



Helen L. Dollahan Elementary School



The
Leader in Me™

great happens here

PARENT/STUDENT HANDBOOK
2023-2024

*PLEASE KEEP THIS PARENT/STUDENT HANDBOOK FOR REFERENCE
THROUGHOUT THE SCHOOL YEAR*

PARENT SIGNATURE PAGE

PLEASE SIGN AND RETURN THIS SHEET TO YOUR CHILD'S TEACHER.

I have READ and REVIEWED the 2023-2024 Parent-Student Handbook with my child. I expect my child to follow the school and classroom rules and procedures.

NOTE:

This handbook is a guide to school and classroom rules and procedures. It may be necessary to make changes or additions as the year progresses. If such changes should take place, information will be sent home to parents and guardians.

Child's Name: _____

Teacher's Name: _____

Grade: TK K 1 2
 3 4 5

Parent's Signature: _____ **Date:** _____

Table of Contents

MISSION STATEMENT	5
INSTRUCTIONAL ROSTER	6
OUR LEADERSHIP FOCUS	7
BELL SCHEDULE	9
GENERAL INFORMATION	10
SCHOOL HOURS.....	10
ATTENDANCE	10
<i>Truant</i>	10
<i>Habitual Truant</i>	10
<i>STEP-UP (Saturday Tutorial Enrichment Preparation – Upward Program)</i>	11
INDEPENDENT STUDY	11
COVID-19 PRECAUTIONARY MEASURES.....	11
SCHOOL COMMUNICATIONS	11
CLOSED CAMPUS	12
DROP-OFF & PICK-UP PROCEDURES.....	12
<i>Morning Drop-Off Procedures</i>	12
<i>Early Release of Students:</i>	12
<i>Regular Dismissal:</i>	12
<i>Inclement Weather:</i>	13
PARENTVUE AND ONLINE ENROLLMENT VERIFICATION	13
EMERGENCY CONTACTS	13
CONTACTING YOUR CHILD DURING SCHOOL HOURS	13
EMERGENCY PREPAREDNESS	14
STUDENT TELEPHONE USE.....	14
MOVING DURING THE YEAR	14
INTER AND INTRA-DISTRICT TRANSFERS	14
HEALTH OFFICE.....	14
<i>Head lice (pediculosis):</i>	14
<i>Injuries:</i>	15
<i>Medications:</i>	15
ENVIRONMENTAL SAFETY.....	15
TOBACCO-FREE SCHOOLS	15
FOOD SERVICES: BREAKFAST AND LUNCH PROGRAMS	15
SNACKS AT SCHOOL	15
STUDENT ACCEPTABLE USE POLICY FOR COMPUTERS & INTERNET.....	16
ELECTRONIC DEVICES / CELL PHONES.....	16
TOYS.....	16
SPORTS EQUIPMENT.....	17
BICYCLES & SCOOTERS.....	17
ANIMALS ON CAMPUS	17
FUNDRAISING OR SELLING PERSONAL ITEMS ON CAMPUS.....	17
LOST AND FOUND	17
PARENT INVOLVEMENT	17
<i>Annual Calendar</i>	17
<i>Parent Volunteers</i>	17
<i>Classroom Observations</i>	18
<i>Additional Parental Involvement</i>	18
<i>Parent-Teacher Conferences</i>	18
REPORT CARDS.....	18
RETENTION.....	19
<i>Student Study Team (SST) Purpose and Function</i>	19
STUDENT SUPPORT SERVICES	19
<i>Specialized Academic Instruction (SAI):</i>	19
<i>Speech & Language Services:</i>	19
<i>English Language Development:</i>	19

<i>Gifted and Talented Education (GATE):</i>	19
<i>Therapeutic Behavior Support (TBS) Small Groups:</i>	20
<i>Care Solace Mental Health Referral Services:</i>	20
<i>McKinney-Vento Homeless Assistance:</i>	20
STUDENT LEADERSHIP ACTIVITIES & AWARDS	20
<i>Leader of the Month:</i>	20
<i>Monthly Perfect Attendance:</i>	20
<i>Student Leadership Teams:</i>	20
<i>Student Lighthouse Team:</i>	21
<i>Annual Science Fair:</i>	21
<i>Trimester Awards:</i>	21
DISCIPLINE POLICY AND PROCEDURES	22
PHILOSOPHY STATEMENT	22
DOLLAHAN POSITIVE BEHAVIOR AND INTERVENTION SUPPORT MATRIX	22
DRESS CODE POLICY	22
<i>“Big Three”</i>	22
<i>Policy 5132: Dress And Grooming Status</i>	23
STUDENT DISCIPLINE & SUSPENSION PROCEDURES	24
<i>Education Code 48900</i>	24
<i>Sexual Harassment EDC 48900.2</i>	27
<i>Hate Violence EDC 48900.3</i>	27
<i>Harassment EDC 48900.4</i>	27
<i>Terroristic Threat EDC 48900.7</i>	27
<i>Recommendation for Expulsion: Education Code 48915</i>	28
BULLYING AND HARASSMENT PREVENTION	30
BULLYING (CYBER BULLYING) PREVENTION <i>ED. CODE 48900(A),(K),(O),(R),(S)</i>	30
DEFINITION OF HARASSMENT AND BULLYING	30
CONFLICT RESOLUTION	32
SEXUAL HARASSMENT	33
COMPLAINT PROCEDURES	33
STUDENT WELLNESS POLICY	35
NUTRITION EDUCATION	35
PHYSICAL EDUCATION	35
OTHER SCHOOL BASED ACTIVITIES	36
NUTRITION GUIDELINES FOR ALL FOODS ON CAMPUS	36
EATING ENVIRONMENT	36
CHILD NUTRITION OPERATIONS	36
FOOD SAFETY/FOOD SECURITY	37
ANNUAL REVIEW	37
CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS	38
PARENT/COMMUNITY INVOLVEMENT POLICY	39
SCHOOL ACCOUNTABILITY REPORT CARD (SARC)	39
TITLE 1 PARENTAL INVOLVEMENT POLICY	39
INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM	39
SCHOOL-PARENT COMPACT	40
BUILDING CAPACITY FOR INVOLVEMENT	41
ACCESSIBILITY	42
TITLE I PARENT-SCHOOL COMPACT	43

MISSION STATEMENT

The mission of Dollahan Elementary School, the lighthouse that illuminates a path to success, is to ensure each student is a confident and proactive leader, through a vital system distinguished by:

- ✓ High expectations for student achievement
- ✓ Rigorous and diverse learning experiences
- ✓ A safe environment that fosters risk-taking and creative problem solving
- ✓ Family and community partnerships
- ✓ Uniqueness and diversity embraced by all



