

REDLANDS UNIFIED SCHOOL DISTRICT

ARROYO VERDE ELEMENTARY SCHOOL

Parent/Student Handbook 2023-2024



PRINCIPAL:
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<http://redlandsusd.net/arroyoverde>

Facebook: Arroyo Verde Elementary

Instagram: @arroyoverdeaztecs

Twitter: @ArroyoVerdeRUSD

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Redlands Unified School District Board of Education

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SMOKE FREE, DRUG FREE ENVIRONMENT

Arroyo Verde Elementary School provides a smoke free, drug free environment.

ILLEGAL DRUGS AND TOBACCO PRODUCTS/SMOKING ARE NOT PERMITTED ON ANY SCHOOL PROPERTY, AT ANY TIME, WITHIN THE STATE OF CALIFORNIA.

Welcome Letter from Principal

Welcome to the 2023-2024 School Year Arroyo Verde Aztec Families and Students!

Dear Arroyo Verde Parents and Community,

As Principal of Arroyo Verde Elementary, it is my pleasure to welcome everyone back for another great year at Arroyo. The Arroyo staff is looking forward to a great year. This year our theme is “*The Road to Success is Always Under Construction*”. Additionally, Arroyo Verde is committed to strengthening positive relationships between students, staff, families, and community. We are dedicated to fostering a dynamic, character centered school where 21st century academics are promoted through equitable, inclusive, and data driven practices which celebrate individual student successes. We are excited to join you on this road to success with your student/s.

As we head into the 2023-24 school year we have some new faces on campus.

Jeremy Sauer: Assistant Principal

Ms. Ana Lopez: Office Manager

Ms. Jasmine Melero and Mrs. Salina Roldan: Kindergarten Teachers

Ms. Ivcevic third grade teacher.

Ms. Cassidy Henderson fourth grade teacher

We hope you will find our website helpful and informative. All of the information we send out via our AERIES communication platform, Parent Square. This app based system sends emails and text messages immediately and helps to keep you up to date with the happenings at our school. Each morning, Dr. Lenertz sends out a video announcement to students that highlights, reminders, events and provides a spotlight on historical figures. The link to these videos can be found on our website. Additionally, we have a Facebook account (arroyo verde elementary), a Twitter account (@ArroyoVerdeRUSD) and an Instagram account (@arroyoverdeaztecs) that we will use to send out updates and quick announcements of the daily happenings at our school.

There are many ways for parents to get involved at Arroyo. Volunteering in classrooms is one way to make a direct impact on students while supporting teachers. At Arroyo Verde we are fortunate to have a strong and dedicated PTA who supports our students and staff. Our PTA provides funding for field trips, classroom supplies, campus improvements, and assemblies just to name a few. I encourage each and every one to join the PTA and support their events. We also have various committees for parent input such as School Site Council (SSC), English Learner Advisory Committee (ELAC) and an African American Parent Advisory Committee (AAPAC). As a member of one of our committees you will work directly with staff to discuss and help implement programs that directly impact student learning.

I am honored to serve as the Principal at Arroyo Verde Elementary. It is truly a privilege to be part of a community where parents, staff and students care for each other and strive to build positive relationships that support academic and social growth. Please feel free to contact me at 909.307.5590 or at michele.lenertz@redlands.k12.ca.us.

Once again welcome back! Let’s make it another great year at Arroyo together!

Dr. Michele Lenertz

Michele Lenertz, Ed.D.

Arroyo Verde School Song

If you want to learn to read, to write, to
figure and to spell;

If you want to learn sweet music and to
speak English well;

If you want to learn to run and jump and
win blue ribbons too,
you must come to our Arroyo Verde
School.

Arroyo Verde,
Arroyo Verde.
Do we love you?
Yes we do!

Arroyo Verde,
Arroyo Verde.
Do we love you?
Yes we do!

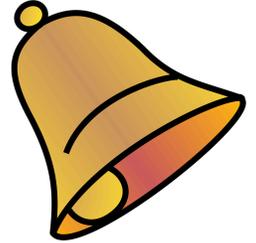


Arroyo Verde Elementary School Awards and Recognition

- A- Overall Niche Score for Elementary School in San Bernardino County (2022 by [Niche.com](https://www.niche.com))
- Ranked 24 out of 343 Schools in San Bernardino County (2022 by [Niche.com](https://www.niche.com))
- CBEE Honor Roll School (2011-2019 w/ STEM Distinction in 2016)
- CA Gold Ribbon School (2015)
- Title 1 Academic Achievement School (2015)
- 2022 California PBIS Coalition Bronze recipient

Arroyo Verde Mission Statement

Arroyo Verde is committed to strengthening positive relationships between students, staff, families, and community. We are dedicated to fostering a dynamic, character centered school where 21st century academics are promoted through equitable, inclusive, and data driven practices which celebrate individual student successes.



Arroyo Verde Elementary Daily Schedules

2023-2024

Breakfast Daily 7:30-7:55 - students enter through gate by front office

All student arrival is 7:45-7:58 - front office, parking lot, and kindergarten gates open for arrival

Bell to line up rings at 7:58

Tardy bell rings at 8:00 - students need to be line by 8:00 to be considered on time for school

<u>Daily Schedule</u>	<u>TK Early Birds</u>	<u>TK Later Gators</u>	<u>Tk/K Moderate</u>	<u>Kinder</u>	<u>1st/2nd Grade</u>	<u>3rd Grade</u>	<u>4th/5th Grade SDC 3rd-5th</u>
• Instructional Day	8:00-11:41	10:27-2:08	8:00 -12:00	8:00-1:45	8:00-2:08	8:00-2:08	8:00-2:08
• Campus Arrival	7:45-7:58	10:25-10:27	7:45-7:58	7:45-7:58	7:45-7:58	7:45-7:58	7:45-7:58
• Recess/Breakfast Break	9:10-9:24	N/A	9:40-9:55	10:05-10:25	9:40-9:55	10:00-10:14	10:00-10:14
• Lunch	11:21-11:41	11:01-11:21	11:00-11:45	11:30-12:15	11:00-11:45	11:30-12:15	12:00-12:40
• Afternoon Recess	N/A	1:00-1:14	N/A	N/A	12:45-1:00	12:45-1:00	N/A
<u>Minimum Day Schedule</u>							
• School Hours	8:00-11:30	8:00-11:30	8:00-11:30	8:00-11:30	8:00-11:50	8:00-11:50	8:00-11:50
• Recess/Breakfast Break	9:45-10:00	9:45-10:00	9:45-9:55	9:35-9:45	9:45-9:55	10:00-10:10	10:00-10:10
• Lunch	11:05-11:25	11:05-11:25	10:40-11:00	11:05-11:25	10:40-11:00	11:05-11:25	11:30-11:50
<u>Rainy Day Lunch Schedule</u>							
• Recess/Breakfast Break in classroom	9:45-10:00	1:00-1:14	9:40-9:55	10:05-10:25	9:40-9:55	10:00-10:14	10:00-10:14
• Lunch	11:21-11:41	11:01-1:14	11:00-11:30	11:35-12:05	11:00-11:30	11:35-12:05	12:10-12:40



Parent Involvement

English Learner Advisory Committee (ELAC)

ELAC is a committee for parents or other community members who want to advocate for English Learners and who advise the principal and school staff on programs and services for English learners, and advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA). ELAC meets 4 times per year.

African American Advisory Council (AAPAC)

AAPAC is a committee for parents or other community members who want to advocate for African American students and who advise the principal and school staff on programs and services for African American students, and advise the School Site Council (SSC) on the development of the Single Plan for Student Achievement (SPSA). AAPAC meets 4 times a year.

School Site Council (SSC)

SSC is a group of elected people with responsibility for annually developing, monitoring, and evaluating the effectiveness of the School Plan. The role of the SSC is to oversee the school planning process of the Single Plan for Student Achievement (SPSA) to raise the academic performances of all students. SSC meets 5 times per year.

Coffee with the Principal

Coffee with the Principal is a meeting for all parents who want to advise the principal on programs and services for all students and learn what is happening at Arroyo Verde.

Parent Teacher Association (PTA)

Arroyo Verde is very fortunate to have an active PTA. Volunteering with PTA is a great way to meet other parents and community members. The Arroyo PTA works to support our students by purchasing supplies for the classrooms, sponsoring assemblies, family dance events, field trips and programs that enrich instruction for our students. Two general meetings are held during the school year for all members to attend. PTA is actively seeking volunteers to support the many programs for students. You can also support PTA by becoming a member. Membership is less than \$10 and can be done directly on our school website.

VOLUNTEER



Become A Parent Volunteer

We welcome parents who wish to help teachers and students during the school day. Classroom teachers coordinate volunteer schedules so please contact your child's teacher for more information. Volunteer packets are available on the Arroyo Verde School Website.

1. Fill out a School Volunteer Application found from our school website under the Families tab.
2. All adults working with children must maintain a Tuberculin Test (TB) clearance on file. You may get a TB test at your primary clinic or doctor.
3. Sign the Megan's Law Website Check notification form at the school's office.
4. Sign the Worker's Compensation Insurance form at the school's office.
5. Read and sign the District Expectations of Appropriate Professional Conduct at the school's office.
6. The Redlands Board of Education must approve your application.

Parent Observations

Arroyo Verde is proud of the educational programs being offered on a daily basis. It's a pleasure to have parents/guardians visit their child's classroom. In order to ensure student safety and to prevent disruption in the daily instructional program, visitation requests must be made as follows:

- Notify administration and the teacher at least forty-eight (48) hours before coming to visit. This will enable the teacher to inform you of any previously scheduled testing, study trips, assemblies, or other student programs. Volunteers need to follow the schedule provided by the teacher.
- All visitors must sign in through the Raptor system with a photo ID . When you leave the school, make sure you check out in the office through the Raptor system. It is an important safety precaution to allow us to identify and locate anyone on our school campus during the school day.
- Do not bring small children when visiting classrooms as they often distract students from their classroom work. Unfortunately, we are unable to provide babysitting services.
- Administration will accompany the parent during the observation.

Routines, Procedures & Information

Office Hours

The school office is open **7:00 a.m. until 4:00 p.m.**, every school day.

School Hours

Gates open at 7:45 a.m. Gates open at 7:30 for students eating breakfast. There is no supervision for students before 7:30. The line-up bell rings at 7:58 a.m. Classes start at 8:00 a.m. for all students. Tardy Bell rings at 8:00 am. Students need to be in line before the tardy bell rings.

Kindergarten: is dismissed at 1:45 p.m.

Grades 1st – 5th are dismissed at 2:08 p.m.

