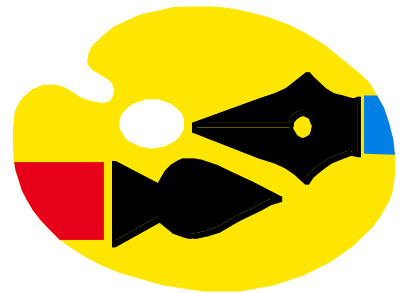


Dance is the hidden language of the soul.
- Joseph Addison



Music, the greatest good that mortals know...
- Martha Graham

PARENT/STUDENT HANDBOOK
DON RIGGIO SCHOOL • 2021-2022



All acts performed in the world begin in the imagination.
- Barbara Grizzuti Harrison

SCHOOL SONG

WE ARE THE DOLPHINS!

*We are the dolphins, Don Riggio dolphins!
We are the best that we can be.
We've got the spirit, the dolphin spirit!
Don Riggio is the place for me.*

*We work hard together, we're learning as we go
I will be helping you and you will be helping me.
Together as a team, we help one another grow.
Don Riggio is the place to be.*

*Anyone can have the dolphin attitude
We're friendly and open-minded to new things
We always try to show each other gratitude
So come along and learn with us and sing:*

*We are the dolphins, Don Riggio dolphins!
We are the best that we can be.
We've got the spirit, the dolphin spirit!
Don Riggio is the place for me.*



DON RIGGIO SCHOOL

3110 Brookside Road
Stockton, CA 95219
(209) 953-8753

Office Hours: 7:30 AM – 4:00 PM

School Hours:

7:50 AM – 2:17 PM (1:15 Mondays) 7-8
8:00 AM – 2:17 PM (1:17 PM Mondays) 4-6
8:00 AM – 2:15 PM (1:15 Mondays) 1-3
8:00 AM – 11:45 AM K
11:00 AM – 2:45 PM K

Principal: Rebecca Mullen
Assistant Principal: Kelly Sandstrom

Office Supervisor: Stephanie Avila
Attendance Clerk: Jennifer Halterman

School Counselor: Ria Barredo-Kroff
School Safety Officer: Erik Navarro

Lead Custodian: Bill Biggs

DON RIGGIO SCHOOL HANDBOOK

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Everyone learns better in a school of dolphins...

What we want you to know about our school is that you and your child are part of a very special learning community in which each and every member is valued for their unique gifts and talents and is encouraged to contribute to the success of the community as a whole.

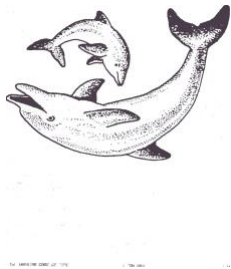
We are a school of dolphins, and dolphins are highly intelligent, friendly and playful creatures that form strong social bonds and like to help each other. They do well working in teams and are good problem-solvers. They are flexible and always have a good attitude. With your help, we hope to develop these and other important learning traits in each and every one of our students.

The staff believes in:

- Developing your child as co-producer, explorer, and researcher of knowledge rather than just a consumer.
- Identifying important overarching concepts that can be applied to real-life situations as we deliver the essential standards of our curriculum.
- Helping your child develop expertise in his or her areas of interest and/or talent.
- Teaching problem-solving skills to help your child become a life-long learner.
- Success in school depends on your child being interested in learning, working hard, trying to understand, and working collaboratively.

We hope you enjoy the experience!

*Coming together is a beginning
Keeping together is progress;
Working together is success.
-Henry Ford*



Rebecca Mullen,
Principal

Site Mission, Vision, Motto

School Motto: Opportunity with Responsibility

School Mascot: Dolphin

OUR MISSION

We believe that all children can learn and we will establish high standards of learning that we expect all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose (DuFour, 1997a).

OUR VISION

Our vision at Don Riggio is to create a K-8 school in which visual/performing arts, technology, and rigorous academics are highly valued and integrated into the purposeful and engaging learning experiences of all students. Student talent and creativity in these areas are acknowledged and nurtured on a daily basis.

Staff and students hold each other to high standards of achievement and collaboration to embrace a safe learning environment of motivated intellectuals. Through professional learning communities, staff unites to raise the standards of student success on both a personal and academic level. We strive to create a learning community of mutual respect, appreciation, and accountability.

Parent, teacher, and student involvement is essential to make our school a model for the community. Together, we stand as a collective unit of active learners and responsible citizens who are educated to serve and improve our community through meaningful change.

SCHOOL PROFILE

Don Riggio School was founded in 1992 as Pacific School, a school of choice in Lincoln Unified School District; it had and still has no attendance boundaries of its own. When parents chose Pacific, they chose a unique educational experience for their child in which learning how to make appropriate and responsible choices was a primary goal for all children. Emphasis was and still is on learning how to learn, taking risks, imagining, investigating, questioning and creating. The role of the teacher is to assist children in finding their own unique gifts and talents by challenging, remediating, accelerating, supporting and encouraging.

Through the years the school has faced many triumphs and challenges, including becoming a California Distinguished School in 1995. The school became known for its school wide projects, including musical theater productions involving students and adults working together in all aspects of the production. In January of 2002, the school moved onto its current campus at 3110 Brookside Road, and became Don Riggio School, named after a long time School Board Trustee. The building was designed with the school's unique program in mind. The school has grown

from six classrooms to 23. In 2005 the percentage of students on free and reduced lunch qualified Don Riggio for Title One funding from the federal government, providing us with more resources for our students.

Although some children are placed at Don Riggio School, most families have chosen to be here because of the Visual and Performing Arts program and/or their interest in a unique project-based program with multi-age experiences. We continue to champion the arts by carving out Arts Block time in the schedule for all students. Every student has the opportunity to perform in a musical theater production at his or her grade level. Our 3rd-8th grade students run the entire show, including sound, lights, costumes, production, choreography, special effects, computer generated images and set design. Our 7th & 8th graders invite us every year to learn how to swing dance at a very popular event with a live Swing Band. At our Dance Festival and Art Show in May, every grade level presents a folk dance that ties in to their Social Studies curriculum. We encourage young artists, writers and musicians to participate in the PTSA Reflections Contest. All 4th-8th graders have the opportunity to sign up for band, orchestra and strings. We are very proud of our K-12 District Music program, taught by music specialists, which includes general music for grades K-6 twice a week. Students study grade level artists in their classrooms. These are but a few of the arts experiences we are able to offer our students.

The changes in the student demographics are a factor in the school's continuing appraisal of what makes for effective learning. As the number of English learners, Title One students and students overall have increased, and the needs of our community have evolved, so too have the instructional techniques, materials and role of our teachers. Many of the original tenets of the Don Riggio design have been modified in order to ensure our program remains relevant and responsive to our students' needs.

Our school and the community it serves hold high expectations for all students. The staff as a whole endeavors to support all students in attaining high goals through quality instruction, rigorous project-based learning and intervention programs such as Title One, English Language Support, extended day tutoring, special education services and language support services. Decisions are made collaboratively as a Professional Learning Community, with a focus on learning, collaborative culture (teamwork), and results.

The school is dedicated to promoting a positive school climate using both PBIS (positive behavioral interventions and supports) and TRIBES. Don Riggio adopted PBIS in 2019 as a way to redefine our schoolwide expectations and support our restorative practices. The Dolphin Way is to be: Safe, Respectful, Responsible, and Kind. This is accomplished through explicit instruction, practice, and regular classroom meetings using TRIBES strategies and philosophies. Behaviors are reinforced/monitored by all staff throughout the school.

The challenge is to meet the expectations of state and federal accountability systems while continuing to provide an educational experience for students and teachers that is meaningful, creative, and rich in learning. The staff continues to embrace the opportunity to examine its core

beliefs to find the balance necessary for all students to learn and thrive.



Lincoln Unified School District 2021-2022 Student Calendar



July 2021						
S	M	T	W	Th	F	S
25	26	27	28	29	30	31

August 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	*9	10	11	12	13	14
15	*16	17	18	19	20	21
22	*23	24	25	26	27	28
29	*30	31				

September 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	*13	14	15	16	17	18
19	*20	21	22	23	24	25
26	*27	28	29	30		

October 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	*11	12	13	14	15	16
17	*18	19	20	21	22	23
24	*25	26	27	28	29	30
31						

November 2021						
S	M	T	W	Th	F	S
	*1	2	3	4	5	6
7	*8	9	10	11	12	13
14	*15	16	17	18	19	20
21	22	23	24	25	26	27
28	*29	30				

December 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	*6	7	8	9	10	11
12	13	14	15	16	*17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

*Early Release Days
Adopted by Board: 1/25/2021
Ratified by Board: 2/10/2021

August 2021	
5	First Day Of School
September 2021	
6	Labor Day
October 2021	
4-8	Fall Break
November 2021	
11	Veteran's Day
22-26	Thanksgiving Break
December 2021	
20-31	Winter Break
January 2022	
17	Martin Luther King Day
February 2022	
11	Lincoln's Day (Observed)
21	President's Day
March 2022	
11	Non Student Day
April 2022	
11-15	Spring Break
May 2022	
26	Last Day of School
30	Memorial Day

January 2022						
S	M	T	W	Th	F	S
						1
2	*3	4	5	6	7	8
9	*10	11	12	13	14	15
16	17	18	19	20	21	22
23	*24	25	26	27	28	29
30	*31					

February 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	*7	8	9	10	11	12
13	*14	15	16	17	18	19
20	21	22	23	24	25	26
27	*28					

March 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	*7	8	9	10	11	12
13	*14	15	16	17	18	19
20	*21	22	23	24	25	26
27	*28	29	30	31		

April 2022						
S	M	T	W	Th	F	S
					1	2
3	*4	5	6	7	8	9
10	11	12	13	14	15	16
17	*18	19	20	21	22	23
24	*25	26	27	28	29	30

May 2022						
S	M	T	W	Th	F	S
1	*2	3	4	5	6	7
8	*9	10	11	12	13	14
15	*16	17	18	19	20	21
22	23	24	25	*26	27	28
29	30	31				

June 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11

Bell Schedule 2021-2022



AM Kindergarten

Warning Bell	7:55
School Begins	8:00
Dismissal	11:45
Lunch	11:45

PM Kindergarten

Lunch	10:30
School Begins	11:00
Dismissal	2:45

Kindergarten schedule does not change on Mondays or minimum days.