Dollahan Administrators

Daniel Husbands, Principal

Laurie Hicks, Program Specialist

School Office Staff

School Secretary: Stephanie Herbert

Attendance Clerk: Rosio Trevino

Office Clerk: Michelle Leonard

Health Aide/Clerk: Misti Gruber

Library Media/Tech: Areeba Zahid

Instructional Technology Assistant: Rene Romero

School Office Hours

7:30-4:00 Monday - Friday

THINK Together After School Program

Site Coordinator: Josephine Garcia

Program Hours: Directly after school – 6:00 p.m. daily

INSTRUCTIONAL ROSTER

First Name	Last Name	Current Grade
Sol	Baeza	TK/K SEED
Erin	Wheatley	TK/K SEED
Yvette	Valencia	TK
Irene	Gutierrez	TK/K Combo
Jenny	DeZarn	Kindergarten
Tiffany	Stubblefield	Kindergarten
Vacant		Kindergarten
Claudia	Alas	1 st Grade Co-Teaching
Amber	Mair	
Alexa	Olivas	1 st Grade
Sandra	Rendon	1 st Grade
Maria	Nava	1 st Grade/2 nd Grade Combo
Maribel	Chanon	2 nd Grade
Patricia	FitzSimmons	2 nd Grade
Noelle	Kreider	2 nd Grade
Melissa	Pazos	2 nd Grade
Jazmine	Castro	3 rd Grade
Yesenia	Lerma	3 rd Grade
Laurie	Searcy	3 rd Grade
Rachelle	Buck	3 rd Grade/4 th Searcy
Ann	Evans	4 th Grade
Shelley	Gastelo	4 th Grade
Yanira	Villalta	4 th Grade
David	Emrick	5 th Grade
Kevin	Hatton	5 th Grade
Jahan	Naghshineh	5 th Grade
Meghan	Anderson	1 st Grade Reading Specialist
Molli	Gutierrez	2 nd /3 rd Grade Reading Specialist
Sonia	Mendoza	2 nd /3 rd Grade Reading Specialist
Tim	Mullane	Instructional Strategist
Holly	Blumner	SAI Specialist
Ivonne	Castro Garcia	SAI Specialist

OUR LEADERSHIP FOCUS

The statement, *Lead with Respect, Learn for a Lifetime*, describes what our school has decided to focus upon in order to develop the whole child. We have embarked on a school-wide journey using The Seven Habits of Highly Effective People and The Leader in Me practices helping our students become ready to succeed in the 21st Century, with critical skills and characteristics such as a strong work ethic, motivation, problem-solving, goal setting, effective teamwork skills, academic achievement and valuing diversity in our society. By developing the whole child, we will foster a community that promotes learning and respect.

Dollahan is proud and extremely excited to be implementing The Leader in Me philosophy in our school. The Leader in Me is based on the work in Dr. Stephen Covey's book, "The 7 Habits of Highly Effective People." The goal of the Leader in Me is for students to understand that they all have the qualities and strengths to become leaders.

In order to develop leaders one child at a time, we teach The Seven Habits, not as a separate curriculum but by integrating the language of the habits into the curriculum, traditions, and culture at Dollahan. The Leader in Me will be continually integrated in everything that we do here.

The Seven Habits are a simple set of principles. Each one is powerful and worthy of applying to life. We are honored to be a Leader in Me school and we encourage our students throughout the day to use The Seven Habits as they learn and interact with others.



The 7 Habits

Habit 1: Be Proactive

This habit is the ability to control one's environment, rather than have it control you. It is about self-determination, choice, and the power to decide your response to stimulus, conditions, and circumstances.

Habit 2: Begin with the End in Mind

This is the habit of personal leadership—leading oneself towards your goals by developing the habit of focusing and concentrating on relevant activities. By focusing on your goals, you will avoid distractions and become more productive and successful.

Habit 3: Put First Things First

This is the habit of personal management. This habit is about organizing and implementing activities in line with the goals you have set in Habit 2. Dr. Covey states that Habit 2 is the mental creation and Habit 3 is the physical creation of those goals.

Habit 4: Think Win-Win

This is the habit of interpersonal leadership. This habit is necessary because achievements are largely dependent on working together with others. Win-Win is based on the assumption that there is plenty for everyone and success follows a cooperative approach more naturally than a confrontation of win-or-lose.

Habit 5: Seek First to Understand, Then to be Understood

This is the habit of communication. It is extremely powerful. When we listen to other people's ideas and feelings we can

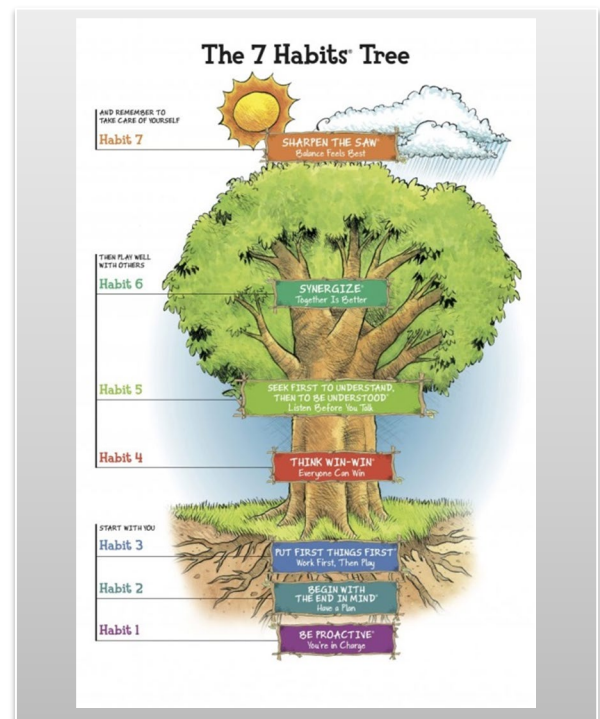
better understand others' perspectives and when we can express our own thoughts and feelings we can connect with others.

Habit 6: Synergize

This is the habit of cooperation. The whole is greater than the sum of its parts, meaning that by valuing other people's strengths and teaming with others, we can create a better solution than any one of us alone.

Habit 7: Sharpen the Saw

This is the habit of self-renewal. It surrounds all the other habits, enabling and encouraging them to grow. Self-renewal encompasses four parts: spiritual, mental, physical, and social/emotional. All areas need feeding and development.