Transitional Kindergarten (TK)

Early Birds AM: **8:00 am - 11:41 am**

Later Gators PM: **10:25 am - 2:08 pm**

Transitional Kindergarten & Kindergarten Moderate Class

Tk & K AM: **8:00 am - 12:00 pm**

Dismissal

The front and south gates will be opened at the dismissal bell rings. Students must leave campus when school is dismissed. All students must be picked up at dismissal time as there is no supervision for them if you are late picking them up.

Early Student Release

The parent, guardian or person authorized on the emergency card must come into the school office to sign out the student. A Parent or Guardian must notify the office if someone on the emergency card is picking up the student early from school. No student will be released to anyone not on the child's emergency card. Please keep your child's information current in AERIES. Students will be called after the individual comes to the office and the ID has been verified. **AUTHORIZED PERSONS MUST HAVE A CURRENT PICTURE ID IN ORDER TO VERIFY IDENTITY AND TO RELEASE THE STUDENT.** We will call the student when the person arrives at the office and the ID has been verified. We will **NOT** call the student up to wait in the office. ***We cannot accept a phone call requesting a student to wait in the office.*** Please allow extra time for picking up the student as the class is in multiple locations during the day.

Contacting Your Student During School Hours

If you have lunches, money, jackets, or other items to be delivered to your child, please leave these items **in the office**. Before your child leaves for school each day or the night before, please take the time to give instructions for lunch, clothing, and/or after school arrangements. We are unable to interrupt classroom instruction.

Office Phone

The office telephone is for business use only. Students may use it only if they have an emergency situation. (Forgotten musical instruments, library books, or homework are **NOT** emergencies.)

Contacting Your Child's Teacher

You can contact your child's teacher in two ways. To email your child's teacher, you can go to the school website (<http://redlandsusd.net/arroyoverde>) and go to the Staff Directory tab. Look for your child's teacher's name and click on the link. Contact link/information will be found on these pages. You can also leave a message at the school office (909-507-5590). However, the teacher may not be able to call you back until after school hours.



Drop Off/Pick Up Procedures

Safe Walking to School

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

Bicycles & Skateboards

Children in the 3rd – 5th grades may ride their bicycles, scooters, or skateboards to school with *written* parent permission. They must follow all safety and traffic laws while riding to and from school, and **they must wear a helmet according to California state law.** Students and/or visitors are not permitted to ride their bicycles on the school grounds, nor may they ride two persons on a bike. Bicycles are to be parked and locked in the storage area by the South gate on the blacktop. Students must secure their bikes with their own locks. Students may not lock their bicycles together – only one bike per lock. The school is not responsible for stolen or damaged bikes.

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

Transportation

Arroyo Verde is considered a “walking school.” Transportation is provided for some students in special education. For those parents who prefer to drive their children to and from school, please plan to drop your children off and pick them up in the North and South parking lots.

Parking Lot Drop Off & Pick Up

Cars heading North on Church St. will be directed to turn right into the designated parking lots. When exiting the lower parking lot, we are asking cars to make a right turn only and continue North on Church St. Please note that there will be a “No Left Turn” available when heading south on Church St. sign by the upper lot for traffic heading south on Church St. Cars heading South on Church St. will NOT be permitted to make a left turn into the parking lot. Please plan your route out in advance. Additionally, the San Bernardino Sheriff’s Department will be patrolling the area to support our safety efforts. Thank you all for your continued cooperation and support as we improve our drop-off and dismissal process.

Love Street will still be open for left turns. This only impacts left turns into the upper and lower parking lots.

Directions:

1. Enter the parking lot from Church St.
2. Pull into the parking lot and stay to the right (closest to the sidewalk). **Remain in your vehicle the entire time.**
3. Please remember to pull all the way forward to the designated yellow zone drop-off and pick-up area before your student enters your vehicle.
4. Your student will enter/exit on the passenger side of the vehicle only. This is to ensure their safety at all times.
5. Slowly exit the parking lot turning right onto Church St.

Upper Parking Lot:

- Students should be picked up on the grass area at the brick wall **near the kindergarten rooms.**
- Students should stand with feet half on grass & half on concrete while watching for cars.
- Students will be reminded to walk up along the yellow curb toward the hill as cars pull up, so that the flow of traffic does not stop.
- **NO** students are to stand by the crosswalk under the tree to be picked up. They need to go to an area that is supervised.

Lower Parking Lot:

- No students should wait near the rocks or brick wall.

- Parents need to come to the curb and cross their child in the crosswalk. **Please do not call to your child and tell them to cross the street where there is no crosswalk. This is extremely dangerous!**
- Come into the parking lot to pick up your child. **Please do not pick your child up on Church Street.**
- Please do **not** park at the shopping center.

Vehicle entry is limited in the school parking lot during morning arrival time or afternoon dismissal time, due to space constraints. Buses, vehicles with handicapped signs, and RUSD personnel will be given preferential parking during these times. **Double parking in the aisles along the marked spaces or parking in fire lanes is strictly prohibited.**

Please follow all traffic and safety rules when coming to and from school. We encourage you to use the sidewalks and crosswalks. Be safe at all times – do not jaywalk or jump over fences. If you need to park your vehicle, please park in unmarked/unreserved parking spots in the North and South parking lots. Do not double-park in the parking lot or on the street. Highland Police Department will enforce traffic and parking laws on the street and in the parking lot.

The Village at East Highlands Ranch Stater Bros Shopping Center

The management company at the shopping center located next to the school has requested that parents **not** park in their lot for pick up/drop off and school events. As a community partner we ask that you respect this request and park in the neighborhood streets and not at the shopping center.

Animals on Campus

Arroyo Verde acknowledges the important role that pets, dogs in particular, play in our community and the positive impact dogs can have on family life. However, the safety of our students is our first priority. Dogs on campus have the potential to increase the risk of injury to children caused by dogs (e.g. bites and scratches) and through dogs reacting adversely to unexpected noise and/or movement of children. As a reminder our district approved policy is as follows. BP 1330.2 Community Relations

It shall be the policy of the district to prohibit the bringing of animals and pets on district property by employees and students of the district, or the general public, with the following exceptions: (This includes holding your pets in your arms.)

1. Animals or pets may be permitted on school property for specific educational purposes, as determined by the principal or site manager.
 2. Guide dogs for blind persons shall not be prohibited from entering district property.
- Persons bringing animals or pets onto district property shall assume resulting liability.

Policy REDLANDS UNIFIED SCHOOL DISTRICT
adopted: February 14, 1995 Redlands, California

If you do choose to walk to school with your pet you are requested to wait with your pet on the upper street sidewalks on Church Street and Love Street. We request that you share this information with any family members who also pick up your student.



Aeries

Data Confirmation

Each year at the beginning of the year you will be required to complete a data confirmation to access the Aeries Parent Portal account. A parent portal account will be used to access student report cards during the school year. With Aeries Portal, you and your children can easily access and share real-time information, increasing communication between you and your child's teachers. Through the Aeries Portal, you can:

1. Stay connected to the school & teachers.
2. Update your student's authorizations, download the student handbook, and update contacts.
3. Get a comprehensive view of your child's progress with the student profile

Change of Address, Telephone Number, and Contacts

Parents/guardians who change telephone numbers should login to Aeries Parent Portal to update their contact information. If Aeries Parent Portal doesn't allow you to make changes, please inform the Attendance Office as soon as possible. Students who move need to update their new address by contacting the attendance clerk for address verification. For emergency reasons, it is important to keep this information up to date and accurate. Please list at least two usable phone numbers (home and work, or a relative/neighbor). List only those adults who have a legal right and your permission to pick up your child. **Copies of any court orders need to be on file in the school office. It is the policy of Arroyo Verde Elementary School that your child absolutely will not be released to an individual not listed as an emergency contact without parental permission.**



Parent Square

Teacher/School Communication

The teachers and administration at Arroyo Verde uses Aeries Communications powered by ParentSquare for school and districtwide communication, primarily via email and text.

Here is how Aeries Communications powered by ParentSquare works:

1. Before you can utilize the ParentSquare application, you will need to have an Aeries Portal account created. If you do not currently have an Aeries Portal account, please see the information above regarding setting up your Aeries Portal account. Once your account is created and confirmed, you are ready to use this tool!
2. You may receive messages in the form of posts from school sites or the district primarily via email, text, and in-app notifications.
3. You may receive smart alerts via email, text, in-app notifications, and/or phone calls.
4. You may select your preferred mode of communication and whether you would like to receive a digest of notifications, or receive notifications in real-time within your user profile.
5. We encourage you to engage ("like") and comment on posts that are sent to you.

With Aeries Communications powered by ParentSquare, you can quickly communicate directly with teachers and staff members in your preferred language. Download the Parent Square App and get started communicating today. If you need assistance please contact the front office for support.



Vision & Hearing Screening

The District will provide vision and hearing screening for all Kindergarten, 2nd and 5th grade students. This information is recorded on the health record of each student which is kept in the nurse's file. Students referred by teachers or parents will also be screened regardless of grade.

Health Office

In case of an accident or illness at school, the school will administer first aid. Parents and/or other person(s) listed in Aeries will be contacted as soon as possible in most cases. The health office relies solely upon Aeries to contact parents regarding their child's health. **AGAIN, PLEASE KEEP YOUR CONTACT INFORMATION CURRENT!**

Except for first aid at the time of an injury, school personnel cannot treat injuries. Medical treatment is the responsibility of the parent and physician. When it is necessary for a student to go home because of illness or injury, it is the responsibility of the parent or other person(s) listed in Aeries to pick the child up from school.

Students with cuts, splinters, injuries, and illnesses received at home, **MUST BE TREATED AT HOME**. We do not have a registered nurse on duty to check and/or treat health problems. It is the parent's responsibility to obtain treatment and to keep the child home, if necessary. Please do not send your sick child to school.

Medications

State law forbids any student to have medication in their possession on school property. This includes all over-the-counter medicines such as aspirin, cough drops/syrup, ointments, etc., as well as prescription medications. The school may not give a student any medicine, including over the counter medication (aspirin, cough drops, medicated ointment, etc.), that is not prescribed by a doctor. If your child needs to take any type of medicine (over the counter medications included) during school hours, the medicine must have a written doctor's prescription and **the physician must complete the legally required form** available in the school office. Prescription medication **MUST** be in the original bottle, which has the name of the child, physician, drug contained therein, and expiration date. It must also include the amount of medication, or dosage to be taken and the time schedule. All medication is to be locked in the health office at all times. Your child will be responsible to report to the health office to take their medication. If a parent chooses to come to the school and administer medication, they may do so in the health office. Please check with health office personnel for the correct procedure.



