

**RIALTO UNIFIED SCHOOL DISTRICT**

**Nancy R. Kordyak Elementary School**

HOME OF THE LION CUBS

“A Growing Pride of Scholars”

**PARENT-STUDENT HANDBOOK &  
RESOURCE GUIDE  
2021-2021**



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Dear Parents/Guardians,

Welcome back to school Kordyak Lion Cubs!!! We are so excited to have our amazing scholars back at school for in-person learning. As we enter into the 2021-2022 academic school year, it is truly important that we work together as one to ensure our scholars have the safest and healthiest transition possible as they return. The health and safety of all of our school community stakeholders is our number one priority.

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

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

Koridyak Elementary School will do whatever is necessary for our scholars to have an amazing 2021-2022 academic school year. Though we cannot predict what the future may hold in regards to COVID19, our staff members at Koridyak are prepared to address any challenges ahead as a united front. In addition, we will remain committed to providing our scholars with the academic, behavior, and social-emotional support needed to ensure their academic journey is fulfilling.

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

Dr. Eboni Kemp  
Principal  
Koridyak Elementary School

# Nancy R. Kordyak Elementary School

HOME OF THE LION CUBS

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## Mission

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

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



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## School Communication

### Communication Tools

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

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

### Emergency Cards

A current emergency card will be kept on each student enrolled at the school. The information on the card will only be used by school personnel and will not be released to the public. Please keep the school informed of any changes on the emergency card. California Education Code requires parents/guardians to keep active phone numbers on file with the school site.

### Rialto Unified School District's Academic School Calendar

- The last page of this handbook contains the 2021-2022 Rialto USD's academic calendar. On this calendar, you will find the days in which school is in session, designated minimum days, parent-teacher conference days, Back to School Night and Open House Night.
- The school district also places this calendar on their website at: <https://kec.rialto.k12.ca.us/kec>. Refer to the "Families" section of the website.

## School Reopening Procedures

The staff at Kordyak Elementary School has truly missed their scholars. As we enter into the 2021-2022 academic school year, it is truly important that we work together as one to ensure our scholars have the safest and healthiest transition possible as they return for in-person learning. The health and safety of all of our school community stakeholders is our number one priority.

All schools within the Rialto Unified School District will be returning to a traditional learning environment that will employ safety protocols such as distancing, frequent handwashing, and wearing of face coverings. Teachers will have the opportunity to provide quality instruction in-person Monday through Friday to ensure that all of our scholars achieve personal and career fulfillment.

We at Kordyak Elementary School are looking forward to the new possibilities and opportunities in the wake of COVID-19 that will provide our scholars with the academic, behavior, and social-emotional support needed to ensure their academic journey is fulfilling.

## Student Arrival & Dismissal Procedures

### Student Arrival Procedures

*Parents will be encouraged to administer a temperature check prior to their children leaving the house.*

#### Bus Riders

- Temperature checks will be administered by the bus driver prior to students boarding.
- Buses shall be loaded from back to front.
- Bus riders, as well as parents, are encouraged to practice social distancing while awaiting bus arrival.
- Bus drivers and bus riders (students & attendants) must wear a face covering at all times.
- Parents/guardians must accompany students to the bus stop in case temperature reading exceeds 100.4 °F.
- Upon arrival, bus riders will enter through the double-doors on the side of the MPR (Signage will state “Bus Riders Entrance”)

#### Non-Bus Riders (Car Riders & Walkers)

- Temperature checks will occur daily upon arrival at the school.
- Upon entry to campus, car riders and walkers will have their temperatures checked at the designated temperature station before entering through the double-doors in the front of the MPR (Signage will state “Temperature Check Station” and “Car Riders/Walkers Entrance”).
- Parents/guardians will need to stay with their children until their temperatures are cleared to enter campus.
- If a student’s temperature is high, the student and parent will be asked to wait with their parent/guardian for 5 minutes until temperature is rechecked. With a passing temperature, the student may proceed onto campus. And with a non-passing temperature, the student will be dismissed for the day and parent/guardian will be given instructions to notify their medical provider.