Gates open at 7:30am

Grades 1-8

	Monday	Tuesday-Friday
Warning Bell (Grades 7-8)	7:45	7:45
School Begins (Grades 7-8)	7:50	7:50
Warning Bell (Grades 1-6)	7:55	7:55
School Begins (Grades 1-6)	8:00	8:00
Recess (Grades 1-3)	9:30-9:40 (10)	9:30-9:45 (15)
Recess (Grades 4-5)	9:55-10:06 (11)	9:55-10:10 (15)
Recess (Grades 6)	9:37-9:48 (11)	9:55-10:10 (15)
Break (Grades 7-8)	9:35-9:48 (13)	9:58-10:10 (12)
Lunch (Grades 1-2)	11:00-11:45	11:00-11:45
Lunch (Grades 3 & 5)	11:15-12:00	11:15-12:00
Lunch (Grades 4 & 6)	11:30-12:15	11:30-12:15
Lunch (Grades 7-8)	11:59-12:30	11:59-12:30
Dismissal (Grades K-3)	1:15	2:15
Dismissal (Grades 4-6)	1:17	2:17
Dismissal (Grades 7-8)	1:17	2:17

7th/8th GRADE BELL SCHEDULE

	Monday		Tues.-Thurs.		Friday
<i>Period 1</i>	7:50-8:32 (42)	<i>Period 1</i>	7:50-8:43 (53)	<i>Period 1</i>	7:50-9:03 (73)
<i>Period 2</i>	8:34-9:35 (61)	<i>Period 2</i>	8:45-9:58 (73)	<i>Period 2</i>	9:05-9:58 (53)
<i>Break</i>	9:35-9:48 (13)	<i>Break</i>	9:58-10:10 (12)	<i>Break</i>	9:58-10:10 (12)

<i>Period 3</i>	9:50-10:32 (42)	<i>Period 3</i>	10:12-11:04 (52)	<i>Period 3</i>	10:12-11:04 (52)
<i>Period 4</i>	10:34-11:16 (42)	<i>Period 4</i>	11:06-11:59 (53)	<i>Period 4</i>	11:06-11:59 (53)
<i>Period 5</i>	11:18-11:59(41)	<i>Lunch</i>	11:59-12:30 (31)	<i>Lunch</i>	11:59-12:30 (31)
<i>Lunch</i>	11:59-12:30 (31)	<i>Period 5</i>	12:30-1:23 (53)	<i>Period 5</i>	12:30-1:23 (53)
<i>Period 6</i>	12:32-1:17 (45)	<i>Period 6</i>	1:25-2:17 (52)	<i>Period 6</i>	1:25-2:17 (52)

Don Riggio School

Staff Assignments 2021-2022



OFFICE

Rebecca Mullen rmullen@lusd.net	Principal
Kelly Sandstrom ksandstrom@lusd.net	Assistant Principal
Stephanie Avila savila@lusd.net	Office Supervisor
Jennifer Halterman jhalterman@lusd.net	Clerk
Erik Navarro enavarro@lusd.net	Safety Officer
Ria Barredo-Kroff rbarredo@lusd.net	Counselor

TEACHERS

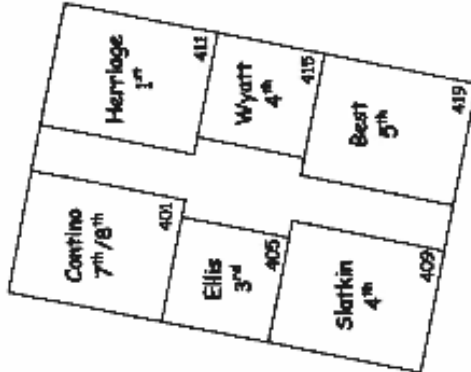
<i>Kindergarten</i>	Sarah Gehrke Mimi Veiga	128 AM 129 AM
<i>1st grade</i>	Christie Herriage Gaby Rosales	411 511
<i>2nd grade</i>	Nancy Snider Johana Remmert Shawn Dietzel	615 515 501
<i>3rd grade</i>	Jennifer Ellis Jessica Hoffman	405 709
<i>3-4 grade</i>	Valerie Casillas	619
<i>4th grade</i>	Nicole Santos Laurie Slatkin Kim Wyatt	711 409 415
<i>5th grade</i>	Lana Best Marcos Herrera	519 609
<i>6th grade</i>	Lauren Tarbat Sara Lea	505 519

<i>7th/8th grade</i>	Shylo Eaton	304	PE
	Anjanette McCormack	509	Math
	Courtney Wise	601	Social Studies/Art
	Tristan Adams	115	Science
	Chrissy Contino	401	ELA/Drama
	Abby Canosa	605	SDC
<i>Support Teachers</i>	Jennifer Burnett	120	Title I/ELD
	Natalie Celiz	705	Reading Intervention
	Lauren May	200	Speech-Teacher
	Cherie Swift	611	RSP-Teacher
	Natalie Owen	611	RSP-Teacher
	Andrea Maravillas	102	Psychologist
<i>Specialists</i>	Karl Udang	302	Band
	Shane Kalbach	303	Strings
	Anthony Kolafa	303	K-3 General Music
	Cara Dahl	305	Choir, General Music
	Nathan Maloy		4-6 PE
<u>CLASSIFIED STAFF</u>			
<i>SDC</i>	Susan Sanders	619	SDC Paraprofessional
	KC Biederman	619	SDC Paraprofessional
	Doris Naswareen	605	SDC Paraprofessional
	Sonia Castaneda Torres	605	SDC Paraprofessional
<i>Resource</i>	Adrienne Ruiz	705	Paraprofessional
	Jane Gaddoni	705	Paraprofessional
	Jamie Summerfield	409	1:1 Paraprofessional
<i>Academic Support Team</i>	Bonnie Gilbreath	129	Paraprofessional (K)
	Sandra Arceo	120	Interpreter/Translator
	Patricia Gonzalez	120	Primary Lang Tutor
	Peggy Bernier	200	Library Assistant
	TBD	715/200	Focus Center
<i>ASES Program</i>	Clara Vargas	715	ASES Site Coordinator
	Jai Yang	715	ASES Instructor
	TBD	715	ASES Instructor
<i>Campus Supervisors</i>	Juan Rios	lunch	
	Susan Sanders	lunch	
	TBD	lunch	
	TBD	lunch	
<i>Custodial Staff</i>	Bill Biggs	Lead	
	Yia Her	Night	
	Lee Lee	Night	
<i>Food Service</i>	Carolyn Wimer	Cook Manager	
	Shjuan Daniels	Food Service Worker	

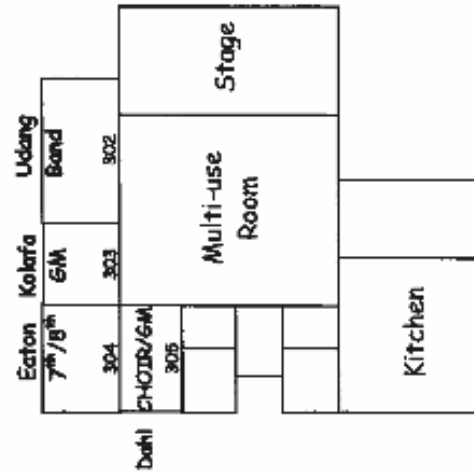
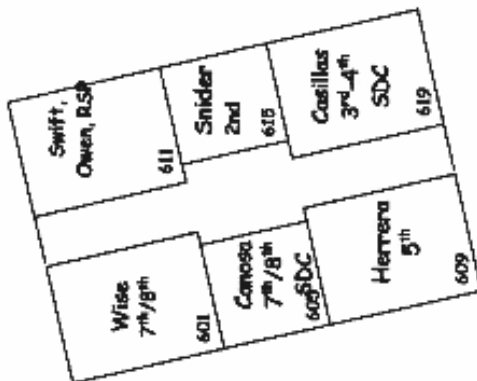
Teshome Gizaw

Food Service Worker

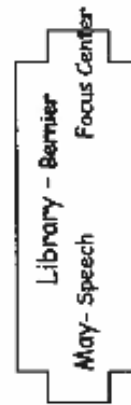
ASES Program	718
Santos 4th	711
Huffman 3rd	709
Celiz Reading Intervention	706
Kalbach Music	701



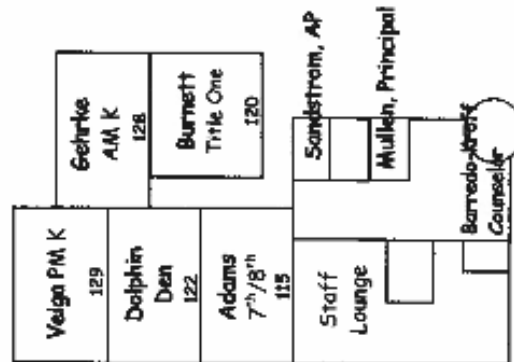
Dietzel 2nd	501	Rosales 1st	511
Tarbot 6th	505	Remmert 2nd	515
McCormack 7th/8th	509	Lea 6th	519



Campus Map 2021-2022



Don Riggló School
 3110 Brookside Road
 Stockton, CA 95218
 208-953-8753



Disclaimer

The contents of our Parent/Student Handbook is a living document that adjusts based on district policies, state guidelines, and safety protocols.