Electronic Games, Cell Phones and Smart Watches

Electronic games of any kind or size are not to be brought to school. Cell phones should not be visible during the school day. The use of cell phones and similar devices, during this school day, is prohibited. During the school day, phones or smart watches should not be used for any purpose (outgoing/incoming calls, text-messaging, calculating, picture taking, etc.). If a staff member sees or hears a phone or smart watch being misused, it can be confiscated and taken to the office. Students who bring personal electronic items are responsible for those items. The school is not responsible for the loss, damage or theft of an item.

Electronic Listening/Recording Devices – Ed Code 51512

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Personal Property

Students assume the responsibility for loss or damage to their personal clothing, equipment, books, electronics, and instruments. The school endeavors to protect all personal properties, but is not responsible for them. Large sums of money and articles of real or sentimental value should never be brought to school.



Lost & Found Items

Lost and found items are kept outside the front office. We encourage you to check outside the front office any time your child is missing a jacket, sweater, lunch pail, etc. (Also, please put your child's name on personal items.) Any lost and found items that have remained unclaimed monthly will be donated to Redlands charitable organizations. Students who bring personal items are responsible for those items. The school is not responsible for the loss, damage or theft of an item.



Dress Code Policy

Education Code 35183 authorizes school districts to adopt dress codes. The RUSD School Board approved the following K-12 dress code policy:

1. Shoes will be worn at all times. A substantial sole is required and enclosed toe and heel footwear is highly encouraged.
2. Extremely brief garments that are a distraction to the educational environment are not appropriate. Clothing shall be sufficient to conceal undergarments at all times.
3. Clothing or accessories shall be free of writing, pictures, or any other insignia which are crude, violent, obscene or sexually suggestive or which advocate racial, ethnic, religious, or other prejudice or the use of tobacco, drugs or alcohol.
4. Earrings, jewelry, or accessories, which present a safety hazard to the wearer or others, are not suitable for school wear.
5. Only prescription sunglasses may be worn in class. Other types of sunglasses may be worn on campus outside of class.
6. Identified gang attire such as bandannas, haircuts or hair rollers, or any gang paraphernalia are prohibited.
7. Students are allowed to wear sun protective clothing, including hats, while outdoors during the school day.



Safety & Emergency Preparedness

The admin and staff walk the campus and classrooms daily to help ensure the safety of our students. During the school day the visitors are limited to entering through the office as the gates on campus are locked as allowed by safety codes. Arroyo Verde Elementary School practices monthly fire drills and quarterly earthquake or disaster drills, and all persons present must follow established drill procedures. During an actual emergency situation, a central student release station will be established, and no student will be released to anyone without proper and sufficient identification from the person requesting the student and/or until emergency authorities declare it safe to do so. Additional information can be found later in this packet.

Early Student Release

The parent, guardian or person authorized on the emergency card must come into the school office to sign out the student. A Parent or Guardian must notify the office if someone on the emergency card is picking up the student early from school. No student will be released to anyone not on the child's emergency card. Please keep your child's information current in AERIES. Students will be

called after the individual comes to the office and the ID has been verified. **AUTHORIZED PERSONS MUST HAVE A CURRENT PICTURE ID IN ORDER TO VERIFY IDENTITY AND TO RELEASE THE STUDENT.** We will call the student when the person arrives at the office and the ID has been verified. We will **NOT** call the student up to wait in the office. *We cannot accept a phone call requesting a student to wait in the office.* Please allow extra time for picking up the student as the class is in multiple locations during the day.

Use of Security Cameras

The Board of Education authorizes the use of video camera surveillance on District property and on vehicles used for District-provided transportation to promote the safety of students, employees and visitors, and to safeguard District facilities and equipment from vandalism and theft. Designated District staff has identified appropriate locations for the placement of surveillance cameras. Signage is posted to inform students, employees, and visitors that surveillance may occur and that the system is actively monitored by school personnel. The violation of Board policies, administrative regulations, or the law may be used as evidence that may subject the student to appropriate disciplinary action and may be referred to local law enforcement, as appropriate. Video recordings may become a part of a student's educational record.

Redlands Student Safety Procedures

Safe & Secure Mode is a security procedure used to reduce student and staff movement outside school buildings. This may be due to a medical emergency, area disturbance, etc. It is designed to allow for school to carry forward but have the ability to move to Lockdown quickly if needed. During the Safe & Secure mode, there is heightened vigilance on campus by all school staff. Generally, recesses and outdoor activities are reduced. Parents/guardians can have access to their student(s) and may check them out of school if they see fit to do so.

- Teachers should continue teaching as normal.
- Allow students restroom use with clear administrator/ teacher direction.
- Increased available staff presence during passing periods and student dismissal.
- Lunch/activities in more secure area, unless site admin decides otherwise
- Standard inclement weather schedule/routine in place, unless site administrator/designee decides otherwise.
- Perimeter gates, where applicable, will be locked and monitored by available staff, allowing for central access points.
- PE classes will be moved off all fields into more secure location (e.g., gym, class, & MPR)

Lock Down is called when a law enforcement event is happening in the vicinity of a school. The law enforcement agency generally, but not always, contacts the school/district to encourage the school site to Lock Down as a precautionary measure. All Administrators are expected to place their school in Lock Down in this scenario.

- Take a look outside your classroom and gather up any stray students in the hallways.
- Ensure that your door is locked.
- If windows are open, close them.
- Project a calm demeanor to help students remain calm. Reassure students that they are safe.
- Do not allow anyone to leave the classroom.
- Frequently check your emails for possible updates from your site administrators.
- If students are out on the playground or athletic fields, quickly move them to a secure classroom, locker room, or multi-purpose room.

Critical Alert is called when a significant, threatening event is happening on campus or adjacent to campus that creates a potential danger to students and staff. While this may be communicated to the school by law enforcement, it may also be determined by school officials on the scene. Critical Alert assumes that everyone is prepared for a potential significant threat/event on campus.

- Implement all items from the Lock Down list above.
- Turn off or reduce lighting, so it will appear that the room is vacant.
- Keep all students sitting on the floor, away from the door or windows.
- Do not look out the windows.
- Cover window on the door (if one exists).
- Advise the students that there is a serious situation, but you don't know what it is. Project a calm demeanor to help students remain calm. Reassure students that they are safe.
- Ensure that everyone in the room turns the ringer off on their cell phones.
- Do not allow students to talk on their cell phones (keep room as quiet as possible)
- Do not call the office. They are in the midst of a problem and will not be able to answer all the calls which may tie up the phone system
- Quietly take roll and make a list of missing students and any extra students that are in your room. Email this list to your administrators and school site secretaries
- Do not evacuate students until you are told to, even if the fire bells go off. If, in fact, there is a need for a fire evacuation, you will be notified via the PA system, email, or phone call
- Do not open the door, even if someone knocks and claims to be a staff member (Administrator/custodian will have a master key)
- If students are out on the PE field, do not return them to the locker room. Move them to a safe place (the farthest part of the campus)

Child Endangerment Policy

Children and Family Services

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

District Regulations for Reporting Child Abuse

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

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

Prior Parental Permission

While the district strives to keep parents involved and informed, it is sometimes necessary and appropriate for school officials, law enforcement officers, and Children and Family Services to speak to students without first notifying their parents. The district does not and is not required to obtain parental permission prior to speaking to students regarding school or district issues during school time.

Inherent in the district's obligation to operate schools and supervise students, as well as its legal obligations to respond to and remedy allegations against students or staff, is the ability to speak to students as part of an investigation. This authority has been recognized by the California Supreme Court. In *Re Randy G.* (2001) 26 Cal. 4th 556, the Supreme Court held that "special needs" exist in the public school context in light of the high governmental interest in education and the need to maintain order in schools, and in light of the minimal intrusion on a minor student who is questioned.

Accordingly, we cannot guarantee your child will never be questioned or spoken to by a school official, as such contact is well within the legal authority of those officials. As a parent, you will be informed if a situation arises that requires our consent or participation.

The district does not have the authority to prevent a law enforcement officer or Children and Family Services from questioning or speaking to a student in the course of the law enforcement officer's duties. If you are concerned about contacts between your child and law enforcement officers, we suggest you address your concerns to the local law enforcement agency.



Classroom Parties

Per Board Policy: At the elementary level there shall be a limit of three classroom parties per year for kindergarten through sixth grade. **Unfortunately we can't have birthday parties at school.** In addition we are not able to hold parties or pass out treats before lunch. We understand that birthdays are important to our students. You **CAN** send individual party favors that the teacher or student can hand out as students are being dismissed. Food items must be store bought and **NOT** require refrigeration. Food items must be **NUT FREE**. Items need to arrive with students in the morning at drop off. We can't guarantee items dropped off at the office later in the day will make it to the room by the end of day. You **MUST** notify Teacher in advance of the special day.

School Library

Students have an opportunity to check out books at various times throughout the week. Books can be checked out by students for a period of one week. They are renewable if the student is

not finished with them by the due date. Students may check out one book at a time. Any book may be renewed. To renew a book, the student must come in with the book. The library will be open after school until 3:45 pm, so that students can check out books. Students should open books properly and turn pages carefully. If a student finds a torn or marked place in the book before they take it, they should call it to the attention of their teacher so the book can be fixed..

Field Trips

Your child may be going on a trip off-campus. A permission slip must be signed by a parent for a student to attend a field trip. Parent volunteers must follow Parent Volunteer procedures to attend a field trip. Siblings who are not scheduled to participate **may not** go on field trips with parents.



Report Cards

Students in Tk/K receive report cards at the end of each semester in December and June. Students in 1st-5th grade receive report cards at the end of each trimester in November, March and June. To view our district report cards and grade level standards please visit our school website. Report cards are uploaded into our AERIES parent portal for parents to review.

Parent Conferences

In November, we hold a week of parent conferences so that parents may review academic progress with the teacher.



School Lunch Program

Breakfast & Lunch Programs

All students enrolled within the Redlands Unified School District qualify to receive free breakfast and lunch through the CEP program. In addition this year we will continue to offer second chance breakfast at morning recess. In order to participate, all families must complete the online enrollment verification process. For more information, please contact the school front office. Monthly breakfast and lunch menus will be made available through the link on our website at <https://rusdnutrition.org/?page=main>

Special Meal Program: The Special Meal Program (SMP) is our mainstream meal plan access for students navigating food allergies. Child Nutrition Services (CNS) is committed to providing reasonable accommodations to students in need of dietary modifications. SMPs are allergen-friendly meals that do not contain the “Big 8” food allergens (egg, milk, wheat, soy, shellfish, fish, peanut, tree nuts, and corn). To sign up for the SMP, the USDA requires all diet modifications to be supported by an approved “Medical Statement Form,” using the link on the school website under Child Nutrition.