### Student Dismissal Procedures

#### Kindergarten Dismissal

- Students will be dismissed at their designated time through the Kindergarten Gate (located next to Kinder Playground)

#### 1st-3rd Grade Dismissal

- 1st and 2nd grade students will be dismissed at their designated time through the gate located between the Large Playground and the Outdoor Eating Area.
- 3rd grade students will be dismissed at their designated time through the double gate located between the MPR and the Administration Building.

#### 4th-5th Grade Dismissal

- 4th and 5th grade students will be dismissed at their designated time through the grate located between the Administration Building and Kinder Playground.

## Personal Protective Equipment (PPE) - Face Coverings/Masks

- All staff, students, and visitors on campus must wear a face covering in order to enter the school site facilities, unless wearing a face covering poses a health risk to that individual.
- Face covering must adhere to the District’s dress code policy.
- One disposable face covering and one reusable face covering will be provided to every staff member and student.

- Additional face coverings will be provided as needed.
- Students and staff will not be required to wear a mask at recess or most outdoor situations. However, masks will be required in a crowd for an extended period of time, like in the stands at a football game.
- Face coverings will not be required while eating breakfast or lunch.
- Face coverings will not be required while outdoors when social distancing is possible.

## Precautionary Measures for Students

### Breakfast/Lunch

- Hand sanitizer will be available and encouraged for use before eating.
- Maximize physical distancing and arrange for outdoor eating as much as possible.
- Sharing food is discouraged.

### Classrooms

- Plexiglass will be provided for each student's desk. Custodians will disinfect plexiglass daily based on the new COVID cleaning schedule.
- Each student will receive their own electronic device and instructional supplies to discourage cross contamination. Students are to bring fully charged devices daily.
- Kordyak will provide daily Social Emotional Learning Instruction for all students.

### Water Faucets/Water Supply

- Students are encouraged to bring their own water bottles. They will not be able to drink directly from the water drinking faucets.
- Kordyak will have water bottle filling stations available on-campus.

### Restrooms

- Each restroom will have signage promoting proper hand washing hygiene.
- Teachers will routinely remind students of the importance of hand washing and good hygiene practices.

### School Library & Classroom Library

- Library book circulation will be made available to students with proper cleaning procedures and waiting times (24 hours). E-books for student devices will be made available to elementary students.
- Teacher classroom libraries must have a 24 hour waiting period for used books before reshelving for student use.

### Elementary Outside Activity/Physical Education

- Playground equipment may be used. Students will wash hands or use hand sanitizer before and after use.
- Individuals will wash their hands for a minimum of 20 seconds with soap and water or use hand sanitizer before touching any surfaces, athletic equipment or participating in physical education.
- Staff may lead stretching exercises or other physical activities for their students with social distancing encouraged.

## Additional Information

### Visitor's On-Campus

- Visitors will be limited to the front office for business needs or for meetings that are determined to be held in person and must follow District protocols.

### Health & Safety Protocols

- Health and safety expectations will be posted at all entry areas to school campuses.
- Hand sanitizing stations, with a minimum of 60% alcohol base, will be placed at entry and other high traffic areas around Kordyak.
- Hand washing stations will be available in Kordyak's classrooms that do not have sinks.
- Custodians and school staff will disinfect classroom desks and chairs at the end of the day or as needed.
- Custodians will disinfect high traffic areas based on the posted daily COVID schedule.

### **Healthcare**

- Parents are encouraged to keep their child home when he or she feels ill.
- Parents are encouraged to take their child's temperature daily before sending the child to school. Students with a temperature above 100.4 °F must remain at home.
- Students will be encouraged to wash hands regularly while at school.
- A person with known exposure to COVID-19 should consult their healthcare provider.
- A symptomatic person with suspected or confirmed COVID-19 can return to work or school with at least 24 hours fever-free without medication and improvement in all symptoms. They must also provide one of the following: 1) a negative COVID Test; 2) a doctor's note to return to school or work; OR 3) 10 days have passed after the onset of symptoms.
- An asymptomatic person with a lab-confirmed positive COVID-19 test result is to self-quarantine based on their medical providers recommendation.
- Fully vaccinated individuals do not need to quarantine if they have no symptoms after possible or confirmed exposure to COVID-19.

