of Witnesses: _____

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

Signature of Reporting Person _____ Date _____

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

Revised 6/12/2013

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

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

Board Policy 5131

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

Report It

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

Investigation

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

Transfer Request

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

DISTRICT LIAISON

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

Child Endangerment Policy **Child Protective Services (CPS)**

If any staff personnel suspects that a child is being physically abused or neglected, or sexually abused or neglected, he or she is legally responsible for reporting that to Child Protective Services. (School employees are "mandated reporters.") All child abuse reports are confidential, by law; therefore, they may not discuss the report with anyone, except the police or C.P.S. worker.

District Regulations for The Reporting of Child Abuse

All administrative, certificated, and classified employees of the Rialto Unified School District must report all instances of known or suspected child abuse. The report is to be made immediately, or as soon as possible, by telephone to a Child Protective Agency (Police, Sheriff, Probation, and County Welfare) followed by a written report to the same agency.

The law provides that any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist is guilty of a misdemeanor. All administrative, certificated, and classified personnel of the Rialto Unified School District must report all instances of known or suspected child abuse.

Anti-Discriminatory Policy

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

Uniform Complaint Procedure

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

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six (6) months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within sixty (60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.
4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainant's right to appeal the LEA's Decision to CDE (g) Procedure to be followed for initiating an appeal to CDE (see #5).
5. The complainant has the right to appeal and/or review the Senior Director of Personnel Services' decision through the appeal process by notifying the Board within five (5) days of the Director's decision. Any complainant may appeal the District's decision to the Superintendent

of Public Instruction, State Department of Education, within fifteen (15) days of receiving the District's decision. The appeal must include a copy of the complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.

6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.
8. If you are alleging that you are a victim of discrimination, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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

Williams Uniform Complaint Procedures

Types of Complaints

The District shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186)

1. Instructional Materials
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to instructional materials to use at home or after school in order to complete required homework assignments.
 - c. Textbooks or instructional materials are in poor or unstable condition, have missing pages, or are unreadable due to damage.(cf. 6161.1 – Selection and Evaluation of Instructional Materials)
2. Teacher Vacancy or misassignment
 - a. A semester begins and a certificated teacher is not assigned to teach the class. Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester

course, a position to which single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (Education Code 33126)

- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class. (cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)
- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency. Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186) (cf. 4112.2 – Certification) (cf. 4113 – Assignment)

3. Facilities

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.
- b. Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks, non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee. The principal or designee shall forward the complaint about problems beyond his/her authority to the Superintendent or designee within 10 working days. (Education Code 35186)

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186)

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Board of Education at a regularly scheduled hearing. (Education Code 36186)

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3 above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction. (Education Code 35186)

Complaints and written responses shall be public records. (Education Code 35186)

(cf. 1340 – Access to District Records)

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting (Education Code 35186)

Forms and Notices

The Superintendent or designee shall ensure that the District’s complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

Education Code

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School Accountability Report Card

35186 Alternative uniform complaint procedure

60119 Hearing on sufficiency of instructional materials

Code of Regulations, Title 5

4500-4571 Uniform complaint procedures

School Accountability Report Card

The School Accountability Report Card (SARC) is issued annually by each elementary and secondary school and provides parents and other interested people a variety of information about the school.

The idea behind the report card is not to pass final judgment, but to assess progress---to take stock of where we have been, where we are, and where we are headed. The information provided covers a variety of topics related to our school.

We believe that Kordyak Elementary School excels in many areas, and we recognize the areas where we need to improve. We invite all of you to join in our continued effort to provide the best education for each child. This occurs only when the home and the school work together as partners in the development of each child's potential.

If you would like a copy of the current Kordyak School Accountability Report Card, please access the District Website (<https://kec.rialto.k12.ca.us/>).