Homework Philosophy

As an AVID school, staff at Arroyo believe in developing the whole child through a variety of experiences. Part of the role of homework is to teach responsibility for learning and organization skills. Your child's teacher will outline the classwork and homework expectancies for the year. Homework varies throughout the year based on current learning or need to review concepts. Students may have long-term or short-term assignments designed to emphasize critical thinking skills, practice skills taught in the classroom, develop good study habits and responsibility.

Educating students requires cooperation on the part of the parents, students, and school personnel.

Teachers will:

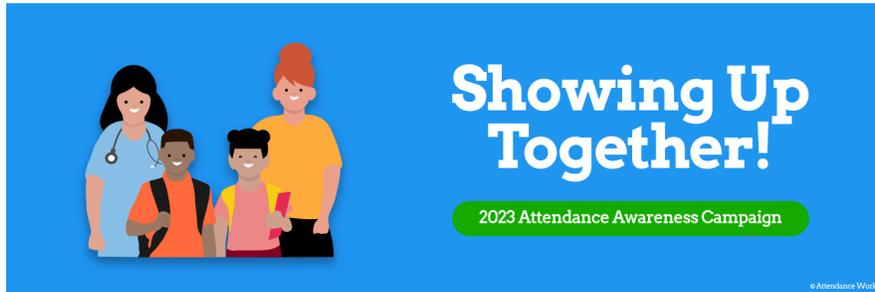
1. Assign homework that reinforces or enriches the education program.
2. Explain the homework assignment.
3. Monitor and/or evaluate the completion of homework.

Students will:

1. Take homework home.
2. Do homework to the best of their ability.
3. Return homework on time to school.

Parents will:

1. Check with their child on a daily basis to see what homework is due.
2. Provide a quiet place at home to do homework.
3. Monitor the completion of homework and make sure it is returned to school.



Attendance Matters

Line Up	Bell rings at	7:58 a.m.
Tardy	Bell rings at	8:00 a.m.

Reporting Student Absences

Children learn best when they are present in school. We would like parents to strive to get students to school on-time everyday for the entire school day. When your child is going to be absent from school, it is important that you call the school at 909-307-5590 and let us know, so that your child's attendance record won't reflect any unverified absences. A student will be marked absent by each teacher at any time they are not present in their scheduled class. The automated caller will notify parents of all students who are absent. When a student returns following an absence, the Attendance Office must be notified within 48 hours (not including non-school days) by means of a parent/guardian note or telephone call stating the reason for the absence. Students will need to arrange to make up for missed classroom assignments. If the school does not hear from you, the school will call to inquire as to why your child was absent. We, as adults, need to realize that we are training our children and setting examples that can affect a child's future punctuality habits which in turn affect performance in school and future jobs. It is important that children arrive at school on time every day.

All students are responsible to be in front of their classroom when the tardy bell rings at 8:00 a.m. Any student who is not in line at 8:00 a.m. is tardy.

Independent Study/Short-Term RISE packets

Students are eligible for Independent Study when a student is absent for 3 or more consecutive days. Contact the Attendance office for assistance with RISE packets. When an Independent Study contract is completed the student can recover the missed days that were on the contract. Independent study, once completed, does not count as an absence in the system and helps to avoid attendance letters.

SART/AIM/SARB Process

We are required by the State Department of Education to monitor and track attendance which involves informing parents of days absent. These form letters are auto generated based on a formula determined by the State Department of Education. As mandated by the state attendance letters will be sent home after 5, 10, and 15 absences, regardless if the absences are excused or unexcused. Students who are chronically absent will be scheduled for a Student Attendance Review Team (SART) meeting. Please be aware of the California Ed. Code states that students are considered chronically absent if they miss 10% or more of the school year. The first two letters are intended to remind families of the importance of regular on-time attendance. At the meeting, a contract is signed by the student, parent(s), and administrator. If attendance continues to be a problem, a referral will be made for a District AIM (Attendance Intervention Meeting). This is the last intervention prior to being referred to a District SARB (School Attendance Review Board) meeting.

Types of Absences & Tardies

Excused: Medical appointment; ill in the morning, then feeling well enough to attend school; funeral attendance (immediate family members only); religious reasons, late school bus, or mandated court appearance of the student.

Unexcused: Any other reason for not being in class when the tardy bell rings.

Truancy: Failure to clear an absence with a legitimate reason within the 48 hours will result in a truancy being marked on the student's attendance record. Being tardy for 30 minutes or more on three different days will also result in a truancy.

ATTENDANCE MATTERS

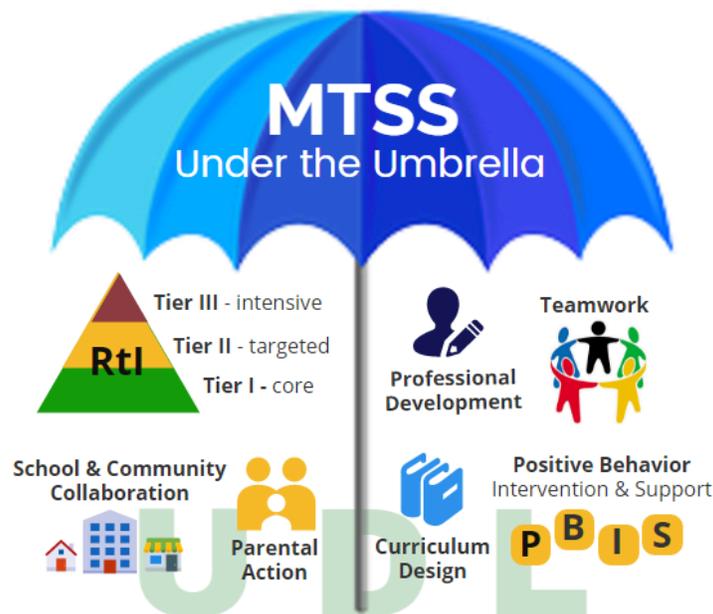
Missing a day of school here and there may not seem like much, but absences add up!

When a student misses 2 days a month..	When a student misses 4 days a month..
They will miss 20 DAYS a year.	They will miss 40 DAYS a year.
They will miss 30 HOURS of math over the school year.	They will miss 60 HOURS of math over the school year.
They will miss 60 HOURS of reading & writing over the school year.	They will miss 120 HOURS of reading & writing over the school year.
They will miss over 1 YEAR of school by graduation.	They will miss over 2 YEARS of school by graduation.

Positive Attendance Recognition

During the year we recognize students who are modeling good attendance habits in the following ways.

- **Attend Every Day:** Students who attend school for the whole day, being on time and staying all day will receive 5 points to the students store each week they achieve perfect attendance.
- **On Time:** Each class will color in a letter each day that every student in the class is present and on-time. When the class spells out “ATTENDANCE” the class will earn a popcorn treat. Classrooms can earn popcorn parties every 10 days of school.
- **All Day Attendance:** Students who do not leave early have the opportunity to receive a small reward. Once a week at the end of the day, a random number will be called and students with that assigned number in their classroom will receive a small prize for being at school all day.
- **Attendance Certificates:** Throughout the school year we will recognize students at the award assemblies who have perfect attendance for a specified time period.
- **Arroyo Attendance Bears:** Each week we identify the multiple classrooms with the highest attendance rates for the week and the classroom gets to have the attendance bear in their classroom for the week.



Multi-Tiered Systems of Support

Our Arroyo Verde family believes that our students are smart and capable of being excellent students. Students should develop skills and responsibility for their academic progress and their behavior. **We**, as a collaborative school community, **believe it is our awesome responsibility to provide them with a safe environment in which we nurture the whole child, academics and socio-emotional learning.**

Student Support Programs

Title I

Arroyo Verde has a school wide TITLE I program. TITLE I is a federally funded program in which resources are allocated to help target students with the most academic need. Resources will be used to help participating students meet the state’s academic achievement standards with a focus on increasing student achievement and fluency, vocabulary, reading comprehension, spelling, writing and math problem solving. A portion of the TITLE I funding is also allocated to Parental involvement activities.

English Language Development (ELD)

This program is for those students identified through state criteria (ELPAC) as being Limited English Proficient. These students are placed with teachers who have completed their CLAD training. Federal guidelines require these students to receive daily targeted English Language Development instruction based on their ELPAC level. Arroyo Verde’s goal for all English Learners is reclassification before leaving for middle school.

Intervention

At Arroyo our goal is for all students to meet grade level standards, however, we realize that students develop at different levels throughout the year and need different supports. Students needing additional review on concepts in language arts or math are provided intervention within the general education classroom setting. The classroom teacher is the first person to contact for more information on intervention for your student.

Intervention Study Team

The Intervention Study Team (IST) is a general education problem-solving committee made up of school personnel and parents. The purpose of the IST is to recommend appropriate interventions for students who are experiencing difficulty in school. Parents are invited to attend IST meetings as their child's advocate. A parent's knowledge of their child is most beneficial in determining the best way to serve their needs. Possible reasons IST Meeting might be requested by your child's teacher are: academics, behavior attendance, health, social/emotional or Speech/Language concerns that may impact a student's education

Special Education

Arroyo Verde has a Primary Moderate and an Intermediate SDC (Special Day Class), SAI (Specialized Academic Instruction) and LSH (Language, Speech and Hearing). These programs are for those students who have special needs identified by the Intervention Study Team (IST) process and Individual Education Plan (IEP). Please see the referral process for further information.

Moderate and SDC (Special Day Class): Students identified through the IEP process as needing these services are placed in our Separate classroom. This class is staffed by a specially credentialed teacher and paraprofessionals.

SAI (Specialized Academic Instruction): Students identified as eligible for this program receive instructional support for up to 49% of their school day in a small group setting provided by a specially trained teacher and paraprofessionals.

LSH (Language, Speech, and Hearing) services are provided to students who have been identified as needing special assistance in speech articulation and language development and/or processing. The students are taught on a pull-out basis by a speech pathologist through the IEP process.



Social Emotional Supports for Students

Redlands Unified School District's Elementary Counseling Program is designed to provide students with additional social-emotional support through a variety of student support programs, ranging from short-term individual counseling, group counseling, and classroom lessons.

RUSD Elementary Counseling Mission Statement:

The mission of Redlands Unified School District Elementary School Counselors is to provide an equitable, developmentally appropriate, and data-driven, comprehensive school counseling program that is accessible to all students. School Counselors aim to close the achievement gap by utilizing a multi-tiered system of support to meet the needs of the whole child, empowering them through social-emotional learning, academic development, and career exploration. School Counselors build a partnership with teachers, parents, students, administrators, and members of the community to advocate for a positive school climate, equipping students with the skills necessary to confront the challenges of our changing world.