## **Frequently Asked Questions**

### **Can parents request the right to have their children attend schools without masks?**

No, all students must wear a face covering on school campus. If a student refuses, the student must be excluded from on-campus instruction until they are willing to wear a face covering. Students excluded on this basis will be offered other educational opportunities through distance learning. However, there are some children with disabilities who cannot manage masks or who cannot wear masks safely. These parents already have the right to seek an accommodation that includes not wearing a mask.

### **Do masks have to be worn outdoors by vaccinated and unvaccinated people at schools?**

Masks are not required at recess, passing periods or in most other outdoor situations. However, masks will be required in a crowd for an extended period of time, such as in the stands at a football game.

### **What happens if students or staff members are exposed to the virus?**

A person with known exposure to COVID-19 should consult their healthcare provider. Students or staff who are exposed to someone who has the virus don't have to stay home for 10 days to quarantine if both parties were masked. They can continue to attend class if they don't have symptoms and if they keep wearing a mask and are tested twice a week for 10 days. But they can't participate in sports or other extracurricular activities during that period.

## Attendance

### Compulsory Attendance Law

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

### Acceptable Reasons for Excused Absences

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

### California Education Codes for Attendance

**Education Code 46014** – The following requires a Board-adopted resolution:

Religious observance or exercise for moral or religious instruction limited to four (4) days per month. Students must attend minimum school day hours.

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

**Education Code 60901(c)(1)** – a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the

pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

### **School Attendance Review Board (SARB)**

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

The following process is required per California Education Code Procedures:

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

## **Grounds for Suspension and Expulsion**

### **Education Code 48900**

A pupil shall not be suspended from school or recommended for expulsion unless the Superintendent or Principal of the school in which the pupil is enrolled determines that the pupil has: caused, attempted to cause, or threatened to cause physical injury to another person. Willfully use force...

1. Possessed, sold, or otherwise furnish any firearm, knife, explosive, or other dangerous object unless, in the cause of possession of any such object 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.
2. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the health and safety Code, an alcoholic beverage, or an intoxicant of any kind.
3. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind and then either sold, delivered, or otherwise furnished to

any person another liquid, substance, or material and represented the liquid substance, or material as a controlled substance, alcoholic beverage or intoxicant.

4. Committed or attempted to commit robbery or extortion or attempted to commit robbery or extortion.
5. Caused or attempted to cause damage to school property or private property.
6. Stolen or attempted to steal school property or private property.
7. Possessed or used tobacco or any 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 of possession by a pupil of his or her own prescription productions.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Disrupted school activities or otherwise willfully defined the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
10. Knowingly received stolen school property or private property.

### **Zero Tolerance Policies**

**48915 (c)** The principal/superintendent shall immediately suspend, pursuant to the Section 48911, and shall recommend the expulsion of a pupil who he or she determines has committed any of the following acts at a school or school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of processing 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 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.

## **Sexual Harassment**

### **Education Code 38900.2**

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

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

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

### **Sexual Harassment (Students)**

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

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

In addition to the reasons specified in Sections 48900 and 48900.2, a student enrolled in any of grades 4 to 12 inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 33032.5) (Added by Stats. 1994, c.1198)

- Education Code 48900.4: Intentional harassment, threats, intimidation

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

- Education Code 48915 (a)

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

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



## **Rialto Unified School District's Harassment Policy**

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

Sexual harassment consists of:

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

## **Bullying & Harassment**

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

The California Department of Education (CDE) has developed and made available to school districts a policy model on the prevention of bullying and on conflict resolution. These policies are developed for the purpose of incorporating them into a district wide school safety plan.

### **Definition of Harassment and Bullying**

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

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

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

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

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

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

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

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

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

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

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

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

### **Rialto Unified School District's Board Policy 5132.2 - Bullying**

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

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a

telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

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

### **Bullying Prevention for Rialto Unified School District**

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

As appropriate, the District shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

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

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

### **Intervention for Rialto Unified School District**

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

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

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

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

### **Reporting and Filing of Complaints**

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

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

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site service to bully or harass another student, the Superintendent or designee shall file a request with the networking site service to suspend the privileges of the student and to have the material removed.