After School Education & Safety Program (ASES)

Don Riggio qualifies for a free after school program for up to 80 students. The program focuses on homework support, physical education activities, and extracurricular experiences in the areas of art, athletics, and student interests. The program's site coordinator works closely with the staff to ensure that the program is meeting the needs of the participants. If interested, registration packets can be obtained in the front office. Once the program is full, students will be put on a waiting list.

DELETE California Junior Scholarship Federation

Conflict Managers

This program is an opportunity for select students in grades 4-8 to work with our school counselor and learn how to support their peers with managing conflicts on the playground. Conflict managers are also trained to co-facilitate presentations with our counselor, teaching Kelso's Choices in K-5 classrooms when needed. Students participate in training and leadership activities.

Counseling

Counseling services are provided by our school counselor in collaboration with teachers and staff. Together they work to provide an environment in which each student can experience a variety of academic and social challenges that meet his/her personal needs, while coping with the changes that take place in life. The counselor is available for in-class activities or additional classroom support in an effort to assist students with special needs within the whole class environment. Students may also be assisted in small groups or individual sessions. Parent conferences are held as warranted. Families may also be referred to outside agencies for more intensive support when needed. Teachers and parents may request additional counseling services for their students, or students may seek counseling on their own.

Cross Country

Cross Country is an after school running club for 6th-8th graders that meets Tuesdays and Thursdays in the fall and in the spring, supervised by Mr. Eaton. Students run various distances off campus around the Don Riggio School neighborhood. The purpose is to give students a fun opportunity to improve their cardiovascular fitness and run with others.

Dances

Dances are sometimes organized by the 7th/8th grade staff and/or student council for 7th & 8th grade students. Dance eligibility requires a 2.0 grade point average, less than 5 days of suspension and 95% attendance.

Distance Learning

Distance Learning may be required due to safety concerns within our county. When this occurs, students will be expected to participate daily. Teachers have developed procedures and plans to pivot if necessary to an all distance learning model. Students will be expected to follow their traditional day and attend all classes. Each student will be issued a Chromebook at the beginning of the year to ensure that students are equipped to access learning online. Wifi support is available by request. Distance Learning expectations will be made available by the principal and the student's teacher if/when we shift to this model.

Dolphin Support Team

This team, comprised of the Principal, Assistant Principal, Counselor, Title One teacher, Resource teachers, School Psychologist, and Language, Speech and Hearing Specialist, meets weekly to review student referrals from teachers. Our goal is to make sure we are meeting the academic, social and emotional needs of every student through a system of intervention and targeted instruction. Special funding from state and federal programs provides a teacher, primary language tutors and instructional aides as extra support.

Eighth Grade Day

At the end of each year we celebrate the completion of nine years of education with our eighth grade students by taking a fun day trip. The cost of the trip has been approximately \$35.00 and is paid for by each student. It is our goal that every student goes on the trip; however, some students may not be eligible due to poor grades, attendance or behavior. Parents and students will be informed of eligibility throughout the second semester.

Eighth Grade Promotion

This ceremony is typically held on the Wednesday evening before the last day of school. Its purpose is to mark the end of our students' elementary school experience by highlighting their accomplishments thus far and to demonstrate our continued support of them as they begin high school.

There is a standard of dress required to participate in the promotional ceremony. Students meet this standard by complying with one of the following options:

1. Sports Jacket, Dress (collared) shirt, long slacks (no jeans and no flip-flops)
2. Dress (collared) shirt and long slacks (no jeans and no flip-flops)
3. Blouse with skirt, dress shoes with low heels (no mini's or flip-flops – no 3" heels or higher)
4. Dress with low heels (no mini's, strapless, lace/open back dresses or flip-flops– no 3" heels or higher)

*PLEASE NOTE: Don Riggio Dress Code guidelines apply. Therefore undergarments may not be showing though clothing. Strapless, string straps, halter, off the shoulder dresses/tops will not be allowed even if a jacket, sweater, or shawl is worn over them. Please do not purchase these items expecting an exception to be made. **Students who need assistance with proper clothing should contact their principal for assistance.***

Students may not have cell phones, selfie sticks or sunglasses on their person during the

ceremony. Because this is not a formal event, tuxedos, formal gowns, off-the-shoulder necklines, and transportation to or from school by limousine are not appropriate. We do ask for **respectful audience behavior** at this event in honor of our students and their families.

English Language Development

The California English Language Development Standards are followed and aligned to district-approved materials. Instruction in all four domains is primarily in English and primary language support is provided when available. Federal and state funds allow for a full-time teacher, counselor, and paraprofessionals to support identified students in grades K-6 daily.

In mainstream classrooms, designated instruction for all English learners is a regularly scheduled part of their day and follows the California English Language Development Standards. Students also have English instruction integrated into all subjects throughout the day following the English Language Arts standards to provide students equal access to the core curriculum. Students are taught using district-adopted grade level textbooks.

Friday Flag Salute

Every Friday morning our learning community gathers on the hill to salute the flag, hear a patriotic song lead by a selected student soloist, celebrate our academic and artistic accomplishments, and sing the school song together. As you arrive you will hear music wafting through our sound system, set up by our student tech crew, to mark another great week of learning at Don Riggio School!

Gifted and Talented Education (GATE)

The Gifted and Talented Education program strives to ensure the regular classroom is structured in such a way that any student who demonstrates extraordinary talent or ability in intellect, creativity, a specific academic area, leadership, and/or the visual and performing arts is given the opportunity to pursue that gift during the instructional day. Strategies that honor the theory of multiple intelligences, open-ended challenges, and differentiated instruction that require a student to think divergently to solve a problem, challenges that require task commitment, creativity, and a growing knowledge base, along with the expectation that each student will work at a level commensurate with their ability - not with that of the other students - provide the foundation of the program. GATE students are frequently clustered at each grade span in order to give them the opportunity to work daily with other students who will challenge and stimulate their minds.

Language, Speech, and Hearing Program (LSH)

The Language, Speech and Hearing specialist evaluates, identifies, and treats children with speech or language challenges. If a child is identified as needing a speech therapy program, a specific remedial program will be developed for that child through the Individual Education Program (IEP) process.

Mental Health Services Notification

Students may access mental health services within the community through any agency listed on this website <https://lusdface.weebly.com/community-based-resources.html> or by asking for resources from the school site counselor. You are able to independently initiate services if you

are 12 years of age or older by directly contacting the mental health agency or with the help of your parent/guardian. (Ed. Code § 49428)

Physical Education

Physical Education (PE) is regularly scheduled to meet the state requirements of 100 minutes weekly for grades K-6 and 200 minutes weekly for grades 7-8. K-3 PE is taught by the classroom teacher and 4-8 PE is taught by specialists.

Psychologist

Don Riggio School has a psychologist at the school at least once a week. She administers intellectual development and achievement tests to help determine the need for an Individual Educational Program (IEP). Contact will be established between the psychologist, the school and the home if there is a need for educational testing or counseling.

Resource Specialist Program (RSP)

The Resource Specialist Program provides an individualized education program (IEP) for students who, because of a handicapping condition, require supportive teaching beyond the regular classroom instructional activities. Services seek to integrate students with special needs toward full access to the core curriculum. Eligibility may be determined through the identification of a discrepancy between a student's intellectual, developmental and academic achievement or the documented presence of a handicapping condition. All decisions regarding a student's placement and participation in the program are made with the annual input of the student's parents, teachers, administrator, and other support personnel. Support personnel may include the school psychologist, the school counselor, the adaptive physical education specialist, occupational therapist, school nurse, and/or the behavior specialist. The entire team is involved with the development of goals and objectives designed to increase a child's ability to access the core instruction and to make progress commensurate to their grade level peers.

Student Council

The Don Riggio School Student Council meets during lunch twice a month. 7-8 students can also take a leadership elective that supports Student Council. Student representatives are elected in their homeroom class and are responsible for communicating the opinions of their classmates to the council as decisions are being made. Student Council oversees and manages student activities for Don Riggio School. The council also serves as a leadership team that develops and promotes learning using the Tribes agreements.

Title One

Don Riggio is a Title One school, which means we get extra funding from the federal government, based on the number of students on free and reduced lunch, to provide extra support. This money can be used for instructional materials, human resources and professional development and is regulated in our School Plan (see School Site Council).

VISUAL AND PERFORMING ARTS

The arts are a significant part of our program at Don Riggio School. As often as possible, they act as a funnel through which curriculum flows via the integration of subject areas and school-wide themes. Instruction is provided in a variety of visual arts, media arts, dance, drama, and music during 7-8 electives, 1st-6th grade arts block period, music pull-out programs and throughout the day. Each year, staff, students and parents work together to present a variety of performances that include concerts, art exhibitions, and musical productions.

Band

Beginning and Intermediate bands are available to students beginning in the fifth grade. New students begin by signing up for Pre-Band, a six-week exploratory class, during the first week of school. Instruction is offered twice weekly on a pullout basis for thirty minutes. Continuing students move from beginning to intermediate band on the recommendation of the teacher. Students are responsible for providing their own instrument, except where school instruments are available for loan. Advanced Band is available to students with one or more years experience on a band instrument and recommendation of the teacher. Advanced Band rehearses during Arts Block and on Friday mornings.

Chorus

The Riggio Revelers (grades 4-6) is a pull-out program that meets twice a week for 30 minutes. Advanced Choir (grades 7-8) is available to students during electives. Chorus students have the opportunity to participate in the Musical Theatre production as well as perform in concerts throughout the year. There are honor choir and festival opportunities as well.