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

Elementary and Middle School

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

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

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

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

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

MCKINNEY-VENTO NOTICE TO ALL PARENTS AND STUDENTS AT RIALTO UNIFIED SCHOOL DISTRICT

If you are:

- Homeless
- Moving from place to place
- Sharing housing temporarily due to economic hardship
- Living in motels, shelters, campgrounds or in a location NOT designated for sleeping accommodations such as: a car, the park, under a freeway under pass or abandoned structures, etc.
- As a student, are you living with someone other than your parent or legal guardian?

If you answered YES, to any of these questions, please ask to speak to your school's McKinney-Vento Representative. They will provide you with the school's supports you need as well as information where you can get any additional help within your community.

If needed, they will fill out a referral form with you and it will be submitted to the District's McKinney-Vento Liaison for further follow up and assistance.

If you are not sure who your McKinney-Vento Rep is, please see the list of the designees posted on the Child Welfare and Attendance website.

Toys/Weapons

Toys are not to be brought to school. We have found that problems frequently occur and result in items being lost, stolen or broken. Toys include: spinners, handheld video games, players, dolls, stuffed animals, electronic pets, sport cards, Pokémon cards, footballs, action figures, etc.

According to California Education Code 48900, possession of a firearm, imitation firearm, knife, explosive or other dangerous objects, like fingernail clippers, laser pointers, sharp tools, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item can lead to suspension or expulsion. Although "Ninja" Nunchucks and Stick pens are sold as toys, the California Education Code considers them to be weapons. Students can be suspended and/or expelled for possession of "Ninja" Nunchucks and Stick Pens on school grounds.

Confiscated Items

Electronic items and toys brought to school will be confiscated by the Kordyak employee who witnessed the student with the item. The items will be held in a locked area, either in the teacher's classroom or in the school office. Students will be allowed to pick up the items at the end of school, if it is the first violation.

Beyond first violations, parents/guardians will be required to pick up those items in the Kordyak administration office during school hours.

Tobacco-Free Workplace

District Policy KGA mandates that effective July 1, 1995, smoking or other use of tobacco products shall be prohibited in all District facilities and vehicles at all times on District grounds. This prohibition applies to all employees, students, visitors, and other persons at any activity, or athletic event on property owned, leased, or rented by or from the District.

Student Wellness Policy

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

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

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

Mission

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

Responsibilities

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

Nutrition Education

- Nutrition education that is ethnically appropriate will be integrated into other areas of the curriculum such as math, science, language arts and Social Studies.

- The staff responsible for nutrition education will have the opportunity to participate regularly in professional development activities to deliver an effective nutrition education program as planned.
- Nutrition education curriculum will meet the standards set by the Health and P.E. Framework.
- Nutrition education will involve sharing information with families and the broader community to impact students and the health of the community positively, including sharing information on the District website.
- The School District will provide health information to families to encourage them to teach their children about nutrition.

Physical Education

- Physical activity will be integrated across curricula and throughout the day. Physical movement can be made a part of science, math, Social Studies and Language Arts.
- Physical Education courses will promote an environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge of nutrition and health.
- Time allotted for physical activity will be consistent with State Standards.
- 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 to plan, implement, and improve nutrition and physical activity in the school environment.
- The Nutrition Services Department will work with the Student Advisory Committees to open a line of communication regarding healthy eating.