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

### **Investigation and Resolution of Complaints**

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

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

**Discipline for Bullying**

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

**BULLYING/HARASSMENT COMPLAINT FORM**  
(Students May Report Anonymously)



Date Filed: \_\_\_\_\_ Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Please identify yourself as a:

Student \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Employee \_\_\_\_\_ Volunteer \_\_\_\_\_ Other \_\_\_\_\_

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

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

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

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

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

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

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

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

Dates of alleged bullying or harassment(s):  
\_\_\_\_\_

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

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

Names of Witnesses: \_\_\_\_\_

Have you reported this to anyone else: Yes \_\_\_ No \_\_\_ If so, who? \_\_\_\_\_

Signature of Reporting Person \_\_\_\_\_ Date \_\_\_\_\_

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

Revised 6/12/2013

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

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

**Board Policy 5131**

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

**REPORT IT**

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

**INVESTIGATION**

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

**TRANSFER REQUEST**

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

**DISTRICT LIAISON**

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



## **Anti-Discriminatory Policy**

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

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

#### **Elementary and Middle School**

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

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

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

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

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



## **Administrative Regulation Mobile Communication Devices**

### **AR 5131.8 Students**

Prohibited student conduct includes the use of a mobile communication device during instructional time.

#### **Elementary (K-5) and Middle School (6-8)**

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

#### **High School (9-12)**

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

It is the student's responsibility to ensure that his/her electronic devices are turned off and secured at all times within the above specified time period. The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

School sites may utilize mass storage containers for mobile communication devices during the school day or during an instructional period.

Mobile communication devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. 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
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

(cf. 6159 - Individualized Education Program)

Smartphones and other mobile communication devices with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Search and seizure of a student's mobile communication device shall be conducted in accordance with law.

(cf. 5145.12 - Search and Seizure)

(cf. 5145.2 - Freedom of Speech/Expression)

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

A student shall be subject to discipline for unauthorized use of an electronic device during a school or state assessment.

A student shall also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device, including bus transportation to and from school, which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district's cell phone policy and supporting documentation shall be distributed annually to parents/guardians and staff and will be posted in all classrooms and prominent areas of the school. The Board seeks to partner with parents in the development of a cohesive message regarding the appropriate use of electronic devices.

*Legal Reference:*

*EDUCATION CODE*

*200-262.4 Prohibition of discrimination*

*32280-32289 Comprehensive safety plan*

*35181 Governing board authority to set policy on responsibilities of students*

*35291-35291.5 Rules*

*44807 Duty concerning conduct of students*

*48900-48925 Suspension and expulsion, especially:*

*48901.5 Regulation of possession or use of electronic signaling devices*

*48901.7 Limitation or prohibition of student use of cell phones*

*51512 Prohibition against electronic listening or recording device in classroom without permission*

*CIVIL CODE*

*1714.1 Liability of parents and guardians for willful misconduct of minor*

*PENAL CODE*

*288.2 Harmful matter with intent to seduce*

*313 Harmful matter*

647 *Use of camera or other instrument to invade person's privacy; misdemeanor*  
653.2 *Electronic communication devices, threats to safety*  
1546-1546.4 *California Electronic Communications Privacy Act ("ECPA")*  
VEHICLE CODE  
23123-23124 *Prohibitions against use of electronic devices while driving*

CODE OF REGULATIONS, TITLE 5  
300-307 *Duties of students*

UNITED STATES CODE, TITLE 20  
1681-1688 *Discrimination based on sex or blindness*

#### COURT DECISIONS

*J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094*  
*New Jersey v. T.L.O. (1985) 469 U.S. 325*  
*Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503*

*Management Resources:*

#### CSBA PUBLICATIONS

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*  
*Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Bullying at School, 2003*

#### WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>  
Center for Safe and Responsible Internet Use:  
<http://www.ewa.org/organization/center-safe-and-responsible-internet-use>  
National School Safety Center: <http://www.schoolsafety.us>  
U.S. Department of Education: <http://www.ed.gov>

## **Toys/Weapons**

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

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

## **Confiscated Items**

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

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

## **Tobacco-Free Workplace**

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

## **Student Wellness Policy**

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

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

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

### **Mission**

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

### **Responsibilities**

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

### Nutrition Education

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

### Physical Education

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

### Other School Based Activities

- After-school programs will encourage physical activity and healthy habits.
- Support for the health of all students is demonstrated by providing health clinics, health screenings, and help to enroll eligible children in Medi-Cal and other state children’s health insurance programs.
- District will organize a local Wellness Committee composed of families, teachers, support staff, administrators and students to plan, implement, and improve nutrition and physical activity in the school environment.