BELL SCHEDULE

		Regular Day		Minimum Day/Inclement Weather				
TK/K SEED	Instruction	8:00 AM	9:10 AM	Instruction	8:00 AM	9:10 AM	Wheatley	10:15 AM
	Recess	9:10 AM	9:25 AM	Recess	9:10 AM	9:25 AM	VACANCY	10:15 AM
	Instruction	9:25 AM	10:15 AM	Instruction	9:25 AM	10:15 AM		
	Lunch	10:15 AM	10:45 AM	Lunch	10:15 AM	10:45 AM		
	Instruction	10:45 AM	12:10 PM	Instruction	10:45 AM	12:10 PM		
	TK Dismissal	12:10 PM		TK Dismissal	12:10 PM			
	Recess (K Only)	12:10 PM	12:25 PM	Recess (K Only)	12:10 PM	12:25 PM		
	Instruction (K Only)	12:25 PM	1:56 PM	Instruction (K Only)	12:25 PM	1:03 PM		
TK	Instruction	8:00 AM	10:20 AM	Instruction	8:00 AM	10:20 AM	Gutierrez	10:20 AM
	Lunch	10:20 AM	10:50 AM	Lunch	10:20 AM	10:50 AM	Valencia	10:25 AM
	Instruction	10:50 AM	11:55 AM	Instruction	10:50 AM	11:55 AM		
Kindergarten	Instruction	8:00 AM	9:40 AM	Instruction	8:00 AM	9:40 AM	Dezarn	12:00 PM
	Recess	9:40 AM	10:10 AM	Recess	9:40 AM	10:00 AM	Stubblefield	12:05 PM
	Instruction	10:10 AM	12:00 PM	Instruction	10:00 AM	12:00 PM	Williams	12:10 PM
	Lunch	12:00 PM	12:40 PM	Lunch	12:00 PM	12:40 PM		
	Instruction	12:40 PM	2:01 PM	Instruction	12:40 PM	1:03 PM		
First Grade	Instruction	8:00 AM	9:20 AM	Instruction	8:00 AM	9:20 AM	Alas/Mair	10:30 AM
	Recess	9:20 AM	9:35 AM	Recess	9:20 AM	9:35 AM	Olivas	10:35 AM
	Instruction	9:35 AM	10:30 AM	Instruction	9:35 AM	10:30 AM	Rendon	10:40 AM
	Lunch	10:30 AM	11:10 AM	Lunch	10:30 AM	11:10 AM	Nava	10:45 AM
	Instruction	11:10 AM	1:00 PM	Instruction	11:10 AM	12:58 PM		
	Recess	1:00 PM	1:15 PM					
	Instruction	1:15 PM	2:01 PM					
Second Grade	Instruction	8:00 AM	9:20 AM	Instruction	8:00 AM	9:20 AM	Chanon	10:50 AM
	Recess	9:20 AM	9:35 AM	Recess	9:20 AM	9:35 AM	FitzSimmons	10:55 AM
	Instruction	9:35 AM	10:50 AM	Instruction	9:35 AM	10:50 AM	Kreider	11:00 AM
	Lunch	10:50 AM	11:30 AM	Lunch	10:50 AM	11:30 AM	Pazos	11:05 AM
	Instruction	11:30 AM	1:00 PM	Instruction	11:30 AM	12:58 PM		
	Recess	1:00 PM	1:15 PM					
	Instruction	1:15 PM	2:01 PM					
Third Grade	Instruction	8:00 AM	9:20 AM	Instruction	8:00 AM	9:20 AM	Castro	11:10 AM
	Recess	9:20 AM	9:35 AM	Recess	9:20 AM	9:35 AM	Lerma	11:15 AM
	Instruction	9:35 AM	11:10 AM	Instruction	9:35 AM	11:10 AM	Searcy	11:20 AM
	Lunch	11:10 AM	11:50 AM	Lunch	11:10 AM	11:50 AM	Buck	11:25 AM
	Instruction	11:50 AM	1:00 PM	Instruction	11:50 AM	12:58 PM		
	Recess	1:00 PM	1:15 PM					
	Instruction	1:15 PM	2:01 PM					
Fourth Grade	Instruction	8:00 AM	10:00 AM	Instruction	8:00 AM	10:00 AM	Evans	11:30 AM
	Recess	10:00 AM	10:15 AM	Recess	10:00 AM	10:15 AM	Gastelo	11:35 AM
	Instruction	10:15 AM	11:30 AM	Instruction	10:15 AM	11:30 AM	Villalta	11:40 AM
	Lunch	11:30 AM	12:10 PM	Lunch	11:30 AM	12:10 PM		
	Instruction	12:10 PM	2:09 PM	Instruction	12:10 PM	12:58 PM		
Fifth Grade	Instruction	8:00 AM	10:00 AM	Instruction	8:00 AM	10:00 AM	Emrick	11:45 AM
	Recess	10:00 AM	10:15 AM	Recess	10:00 AM	10:15 AM	Hatton	11:50 AM
	Instruction	10:15 AM	11:45 AM	Instruction	10:15 AM	11:45 AM	Naghshineh	11:55 PM
	Lunch	11:45 AM	12:25 PM	Lunch	11:45 AM	12:25 PM		
	Instruction	12:25 PM	2:09 PM	Instruction	12:25 PM	12:58 PM		

GENERAL INFORMATION

SCHOOL HOURS

Dollahan Elementary School office hours are 7:30am-4:00pm. **School instruction starts promptly at 8:00 a.m.**

ATTENDANCE

Attendance is extremely important for academic success. It is important that your child arrives at school on time every day.

The first bell rings at 7:55 a.m. and the tardy bell rings at 8:00 a.m. Students are to be in their class lines at 7:55. Students who arrive on campus after the tardy bell rings are considered tardy. If students arrive after the 8:00 tardy bell, they will be required to check-in at the front doors of the school. Students arriving after 8:15 must check into the office.

Excessive tardiness and/or absences will result in an attendance letter and/or Student Attendance Review Team (SART). Students with continued excessive absences and tardies will be referred to the Student Attendance Support Panel (SASP) at the district Child Welfare and Attendance office.

If your child will be absent for 3 or more consecutive days, due to illness, please see the section on the Independent Study program.

Please note the following regulations regarding attendance:

Truant

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

Education Code Section 48260.5 states that districts, upon a student’s initial classification as a truant, must notify the student’s parent or guardian by using the most cost-effective method possible, which may include electronic mail or a telephone call:

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

Habitual Truant

Education Code Section 48262 – “Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed a habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself/herself, after the filing of either of the reports required by Section 48260 or Section 48261. For the purposes of this section, a conscientious effort means attempting to communicate with the parents of the pupil at least once using the most cost-effective method possible, which may include electronic mail or a telephone call.” (Amend. Stats. 19976, Ch. 1010)

Education Code 48264.5 - states “Any minor who is required to be reported as a truant pursuant to Section 48260 or 4826 may be required to attend makeup classes conducted on one day of a weekend pursuant to subdivision (c) of Section 37223. If attendance does not improve students may receive a written warning from law enforcement, be referred to the district Student Attendance and Review Board (SARB), required to attend a county truancy prevention class, and/or be adjudged a ward of the courts for repeated truancy. Students who fail to complete assigned actions subject their parents to one or more progressive consequences up to and including a fine of \$2000 and or jail time.