Dance

Dance is celebrated during a schoolwide festival in May where each grade level presents a folk dance tied to the social studies curriculum. Dance and movement standards are also addressed through our musical theatre productions and our 7th/8th grade physical education curriculum. A highlight of the year is our “Swing Into Spring” event, a family dance where students teach guests how to swing dance to the sounds of the Lincoln High School Jazz Band.

Film Studies

This class is offered as a 7th-8th grade elective where students examine all aspects of film production, view films, and write about their reflections and understandings.

Media Arts

Media arts standards assume the diverse forms and categories of media arts, as a distinct, stand-alone arts discipline, whose basic categories include: photography, imaging, sound, animation, video, web design, graphic design, virtual design, interactive design, as well as their combinations and emerging forms such as multimedia, and virtual design. This course is offered as a 7-8 elective, with some precursor experiences being offered during 4th-6th grade Arts Block.

Strings

Beginning and Intermediate strings classes are available to students beginning in the fourth grade. Sign-ups are taken during the first week of school. Instruction is offered twice weekly on

a pullout basis for thirty minutes. Continuing students move from beginning to intermediate strings on the recommendation of the teacher. Students are responsible for providing their own instrument, except where school instruments are available for loan. Advanced Orchestra is available to students with one or more years experience on a string instrument and recommendation of the teacher. Advanced Orchestra rehearses during elective time.

Tech Crew

We offer instruction in media arts and theatre during Arts Block that includes sound and lights for our theatre productions and tech support for special events. Students may be selected to provide sound and/or lights for one or more of our many productions and/or student events such as Friday Flag Salute, Fall Festival, Dance Festival, etc.

Theatre

The theatre standards are addressed through grade level productions beginning in grades K-2. 3rd-5th graders may choose to participate in a collaborative production during Arts Block and 6th-8th grade students may sign up for drama and/or chorus where they create their own musical theatre production during electives.

Visual Arts

All K-6 students receive instruction in visual arts during Arts Block; 7th-8th graders can take it as an elective choice. We also offer **Honors Art** for 8th grade students. Throughout the year, you will see art displayed in our buildings. Highlights include our “Square Art” fundraiser through PTSA and Dance Festival and Art Show in May, both of which include participation from all students K-8. Our PTSA strongly supports participation in the National Reflections Contest in the fall, and every spring we send entries to the Robert T. McKee Student Art Exhibit at the Haggin Museum.

Yearbook

Yearbook is offered as a 7th-8th grade elective for select students. This opportunity begins in August and continues through the final deadline in March. Students work on taking and selecting photographs, organizing pages and making decisions about artwork and layout.

ACADEMICS

Academic Integrity

It is our goal at Don Riggio School to promote a love of learning and help every student achieve mastery of state standards. We will do this through a system of support for those students who need extra time and instruction as well as those who need enrichment. It is our hope that students will feel confident enough to learn from their mistakes and will not be afraid to ask for help when needed. We hope to promote academic integrity for its intrinsic value. In the event that students do not exhibit this important trait, we have developed the following policy.

Academic integrity is highly valued and any form of dishonesty or deception that unfairly, improperly, or illegally enhances the grade or credit given on an individual/group assignment or a final grade is not permitted. The following is a list of forms of cheating, plagiarism, and other forms of dishonesty. If you have any doubt whether a particular act constitutes academic dishonesty, please ask the teacher.

Academic dishonesty includes, but is not limited to:

- giving or getting improper assistance on an assignment meant to be individual work i.e. talking during an exam or copying someone's homework or test
- plagiarizing or copying part or all of another person's work and submitting it as your own
- copying answers found online
- having/using notes on an exam when not authorized by the teacher
- altering a graded assignment and re-submitting it for a higher grade
- working together on a take home exam unless approved by the teacher
- failing to properly cite paraphrased materials with in-text citations and work cited page
- citing non-existent sources
- making up data for an experiment
- having/using notes, formulas or other information on an electronic device when not given permission
- having/using a communication device to send/receive information when not given permission
- gaining or providing access to unauthorized materials
- using the services of another student or a company to complete assignments or projects
- sharing assignments over social media

Attempted cheating, even when unsuccessful, will be treated as academic dishonesty. Simply having observable possession of any prohibited or unauthorized information or device, even if it is not used, is an act of academic dishonesty and will be dealt with as such.

Students who violate the Academic Integrity Policy will receive discipline which may result in detention and/or loss of credit. All parties involved will have consequences, i.e. a student who shares his or her work with someone else to copy is also at fault. Middle School students who violate the Academic Integrity Policy may result in Academic probation and not meeting requirements for Grade 8 Promotion.

Homework

Homework is defined as an extension of learning that is begun in the classroom during the school day. Ideally, homework should result in further studies that are the result of a high degree of motivation in the classroom. To find out what each grade level expects on a regular basis, see section II. If, for some reason, you feel that the homework does not meet your child's needs, please discuss with your child's teacher.

In addition to specific assignments, students may be working to accomplish an independent project, an extension in science, math, or social studies, or work being published or produced in language arts.

To support your child in the accomplishment of this work, parents need to ask different kinds of questions than they have asked traditionally. No longer do the tried and true questions, "Do you have homework?" or "Is your homework finished?" generate the responses that help our students learn to be the independent, inquisitive, self-initiating student we are training them to be. Parents may be more successful in obtaining the information for which they are looking, and helping their children through the process by asking these questions:

- When are you giving your next presentation?
- What is the topic of your presentation or of your independent project?
- What resources have you explored to get your information?
- What resources do you still need?
- How do you plan to present the information and knowledge you acquire?
- What book are you reading for pleasure?
- What book are you reading during Sustained Silent Reading?
- What are the titles of the books you have published so far this year?
- What concept are you exploring in math?
- Do you know your multiplication facts for 7's, 3's, 6's etc.? Show me.
- When is your next science notebook due? Is it up to date? Show me.

These questions require more than a yes/no answer from your child. If you ask them frequently, your child will begin to anticipate them and become better able to give you the kind of information for which you are asking. It will also help them be more conscientious about this information.

Here is what you can expect on a regular basis.

Kindergarten sends a homework/communication folder home every Thursday. It contains skill practices relating to Kindergarten standards. Kindergarten homework also includes 20 minutes of reading to, and, or with an adult each day.

First grade gives homework daily Monday through Thursday, due the following day. This includes 20 minutes of reading to and/or with a parent and a math practice page. Homework is based on that day's instruction in Language Arts and Math.

Second grade Reading: 20-30 minutes of reading every night. Math: homework is reinforcement/practice of daily instruction in Math.

Third grade Reading: 20-30 minutes of reading every night. Math: homework is practicing math facts nightly. Occasional class projects, incomplete classwork, and additional Dreambox and Lexia minutes if needed.

Fourth grade requires 30 minutes of reading every night along with math fact fluency practice. Homework is given Monday through Thursday to reinforce/practice Language Arts and Math instruction and is due the following day. In addition, any assignments that are not finished during class time may be added to the daily homework

Fifth grade requires 30 minutes of reading every night. Homework is reinforcement/practice of instruction in Language Arts and Math. In addition, any assignments that are not finished during class time will be added to the daily homework.

Sixth grade requires 30 minutes of reading a night, reinforcement/practice of Language Arts and Math (with some higher level thinking challenges for Math), and expository reading with study guides for Social Studies.

Seventh & Eighth graders will have daily homework assigned in Math, Language Arts, and Science that is extended practice from the day's lesson and review. All students are expected to read 30-60 minutes daily. History and PE will have weekly homework assignments.

Parents can find homework assignments by checking student planners daily.

Reporting of Pupil Progress

Our reporting system is multi-faceted, and is designed to give parents a bigger picture of their child as a learner and develop a three-way partnership between teacher, student and parent.

K-6

The purpose of the **Report Card** is to report the student's learning progress towards mastery of Common Core State Standards for the current grade level. Report cards are issued every semester, two weeks after the close of the term.

The purpose of the **Measure of Academic Progress** (MAP) is to report the student's academic progress on nationally normed tests in Reading and Mathematics and to identify the student's reading lexile (see pamphlet). MAP scores may be used for course placement in grades 6-12. Scores will be reported to parents.

The purpose of **Parent Conferences** is to form a three-way partnership between the student, parent and teacher to discuss and monitor goals, review progress towards grade level standards, review progress on assessments, and discuss current level of success in each course. Fall conferences will have an emphasis on goal setting based on instructional needs and the student's strengths and interests. Winter Conferences will be an opportunity for parents, students and teachers to evaluate progress towards the student's goals. Students are active members in both the goal setting and progress monitoring conferences. A variety of criteria will be used, including work samples chosen together by the student and teacher, and data from site and district assessments.

7-8

The purpose of the **Report Card** is to describe the student's level of success in the following areas: participation, homework, classwork, quizzes/tests, and/or projects/compositions. Report cards are issued every quarter, two weeks after the close of the term.

The purpose of the **Measure of Academic Progress (MAP)** is to report the student's academic progress on nationally normed tests in Reading, Language Usage and Mathematics and to identify the student's reading lexile (see pamphlet). MAP scores may be used for course placement in grades 6-12. Scores will be reported to parents.

The purpose of **Aeries** is to give parents and students online access to a detailed account of the student's assignments, assessments and scores.

The purpose of **Parent Conferences** is to form a three-way partnership between the student, parent and teacher to discuss and monitor goals, review progress towards grade level standards, report MAP scores, and discuss current level of success in each course. Conferences are scheduled twice a year, fall and spring.