- The Nutrition Services Department will work with the Student Advisory Committees to open a line of communication regarding healthy eating.

### Nutrition Guidelines for All Foods on Campus

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

### Eating Environment

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

### Child Nutrition Operations

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

### Food Safety/Food Security

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

### Annual Review

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

## **Uniform Complaint Procedure**

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

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

### **Filing a Complaint under the Uniform Complaint Procedure**

1. The complaint must be filed with the Senior Director of Personnel Services not later than six (6) months from the date of the alleged violation(s) of federal or state laws or regulations or the date



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

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

# Multi-Tiered System of Supports (MTSS)

## California MTSS FRAMEWORK

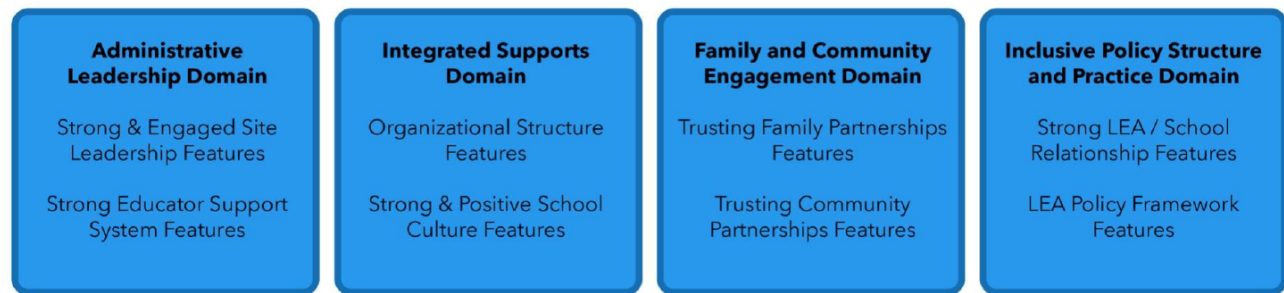
The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



### Whole Child Domain



### Essential Domains and Features to Support the Whole Child



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



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

### What is MTSS?

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

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

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

## **MTSS At A Glance**

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

## **Keys Elements of MTSS**

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

## **What Are The Tiered Supports of MTSS?**

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

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

## **What Can I Expect From MTSS At Kordyak?**

Kordyak's instructional staff members will:

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

## Social-Emotional Learning

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

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

### The Five Social Emotional Learning Competencies

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

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

### Why is Social Emotional Learning Important?

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

Decades of research studies demonstrate the following benefits of SEL:

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

## **SEL Programs & Support**

### Panorama Education

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

Panorama Education is able to:

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

### *Panorama Education Student Success*

Panorama Student Success serves as the foundation for student support by helping Kordyak:

- Guide student interventions: Provide staff with an extensive intervention library of approved, evidence-based strategies to use with their students.
- Monitor student progress: Use one system to manage intervention plans and record progress. Ensure consistency of support for each and every student.
- See your students and district holistically: Quickly review student, group, and school performance to make data-driven decisions. Know what's working, or where further support is needed, with accessible insights.

### Edumotion: SEL Journeys

SEL Journeys is a digital experience that allows students to explore the world through movement and the arts while focusing on Social and Emotional Learning (SEL) themes like diversity, empathy and kindness. With age-differentiated K-12 lessons based on our evidence-based curriculum, SEL Journeys brings movement, culture and SEL directly to your classroom.

## CASEL'S SEL FRAMEWORK:

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

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

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



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Learn more: [www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)



### THE CASEL 5:

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

[www.casel.org/what-is-SEL](http://www.casel.org/what-is-SEL)

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

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

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

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

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

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

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

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

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

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

## **Mental Health Services for Students**

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

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

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

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

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

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

Service and support offered through TBS is as follows:

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

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

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

Service and support offered through EHT is as follows:

- **Educationally Related Mental Health Assessments:** Holistic evaluation of students' social-emotional needs.