RUSD Elementary Counseling Vision Statement:

Students who experience the RUSD Elementary Comprehensive Counseling Program successfully manage their lives as healthy, responsible, and productive 21st century leaders who respect themselves and others. They fulfill their dreams through problem solving, critical thinking, innovation, and are contributing members of society. Our students are college and career ready, as 21st century lifelong learners, adapting to life's challenges in a positive and healthy manner.

RUSD Elementary Counseling Belief Statements:

- Every student has their own strengths and talents.
- Every student has the right to learn how to use healthy coping skills in their daily life to deal with the stresses they face now and in the future.
- Advocate for a positive school climate for every student, in which they feel safe and cared for at school.
- Each student should have access to a full-time, state-certified, master's-degree-level school counselor to deliver the comprehensive school counseling program.
- Every student has the right to feel happy and safe, both physically and emotionally.
- Every student deserves to be a part of a culturally compassionate and inclusive school environment.
- Every student deserves equal access to education and equitable access to developmental resources.
- There is no such thing as bad kids, just kids who make poor choices.
- Counselors help close the gap by ensuring students have equitable access to academic, socioemotional, and career learning.
- All students ethnic, cultural, racial, sexual differences and special needs are honored and considered when planning and implementing the school counseling program
- Each student can achieve academic, career and social/emotional success when given appropriate and timely support and interventions as well as rigorous and relevant instruction.

Arroyo Verde Elementary, along with all other elementary schools in Redlands Unified School District, utilizes Second Step curriculum for classroom lessons. The Second Step program is a social-emotional learning curriculum that is designed to promote skills for learning, empathy, emotional regulation, bullying prevention, and problem solving.

Redlands Unified School District's virtual Wellness Center can be found at <https://sites.google.com/redlandsschools.net/redlandswellnesscenter/home>. At this site, students and families have access to music, videos, and activities to support social and emotional wellness. For behavioral support at home, reach our Redlands Unified School District Behavior Hotline in English and Spanish at (909)748-6765.

The school counselor provides a safe environment in which to practice their skills, explore their ideas, feelings, attitudes, and hopes. Supporting the social and emotional development of students has a positive influence on academic development and success. School counseling does not replace outside counseling/therapy services. The school counselor offers support and education during the school day, not long-term therapy. If you believe that your child would benefit from long-term therapy, the school counselor will help connect you with locating outside agencies and therapists. 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. A list of mental health crisis response services are listed below. For a referral to outside, long term counseling services, please contact your school counselor.

Crisis Walk-In Clinic,

211 San Bernardino County, 2-1-1

National Suicide Prevention Lifeline dial 9-8-8

The Crisis Text Line, which can be accessed by texting HOME to 741741

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



Enrichment Opportunities

Enrichment Period

Students receive enrichment weekly with a specialized teacher. Students in Kindergarten receive enrichment once a week.

Enrichment will focus on PE for half the year and Music for half the year.

Students in 1st, 2nd and 3rd participate in enrichment once a week, while students in 4th and 5th participate in enrichment twice a week. Enrichment changes each trimester, between art, music and PE. Students receive a grade for their participation from the credentialed enrichment teacher for the subject of instruction for the grading period.

Band

The Elementary Instrumental Music Program offers instruction in woodwind, brass, and string instruments to 4th and 5th grade students. Participation in the Elementary Instrumental Music Program builds foundational skills for future music education and promotes self-confidence, teamwork, school engagement, and overall higher academic achievement. Information will be sent home in the month of August every school year.

Choir

Arroyo Verde offers a choir program for students in 3rd - 5th grades. The choir directors are Mrs. Emery and Mrs. Sexton. Try-out happens at the beginning of the school year. Practices take place after school. There are multiple performances throughout the school year.

Jogger's Club

Students will be able to participate in a running club before school. It will take place Tuesdays and Thursdays from 7:35 - 7:50. Each student who participates would receive an index card with their name. Each lap would be tallied on the card. Students will receive recognition for their participation throughout the year. The coach for this club will be Mrs. Campbell.

GATE

The Redlands Unified School District offers a Gifted and Talented Education (GATE) program designed to provide qualitatively different instructional strategies for students who demonstrate the intellectual capacity that places them among the top three to five percent of students nationwide. In the Redlands Unified School District, students are identified for the GATE program beginning at the end of third grade. Students are served in the GATE program from third grade through twelfth grade. Students who qualify for the GATE program are tested in the 3rd grade and are placed in cluster classes for the 4th and 5th grades, with certified GATE teachers. In addition, they may participate in some after-school enrichment GATE activities as they are available. Angela Merideth is our site coordinator. Assessment usually takes place after winter break.

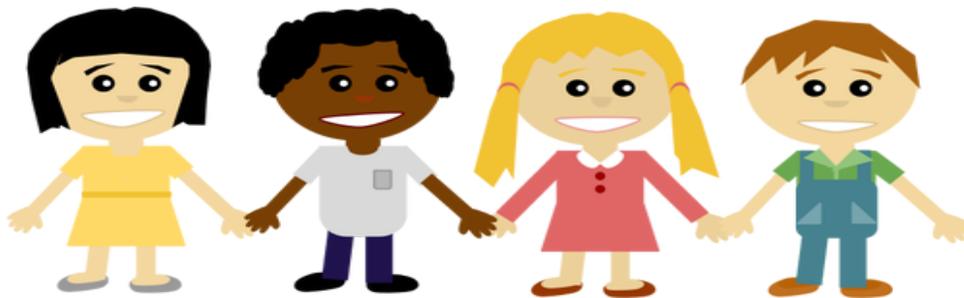
In Redlands, students are assessed in three areas:

- Ability -What is their potential?
- Achievement - What is their performance?
- Characteristic Behaviors - What personality and character traits do they have that match them to gifted students?

Please see the Redlands USD website for more information on testing and criteria.

AVID

Arroyo is an AVID school. AVID—Advancement Via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms. AVID students reflect and question while mastering content rather than just repeating and memorizing. Our students work together to problem solve and to change the level of discourse in the classroom as they prepare for success. Students are taught to articulate what they don't understand and learn how to seek out the resources they need. By teaching critical thinking, inquiry, and self-advocacy, AVID educators empower students to own their learning. We believe that all students need to learn how to learn. Note-taking, studying, and organizing assignments are all skills that must be taught and practiced as part of our AVID skill focus.



Title I

School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Arroyo Verde Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development in agreement of the policy, which is reviewed as part of the Single Plan for Student Achievement (SPSA) and through site advisory groups, example, School Site Council (SSC) and English Learner Advisory Committee (ELAC). The policy has been distributed to parents. The policy describes the means for carrying out the following Title I Parent and Family Engagement requirements [20 ESSA 6318 Section 118(a)-(h) inclusive]

To involve parents in the Title I, Part A programs, the following practices have been established:

A) The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I program, and to explain the requirements and rights of parents to be involved [20 ESSA 6318 Section 118(c)(1)]. Information about Title I is given at our annual back to school night in August.

B). The school offers a flexible number of meetings, such as, meetings in the morning or evening, and may provide (with Title I funds) transportation, childcare, or home visits, as such services relate to parent involvement [20 ESSA 6318 Section 116(c)(2)]. A flexible number of meetings will be held at various times based on parent need and will include childcare.

C). The school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school Parent and Family Engagement Policy and the development of the schoolwide program plan [20 ESSA 6318 Section 116(c)(3)]. An annual survey of parents is conducted to assess needs. The Arroyo Verde Elementary Parental Involvement Policy and the School-Parent Compact are reviewed annually by the SSC, ELAC, the School Leadership Team, and the Arroyo Staff. The progress of the Title I program is reviewed each time SSC meets.

D). The school provides parents of Title I students with: timely information about the Title I program [20 ESSA 6318 Section 116(c)(4)] through Aeries communications, Twitter, Back to School Night, SSC, ELAC, and PTA. This information includes a description and explanation of the curriculum and use of the school, the assessments used to measure student progress, and the achievement of the challenging state academic standards [20 ESSA 6318 Section 116(c)(5)]. At parent-teacher conferences, SSC, PTA, and ELAC meetings, assessment information on student academic progress on grade level standards are shared with parents and families. Student progress in relation to state and local standards will be explained to parents, including the curriculum being used, grade-level expectations from proficiency, data reporting for state and local assessments, and available interventions in Math and ELA for students needing support. If requested by parent, the school provides opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children, and will respond to any such suggestions as soon as practically possible [20 ESSA 6318 Section 118(c)(4)] through formal parent-teacher conferences, informal requests by parents for meetings, back to school night, SSC, ELAC, and PTA.

E). If the schoolwide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency [20 ESSA 6318 Section 116(c)(6)]. Parents are provided time at each meeting to submit comments to SSC and can at that time share if they are not satisfied with the School Plan activity. Arroyo Verde will submit all written documentation of parent comments that reflected the program is not satisfactory to the Local Educational Agency (LEA/Redlands Unified School District).

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The school convenes an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I program, and to explain the requirements and rights of parents to be involved. Information about Title I is given at our annual back to school night in August if allowable due to restrictions. This year the meeting was held via Zoom in October. School Plan for Student Achievement (SPSA) Page 62 of 63 Arroyo Verde Elementary School.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

The school offers a flexible number of meetings, such as, meetings in the morning or evening, and may provide (with Title I funds) transportation, childcare, or home visits, as such services relate to parent involvement [20 ESSA 6318 Section 116(c)(2)]. A flexible number of meetings will be held at various times based on parent need and will include childcare.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

An annual survey of parents is conducted to assess needs. The Arroyo Verde Elementary Parental Involvement Policy and the School-Parent Compact are reviewed annually by the SSC, ELAC, the School Leadership Team, and the Arroyo Staff. The progress of the Title I program is reviewed each time SSC meets.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

The school provides parents of Title I students with: timely information about the Title I program through Aeries communications, Twitter, Back to School Night, SSC, ELAC, and PTA. The school provides information that includes a description and explanation of the curriculum and use of the school, the assessments used to measure student progress, and the achievement of the challenging state academic standards.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

At parent-teacher conferences, SSC, PTA, and ELAC meetings, assessment information on student academic progress on grade level standards are shared with parents and families. Student progress in relation to state and local standards will be explained to parents, including the curriculum being used, grade-level expectations from proficiency, data reporting for state and local assessments, and available interventions in Math and ELA for students needing support.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

If requested by parent, the school provides opportunities for regular meetings to formulate suggestions and to participate as appropriate, in decisions relating to the education of their children, and will respond to The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2])any such suggestions as soon as practically possible through formal parent-teacher conferences, informal requests by parents for meetings, back to school night, SSC, ELAC, and PTA.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

This is provided at parent-teacher conferences, informal parent requests, SSC, ELAC, PTA, and through teachers' ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in modeling their child's education.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Training to empower parents to support and assist their children's education may include such activities as Family Math Night, Family Literacy Night, Art Night, Science Night, and on-site community events with the school counselor.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

At team meetings, Professional Learning Community, data meetings, grade level meetings, leadership meetings, and PBIS meetings, strategies to enhance parent involvement are discussed and integrated into our educational program and/or SPSA.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4])

Coordination of parent involvement in activities at the site is done by PTA, SSC, ELAC, and /or Arroyo Verde's school counselor. Appropriate guidelines for community organizations will be developed through Aeries communication, Peachjar communication, Twitter, kindergarten orientations, Back to School night, formal and informal parent conferences, and/or referrals to viable parent resources.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5])

School information, including communication about the Title I program, will be distributed in the languages spoken by the families of students in the school as outlined in the law.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parent involvement strategies within the SPSA are integrated based upon parent input.