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

In an effort to provide students with an opportunity to recover instructional time, the Rialto Unified School District will continue the Saturday Tutorial Enrichment Preparation-Upward Program (STEP-UP) during the 2023-2024 school-year. The STEP-UP sessions will include instruction in language arts, mathematics, and other subject areas. In addition, students attending a STEP-UP session will be eligible to recover an absence that may be applied towards perfect attendance status. Absences due to suspension are not recoverable.

The Saturday morning sessions will be conducted from 8:00-12:00 for all K-5th grade students, and 8:00-11:00 for TK students. Lunch will be provided if requested on time. The front office must be notified by 8:00 am on the Wednesday prior to the Saturday class for school lunch to be provided. **No lunches will be provided if requested after 8:00 on the Wednesday prior to the Saturday session.** The curriculum activities will be aligned with the current state standards for your child’s grade level. It is expected that students attending the Saturday session will arrive on time and cooperate during the session. Please note that all regular school rules including the dress code will be enforced. We urge you to take advantage of this opportunity and plan on having your student attend. With your support, we can further instill the importance of learning and attendance.

INDEPENDENT STUDY

If you are planning to take your child out of school for three days or more due to a family emergency or unforeseen event, please contact your child’s teacher and the school office in advance and request an Independent Study Contract. Your child will receive schoolwork which must be completed and turned in upon return in order to receive credit for the work and time missed from school. Vacation does not qualify for Independent Study. Please plan vacations during non-school days. Students absent from school in excess of five days, not on an independent contract or doctor’s note, may be dropped from school.

COVID-19 PRECAUTIONARY MEASURES

- Disposable face coverings are not required at this time but are available upon request.
- Hand sanitizer is available and encouraged for use throughout the day.
- Handwashing stations have been made available in all classrooms, and students are encouraged to wash their hands regularly.
- Parents are encouraged to monitor their child’s health and call the office to report absences.
- If a child has a temperature higher than 100.4 °F or other Covid-19 related symptoms, the student will be escorted to an Isolated Care room, accompanied by school staff and parents will be contacted.

SCHOOL COMMUNICATIONS

Dollahan, along with all of RUSD, has adopted the Remind text messaging application. Remind makes it easy to stay connected to what is happening at Dollahan. An account is created for all Rialto Unified

students using the email addresses provided in the student's contact information. Contact the office if you need assistance.

Teachers also send home academic newsletters or electronic notifications to keep you informed as to what is occurring in your child's classroom. Ask your child's teacher for more information.

Dollahan Elementary also uses Instagram, Twitter, and Facebook and has additional information on our website <https://kec.rialto.k12.ca.us/dollahan>

CLOSED CAMPUS

Dollahan's campus is closed to all visitors during school hours, including hallways and playground areas. Please check in at the office at all times.

All gates accessing the campus will remain closed during the school day.

DROP-OFF & PICK-UP PROCEDURES

Morning Drop-Off Procedures

STUDENTS SHOULD NOT BE DROPPED OFF OR ARRIVE ON CAMPUS PRIOR TO 7:30 a.m. There is no supervision available for students until 7:30, and your child's safety may be at risk if arriving prior to that time. We request parent/guardian support in not dropping students off at school prior to this time. Walkers and students being dropped off must enter the campus through the front doors of the main building. Students should **NOT** walk in between cars in the parking lot for any reason.

Students are to go directly to the playground once they arrive on campus before the first bell. When the first bell rings, **ALL** students are to line up on the playground in their designated area.

Early Release of Students:

If you need to take your child out of school during the school day, please go to the school office to sign your child out of school. If your child returns to school the same day, please return to the office to sign her/him back into school.

For student safety, students will be released only to adults authorized to pick up the student, as listed in the student's emergency contact information in Synergy, unless prior arrangements have been made directly with office personnel. Authorized adults **must show photo identification** to office personnel when picking up a student before regular dismissal. Students will not be released to anyone who is **NOT** listed in the emergency information unless the office receives prior parent consent. **PLEASE KEEP THE EMERGENCY INFORMATION FOR YOUR CHILD CURRENT.**

Please bring photo identification whenever picking up your child. Additionally, students will not be released from school within 10 minutes of dismissal time, so plan accordingly.

Regular Dismissal:

TK, Kindergarten and First grade students are **NOT** allowed to walk home alone. Students who do not walk will need to be picked up at dismissal. If students are not picked up at dismissal, an adult will have to sign them out in the front office.

The gate leading into the Dollahan parking lot will be closed shortly before dismissal, will remain closed during dismissal, and will reopen shortly after dismissal. Only those drivers displaying current handicap placards, or a handicap license plate will be permitted to enter the parking lot once the gates have been closed. All other drivers should park along Etiwanda Avenue, or on nearby surface streets and walk onto campus to pick up your student(s). Students will either be along the walkway near the front of the school entrance or under the trees near the front of the school entrance.

Safety is a top priority. Please remember to discuss safety procedures with your student if they have been granted permission by you to walk home. The office should have a record of your permission for your student(s) to walk home. Students must leave campus when school is dismissed and must go directly home. **Students may not stay in the park without adult supervision.** Students must use the crosswalk, where available. If one is not available, please instruct your child to cross at a corner only after checking for traffic in both directions' multiple times.

Inclement Weather:

In the event of rain or extreme weather conditions, students will follow a different dismissal procedure. During arrival on inclement weather days, students will report to their classroom. During dismissal on inclement weather days, the driveway gates will remain open for parents to drive in. Students who have permission to walk will be dismissed directly from their classroom. Students who do not walk will need to be picked up from the classroom. After dismissal, students can be picked up at the double doors in the front of the school.

PARENTVUE AND ONLINE ENROLLMENT VERIFICATION

Rialto Unified School District is requiring all parents/guardians to complete an online enrollment verification through Synergy-ParentVue. Through this process parents/guardians electronically verify their students' emergency contact information and provide household size/income. This process replaces the annual emergency card update and school lunch application. For ParentVue activation or login information, please call Dollahan's office at (909) 820-7943.

EMERGENCY CONTACTS

Current emergency contact information will be kept for each student enrolled at the school. The information will only be used by school or emergency personnel and will not be released to the public. **PLEASE KEEP THE SCHOOL INFORMED OF ANY CHANGES ON THE EMERGENCY CONTACTS.** Students will only be released to adults with proper identification whose names are listed in Synergy-ParentVue.

CONTACTING YOUR CHILD DURING SCHOOL HOURS

Please send items your child needs for the school day (lunches, money, jackets, food items for a party, etc.) with them when they arrive for school in the morning. We are committed to minimizing classroom interruptions.

If you must bring something during the school day, please label the item(s) and leave it in the office.

Please make arrangements with your child on any childcare issues prior to arriving at school. If you leave a message for your student, we cannot guarantee delivery of any message close to dismissal time.