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

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



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

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

### Why Implement PBIS?

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


### PBIS at Kordyak

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

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



## Kordyak's Code of Conduct

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

## School-Wide Incentives

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

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

### **Tier 1 PBIS Interventions**

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

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

### **Tier 2 PBIS Interventions**

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

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

### **Tier 3 PBIS Interventions**

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

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

## **Alternatives to Suspension**

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

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

## **PBIS Programs & Support**

### PBIS Rewards

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

## **Academics**

(MTSS: Inclusive Academic Instruction)

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

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

The instructional staff members at Kordyak:

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

### **Tier 1 Inclusive Academic Instruction - Universal Instruction**

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

### **Tier 2 Inclusive Academic Instruction - Targeted, Group Interventions**

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

### **Tier 3 Inclusive Academic Instruction - Intensive Individualized Interventions**

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

### **What are MTSS Interventions for Inclusive Academic Instruction?**

An intervention is an additional instructional resource or support (beyond the high-quality classroom instruction that all students receive) that is aligned to a student's needs. Interventions are a continuation of instruction. When Kordyak's instructional staff members intervene, they adjust their instruction to

better support the student. Examples of interventions at Kordyak are ST Math, Boom Learning Cards, personalized instruction through I-Ready, or assistance from Reading Specialist/Instructional Strategist

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

#### ST-Math

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

#### Boom Learning Cards

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

#### Brain Pop

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

#### Engage NY (Math)

EngageNY.org is dedicated to providing educators with real-time, professional learning tools and resources to support educators in reaching the State's vision for a college and career ready education for all students. Kordyak utilizes the supplemental instructional materials for math.

#### Mystery Science

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

#### Footsteps 2 Brilliance

Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy solution that utilizes mobile technology to connect school, home, and the community for academic success. It allows school districts

and the cities that they support to cost-effectively scale award winning pre-K through 3rd grade literacy curriculum to every family within their jurisdiction, without spending additional monies on hardware, infrastructure, or maintenance. It also empowers parents with the tools they need to be able to share responsibility for their children's academic success.

### Raising A Reader

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

### **Student Assessments**

#### The California Assessment of Student Performance and Progress (CAASPP)

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

#### The California Alternate Assessments (CAAs)

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

#### The English Language Proficiency Assessments for California (ELPAC)

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

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

i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. Diagnostic results also set a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs.

In Rialto Unified School District, 1st - 5th grade students take this diagnostic three times a year (Fall, Winter and Spring) to monitor growth in the areas of reading and math. Kindergarten students take the diagnostic at the end of the school year (Spring) in the areas of reading and math.



## **Special Education/504 Plan** (MTSS: Inclusive Academic Instruction)

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

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

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

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

### **What is An IEP?**

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

### **What is A Special Education Placement?**

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

### **What is Response to Intervention (RTI)?**

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

### **Knowing Your Rights**

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

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

## **The Special Education Process**

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

## **What is A 504 Plan?**

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

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

## **What Is In A 504 Plan?**

504 plans often include accommodations. These can include:

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

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

## **Legal Rights Under 504 Plan**

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

## **Additional Academic, Behavior, and SEL Information**

### **Chromebooks and Textbooks**

Students will be provided with chromebooks and textbooks. Please encourage your child to be responsible for the care and safekeeping of these instructional materials provided. If any school-issued item is lost or damaged, it will need to be paid for by the student. Restrictions will be placed on students with outstanding charges or fines.

### **Curriculum**

The programs and curriculum at Kordyak School are designed to meet the needs of each child with an emphasis on varied teaching styles and an integration of curricular areas. Rialto Unified School District has aligned the curriculum with state-adopted grade-level standards in the areas of Language Arts and Mathematics.

### **Parent-Teacher Conferences and Report Cards**

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

### **Retention: 2nd -5th Grade**

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

### **Student Study Team (SST) Meetings**

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

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

### **California English Learner Roadmap Overview**

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

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

#### **Principle One: Assets-Oriented and Needs-Responsive Schools**

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

#### **Principle Two: Intellectual Quality of Instruction and Meaningful Access**

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

#### **Principle Three: System Conditions that Support Effectiveness**

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

#### **Principle Four: Alignment and Articulation Within and Across Systems**

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification,

graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

### **Reclassification Criteria for English Learners**

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

1. Assessment of ELP (ELPAC Overall PL 4 is the statewide standardized ELP criterion used to determine whether a student has met this criterion);
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery (locally determined);
3. Parent opinion and consultation (locally determined); and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age (locally determined).