School-Parent Compact

This compact outlines how parents and family members, the entire school staff, and students will share the responsibility for improved academic achievement. It describes how the school will partner with parents to help students achieve the State of

California's high academic standards and recognizes the importance of communication between the school, teachers, and parents on an ongoing basis.

Student

As a student, I realize that my education is important to me. I will do my best to improve my academic success and achievement by:

- Practicing the PBIS expectations by being safe, character-centered, and ready to learn.
- Participating in class.
- Reading after school each day.
- Giving school communication to my family.
- Attending school regularly and on time.
- Being responsible for my own behavior.

Parent

As a parent, I will support by child's learning in the following ways:

- Monitoring attendance and ensuring they are well-rested.
- Monitoring homework completion.
- Participating or volunteering as appropriate.
- Communicating with my child's teacher as needed.
- Attending Parent/Teacher conferences.
- Helping my child resolve conflicts in a non-violent manner.
- Monitoring the use of extracurricular time, when applicable.
- Participating in decisions related to my child's education.

School

As a school, we will empower students to meet the State's academic achievement standards by:

- Providing high quality curriculum and instruction.
- Providing a safe, supportive, and effective learning environment.
- Organizing Parent/Teacher conferences at least once per year.
- Providing, at minimum, trimester reports to parents on their child's progress.
- Providing reasonable access to staff and the classroom.
- Providing opportunities to volunteer and participate in school and classroom activities.
- Striving to be aware of the individual needs of each child.
- Ensure meaningful communication with families in a language they understand, when practicable.

House System

Four Houses One Family

Arroyo Verde is part of The Ron Clark Academy House System. This program offers a dynamic, exciting, and proven way to create a positive climate and culture for students and staff. Arroyo Staff uses RCA's methods to help build character, relationships, and school spirit. Everyone at Arroyo Verde - staff, students and teachers will be placed in one of the four houses. You can earn points for your house by doing things around campus and for others. Each house is unique and has very special characteristics and cultures.

Amistad is the house of Friendship and Caring. Isbindi is the house of Courage and Bravery. Reveur is the house of Dreamers.

Altruismo is the house of Givers.

Crossed Arms (The Keys)

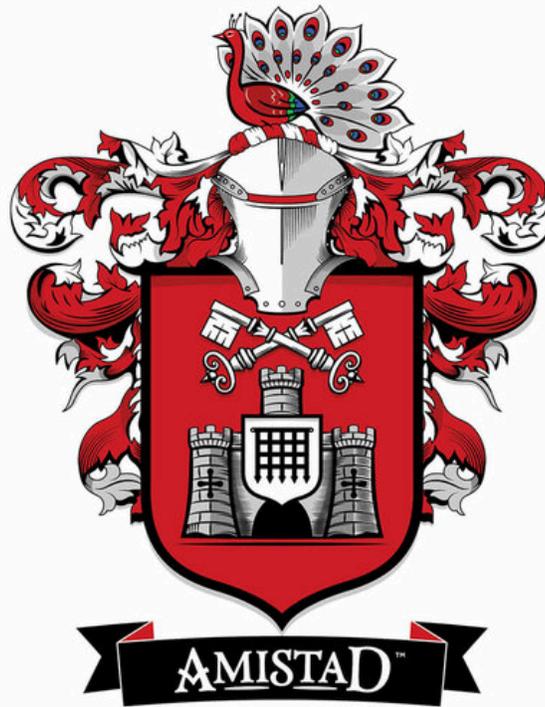
The crossed arms symbolize the keys to unlock the gateway to friendship.

The Castle

Anchoring the center of the shield, the castle represents our foundation of power and protection through comradery.

Friendship

The name "Amistad" is Spanish for "friendship." We are the House of Friendship!



The Peacock

The peacock is our symbolic animal — a creature representing the heart's desire to love and protect a friend. The peacock has a preserving spirit that never quits and never dies, just like us!

The Knight

The Knight is the symbol of the protector. While the peacock sits quietly on top, the knight shows that a fierceness lies within.

Red

Amistad is the red house, because red is the color that embodies the kindness of heart.

The Mute Swan

At the top of our crest is the Mute Swan, its beauty speaking volumes and its discernment a reflection of the storied tradition of Zulu leadership — astute, compelling and unwavering.

The Ebony Tree

The African ebony tree pays homage to the awe-inspiring beauty of the continent of our heritage.

Courage

"Isibindi" means "courage" in the language of Zulu.



The Zulu Axe

The ancient Zulu axe, hewn in the time of Shaka Zulu, pairs shrewd thought with the power to stand firm in the name of protecting land, people, and spirit.

The Lion

At the center of the crest is the lion. Living in a pride, dedicated to family, he is revered throughout the world for his enviable strength and courage.

Green

The color green reminds us of the rich and abundant resources of Africa.

The Knight

The open-visored helmet facing forward is typically reserved for the highest ranks of nobility. The knight is facing forward to symbolize having dreams and letting nothing stand in your way!

The Unicorn

A symbol of freedom, healing and beauty, the unicorn's powers are both magical and mystical. Known for its freedom and wild abandon, the unicorn is extremely difficult to tame.

Dreamer

Our name, "rêveur," comes from the French for "dreamer or idealist."



Crescent Moon

The crescent moon symbolizes new beginnings and the making of dreams into reality.

The moon also represents our symbolic animal, the wolf — because when the moon comes out, the wolves come out!

Blue

The color blue instills confidence and passion while releasing all fears and anxiety.

Heart

The heart sits at the top of the crest because the heart is where kindness, generosity, and purity are born.

Diamond + Shield

The diamond on the shield, in the center of the crest, represents the importance of protecting others with unity and wisdom.

Giver

"Altruismo" is Portuguese for "altruism," or "the givers" — and that is what we are known for being!



Griffin

With the head of an eagle and the courage of a lion, the griffin is one of the most powerful of all animals known for both strength and grace, fierceness and nurturing.

Black

The color black represents prestige and an elite quality, just like our kids. We are a House filled with talent, and we like to win.

Black is also the one color that contains all other colors — representing our goal of empowering all others.



Student Recognition

We believe that acknowledging a child for effort and achievement contributes significantly to that child's attitude toward learning. Each month we set aside time for student recognition in many different areas. Teachers work to ensure that every student is recognized at least once during the school year.

Recognition Assembly Dates* *subject to change	Recognition Assembly Times* *subject to change
September 1, 2023 September 29, 2023 October 27, 2023 December 8, 2023 January 26, 2024 February 23, 2024 March 15, 2024 April 26, 2024 May 24, 2024	2nd and 3rd grade: 8:15 am TK/K and 1st grade: 10:30 am 4th and 5th grade: 1:30 pm

School Wide Behavior Expectations

	School Wide	Classroom	Technology	Bathroom	Cafeteria	Playground	Hallway
 <h2>ARROYO VERDE BEHAVIOR EXPECTATIONS</h2> <h3>Be Safe</h3>	<ul style="list-style-type: none"> Walk to and from your destination Keep hands, feet and objects to yourself Use appropriate voice levels 	<ul style="list-style-type: none"> Store all supplies in designated locations Use and carry supplies appropriately 	<ul style="list-style-type: none"> Keep passwords to yourself Handle technology appropriately 	<ul style="list-style-type: none"> Keep water in the sink Soap is for washing hands Use doors appropriately 	<ul style="list-style-type: none"> Eat your own food Walk at all times Remain seated while eating 	<ul style="list-style-type: none"> Play nicely with others Use equipment appropriately 	<ul style="list-style-type: none"> Walk facing forward Use the ramp Stay in boundaries 
<h3>Be Character Centered (HOUSE)</h3>	<ul style="list-style-type: none"> Respect others Use kind words and gestures Do the right thing, even if no one else is watching 	<ul style="list-style-type: none"> Turn in complete work on time Speak respectfully 	<ul style="list-style-type: none"> Protect yourself and friends online Be kind when making comments Be thoughtful in your communication 	<ul style="list-style-type: none"> Flush! Keep restrooms clean Put paper towels in the trash can 	<ul style="list-style-type: none"> Wait to be excused Clean up after yourself Say "please" and "thank you" 	<ul style="list-style-type: none"> Be fair Follow all game rules Include new people in your game 	<ul style="list-style-type: none"> Walk quietly Be respectful of learners in their classrooms 
<h3>Be Ready to Learn (AVID)</h3>	<ul style="list-style-type: none"> Always be thinking Give your best effort Be on time and stay the whole day 	<ul style="list-style-type: none"> Bring all supplies and homework S.L.A.M.T. G.R.O.W. 	<ul style="list-style-type: none"> Use only the designated websites Use technology for academic purposes only Personal devices remain in backpacks during school hours 	<ul style="list-style-type: none"> Go quietly to and from the bathroom Try to use the bathroom at free time Use only the supplies you need for cleanliness 	<ul style="list-style-type: none"> Raise your hand for assistance Listen for directions Bring all food items to the cafeteria 	<ul style="list-style-type: none"> Listen to campus monitors Agree on the rules of playground games before you start Line up when the bell rings 	<ul style="list-style-type: none"> Go quickly and quietly to your destination Use appropriate voice level 

Positive Behavior Intervention & Supports (PBIS)

Positive Progressive Steps

Our policy at Arroyo Verde School is to develop the WHOLE Child. It is our goal to build scholars and practice a positive approach that creates a nurturing learning environment. Our progressive response model means that we attempt to **correct the behavior** with a **positive approach**. Each referral to the office may result in more severe consequences than the referral before. This also means that two children may be sent to the office for the same offense, yet receive different consequences. Administration reserves the right to skip or modify steps depending on the severity of the infraction. Our Aztec students are rewarded with an "Aztec Gold" when they follow the schoolwide expectations. Our "Aztec Gold" can be earned during the day by any staff member anywhere on the campus. We collect data on where the expectations are followed and which expectations are followed to ensure that we are creating a positive culture throughout the campus.