EMERGENCY PREPAREDNESS

Fire, disaster, earthquake, and intruder on campus drills are practiced regularly. Dollahan's Safety Plan is aligned with the District Safety Plan. During an actual emergency, no student will be released to anyone without proper identification and who is not on the emergency contact list. **PLEASE KEEP THE EMERGENCY INFORMATION IN SYNERGY-PARENTVUE CURRENT.**

STUDENT TELEPHONE USE

The office telephone is for business use only. If a student has an emergency they can speak to someone in the office for assistance in order to request a phone call. At the end of the day, students will not be granted permission to use the office phone, except under emergency circumstances. Students may NOT use the classroom telephones for any purpose. (See Cell Phone Policy/Electronic Devices for more information).

MOVING DURING THE YEAR

If your family moves out of the Dollahan Elementary School attendance area, parents should notify the school office. An intra- (within the district) or an inter- (outside of the district) transfer form must be completed in order to remain at Dollahan Elementary School for the remainder of the year. Failure to inform the school office may result in the immediate drop from enrollment of your child.

INTER and INTRA-DISTRICT TRANSFERS

Inter-district transfers are for those who live outside of the Rialto Unified School District boundaries. Intra-district transfers are transfers for those who reside within School District boundaries but wish to attend a school other than their school of residence. An electronic application is available on the RUSD-Child Welfare and Attendance's web page (<https://kec.rialto.k12.ca.us/Page/1956>). Transfers are reviewed and approved based on space availability, attendance, and discipline history. Parents/Guardians assume responsibility for all transportation. Bussing will not be provided. Students must maintain a 91% positive attendance rate (absences, tardies, early-release, and late pick-up will count against the attendance rate). Students must maintain proper behavior and citizenship at school and at school-related activities. Violation of these conditions may result in revocation of a transfer.

HEALTH OFFICE

The school nurse is on campus once a week and is on call for emergencies. We have a Health Clerk who provides first aid for minor injuries. If a child has a temperature of 100.4 or higher, has vomited, or is otherwise considered contagious or ill, the parent/guardian will be contacted for the child to be picked up to go home. The Health Clerk relies on the student's emergency information to contact parents regarding their child's health. **PLEASE KEEP YOUR CHILD'S EMERGENCY INFORMATION CURRENT FOR THE SAFETY AND PROTECTION OF YOUR CHILD.** Sick children will not be released to walk home; they must be picked up by an adult on the Emergency Contacts with Identification in a timely manner. This also includes students who become ill after regular dismissal.

Head lice (pediculosis):

The school nurse or clerk will examine the student suspected of having head lice as well as any siblings of the affected student or members of the same household. If live lice are found, the parent/guardian will be contacted to pick up the student immediately. The child must be rechecked through the school health office and given clearance before they can return to class.

Injuries:

If your child is injured and requires a doctor's attention, **a doctor's note with permission to return to school is required in the health office prior to returning to class.** For the safety of all students, students with a brace, cast, or crutches **will not be allowed on the playground during recess without a Doctor's clearance.** The injured student will be allowed to sit in the library or office during playtime.

Medications:

State law forbids students from having medications in their possession on school property. The few exceptions can be clarified by the child's primary doctor and the school nurse. This includes all over-the-counter medicines as well as prescription medications. If a child needs to take medicine during school hours, parents must check with the office personnel for the correct procedures. The following California State Health Department guidelines must be followed:

1. A physician's authorization for medication must be signed and kept on file in the school health 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.

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

TOBACCO-FREE SCHOOLS

District Policy mandates that smoking or other use of tobacco products (e.g., e-cigarettes, cigarettes) shall be prohibited in all district facilities and vehicles and 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.

FOOD SERVICES: BREAKFAST AND LUNCH PROGRAMS

Each day, breakfast and lunch are provided for every child at Dollahan at no cost to parents. Students eat breakfast in their classroom at the beginning of each school day. Breakfast is served promptly at 8:00 a.m. Students arriving after 8:10 may not receive breakfast. Students must remain on campus during lunch hours. Your child may bring a sack lunch from home. A calendar of breakfast and lunch is available on the Nutrition Services website <https://kec.rialto.k12.ca.us/Page/1935>

Food Allergies: For students with specific food allergies, a medical statement must be completed by a physician and on file at the school. Please call Dollahan for more information.

SNACKS AT SCHOOL

Students may bring a healthy snack, such as a piece of fruit or vegetables. Students should not share food from home with other students as there may be unknown allergies that can result in an emergency medical situation.

To remain in compliance with the district's health and wellness policy, and state law, students are not allowed caffeinated beverages even during lunch. *No candy or gum, please.* Additionally, large bags of chips are not a healthy source of nutrition and will be confiscated if greater than 2.5 oz. *Chips may not be*

shared. If confiscated, students may claim these items from the front office at the conclusion of the day. We ask for parent/guardian support by not sending students to school with these items and for encouraging healthy food choices for our students.

STUDENT ACCEPTABLE USE POLICY FOR COMPUTERS & INTERNET

As a part of the online enrollment verification process, parents/guardians have either authorized or declined their student's use of the internet. All Dollahan parents/guardians and students must complete a Rialto Unified School District Acceptable Technology Use Policy. While at school students are to only use technology as teachers have directed. Students must care for their devices and protect their passwords at all times. Disciplinary action may be taken if technology rules are not followed.

ELECTRONIC DEVICES / CELL PHONES

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 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.
- 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 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

[Mobile Communication Devices: Board Policy/Administrative Regulation 5131.8]

TOYS

Toys are not allowed at school. Toys include but are not limited to toy guns/squirt guns, fidgets of any kind (ex: fidget spinners), dolls, stuffed animals, cars, trading cards (Pokémon), or happy meal toys. **Any toys brought to school may be confiscated by a teacher, administrator, or other school staff member and available for pick-up at the end of the school year.**

SPORTS EQUIPMENT

Students are permitted to bring their own sports equipment for play during recess and lunch. This may include basketballs, soccer balls, footballs, baseball gloves and balls (balls must be soft or rubber), four-square bounce balls, etc. However, students are responsible for their own equipment, and Dollahan Elementary School **WILL NOT TAKE RESPONSIBILITY** for any items lost or stolen.

BICYCLES & SCOOTERS

Only students in grades 3-5 are allowed to ride a bicycle or scooter to school unsupervised. Students in Grades K-2 may ride their bicycle or scooter only if accompanied by an adult. Students must walk bikes and scooters once on campus. All students with permission to ride a bicycle or scooter **MUST WEAR A HELMET**. If a student arrives at the school with their bicycle or scooter, but without a helmet, they will have their bike or scooter held and only a parent will be permitted to pick it up. Any violation of this safety regulation will result in the privilege of riding a bicycle or scooter being revoked. Students are responsible for locking up their bike or scooter on the bike rack near the kindergarten playground. The school is not responsible for damaged or stolen bicycles or scooters.