In addition, evaluation of student progress is an ongoing process between grade level teams and the Dolphin Support Team, which provide targeted instruction designed to meet students' needs. Parents and teachers are encouraged to make arrangements for additional conferences as needed.

Requirements for participation in promotional activities

To maintain activities and leadership eligibility all eighth grade students must maintain a cumulative 2.0 GPA throughout the entire school year by averaging all quarter grades (with no F's during the prior quarter), and have three or fewer days of suspension during the prior quarter.

As clarification, for the promotion ceremony and the promotion dance, the prior quarter shall be the fourth quarter and grades for all four quarters shall be averaged to establish the GPA. Additionally, all students will lose their eligibility for 30 calendar days immediately following a suspension of more than three days.

Activities and Leadership eligibility are required for the following activities:

1. Promotion
2. Dances
3. Student government offices
4. Year-end 8th grade trip
5. Lincoln 'Lympics

GENERAL POLICIES AND PROCEDURES

Absences

If your child is ill, it is a favor to him to keep him home until he is well and ready to function properly in a school setting. It also is a favor to the other students and adults in the room. A parent whose child has a communicable disease should contact the school office or teacher immediately, so that parents may be informed in writing of the possibility of contagion. Examples of communicable diseases are Covid-19, chickenpox, measles, impetigo, head lice, pink eye and whooping cough.

When a child returns to school after an absence, he or she must bring a written excuse or be preceded by a telephone call. These notes are absolutely critical for our attendance accounting and reporting to the state. **Please call the school office within two school days (48 hours) to excuse an absence (209) 953-8753.**

Parents and teachers working together can ensure that all work missed during an absence is completed by the child. Parents should contact the child's teacher to pick up assignments and necessary books to keep the child current with work. However, parents should understand that make-up assignments are no substitute for the instruction received during regular classroom attendance.

Remember, **school attendance is mandatory**, and it is our objective to create a culture of achievement. School attendance is fundamental in giving all students the best opportunity to succeed. Our office will reach out to families to offer support in improving a student's attendance as needed.

Access to Campus

In order to maintain a safe and secure campus, all non-students/non-staff who wish to gain entry to the Don Riggio campus before, during or after school must enter through the main office and be issued a visitor's pass. Visitors must present a valid form of identification (i.e. driver's license) to the office staff, wear their visitor's pass during the entirety of their visit, and check out with the office staff to return their visitor's pass prior to exiting campus.

Assemblies

The times and types of assemblies will be announced prior to the assembly. Assemblies provide an excellent place to develop dramatic talent, to promote speaking and musical ability, to convey general information, and to build school spirit. Courtesy and good conduct are essential in every assembly so that all may enjoy the programs. The following are guides for assembly conduct:

- Students should enter the assembly escorted and directed by their teachers.
- Applause is the only acceptable way to show appreciation at an assembly.
- Students must be quiet, orderly, and attentive when others are speaking or performing and join in when asked to participate.
- Students are to return quickly and quietly to their classroom when dismissed, following the directions of their teacher.

Bells

Off to a great start - Five minutes before school begins, a warning bell will signal students it is time to line up. Room numbers are painted on the blacktop behind each building and all classes, grades 1-8, are expected to form a socially distant line and wait for the teacher to invite them in to begin learning. Kindergarten students gather in the classroom as they arrive each morning.

7-8 passing times – 7th and 8th grade students have two minutes after each bell rings between classes to get to their next class. Depending on the period and the teacher, they may be asked to line up socially distanced outside the building or go directly into class. At no time should they gather outside the building, blocking the entrance or exit.

Bicycles

Students riding their bicycles to school should not arrive any earlier than fifteen minutes prior to the beginning of school. Bikes may be parked, and should be locked, in the bike rack area located by the bus circle. If the student chooses to ride a bike, parents must realize the bike rack area is unsupervised and the school cannot/will not accept responsibility for loss or damage to the bike. We strongly recommend that your child learn about safety practices for bicycle riders, and remember that **bicycle helmets are required by law**. Helmets may be locked to the bikes or stored in the office or classroom during the day. Primary students are encouraged to leave their bicycles at home. Bikes are to be walked on campus at all times. Students who fail to follow these procedures may lose the privilege of riding their bike to school for a prescribed amount of time.

Bullying

School bullying is defined as: repeatedly exerting power over others with the intention of hurting them by:

- Physical bullying, where a student uses physical force to hurt or intimidate another student.
- Verbal bullying, where a student uses words or gestures to humiliate another student.
- Relational bullying, where a student uses social influence to isolate another student.
- Cyber-bullying, where a student uses the internet or a cell-phone to bully.

At Don Riggio School, we do not tolerate bullying and have been trained to intervene. Unfortunately, many incidents go unreported and “little” incidents become big problems. If you suspect there is bullying going on by students and/or adults, please report any and all incidents to your child’s teacher and/or the school office.

Please see our Anti-Bullying Protocol at the end of this handbook.

Change of Address

Please notify the school office of any change in your address, telephone number, secondary contact, day care provider, or of your family health advisor. It is critical that we have a current emergency number for every child.

Change in Your Schedule

If there is to be a change in your child's "Going Home Schedule" (such as being picked-up instead of walking, etc.), please tell your child AND send a note to the teacher or office.

Chromebooks

Our Kinder-8th grade students will receive a Chromebook at the beginning of the year. With the Chromebook, they will receive a charging cord as well. Students are responsible for the care of their Chromebook and must bring it to school daily fully charged. This device is used as a textbook and assignments will be issued on it regularly. If the student leaves their Chromebook at home, they may receive a loaner for the day; however, there will be additional consequences via a planner signature and/or detention for the lapse in responsibility. Parents, please help your child understand the importance of this responsibility and make sure that there is a safe place to store and charge the laptop at home. More information regarding our Chromebook policy can be found at the end of the handbook in the section titled "Chrombook Responsibilites".

Dogs

For the health and safety of students and families, dogs should be left at home unless special arrangements are made for a school project. **This is includes drop-off and pick-up.**

Drop-off/Pick-up

We have a very small parking lot for the amount of traffic to and from our school, but if everyone observes the following rules, we can get everybody on and off campus in a timely and efficient manner. Please take direction from the teachers and administrators who are stationed to help you.

- **KISS N' GO LANES** The right and middle lanes are for drop-off and pick-up; the left lane is for through traffic only.
- **NO PARKING** in the yellow zone - this is for drop-off and pick-up only. If you must leave your car, you must park in the parking lot. (This includes Kindergarten Parents!!!)
- **RED MEANS RED** When you drop off in the red zone, you jeopardize the safety of your child and hold up everyone behind you. Please wait a few seconds until there is space to pull forward and drop your child off in the yellow zone, even if it means he or she has to walk a few extra steps!
- **PLEASE PULL FORWARD.** The majority of drivers like to stop before the lanes widen to three (therefore blocking access to others) and before the crosswalk. There is plenty of drop-off or pick-up room in both lanes closer to the office. Teachers who are on traffic duty will help with this.
- **CAUTION** Tell your children to "look both ways" if they are dropped off or picked up in the middle lane!
- **BUS CIRCLE** is available for drop-off in the morning *after the busses have left the campus*. It can be used for pick-up in the afternoon *only after the busses have left the campus*. **BUSSES HAVE THE RIGHT-OF-WAY!**
- **ALTERNATIVES AFTER SCHOOL** The parking lot is practically empty after the first wave of cars and busses have left at approximately 2:23 – please consider pulling into a parking space or picking up in the bus circle during this time to help alleviate the long line in front of the school.

- **ATTENDANCE COUNTS!** Allow plenty of time in the morning to avoid tardies due to traffic problems. Often the volume of cars arriving right as the bell rings is far too great for students to get to class on time. Tardy slips will be issued!
- **BROOKSIDE ROAD** If you pick up on Brookside Road do so at your own risk – Stockton Police Department has been known to issue tickets if you stop in the red zone. That said, please use the east side - **it is not safe for kids to jaywalk on Brookside Road!**
- **PLEASE BE PATIENT AND COURTEOUS** and obey all traffic rules; we are trying to get over 600 students to and from school SAFELY and we need to work together!

Field Trips

Field trips requiring transportation will most often involve district-provided bus transportation. Students must have a signed permission slip from their parent or guardian before being allowed to participate. Parents will always be notified prior to the trip. In the event that no district transportation is available, parents may be asked to drive their own vehicle to help provide the transportation. The transportation of school children from one location to another by private automobile presents some unique problems, however. Drivers and owners of vehicles used for these purposes should understand and be willing to accept certain responsibilities and liabilities.

Parents driving automobiles for school-sponsored activities and events must be at least twenty-five years of age, provide a copy of their driver's license and current insurance information, and sign a Volunteer Waiver form. This will insure parents, children and the school district of your willingness to accept the legal responsibilities and liabilities involved. Should there be any claim resulting from an accident or injury involving transportation by a parent, that parent's insurance would apply. All parents chaperoning and/or driving for a field trip must have their fingerprints on file in our school district's Human Resources Office prior to going on any trip.

Injuries, Illness, Medication at School

First aid, defined as the immediate, temporary care given in case of an accident or sudden illness, will be given when necessary. Our office staff has been trained to handle minor emergencies. In the case of an accident requiring the services of a doctor, every attempt will be made to contact the parent or guardian before the child is taken to the doctor. For this reason, we request that parents keep us informed of a change in address or telephone number.

If a child feels too ill to continue through the school day, has a fever, or has vomited, the child should report this to the teacher who will send him/her to the office. Office staff will call parents, guardians, or other contacts listed on the emergency card in an attempt to reach someone to pick up the child. Your child needs to be fever free for 24 hours before returning to school.