They can redeem those in the following ways:

- Student Store
- Aztec Gold activities
- Extra recess
- Classroom incentives
- Teacher classroom rewards

Positive Consequences may include

- Verbal Praise
- Positive referrals to the office
- Aztec Gold – They can earn them ANYWHERE: Classroom, cafeteria, playground, library, computer lab, quad area, office and for various reasons.
- Special recess
- Event Invitation

Progressive Discipline Steps

Corrective Consequences

Staff members consider a variety of consequences of students. There are a number of factors that are taken into consideration in determining the consequence, such as frequency or severity. Violation of Ed Code 48900, 48900.2, 48900.3 and/or 48900.4, even on first occurrence, can result in the immediate removal of a student from the classroom, an Office Discipline Referral (ODR) and possible suspension from school. The following are examples of potential consequences:

- Verbal Warning/Counseling by the teacher
- Reflection Time – within the classroom
- Loss of recess by the teacher
- Parent Contact
- Low Level Referral (LLR)
- Office Discipline Referral (ODR) to Admin. Team

Mandatory Discipline for Weapons & Drugs:

Because Arroyo Verde is an MTSS (Multi-Tiered System of Support) and a PBIS (Positive Behavior Intervention Support) campus, the objective of corrective discipline is to **ALWAYS** correct the behavior and **Restore** harm. Per California State law, if a student has a weapon or drugs on campus, they **must be recommended for suspension or expulsion**. This is called the “Zero Tolerance” law. However, depending on the situation, it is at the discretion of the administrator what discipline is assigned.



Cafeteria Behavior

The Positive Behavior Interventions and Support (PBIS) model is being upheld in the cafeteria and the following behavior is expected in order to insure a pleasant cafeteria atmosphere during the lunch period:

- Eat your own food, food is not to be shared
- Walk at all times.
- Remain seated while eating.
- Wait to be excused.
- Clean up all trash in your area.
- Students will use good manners by being polite and courteous to others
- Raise your hand for assistance.
- Bring all food items to the cafeteria
- Food is not to be taken to the playground.
- Use appropriate noise level and appropriate behavior when entering and leaving the cafeteria area.
- Listen for directions

The students will conduct themselves in such a manner that our cafeteria is an orderly and pleasant place to enjoy lunch.

Each lunch period is divided into two time slots. Students have 20 minutes to eat lunch and 20 minutes of recess

- 1st & 2nd 11:00-11:45
 - 1st grade plays at 11:00 then eats at 11:25
 - 2nd grade eats at 11:00 then plays
- Tk Early Birds eats lunch at 11:21 to 11:41

- Tk Late Birds eats lunch at 11:01-21
- K Lunch 11:30-12:15
 - Kinder- Two Classes eat first while two classrooms are on the playground then they switch each getting 20 minutes to eat
- 3rd 11:30-12:15
 - 3rd grade plays first and then eats 11:55
- 4th & 5th lunch 12:00-12:45
 - 4th grade eats starting at 12:00 then plays
 - 5th grade plays then eats at 12:20



Playground Behavior

Behavior

Students are to show respect for teachers, office staff, parents, campus monitors and fellow students. Fighting, cursing and gross insubordination will not be tolerated.

At the End of Recess

When the recess bell rings, all games are to stop immediately. Equipment will be **carried** by hand (not bounced, kicked, thrown, etc.) to the class line and held there. Drinking fountains and restrooms will not be used after the bell as the recess period is for this purpose. Students will **walk** directly to class lines after the bell rings.

Injuries

If a student is injured on the playground, they will see a campus monitor. The campus monitor will determine if the student needs to see the nurse and provide the student with a hall pass. The parent may be notified, depending on the injury (i.e. head injury = yes, scraped knee = no).

Restrooms

Restrooms on campus are designated by grade level for student usage. This designation also applies during recess. During classroom instruction each teacher has a set procedure for how students request to use the restroom and obtain a Hall pass to visit the grade level assigned restroom.

Students should use the assigned restrooms during recess. The restrooms in the MPR are open when the MPR is open for nutrition breaks. No **BATHROOM USE** after the bell rings. The student will return to class and then request a pass from the teacher to use the restrooms.

The restrooms are to be used appropriately. All students who use the restrooms will be respectful of school property. Students will remember that the restrooms are not a place to play, socialize and/or eat.

Playground Expectations

Students are expected to *Be Safe, Be Character Centered, and Be Ready to Learn* while on the playground too! We want recess to be an enjoyable time for all of our students. All students must keep their hands and feet to themselves and conduct themselves in a way that will not harm themselves or others.

All students must be on the playground during recess. Students are not permitted in the halls, or by the classrooms to ask if a teacher needs help.

Playground Games

Students must keep their hands and feet to themselves at all times, especially during recess games. The following games are **not allowed** at any time on the playground:

- Tackle Football
- War/gladiator/sword games
- Wrestling
-

Parent Concern Procedure

WHAT TO DO IF YOUR CHILD IS HAVING A PROBLEM AT SCHOOL

Sometimes problems arise that need to be resolved. The staff at Arroyo Verde are happy to discuss any concerns that you may have and work together to resolve the issue.

- Step One: Email the teacher to explain the problem and clarify the situation. Email addresses can be found on the Staff Directory Page on the school website.
- Step Two: Make an appointment to meet with the classroom teacher to work on a plan to better support your student.
- Step Three: Make an appointment with the administrator and teacher to discuss the situation and work to address the concern.

District civility policy is listed in the district parent handbook:

Civility on School Grounds – CC 1708.9, EC 322.10, *Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500). It is unlawful for any person except a parent/guardian acting toward his/her minor child, to intentionally or to attempt to injure, intimidate, interfere by force, threat of force, physical obstruction, or nonviolent physical obstruction with any person attempting to enter or exit any public or private school grounds*

Redlands Unified Board Policy:

Board Policy 3515.2, *The Governing Board is committed to providing a safe environment for district students, staff, and others while they are on district property or engaged in school activities. The Superintendent or designee shall remove any individual who, by his/her presence or action disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds,*

School Accountability Report Card

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

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

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

If you would like a copy of the current Arroyo Verde Elementary School Accountability Report Card, please access the Arroyo Verde Elementary School Website- <http://redlandsusd.net/arroyoverde>



District Suspension and/or Expulsion Policies

Education Code 48900

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence on the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stolen or attempted to steal school property or private property.
- h) Possessed or used tobacco, or any products containing nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of their own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property
- m) Possession of an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to be substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

In addition to the reasons specified in Section 489900, 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 EC Section 212.4 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)

Education Code 48900.3

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

Education Code 48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil in any of grades 4 through 12, inclusive may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that 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 reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile educational environment.

Education Code 48900.7

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

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 circumstances:

- A. Causing serious physical injury to another person except in self-defense;
- B. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil;
- C. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of Marijuana other than concentrated cannabis;
- D. Robbery/extortion;
- E. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee;

Mandatory Discipline

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

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

Limitations:

No pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to a school activity or school attendance, occurring within a school under the jurisdiction of the superintendent or principal, or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in these sections and related to school activity or attendance which occur at any time, including but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period, whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

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

Education Code 48910: Suspension by Teacher

(a) A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the

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

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

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

Education Code 48913: Completion of Assignments

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

Education Code 48900.3 Hate Violence

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

District Bullying Policy

The Redlands USD Governing Board recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminating, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. 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.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

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 Sprigeo online [Sprigeo - Report School Safety Threats and Bullying](#) on the school and district's websites.

Definition of Bullying

The district and school are compliant with Assembly Bill AB86 and Education Code 48900 (r) which states that bullying is "one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act." School officials have the authority to suspend a pupil or recommend a pupil for expulsion for bullying, including but not limited to bullying by an electronic act.

Harassment or bullying of students or staff is an extremely serious violation. 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.

"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.

"Cyberbullying," includes the 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. 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 or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Nondiscrimination Statement



Redlands Unified School District

NONDISCRIMINATION

The Redlands Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, potential parental, family and/or marital status, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. This nondiscrimination policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent of the school district, and covers admission, participation, and accessibility to any program or activity of the district and selection, advancement, discharge and other terms, conditions and privileges of employment. Inquiries regarding the equal opportunity policies, equal program accessibility policies, and the filing of complaint procedures alleging discrimination including sexual harassment, may be directed to the school principal or to the District's Discrimination/Equity/Title IX Coordinator:

Nondiscrimination/Equity/Title IX Coordinator

Mark Bline, Director III, Title IX and Compliance
Redlands Unified School District
20 W. Lugonia Avenue, Redlands, California 92374
(909) 307-5300
mark_bline@redlands.k12.ca.us



Distrito Escolar Unificado de Redlands

NO DISCRIMINACION

El Distrito Escolar Unificado de Redlands prohíbe la discriminación, hostigamiento, intimidación y acoso basado en ascendencia real o percibida, edad, color, discapacidad, género, identidad de género, expresión de género, nacionalidad, raza u origen étnico, religión, padres potenciales, familia y/o estado civil, sexo, orientación sexual o asociación con una persona o un grupo con una o más de estas características reales o percibidas. Esta Póliza de No Discriminación aplica a todos los actos relacionados con actividades escolares o asistencia a una escuela que está bajo la jurisdicción del Superintendente del Distrito Escolar, y cubre la admisión, participación y accesibilidad a cualquier programa o actividad del Distrito y selección, progreso, alta u otros términos, condiciones y privilegios de empleo. Consultas sobre políticas de igualdad de oportunidades, igualdad de políticas de accesibilidad del programa, y la presentación de procedimientos de denuncia alegando discriminación, incluyendo el acoso sexual, puede dirigirse al Director de la escuela o al Coordinador de Título IX/Discriminación/Equidad del Distrito:

Coordinador de Título IX/Discriminación/Equidad

Mark Bline, Director III, Title IX and Compliance
Distrito Escolar Unificado de Redlands
20 West Lugonia Avenue, Redlands, California 92374
(909)307-5300
mark_bline@redlands.k12.ca.us

Redlands USD Administrative Regulation Nondiscrimination/Harassment

AR 5145.3

Students

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

POSITION/TITLE ADDRESS: PHONE:

Asst. Supt., Educational Services 20 W. Lugonia Avenue (909) 307-5300

Director, Student Services

Director, Elementary Education

Director, Secondary Education

Executive Director, Special Services

Director, Accountability, Staff Development, & School Improvement

Director, Instructional Technology & Accountability

Director, English Learners & Parent Engagement

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminating harassment, intimidation, retaliation and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications.