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

### Specific Objective #1

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

### Specific Objective #2

Ensure the development of an exemplary staff through collaboration.

### Specific Objective #3

Provide avenues for families to engage in the learning process.

### Tactic #1 – Students (Whole-Child)

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

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

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

### Tactic #2 – Staff

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

- **Specific Result #1 - Professional Development:** Staff members will develop a comprehensive understanding of a Multi-Tiered System of Supports that will improve instructional practice and prepare students for college and career readiness.
- **Specific Result #2 - Collaboration:** Staff members will be provided with opportunities to collaborate in order to continue developing and enhancing practices to support student learning and social well-being.
- **Specific Result #3 - Systems of Communication:** Administration will include stakeholders in planning and providing continuous feedback in order to increase the implementation and sustainability of innovative practices.

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

### **Tactic #3 – Parent and Community Engagement**

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

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

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

## **Title I Parent Involvement Policy** (MTSS: Family & Community Engagement)

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

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

### **General Expectations**

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

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



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

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

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

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

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

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

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

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

### **Discretionary School Parent Involvement Policy Components**

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

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

## **Family-School Impact**

(MTSS: Family & Community Engagement)

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

### **Teacher Pledge**

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

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

### **Student Pledge**

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

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

### **Parent Pledge**

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

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

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

### **School Site Council**

#### What is A School Site Council?

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

#### Role of The School Site Council

The School Site Council is generally responsible for:

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

### **English Language Advisory Committee**

#### What is the English Language Advisory Committee?

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

#### Role of English Language Advisory Committee

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

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

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

#### What is The African American Parent Advisory Council?

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

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

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

## Role of of The African American Parent Advisory Council

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

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

## **Parent-Teacher Association (PTA)**

### What is the Parent-Teacher Association?

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

### Why Should I Join PTA?

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

### Why is PTA Important in Schools?

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

### Objectives of PTA

The objectives of PTA are as follows:

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

## Safe School Climate

### Emergency Preparedness

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

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

### Safe School Statement

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

### Dispatch Number

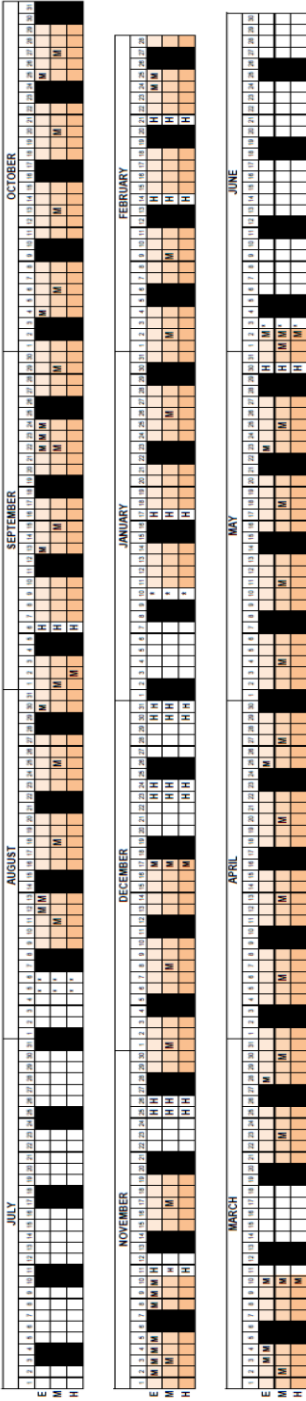
In case of an emergency, please contact the Safety Department: **Dispatch Number** (909) 820-6892

### Transportation

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

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

# RIALTO UNIFIED SCHOOL DISTRICT 2021/2022 SCHOOL CALENDAR



182 E. WALNUT AVE  
RIALTO, CA 92376  
(951) 820-7700  
www.rialto.k12.ca.us

**ALL SCHOOLS:**

- First day of school for ALL students - August 9
- Fall Break - November 22-26
- Winter Break - December 20 - January 10
- Spring Break - March 11-18
- Last Day of School for all K-12 students - June 2