No medication may be given or taken at school without a signed doctor's statement on file in the office. If your child requires regular medication during school time, please pick up a form entitled "Medication at School" and have it signed by the doctor. All medication taken at school must be brought in its original container. Most medications are to be left with the health nurse/clerk in the office. There are a few exceptions, depending on the medication and the age of the student.

Library Media Center

Our Library Media Center is staffed with a Library aide trained to teach people how to find, evaluate, and use information. This training helps students to develop a lifelong love of learning and to become effective users of information. Our Library aide works with our teachers to ensure that our students have adequate access to appropriate resources, build positive attitudes towards use and communication of information, develop creative and critical thinking skills, and to ensure that information skills and appropriate technologies are integrated into the curriculum.

Library Media Center Procedures:

- Open to Don Riggio students **Monday through Friday, 7:30AM - 4:00PM.**
- Students may also use the library media center during lunch recess.
- Books may be checked out for two weeks and may be renewed.
- Students are encouraged to take care of our books and return them on time since other students may be waiting for them.
- No book is to be taken from the library media center without being properly checked out.
- Students will be held financially responsible for lost or damaged books.

Lost and Found

Lost and found items are hung on hooks on the buildings facing the blacktop. Parents are strongly encouraged to write their child's name on clothing and backpacks. PTSA will organize and display lost items periodically. Items not claimed will be donated.

Lunch Deliveries

If you deliver lunch to your child, please bring it to the office and tell your child to come pick it up ahead of time – we will NOT disrupt classrooms for this. During lunch time, the office will make every effort to get the lunch to the child. However, it is ultimately the responsibility of the child to retrieve it. **Do not ask your child to meet you at the car or in front of the school.** For the safety of all children, they are not allowed in undesignated areas alone. If you come onto the campus to eat lunch with your child or for any reason, **you must sign in and wear a visitor's badge.**

Meals

Breakfast, nutritionally well balanced, is served daily beginning at 7:30 AM. Students may buy lunch at school or bring one from home. A nutritionally well-balanced lunch is served in our cafeteria each day. A free and reduced meal program is available for families with qualifying incomes. Forms to apply for these programs are available in the school office. All K-8 sites full-price lunch will be \$2.75. Breakfast will continue to be provided FREE at all sites. All lunches include milk. Parents may deposit money to their child's account in our school kitchen (please sign in at the school office first).

Cafeteria/Classroom Eating Rules:

- Wait your turn in line, one behind the other with your hands to yourself
- Remain socially distant once inside the building – toes behind the white lines!
- Talk quietly and listen for announcements
- Remain seated until excused – raise your hand when you're finished eating
- Take care of cleaning up your own lunch
- Exit out the back door and go directly to the playground.

Non-Discrimination Policy

Lincoln Unified School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits unlawful discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code §422.5, Education Code §220 and actual perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above, or for inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, or intimidation, contact your school administrator, or Michele Tatum, Associate Superintendent Human Resources Lincoln Unified School District; 2010 W. Swain Road, Stockton CA 95207; (209) 953-8817; mtatum@lusd.net.

Release During Class Hours/Closed Campus

No student is permitted to leave the school grounds at any time during school hours without the knowledge of school personnel. If it becomes necessary for you to pick up your child during the school day, send a note. If someone else is to pick-up your child, send a note to the office. You, or the person wishing to pick up the child, must meet the child and sign him/her out in the office. Only persons listed on the child's emergency card will be allowed to sign-out a child unless written permission is provided by the parent or verbal permission is obtained over the phone from the parent.

Safety

Safety is our number one concern for students at Don Riggio. Together with the district and local law enforcement agencies, the School Site Council has developed a Safety Plan. All safety procedures are posted in every room in the school, and drills are practiced to make sure staff and students know what to do in an emergency. You can help by explaining the purpose of these drills to your child and stressing their importance. You can also help by observing and supporting our visitor and student check-out policies which help us keep track of who is on our campus. For an overview of safety protocols, see pages 58-59.

Security Cameras on School Grounds

Please be advised that Lincoln Unified School District has video cameras to monitor school grounds outside school buildings. These cameras are intended to increase the safety of students by fortifying school security and discouraging disruptive behavior. Students should be aware that their movements may be recorded. Our priority, first and foremost, is to always ensure safe campuses for our students and employees. We believe that the cameras will assist us with the security of our campuses in many aspects.

The District's Board Policy 3515 provides further information concerning video camera surveillance. In locations in which security cameras are in operation, the District will post written notices to reasonably apprise students, employees, and the public that cameras are in use and that they do not have a reasonable expectation of privacy in such areas. Cameras will not be placed in areas where students, staff, or the public have a reasonable expectation of privacy. To the extent that any images from the District's surveillance system create a student or personnel record, the Superintendent or designee will ensure that images are accessed, retained, and disclosed in accordance with law, Board Policy, and any applicable collective bargaining agreements. The security cameras may or may not be monitored at any time.

Shortened Days

The school day is dismissed sixty minutes earlier on Mondays to provide teachers time for curriculum planning and articulation, team meetings, district curriculum and district grade level meetings. School will also be dismissed sixty minutes early during our two two-week conference periods held in fall and winter. Any other early release day will be announced in the school newsletter or by a systematic voice/email message by the principal.

Skateboards

Skateboards may be ridden to and from school for transportation purposes only and not for recreation. It is against school safety rules for students to ride a skateboard on the campus *at any time*. Skateboards may be parked in the office, classroom or bike rack immediately after arrival at school, and should be marked with the student's name. If a student skateboards on campus, the board and the privilege of riding it to and from school will be taken away.

Snack Policy

The Governing Board of Lincoln Unified School District recognizes **the link between student health and learning** and desires to promote healthy eating and physical activity for district students. They support student **wellness** through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. Students practice food and waste recycling on campus.

What does this mean for the Principal?

- promote **nutrition education**, so that students learn about the benefits of healthy eating for learning, disease prevention, weight management, and oral health.
- encourage staff to serve as **positive role models** for healthy eating and physical fitness.
- make sure all foods and beverages available on each campus during the school day follow the **district adopted nutrition guidelines** which promote student health and reduce childhood obesity.
- **participate in available federal school nutrition programs**, including the National School Lunch Program and School Breakfast Programs including after-school snacks programs, to the extent possible.
- encourage school organizations to **use healthy food items or non-food items for fundraising purposes**.
- encourage school staff to **avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior**.

- along with the staff, **encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate** for occasional class parties.
- along with the staff, schedule class parties or celebrations to be **held after the lunch period** when possible.

What are the concerns in our learning community?

1. Students in grades 6-8 who don't eat breakfast and/or lunch and how this relates to **learning and behavior problems**
2. Consumption of **candy** and how this relates to learning and behavior problems
3. Sharing of snacks with other students (i.e. big bags of chips) and the spreading of **germs**
4. Amount of **trash** generated by snack foods and students not cleaning up after themselves

What does this mean for parents?

1. Please consider **nutritional quality** when selecting snacks for your child and/or snacks which you may donate.
We suggest: granola bars, nuts, seeds, cheese, fruit, veggies, crackers. We want to promote learning and good behavior. Candy, soda and chips do not support good mental or physical health.
2. Please send **single portions** and remind your child not to share or trade.
3. Please talk to your children about the importance of eating **three meals a day**. If your child seems irritable, tired, or is experiencing learning and/or behavior problems, it could be due to a lack of good nutrition.

What does this mean for our campus?

1. Students' snack time will be limited to **morning snack recess**. Snacks must be consumed at the tables or benches provided outside, near the garbage cans, so students can **clean up** after themselves. Sharing of snacks will be monitored by teachers on yard duty.
2. Students will be allowed to bring **single portions only** – **no sharing** of big bags of candy or chips.
3. Students will not be allowed to eat **candy** unless a single portion is included as a treat in their lunch. Students will need to finish the treat before leaving the multi-use room to go out to the blacktop.

Supervision before and after school

Students should not arrive any earlier than twenty minutes prior to the beginning of school, when school supervision begins. If students are on campus prior to the beginning of our supervision, no one is available to tend to their needs or concerns. Likewise, **students are expected to go directly home after dismissal**; students who are walking will be expected to leave campus immediately and students who are being picked up will wait in the front of the school between the office and the library. Supervision is available during pick-up for a period of fifteen minutes. **Students not picked up after that time will be taken to the office to call home.**

Tardy

Gates will be locked at 8 AM. All pupils who are late for school in the morning should report to the office for a tardy slip. This helps keep our attendance records accurate and our students

accountable for their punctuality. Parents should make every effort to see that their child arrives to school on time. Valuable minutes of instruction and the opportunity to instill the importance of being on time are lost when parents do not take this responsibility seriously. Truancy letters are generated automatically for unexcused absences and tardies.

Transferring from Don Riggio School

Students transferring to a school outside of the Lincoln Unified School District should advise the school office immediately. We need to correctly record your child's last day of attendance at Don Riggio School. Student records are sent to the new school upon request from the school.

Transfers to another school within the Lincoln Unified School District are handled by the district office.

Use of Facilities

Any outside organization wishing to use indoor or outdoor facilities at Don Riggio School may obtain permission by filling out a "Use of Facilities" form in the office, stating the nature of the organization, purpose of the meeting, event or activity, contact and insurance information. Depending upon availability, the form must first be approved by the principal and then by the District Office.

The following activities are prohibited on Lincoln Unified School District Property:

- Skateboarding
- Riding bikes or motorized bikes
- Roller blading or skating
- Riding scooters
- Riding go-carts
- Golfing
- Climbing on buildings
- The use of motorized vehicles except by licensed drivers in designated parking lots when the driver is utilizing the vehicle for a school-related purpose

Engaging in any of these activities on district property is cause for arrest and may result in a fine or imprisonment. *California Penal Code Section 680, California Vehicle Code Section 21113 LUSD Board Policy #1330 LUSD Governing Board Resolution #08-32*

Visitors to the Campus

All visitors must sign in at the front office, show their identification, and wear a visitor's badge while on campus. To be a volunteer in Lincoln Unified School District it is necessary to complete a **volunteer packet** (available in the school office), and be **fingerprinted** (this can be done at the district office). **For the safety of all students**, volunteers must check in at the office and wear a visitor's badge.