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

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

(cf. 1113 - District and School Websites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

4. Post in a prominent location on the district web site, in a manner that is easily accessible to parents/guardians and students, information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)

a. The name and contact information of the district's Title IX coordinator, including the phone number and email address

b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

- (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's website
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
- d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
 6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
 7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private. (cf. 5145.6 - Parental Notifications)
 8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
 9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students. (cf. 1240 - Volunteer Assistance)
(cf. 4131/4231/4331 - Staff Development)
 10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
 11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.
- Enforcement of District Policy**
- The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:
1. Removing vulgar or offending graffiti
(cf. 5131.5 - Vandalism and Graffiti)
 2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
 3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true
(cf. 4118/4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the Compliance Officer, the principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Compliance Officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported, shall report the incident to the Compliance Officer or principal, within one school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures, or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.
(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior, as determined from the student's internal sense whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether or not stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3), or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the Compliance Officer, the employee shall do so within three school days.

As appropriate, given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting their educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Co-curricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(cf. 5132 – Student Dress Guidelines)

Regulation REDLANDS UNIFIED SCHOOL DISTRICT

approved: May 27, 2014 Redlands, California

revised: December 11, 2019

revised: January 12, 2022

Redlands USD Administrative Regulation Sexual Harassment

AR 5145.7

Students

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291 (cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator may be contacted at:

Assistant Superintendent, Educational Services Division
20 W. Lugonia Avenue
Redlands, CA 92373
(909) 307-5300, ext. 6761
mark_bline@redlands.k12.ca.us

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)
(cf. 5145.6 - Parental Notifications)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each high school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web sites in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party, or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report their observation to the principal or Title IX Coordinator. The report shall be made regardless of whether or not the alleged victim files a formal complaint or requests confidentiality.
(cf. 5141.4 – Child Abuse Prevention and Reporting)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint.

All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

In cases of alleged sexual abuse by a staff member against a student, prior to interviewing the complainant student, the District will provide telephonic notification to the parent or guardian. This will be followed up by written notification sent to the parent/guardian at the address on record with the district via certified mail, return receipt requested. This requirement is subordinate to the need to cooperate with law enforcement investigations and will not apply where law enforcement directs the District not to make these notifications.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Regulation REDLANDS UNIFIED SCHOOL DISTRICT

approved: September 13, 2017 Redlands, California

revised: January 12, 2022

SB 906, Portantino. School safety: homicide threats.

Existing law requires school districts and county offices of education to be responsible for the overall development of a comprehensive school safety plan for each of their schools operating a kindergarten or any of grades 1 to 12, inclusive. Existing law requires a comprehensive school safety plan to include, among other things, the development of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses. Existing law prohibits school employees from conducting a body cavity search or visual inspection under the clothing of a pupil, as provided. Under existing law, pupil and pupil property searches at a school site by school officials are generally justified at their inception if reasonable grounds suggest a search will lead to relevant evidence.

This bill would require, on or before July 1, 2023, the State Department of Education, in consultation with relevant local educational agencies, civil rights groups, and the Department of Justice, to develop model content that includes, at a minimum, content that informs parents or guardians of California's child access prevention laws and laws relating to the safe storage of firearms. The bill would require, commencing with the 2023–24 school year, local educational agencies maintaining kindergarten or any of grades 1 to 12, inclusive, to, informed by the model content, include information related to the safe storage of firearms in an annual notification provided to the parents or guardians of pupils. The bill would require a school official whose duties involve regular contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, and who is alerted to or observes any threat or perceived threat to immediately report the threat or perceived threat to law enforcement, as provided. The bill would require, with the support of the local educational agency, the local law enforcement agency or school site police, as applicable, to immediately conduct an investigation and threat assessment, as specified. The bill would require the investigation and threat assessment to include a review of the firearm registry of the Department of Justice and, if justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat, a school site search. By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. Under the bill, a local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, and a school of a local educational agency, is immune from civil liability for any damages allegedly caused by, arising out of, or relating to these provisions.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Article 8 (commencing with Section 49390) is added to Chapter 8 of Part 27 of Division 4 of Title 2 of the Education Code, to read:

Article 8. Threats of Homicide at School

49390. For purposes of this article, unless the context requires otherwise, the following definitions apply:

(a) “Law enforcement” means any of the following:

- (1) A peace officer employed or contracted by a school, school district, or local educational agency for school safety purposes.
- (2) A police or security department of a local educational agency.
- (3) A local law enforcement agency or agencies with geographic jurisdiction over a local educational agency.

(b) “Local educational agency” means a school district, county office of education, or charter school serving pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school.

(c) “Reasonable suspicion” means articulable facts, together with rational inferences from those facts, warranting an objective suspicion.

(d) “School official” means any certificated or classified employee of a local educational agency or member of the school district governing board, county board of education, or governing body of a charter school whose official duties bring the individual in contact with pupils in any of grades 6 to 12, inclusive, as part of a middle school or high school, on a regular basis.

(e) “Threat or perceived threat” means any writing or action of a pupil that creates a reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual.

49391. (a) (1) On or before July 1, 2023, the department shall develop model content, in consultation with relevant local educational agencies, civil rights groups, and the Department of Justice.

- (2) The model content developed pursuant to paragraph (1) shall include, at a minimum, content that informs parents or guardians of California’s child access prevention laws and laws relating to the safe storage of firearms, including, but not limited to, Division 4 (commencing with Section 25000) of Title 4 of Part 6 of the Penal Code.

(b) The department shall update the model content on a yearly basis as necessary to reflect any changes in law.

49392. (a) Commencing with the 2023–24 school year, and each school year thereafter, a local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, shall, informed by the model content developed by the department pursuant to Section 49391, include in the annual notification pursuant to Section 48980, to the parents or guardians of pupils in kindergarten or any of grades 1 to 12, inclusive, information related to the safe storage of firearms.

(b) For purposes of this section, “local educational agency” means a school district, county office of education, or charter school.

49393. (a) A school official who is alerted to or observes any threat or perceived threat, as described in subdivision (e) of Section 49390, shall immediately report the threat or perceived threat to law enforcement. The report shall include copies of any documentary or other evidence associated with the threat or perceived threat.

(b) When two or more school officials jointly have an obligation to report pursuant to subdivision (a), and when there is agreement among them, the report required by this section may be made by any of them in a single report. A school official who has knowledge that the designated reporting school official has failed to make the single report shall thereafter make the report.

(c) Law enforcement shall keep a record of any report received pursuant to this section.

49394. (a) Upon the notification described in Section 49393, the local law enforcement agency or the school site police, as described in paragraphs (1) and (2) of subdivision (a) of Section 49390, as appropriate, with the support of the local educational agency, shall immediately conduct an investigation and assessment of any threat or perceived threat described in subdivision (e) of Section 49390.

(b) The investigation and threat assessment under subdivision (a) shall include a review of the firearm registry of the Department of Justice.

(c) The investigation and threat assessment under subdivision (a) shall include a search conducted at the school site, only if the search is justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat.

49395. A local educational agency serving pupils in kindergarten or any of grades 1 to 12, inclusive, and a school of a local educational agency, is immune from civil liability for any damages allegedly caused by, arising out of, or relating to the requirements of this article.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Helpful Hints

YOUR SUPPORT IS THE KEY TO YOUR CHILD'S LEARNING

Sleep is essential for your child - alertness is one key to learning. Be sure your child gets at least eight hours of sleep each night.

You are the most important person to your child. What you expect of them is what they will try to achieve. What you model is the way they will behave.

Praise is the best “pay” your child can receive from a parent.

PATIENCE, PATIENCE, PATIENCE.

Oversee your child’s use of time; know what your child does. Suggest things for them to do. Engage in activities with your child.

Read with your child and/or to your child each day.

T.V. and ***Video Games***- watching and playing should be limited, and with parental consent. Watch some programs with your child and talk about what you both learned from watching them. Be sure to monitor time spent on video games. The school offers 3 **FREE** programs (**Accelerated Reader (AR), My Lexia and MyOn**) online that assist with each individual student’s needed skills for learning. They can login through our website using the Clever login.

Be sure your child can recite their address and telephone number and knows their complete name.

Be sure your child knows their parent/guardian's first and last name.

Children improve their academic skills when they begin the day with breakfast, do homework regularly, and have a balance of planned, supervised activities outside of school. Establish a special, quiet place for each child to complete their daily homework and a special place to put school work and materials out of the reach of siblings.

Nutrition: Breakfast is from 7:30 - 7:50 a.m. Research has shown that eating breakfast helps promote concentration, patience, and attentiveness. In fact, studies at the University of Iowa found that children who skip breakfast tend to react slower, be less productive, have more trouble concentrating, and become more tired in the late morning than those who eat breakfast.



**REDLANDS UNIFIED
SCHOOL DISTRICT**
CALL TO ACTION

FOR EMERGENCIES, DIAL 911

Redlands Police Department
(909) 798-7681
Highland Sheriff's Department
(909) 425-9793
Loma Linda Sheriff's Department
(909) 387-8313
Mentone
(Yucaipa Sheriff's Department)
(909) 790-3100
San Bernardino Police Department
(909) 384-5742

WE TIP
(Anonymous Crime Reporting)
24-Hour Hotline 1 (800) 782-7463

Suicide Prevention
24-Hour Hotline 1 (800) 273-8255
Text HOME to 741741

Non-Emergency District Tip Line
(909) 748-6998

See something?
Hear something?
Sense something?

**SAY
SOMETHING.**
Together, we can keep our children safe.

Report suspected child abuse or neglect to:
CPS 24-Hour Hotline:
1 (800) 827-8724

Within 36 hours, mandated reporters are required to send a written report
CA State Form 8572
Via Fax (909) 891-3545 or (909) 891-3560

BEST SOURCES FOR CREDIBLE DISTRICT INFORMATION



@RedlandsUSD
#ThisisRUSD

www.redlandsusd.net

School Safety Updates
<https://www.cityofredlands.org/post/school-safety-updates>



Available on the



GET IT ON



THANK YOU!

Thank you for sending your child to Arroyo Verde Elementary School! Working together, we can all make a positive difference in your child's elementary school years!