Nutrition Guidelines for All Foods on Campus

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

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

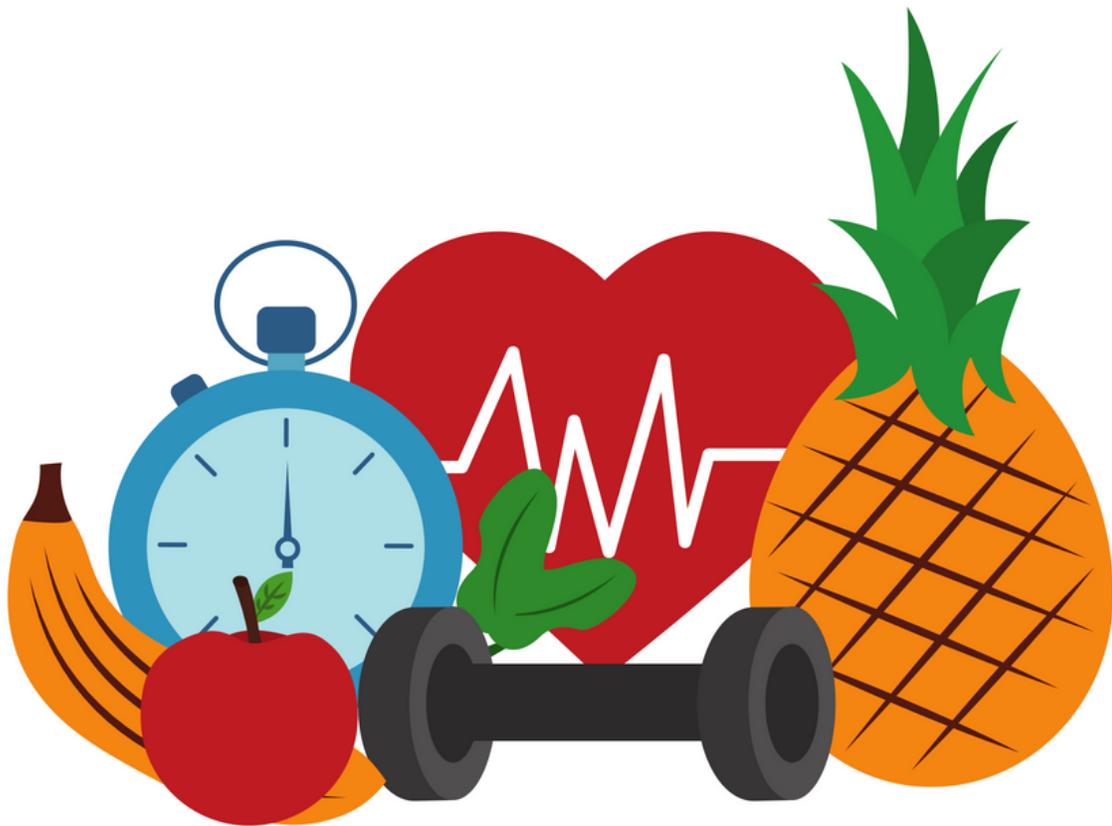
- The Nutrition Services Program will ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and become life-long learners.
- The school will strive to increase participation in the available Federal Child Nutrition Programs (e.g. school lunch, school 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.



Firearms Safety Memorandum (MTSS: Safe School Climate)



Firearms Safety Memorandum

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

From: Cuauhtémoc Avila, Ed.D., Superintendent

Subject: California Law Regarding Safe Storage of Firearms

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.¹
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.²

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

² See California Penal Code section 25100(c).

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

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

Sincerely,

Cuauhtémoc Avila, Ed.D.

Date published: August 20, 2021
California Department of Education

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

Additional Information for Safe School Climate

Safe School Statement

The Superintendent for the Rialto Unified School District, the Rialto Chief of Police, the Fontana Chief of Police and the San Bernardino Chief of Police have joined together and are committed to a safe environment for all students and staff and will not tolerate any weapons. Every school in California must have a Safe School Plan. Kordyak's School Plan can be found in our School Improvement Plan and on our school website.

Dispatch Number

In case of an emergency, please contact the Safety Department: **Dispatch Number** (909) 820-6892

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.

Emergency Preparedness

Fire, disaster (earthquake drills), and intruder alert drills are practiced regularly. A Site Disaster Plan is adhered to which is in alignment with the District Disaster Plan.

- During an actual emergency, no student will be released to anyone without proper identification and/or who is not on the emergency card. Please keep this card current. Photo Identification is always required per district policy.
- At the beginning of the year, teachers will send home a request for an "Emergency Food Bag". Please make sure to return these with your child/children by the end of the first week of school.