ANIMALS ON CAMPUS

Animals are not permitted beyond any school gate at any time. Animals left in vehicles are permitted; however, please ensure that no other Dollahan students are allowed near the animal while on campus.

FUNDRAISING OR SELLING PERSONAL ITEMS ON CAMPUS

Students are not permitted to sell personal items on school grounds. We recognize that student participation in fund-raising activities for nonprofit, nonpartisan charitable organizations can help develop a sense of social responsibility in students; However, all activities of this kind must be approved in advance with administrator discretion (BP1321 Community Relations).

LOST AND FOUND

The lost and found is located in the rear of the cafeteria. Valuable items are brought to the office. *Please label all articles of clothing, backpacks, and lunch boxes with your child's name.* Any unclaimed items will be donated periodically throughout the year.

PARENT INVOLVEMENT

Annual Calendar

Each parent receives a calendar indicating the days in which the school is in session for the school year, holidays, parent/teacher conference weeks, back-to-school night, open house, and minimum days. If needed, additional calendars are available in the school office, the school and district website, and Remind. Please make a note of all minimum-day dismissals and plan accordingly.

Parent Volunteers

We are proud of our school and enjoy visitors and parent volunteers. Please speak to your child's teacher if you are interested in volunteering in the classroom. Volunteering does not have to take place solely in your child's classroom, as we always appreciate volunteering in the library and other classrooms, as well as on study trips.

Please contact the school office for a parent volunteer application. Approved volunteer applications are valid for the current school year. A new application must be submitted annually. Following your screening approval, you can meet with your child's teacher to discuss the best time and days for you to volunteer.

The law requires that all parent volunteers working on campus be fingerprinted and pass a TB test. The entire process can take 1-4 weeks, so please start the process as soon as possible if you would like to be a volunteer on campus. The fingerprinting is completed through Rialto USD. Volunteers must also obtain a clear TB test from their health provider or a local clinic. Fingerprinting is valid for as long as you would like to volunteer in Rialto USD, it does not have to be conducted annually. TB test results must be resubmitted every four years, or as directed by your physician. Please note that per state and federal law, fingerprints are not transferable. If you were previously fingerprinted in a different district or through a different entity, in order to volunteer in Rialto USD, you must have them completed through the district office again.

Chaperones for all field trips and study trips will not be permitted unless they have been fingerprinted and completed the volunteer process.

Classroom Observations

Parents are welcome to visit the classrooms during the school day for observations only. You may choose to observe a lesson or your child's participation in the classroom activities. We ask that you contact the teacher first to arrange an optimal time (E.C 51101). Parents must sign in at the front office and obtain a visitor pass before going to the classroom. *Teachers are not available for conferences or comments during the instructional day.*

Additional Parental Involvement

Parent involvement is important to the academic success of students. Besides volunteering in the classroom, parents may join our School Site Council (SSC), the English Language Advisory Committee (ELAC), and African American Parent Advisory Council (AAPAC). Dollahan also needs active and committed participants to help run our Parent Teacher Organization (PTO).

Parent-Teacher Conferences

Parents are asked to attend at least one scheduled parent-teacher conference during the school year to discuss their child's academic progress. Early parent teacher conferences are scheduled for September 20-22, and following the end of Trimester 1, conferences will be held from November 1 - November 9. Each day during these conference periods will be a minimum day. Please make every attempt to attend the conference. If at any time during the school year, you feel the need to discuss your child's progress with the teacher, additional parent conferences can be arranged. It is Dollahan's goal to maintain open communication between the home and school at all times during the school year.

REPORT CARDS

Student performance is evaluated based on California State Common Core Standards and during the 2023-2024 school year, all Rialto Unified School District elementary schools will be transitioning to a standards-based report card. Information regarding what these changes will look like, can be obtained from your child's teacher. Additionally, there will be parent training available during the year to provide parents an overview of the new report card, and what the changes mean to your child's academic performance. Report cards will be available on ParentVue at the end of each trimester and a hard copy will be made available by request. If a student is not meeting grade-level standards, poor progress reports will be sent home at the halfway mark for each trimester.

RETENTION

Students in grades 2 or 3 who are earning an achievement mark of IEM (Insufficient Evidence of Mastery) on their report card in Reading are at risk of being retained in their current grade. Students in grades 4 and 5, receiving an overall achievement mark of IEM in reading and mathematics are at risk of being retained in their present grade. Students may only be retained once in the same grade or during their elementary education.

If you have concerns regarding your child's progress in school, please make an appointment to discuss the situation with the classroom teacher as soon as possible. You do not have to wait until report card time. The teacher may recommend that a Student Study Team (SST) meeting be held to discuss your child's academic performance. The team may recommend additional academic or other types of assistance.

Student Study Team (SST) Purpose and Function

If a student is experiencing difficulty with class work, behavior, or attendance, the teacher or an administrator may refer the child to a Student Study Team (SST). The SST consists of the parent or guardian, the classroom teacher, and/or a school administrator, and other invited participants. The purpose of the team is to discuss current performance levels and produce an intervention plan to implement at school and at home. After the initial SST meeting, a follow-up meeting is scheduled approximately 6-8 weeks later in order to evaluate the progress of the student using the suggested interventions.

STUDENT SUPPORT SERVICES

Specialized Academic Instruction (SAI):

The Education Specialist provides instructional support to those students identified with a learning disability and academic discrepancy as noted on the Individualized Education Plan (IEP).

Speech & Language Services:

Speech and language services are available from the Speech therapist for those students who have been identified through the IEP process as needing special assistance in speech and/or language development.

English Language Development:

Your child may be identified as an English Language Learner based on the results of your Home Language Survey and the English Language Proficiency for California (ELPAC) assessment. Students identified as English Learners receive 30 minutes a day of English Language Development instruction in order to develop proficiency in Academic English. Primary language support is provided by bilingual instructional assistants and teachers in SEI classrooms.

Parents of English Learners are encouraged to participate in our school's English Language Advisory Committee (ELAC). This council receives training on how to best assist EL students, helps to monitor the progress of all EL students at Dollahan, makes recommendations to the administration for improving EL achievement, and participates in district-level EL programs and meetings.

Gifted and Talented Education (GATE):

The GATE program is designed to meet the individual academic needs of the GATE-identified students by expanding the depth and complexity of the core program. All students in 2nd grade are given a test to identify potential giftedness with parent permission. Students in grades 3 through 5 may be recommended for GATE testing by either their parents or teacher. Students can only be assessed once every 24 months. Parent permission is required to evaluate any child for GATE identification.

Therapeutic Behavior Support (TBS) Small Groups:

Small group social-emotional support is available with parent/guardian permission. During small groups students are provided universal support promoting resilience, healthy relationships, and other social-emotional needs. Referrals can be initiated by parents/guardians or school staff. TBS is not for crisis or emergency services.