PARENT RESOURCES, SUPPORT & OPPORTUNITIES

Back to School Night

This night is set aside during the first few weeks for teachers to explain their direction and priorities for the school year. Its purpose is to help parents understand the expectations and curriculum design in their child's classroom. This is an evening designed for parents, so we ask that parents please make arrangements to leave their children at home.

English Learner Advisory Committee (ELAC)

ELAC is made up of mostly parents of English learners. The work of the committee is to advise the School Site Council on the development of the School Plan and advise the administration and staff on programs for English Learners. It is also a great place to meet other parents and become more involved in your child's education. All meetings are open to the public. Agenda topics for the upcoming school year are:

Date	Time	Location	Topic
September 14	7:45am & 2:30pm	Room 120 or Virtual	What is ELAC? Information Distribution Elections
October 19	7:45am & 2:30pm	Room 120 or Virtual	Needs Assessment School Plan Input and Vote
November 9	7:45am & 2:30pm	Room 120 or Virtual	Attendance/Parent Involvement Policy
December 14	7:45am & 2:30pm	Room 120 or Virtual	What is ELPAC? Annual Language Census Report
February 8	7:45am & 2:30pm	Room 120 or Virtual	Reclassification Celebration Parent-Teacher Conferences
March 8	7:45am & 2:30pm	Room 120 or Virtual	Youth Truth Results Review Update on School Plan
May 10	7:45am & 2:30pm	Room 120 or Virtual	Review School Plan Needs Assessment Check-In

Learning Community Compact

During parent conferences, all students, teachers and parents will join in signing a learning community compact which outlines our hopes and expectations for how parents, students and staff will work together to support the student's education. Our teachers work hard to provide meaningful experiences for their students that will help them develop as successful learners, BUT they cannot do it alone. As a parent, you are your child's first and primary teacher. Making time to do things listed in this compact will help ensure that your child will grow and progress as a learner and maximize their learning potential. This compact is to be signed by all parties during the Goals-setting Conferences in the fall.

Newsletters

Information about important school events, PTSA activities, meetings, Little League sign-ups, etc., as well as tips for helping with homework and preparing for conferences is included in our school newsletter which is sent home once monthly. Please get in the habit of checking our email messages and visiting Don Riggio's website; it will help you keep up with all that is going on!

Observing Classrooms

Parents are welcome in our school. When coming to Don Riggio School to observe, please make arrangements in advance with the teacher or the principal through the office staff, check in at the school office before going to the classroom, and wear a visitor's badge. It is important to know who is on campus at all times. Permission to observe a classroom must be obtained in advance.

Parent Teacher Student Association (PTSA)

Our PTSA is very active raising funds to provide field trips for our students and planning fun events designed to make all families feel welcome in our school community. This year's board members are listed below. As you can see, there are still openings. If you would like to be involved, please find a volunteer form in your first day packet or the school office and provide your contact information. Our volunteer coordinator will be contacting you!

21-22 PTSA BOARD

President	Katie Clark
Vice President	
Ways and Means	
Corresponding Secretary	Joni Howard
Treasurer	Patty Martinez
Auditor	Rhonelle Pillsbury
Parliamentarian	Elke Schmeling
Historian	
Hospitality	
Reflections Chair	
Volunteer Coordinator	
Membership	
Recording Secretary	
Financial Secretary	
Honorary Service Award	Christie Herriage
Fall Festival Chair	Katie Clark, Joni Howard
Advisor	Rebecca Mullen
Co Advisor	Jennifer Ellis

School Accountability Report Card (SARC)

You can find our School Accountability Report Card online at the following website <https://www.sarconline.org/SarcPdfs/11/39685696105738.pdf> or review a hardcopy in the front office.

School Site Council

Every school community looks for ways to increase school wide effectiveness, improve student achievement, and prepare students to be productive workers and responsible citizens. The California State Department of Education has established a program to help schools achieve that vision. The School Site Council (SSC) is charged with the responsibility of developing, implementing and evaluating the School Based Coordinated Program Plan, which means making many important decisions about programs and funding. The SSC is composed of the principal,

teachers, classified personnel, and parents. Each member serves a two-year term. Meetings are held once a month and are open to all.

The council meets on the first Tuesday of each month from 2:30PM-4:00PM. The school community must vote on all parent members. We currently have vacancies. If you would like to be considered, please submit a paragraph about yourself for publication in our school newsletter by 3 September. If you have questions, contact the school principal at (209) 953-8753.

This year's meeting dates: 7 Sept, 12 Oct, 2 Nov, 7 Dec, 4 Jan, 1 Feb, 1 Mar, 5 Apr, 3 May

** Due to Covid-19, meetings may be held virtually.*

TITLE I SCHOOL-LEVEL PARENT INVOLVEMENT POLICY

Don Riggio School has developed this parent involvement with input from Title I parents. Input was solicited from Title 1 parents at the annual Title 1 & ELAC parent meeting on March 9, 2021. The plan was discussed and approved at the School Site Council meeting on April 6, 2021.

Involvement of Parents in the Title I Program

Don Riggio School holds an annual meeting to inform parents of the Title I students, of the Title I requirements, and their rights to be involved in the Title I program. Input is solicited by asking parents their opinion at the Title 1 parent meeting and gathering information through an annual school survey.

Don Riggio complies with the Every Child Succeeds Act requirements for Title 1 parents by:

- Offering a flexible number of meetings, with flexible start times, throughout the year to explain the Title I program to parents
- Involving parents in an ongoing, timely review, planning and revision of the Title I policy and program through parent advisory group meetings
- Providing parents with information about the Title I program/services at our site through school newsletters, phone messages, and parent advisory group meetings.
- Informing parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through parent advisory group meetings and school correspondence.
- Providing parents of Title I students with opportunities for regular meetings to participate in decisions relating to the education of their children.
- **Providing full opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students, including, to the extent practicable, providing materials and required school reports in a format and language for parents to understand.**

Home Compacts

Don Riggio School has developed a Home-School Compact and distributed it to all parents, students, and staff. The compact outlines how parents and the school staff and students share the responsibility to improve student achievement and to ensure students reach proficiency.

The school provides high-quality curriculum and instruction by:

- Communicating high expectations for every student.
- Motivating students to learn.
- Teaching and involving students in classes that are interesting and challenging.
- Participating in professional development opportunities that improve teaching and learning and support the formation of partnership with families and the community.
- Enforcing rules equitably and involving students in creating a warm and caring learning environment in the classroom.
- Communicating regularly with families about their child's progress in school.
- Providing assistance to families on what they can do to support their child's learning.

- Participating in shared decision making with school staff and families for the benefit of students.
- Respecting the school, staff, students, and families.
- Building students' self-esteem.
- Explaining goals, expectations, and grading system to students and parents.
- Providing instruction in a way that will motivate and encourage students.

Parents can support their children's learning by:

- Talking to their child regularly about the value of education.
- Communicating with the school when concerns arise.
- Monitoring TV viewing, phone use, video games and computer use.
- Encouraging their child to read by reading with him/her for 30 minutes every day.
- Making sure that their child attends school every day, on time and with homework completed.
- Supporting the school's discipline code.
- Monitoring their child's progress in school.
- Making every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensuring that their child gets adequate sleep, regular medical attention, and proper nutrition.
- Respecting the school staff, students, and families.
- Helping select worthwhile activities for their child to do away from school that will further his/her learning.

Building Capacity for Involvement

Don Riggio School will:

- Provide materials and training to help Title 1 parents work with their children to improve their achievement: Parenting Partners, Family Literacy Nights, bilingual section in school library, District ELAC Committee, school correspondence and school meetings in parents home language, and parenting handbooks for parents.
- Train staff to work with parents through cultural proficiency training.
- Notify Title I parents about parent programs, meetings and activities through school newsletters, phone messages, and other school correspondence.

VOLUNTEER PROGRAM

If you are interested in being a volunteer, we would love to have you! We welcome all aunts, uncles, grandparents, friends, retirees, and business people who are interested in enriching a young child's life. There is a place for everyone.

To be a volunteer in Lincoln Unified School District it is necessary to complete a **volunteer packet** (available in the school office), and be **fingerprinted** (this can be done at the district office). **For the safety of all students**, volunteers must check in at the office and wear a visitor's badge.

Following is a list of areas in which we need parents to volunteer. Your unique talents may allow you to contribute in other ways as well and are always welcome! To get started, check with your child's teacher, the principal or the PTSA and we'll tell you how. Check the newsletter every week for more opportunities.

- School library
- Computer lab
- Assist teachers in classroom
- Room parents (PTSA)
- School Site Council
- Parent Teacher Student Association (PTSA)
- Provide food for classroom parties or special events
- Provide supervision for field trips (**For the safety of all students**, ONLY parents who have completed a volunteer packet and are signed-up as official chaperones, i.e. willing to supervise students, ride the bus, serve snacks and/or lunch, etc. are invited to attend field trips)
- Art docents (PTSA)
- Read to students
- Campus Beautification Project
- Yearbook
- Special projects – teach a class your special talent – art, needlepoint, sewing, pottery, models, photography, woodworking, cooking
- Make telephone calls to recruit volunteers
- Contribute ideas on parenting, homework tips, and/or family fun ideas to our newsletter
- Assist in projects – Theatre productions, music concerts, Spring Dance & Art Festival, Book Swap, Reflections Contest, Fall Carnival

Helpful tips for working with children

1. Learn the names of the children as rapidly as possible.
2. Acquaint yourself to the classroom schedule and rules, and be observant of them, but always be flexible.
3. Observe and follow the rules of the classroom in which you work (sitting on the desks, chewing gum, etc.). Set a good example.
4. Be well groomed and follow the school dress code.
5. Do not visit with other adults while working.