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

**HOLIDAYS FOR ALL SCHOOLS:**

- July 4 Independence Day
- September 6 Labor Day
- November 11 Veterans Day
- November 25-26 Thanksgiving Holiday
- December 24 Christmas Eve
- December 25 Christmas Day
- December 31 In Lieu of Admissions Day
- January 1 New Year's Day
- January 17 Dr. Martin Luther King, Jr's Day
- February 14 Lincoln's Day
- February 21 Presidents Day
- May 30 Memorial Day

**LEGEND**  
 M = Minimum Day for Students  
 W = Weekend  
 H = Teacher Preparation Day  
 H = Holiday

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

| SCHOOL LEVEL               | 2021  | 2022  |
|----------------------------|---|---|
| <b>ELEMENTARY SCHOOLS:</b> | August 12, 2021 - Back to School Night<br>March 3, 2022 - Open House<br><br><b>Minimum Days:</b><br>August 12, 13, 30<br>September 13<br>September 22-24 Parent Conferences<br>October 4, 25<br>November 2-10 Parent Conferences<br>December 17<br><br>2022:<br>February 24, 25<br>March 3, 4, 10, 28<br>April 25<br>May 23<br>June 2<br><br><b>All Elementary:</b><br>October 29 - End of First Trimester<br>February 18 - End of Second Trimester<br>June 2 - End of Third Trimester  | August 18, 2021 - Back to School Night<br>March 2, 2022 - Open House<br><br><b>Minimum Days:</b><br>August 11, 18, 25<br>September 1, 15, 22, 29<br>October 6, 13, 20, 27<br>November 3, 17<br>December 1, 8, 17<br><br>2022:<br>January 26<br>February 2, 9<br>March 2, 10, 23, 30<br>April 6, 13, 20, 27<br>May 4, 11, 18, 25<br>June 1, 2<br><br><b>Middle School Celebrations:</b>  |
| <b>MIDDLE SCHOOLS:</b>     | August 18, 2021 - Back to School Night<br>March 2, 2022 - Open House<br><br><b>Minimum Days:</b><br>August 11, 18, 25<br>September 1, 15, 22, 29<br>October 6, 13, 20, 27<br>November 3, 17<br>December 1, 8, 17<br><br>2022:<br>January 26<br>February 2, 9<br>March 2, 10, 23, 30<br>April 6, 13, 20, 27<br>May 4, 11, 18, 25<br>June 1, 2<br><br><b>Middle School Celebrations:</b>  | August 18, 2021 - Back to School Night<br>March 2, 2022 - Open House<br><br><b>Minimum Days:</b><br>Refer to your individual high school<br>calendar for minimum/collaboration days<br><br><b>All Secondary:</b><br>October 8 - End of First Quarter<br>December 17 - End of Second Quarter<br>March 25 - End of Third Quarter<br>June 2 - End of Fourth Quarter<br><br><b>All High Schools Graduation Date:</b><br>Date: TBD Location: TBD<br>Times: TBD<br>Milnor/Zupanic -<br>Rialto High -<br>Eisenhower -<br>Carter High - |
| <b>HIGH SCHOOLS:</b>       | August 18, 2021 - Back to School Night<br>March 2, 2022 - Open House<br><br><b>Minimum Days:</b><br>Refer to your individual high school<br>calendar for minimum/collaboration days<br><br><b>All Secondary:</b><br>October 8 - End of First Quarter<br>December 17 - End of Second Quarter<br>March 25 - End of Third Quarter<br>June 2 - End of Fourth Quarter<br><br><b>All High Schools Graduation Date:</b><br>Date: TBD Location: TBD<br>Times: TBD<br>Milnor/Zupanic -<br>Rialto High -<br>Eisenhower -<br>Carter High - | August 18, 2021 - Back to School Night<br>March 2, 2022 - Open House<br><br><b>Minimum Days:</b><br>Refer to your individual high school<br>calendar for minimum/collaboration days<br><br><b>All Secondary:</b><br>October 8 - End of First Quarter<br>December 17 - End of Second Quarter<br>March 25 - End of Third Quarter<br>June 2 - End of Fourth Quarter<br><br><b>All High Schools Graduation Date:</b><br>Date: TBD Location: TBD<br>Times: TBD<br>Milnor/Zupanic -<br>Rialto High -<br>Eisenhower -<br>Carter High - |

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