Care Solace Mental Health Referral Services:

Care Solace is an online resource with a live 24/7 concierge meant to assist individuals in finding local mental health related programs and counseling services. Families can access Care Solace services in several ways:

1. Call the school office and start the confidential referral process during regular business hours.
2. Call Care Solace at 1-888-515-0595 to begin the referral process. Representatives can take your call or email 24/7.
3. Visit the district link at www.caresolace.com/rialto and answer questions to begin the referral process.

Care Solace is not an emergency response service or mental health provider. In the event of a life-threatening emergency, please call 9-1-1 or the National Suicide Hotline 1-800-273-8255.

McKinney-Vento Homeless Assistance:

Are you

- 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 underpass or abandoned structures, etc.?
- **As a student**, are you living with someone other than your parents or legal guardian?

If you answered **YES** to any of these questions, please ask to speak to our school's McKinney-Vento Representative. We will provide you with our school's support as well as information as to 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.

STUDENT LEADERSHIP ACTIVITIES & AWARDS

Leader of the Month:

Teachers will select one student each month to be recognized as their leader of the month. Students may be selected for citizenship and exemplify The 7 Habits.

Monthly Perfect Attendance:

Students who achieve perfect attendance during each month will have an opportunity to participate in an ice cream party at the conclusion of the month. Students must have zero absences and zero tardies to be included. Perfect attendance will still count for those absences recovered through attendance during the Saturday STEP-UP program.

Student Leadership Teams:

Students in grades 1-5 are encouraged to apply to be a part of any one of the many Student Leadership Teams, which can include Gardening Team, Yearbook Team, Environmental Team, Technology Team,

Tutoring Team, Recycling Team, and Library Leaders. Student Leaders are expected to consistently demonstrate leadership characteristics and the ability to exhibit The 7 Habits to others.

Student Lighthouse Team:

Our 2nd, 3rd, 4th, and 5th grade students are encouraged to apply to be a member of the Student Lighthouse team. Student members of the Lighthouse team thoroughly understand and practice The 7 Habits. They will work closely with Dollahan's Staff Lighthouse Team, planning leadership events and opportunities throughout the year. This team helps to ensure Dollahan's consistency as a Leader in Me school.

Annual Science Fair:

Individual Science Fair recipients and class entries receive certificates of participation. Outstanding projects at each grade level are submitted to the District Science Fair.

Trimester Awards:

With the transition to standards-based report cards, the district has identified which awards will be distributed each trimester. These awards may consist of attendance awards, character/social emotional learning skills awards, and academic awards (academic awards will not be given during the first trimester).

DISCIPLINE POLICY AND PROCEDURES

Philosophy Statement

Dollahan Elementary School’s philosophy is that a safe and respectful learning environment is essential to student success. Students are empowered to lead and are proactive when rules are fair, consistent, and based on student choices. We believe that all students can succeed and when praised for appropriate behavior, each student rises to a higher and more productive level, thus developing their maximum academic potential as well as positive interactive skills.

Dollahan Positive Behavior and Intervention Support Matrix

	Hallway	Bathroom	University Hall	Playground-Play Structure	Playground-Surface Areas
L ead by Example	Walk quietly with hands to your side or behind your back	Walk safely Be quick and quiet	Walk in a straight line Use inside voices	Play safely and use equipment properly Play fairly	Walk on blacktop Play safe
E ncourage Others	Encourage with a thumbs up or smile	Keep it clean Wash your hands	Show the quiet sign Stay focused	Play games without chasing Think win-win	Be fair Use positive words
A lways be Respectful	Respect other’s space and property	Mind your own business Check before entering	Keep hands and feet to yourself Say “please,” “thank you,” and “excuse me”	Follow all adult directions Take turns Use kind words	Take turns Follow all adult directions
D o the Right Thing	Go directly there and back	Save paper, save water, flush once Keep playtime on the playground	Clean up your area	Keep hands and feet to yourself Help others	Use equipment properly Return equipment to where it belongs

Dress Code Policy

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

RUSD believes that high expectations for students and a safe and engaging learning environment prepares students for academic success and their future. The student dress code should serve to support all students in developing a body-positive self-image. All students are expected to adhere to RUSD Student Dress and Grooming Board Policy 5132, which includes, but is not limited to, the three expectations.

“Big Three”

1. Clothing must cover and conceal undergarments; no private parts, including midriff, should be visible.
2. Appropriate shoes must be worn at all times.

3. Clothing, backpacks, and accessories must be free of images and content that are sexually suggestive, depict drugs, alcohol, or tobacco use, firearms, gang-related images, or other illegal activities.
 - All RUSD staff will support students by reinforcing Dress and Grooming Board Policy 5132.
 - Students who do not comply with the dress code expectations, may be subject to progressive discipline.
 - Any student in need of appropriate clothing, will be referred to the RUSD Kindness Connection.

Policy 5132: Dress And Grooming Status

Original Adopted Date: 08/25/1999 | Last Revised Date: 10/09/2019 | Last Reviewed Date: 10/09/2019

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

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

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

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

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

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

(cf. 0415 – Equity)

(cf. 5145.2 – Freedom of Speech/Expression)

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

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

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

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

(cf. 5144 - Discipline)

Gang-Related Apparel

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

(Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

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

Uniforms

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

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

(Education Code 35183)

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

Student Discipline & Suspension Procedures

Education Code 48900

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

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Please note that with the passage of AB 424 no one has the authority to grant permission to possess a firearm on school grounds.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

- (2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
 - (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (iii) (I) An act of cyber sexual bullying.
 - (II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
- (3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have

committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

- (u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.
- (w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Sexual Harassment EDC 48900.2

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

Hate Violence EDC 48900.3

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

Harassment EDC 48900.4

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

Terroristic Threat EDC 48900.7

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

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

Recommendation for Expulsion: Education Code 48915

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

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

BULLYING AND HARASSMENT PREVENTION

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

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

Bullying (Cyber bullying) Prevention Ed. Code 48900(a),(k),(o),(r),(s)

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

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

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

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

Definition of Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the ***Student Code of Conduct***. It can also be a violation of criminal law. The District will not tolerate unlawful bullying and harassment on school grounds, or when traveling to and from school or a school sponsored activity, 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) | 6) Physical violence |
| 2) Social exclusion | 7) Theft |
| 3) Sexual, religious, or racial/ethnic | 8) Threat |
| 4) Intimidation | 9) Public humiliation |
| 5) Stalking | 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, confidential 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.

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 are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff 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 in the school office

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

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

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

Conflict Resolution

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

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

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

SEXUAL HARASSMENT

The Rialto Unified School District Board of Education 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. Students found guilty of sexual harassment will be suspended. If a student feels that he/she is being sexually harassed, he/she must immediately report the incident to an adult. The adult is to send the student to the principal or assistant principal. The site administrator will investigate the complaint, determine the validity of the complaint, and take appropriate action.

COMPLAINT PROCEDURES

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

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

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six(6)months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six(6)months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.

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

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

STUDENT WELLNESS POLICY

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.

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.

Nutrition Education

- Nutrition education that is ethnically appropriate will be integrated into other areas of the curriculum such as math, science, language arts and Social Studies.
- The staff responsible for nutrition education will have the opportunity to participate regularly in professional development activities to deliver an effective nutrition education program as planned.
- Nutrition education curriculum will meet the standards set by the Health and P.E. Framework.
- Nutrition education will involve sharing information with families and broader communities 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 instruct 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.
- The 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.

CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

The purpose of this section 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(e).

- 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

PARENT/COMMUNITY INVOLVEMENT POLICY

Service Promise:

District personnel will provide services in a helpful and respectful manner as measured by a district-wide survey of community members, parents, administrators, teachers, classified personnel, and students.

Goal for improving two-way communication with all segments of the District's community:

Two-way communication with all segments of the District's community will be emphasized.

Objectives for improving two-way communication with all segments of the District's community:

District Objective:

- Each school in the District will promote shared responsibility and partnerships with students and parents/guardians for the education of students as evidenced by the Annual Evaluation of the School Plans.

Site Specific Objective(s):

- Dollahan Elementary School will develop two-way communication as measured by written and oral communication from the office and classroom teachers informing families of all aspects of their children's educational experience.
- Dollahan Elementary School will increase parent participation rates at all advisory council meetings, parent instructional opportunities, and sponsored programs this school year.
- Dollahan will strongly encourage participation in district-sponsored training opportunities.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

Dollahan Elementary School's SARC is available at <https://sarconline.org/public/findASarc> A hard copy of Dollahan's SARC is available upon request in English or Spanish.

TITLE 1 PARENTAL INVOLVEMENT POLICY

Dollahan Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Through SSC and ELAC the parent involvement policy was jointly developed. The policy was placed on the agenda, and the agenda was then posted at least 72 hours in advance. Phone notifications were sent out regarding the meeting. After the joint development of the parent involvement policy, it was distributed to parents of all students in their welcome folders as a separate piece and included in the 2023-2024 Parent/Student Handbook. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

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

- a) The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Dollahan will hold an annual Title I meeting in late August to inform parents of the sites and their child's participation in education, explain programs offered, purpose, requirements, and parents' rights to be involved.
- b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- Dollahan will hold a flexible number of meetings for parents of participating students at varying times including in the morning, after school, and in the evening. The school will provide childcare with Title I funding as long as these services relate to parental involvement.
- c) The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - Dollahan will collaborate with parents to jointly develop the School's Title I Parent Involvement Policy, the Family-School Compact, and the Single Plan for Student Achievement during School Site Council (SSC) Meetings and English Language Advisory Committee (ELAC) Meetings.
 - Dollahan will solicit parent opinions of school-wide programs and services through an annual parent survey which will be distributed to all parents of Title I students. The school will share the results of this survey at SSC and ELAC meetings to determine needs related to the Single Plan for Student Achievement, School Parent Involvement Policy, Family-School Compact, and parent notices.
- d) The school provides parents of Title I students with timely information about Title I programs.
 - Dollahan will provide updated information about Title I programs including tutoring, parent training, parent meetings, and school events through flyers, Dollahan's Website, Parent Link/Blackboard messages, and personal phone calls.
 - All communication will be translated in English and Spanish.
- e) The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Dollahan will provide all parents including those of Title I students with opportunities to obtain a description and explanation of the state curriculum, standards, and assessments used at the site along with expected proficiency levels. This information will be disseminated at Back to School Night, annual Title I parent meeting, SSC and ELAC meetings, and parent/teacher conferences.
- f) If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - Dollahan will meet regularly to educate parents regarding programs and to plan, review, and provide suggestions to improve programs and related parent involvement.

School-Parent Compact

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

- a) The school's responsibility is to provide high-quality curriculum and instruction.
- b) The way parents will be responsible for supporting their children's learning.
- c) The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

- Dollahan will jointly develop and/or review with parents of Title I students and our school community members a School-Family Compact during SSC and ELAC meetings.
- Dollahan will distribute the School-Family Compact to all parents of Title I students of participating children at the beginning of each school year in the student welcome packet and in the Student Handbook.

Building Capacity for Involvement

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

- a) The school provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children. Teachers hold annual parent-teacher conferences for students to discuss academic content standards, assessments, and how to help their child at home.
 - Family Nights including English Language Arts, Math, GATE, and The Leader in Me where parents may have an opportunity to learn about the different academic programs, curriculum, assessments, and ways to assist their children.
 - Workshops will be conducted throughout the year with parents on topics which may include preparing students for tests, preparing for parent/teacher conferences, understanding the ELPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.
 - Parent volunteers will be solicited at Back-to-School night and throughout the year. Parents may be called upon to assist the school in conducting school events and assisting teachers in the classroom. All volunteers will complete a volunteer application and be approved by the District prior to working in the classroom.
- b) The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - Sponsor Family Nights including English Language Arts, Math, GATE, and The Leader in Me where parents may have an opportunity to learn about the different academic programs, curriculum, assessments, and ways to assist their children.
 - Workshops will be conducted throughout the year with parents on topics including preparing students for tests, preparing for parent/teacher conferences, understanding the ELPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.
 - Parents will be encouraged to attend district conferences and meetings offered to parents of participating children with topics that include raising student achievement and school improvement efforts, including courses offered by the Parent University.
- c) With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
 - Coordinating training for school personnel on topics that include working with EL students, communicating with parents through classroom technology, and student engagement.
- d) The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children.
 - Coordinate parent involvement activities offered through a variety of state, federal, and community programs, and encourage participation of community organizations and business through flyers, Blackboard messages, and student invitations.

- e) The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Flyers, letters, and Blackboard messages will be used to communicate with parents and will be translated into Spanish whenever possible.
- f) The school provides support for parental involvement activities requested by Title I parents.
 - The school provides regular opportunities for parents to meet with administration to voice concerns, or to have questions answered that will assist all stakeholders to work together for each child's academic achievement.

Accessibility

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

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



TITLE I PARENT-SCHOOL COMPACT

As a student I will apply the 7 Habits by:

- Believing that I can learn and will learn.
- Reading for at least 30 minutes, five days a week.
- Coming to class on time, ready to learn and with assignments completed.
- Setting aside time every day to complete my homework.
- Following the school's uniform dress code.
- Regularly talking to my parents and my teachers about my progress in school.
- Respecting my school, classmates, staff, and family.

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Talk to my child about the 7 Habits and their goals.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events such as parent-teacher conferences, Open House, and Back to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

As a teacher I will apply the 7 Habits in the classroom and:

- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teacher learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students, and family.

The
Leader in Me™
great happens here