6. Check with the teacher to see where you are needed first and remain there until relieved.
7. Use a quiet voice; use a few words and make them count.
8. Always be supportive and encouraging when working with students.
9. Be consistent. Children learn best when the limits are quietly and consistently enforced.
10. Allow children to work out their own problems whenever possible. You are here to help, not do – refrain from doing the child’s work.
11. Remember that the way you react to a child may become the pattern he follows as he reacts to others.
12. When dealing with a behavior problem, always be certain that the way in which you handle the situation says, “I don’t approve of what you did, but I still like you.”
13. Acknowledge a child when he has done something that we want to be sure he continues to do. Let a child know when you are pleased with a specific behavior, so they can do it again on purpose.
14. Enjoy the children and what you are doing! If you don’t, let us help you find another area in which to volunteer.
15. **All volunteers must sign in and out through the office and wear a visitor’s badge each time they come onto the campus.**

EXPECTATIONS FOR STUDENT BEHAVIOR

A RESTORATIVE APPROACH TO DISCIPLINE

In the following pages you will find information about our school rules and the guidelines for consequences we have put in place to help our students learn from their mistakes. When a student falls short of our school's expectations, a school administrator will determine the action that will most help the student acknowledge his/her wrong doing, accept responsibility for it and make amends to those who have been negatively impacted. Consequences will be targeted to restore the harm caused to relationships and/or property as a result of the violation.

The application of disciplinary action is at the discretion of the school administrator or the administrator's designee, depending on the individual circumstances and the student's disciplinary history. The administrator may deviate from these guidelines when the principal determines it is appropriate to do so.

Part of our district's mission is to prepare students to be successful in today's global society. Part of being successful is to be able to acknowledge how our behavior impacts those around us. We must be willing to take responsibility for our behavior when we physically or emotionally hurt another person, or cause damage to another person's property. Having to face those we hurt, repair damage we have caused and hear how we caused others to feel helps to be better able to take responsibility for our behavior. It helps us make different choices the next time we are upset about something. LUSD believes that by addressing discipline in this way – a way that restores and repairs relationships – our students will be better prepared for success when they graduate from our schools.

PHILOSOPHY OF CONSEQUENCE

The staff and principal of Don Riggio School are committed to working with each student as an individual. Expectations for behavior must be imposed consistently for all students by all staff, yet the selection of consequences must be made according to that which the individual student needs to help correct the behavior. Consequences that may be imposed are:

- Teacher conference with student
- Principal conference with the individual student
- Phone call to parents for reinforcement of the expectations at home.
- Conference with student, teacher, parent
- Conference with student, teacher, parent, and principal
- Classroom suspension by teacher
- Removal from play
- Campus cleanup
- Removal from playground for time out in the office
- Detention
- In the event that a student's misbehavior is habitual, physically aggressive or violent, in-school suspension or off campus suspension may be imposed. In school-suspension is used as an alternative to off campus suspension and takes place in our Focus Center.

LUSD Vision for Focus Centers

LUSD Focus Centers are places for students to reflect on their misbehavior, while receiving support for making better choices in the future. The Focus Center is also a place where students are required to work and complete their school work, so students do not fall behind in his/her classes.

PBIS – Positive Behavioral Interventions & Supports

In order to maintain a school climate in which the rights listed above can be attained for all persons, it is vital that all students assume responsibility for their behavior. To help create a positive culture where everyone can thrive and learn, Don Riggio became a PBIS school in the 19-20 school year. Our site adopted a new set of schoolwide expectations. These expectations are simply stated and explicitly taught at the beginning of the school year across all locations and settings (i.e. in the classroom, hallways, activity spaces, library, multi-use room for breakfast and lunch versus during an assembly or theater event, playground equipment, blacktop, office, bathrooms, pickup and drop off zone, bus zone, and for online learning). These schoolwide expectations are continuously reinforced throughout the school year. Students who model the Dolphin Way will be recognized and rewarded throughout the year.

**SAFE
RESPECTFUL
RESPONSIBLE
KIND**



TRIBES

We are also a Tribes © Learning Community, which means students are involved in decision-making, culture and ethnicity are honored, creativity is encouraged, everyone is valued, and students take charge of their behavior. Through regular classroom meetings, teachers and students create a new way of learning together by problem solving and practicing the agreements throughout each day. A Tribes Learning Community is based upon the five agreements:

**Attentive Listening
Appreciations/no put-downs
The right to pass-the right to participate
Mutual respect
Do your best**

GUIDELINES FOR STUDENT DISCIPLINARY ACTIONS

Bullying

School bullying is defined as: repeatedly exerting power over others with the intention of hurting them by:

- Physical bullying, where a student uses physical force to hurt or intimidate another student.
- Verbal bullying, where a student uses words or gestures to humiliate another student.
- Relational bullying, where a student uses social influence to isolate another student.
- Cyber bullying, where a student uses the internet or a cell-phone to bully.

At Don Riggio School, we do not tolerate bullying and have been trained to intervene. Unfortunately, many incidents go unreported and “little” incidents become big problems. If you suspect there is bullying going on by students and/or adults, please report any and all incidents to your child’s teacher and/or the school office. *Please see Anti-Bullying Protocol at the end of this handbook.*

Cell Phones

The use of cell phones/smart watches by students is prohibited during school hours. Cell phones/smart watches that come out during class, on the playground or on the bus cause disruption to the teaching, learning and safety of others.

If a parent wishes their son/daughter to have a cellphone/smart watch for the purpose of communication before or after school, a Cell Phone Contract must be on file in the school office. The Cell Phone/Smart Watch Contract outlines the following:

- The cell phone/smart watch is not the school’s responsibility.
- The cell phone must remain in the off position during the school day, while on campus and on the bus.
- The cell phone must be kept inside the student’s backpack. If it is brought out for any reason it will be taken away and can only be retrieved by a parent or guardian. The same is true for smart watches. Smart watches should only be used as a watch and not as a cell phone.

We would like to ask your cooperation in two ways:

First, if your child does not need a cell phone/smart watch, please have your child leave it at home. Second, if your child needs a phone to communicate with you before/after school, please sign a “Cell Phone/Smart Watch Contract” letting us know your child has permission to have a phone at school and that you have read and discussed the rules with your child. Your child can pick up a blank contract from his or her teacher or fill out the one in Appendix A of this handbook.

Dress Code

We ask for cooperation from parents to see that their children are modestly dressed for school. Students dressed inappropriately will be asked to substitute or remove the offensive piece of clothing or be sent home to change after a parent or guardian is contacted.

The following guidelines shall be in effect for all school-related activities. School administration reserves the right to amend this policy at any time. Please refer to LUSD Board Policy below.

Clothes must be neat, clean, and appropriate for school, according to the guidelines below. No items shall be worn to school which are distracting to the learning environment, revealing, obscene, vulgar, related to tobacco, drugs or alcohol, or related to a group or gang which may provoke others to acts of violence or cause others to be intimidated by fear of violence as determined by school administrators.

- No clothing that depicts gang affiliations or has been altered in such a way as to identify students with a gang
- Students must wear their pants on their hips. Administrators may use ties to secure pants at the waist.
- No brief attire that includes, but is not limited to, low-cut garments that reveal cleavage, strapless shirts without sleeves or tube tops. Tank tops must have two (2) straps no less than one (1) inch in width. No bare midriffs or lower backs, muscle shirts, or undershirts. Shirts must be worn with both arms through the sleeves – not over one shoulder. Transparent, sheer or see-through clothing is not allowed. Leggings must be opaque above the knee.
- Shoes must be worn at all times. Sandals may be worn, however, those with a strap across the back are strongly encouraged for children who run and play hard while at recess. If sandals are worn, appropriate shoes should be brought for physical education
- No clothing, jewelry and other accessories (such as spikes and chains) which present a safety hazard.
- No masks or any article interfering with the identification of a student unless it is required by safety guidelines.
- Shirts must remain on at all times including during and after athletic practices.
- No short shorts or skirts; with arms at sides, these articles must be finger tip length.
- Cosmetics should not be worn by students in grades K-5.
- Hats may be worn as long as they are worn according to their original design, e.g. baseball hats are to be worn facing forward, and taken off while indoors.
- All clothing must be within one size of the correct clothing size for the student, and must be worn according to its original design.
- Belts, if worn, must be the correct waist size with no belt length hanging.
- Belt buckles may not display initials.

DRESS AND APPEARANCE: Board Policy 5132

The Lincoln Unified School District Board of Trustees subscribes to the philosophy that students will be provided with a quality education in a safe, wholesome environment. In this regard, the Board feels that the presence of certain types of clothing and attire can cause a substantial disruption of or material interference with institutional and other school activities. Specifically, the Board feels that it is necessary to establish a dress and grooming policy designed to prohibit the wearing or display of clothing, attire, jewelry, or materials that evidence membership in or affiliation with any gang or gang-related activities.

In recognition of the instructional responsibilities and goals of the Lincoln Unified School District, the district hereby adopts the following rules relative to the dress and appearance of students, which will be strictly enforced.

The following may NOT be worn at school:

1. No student shall wear articles of clothing, jewelry, or accessories which, in the opinion of school administration, pose a threat to the physical well-being and safety of the student or others (e.g., spiked collars or wristbands).
2. No clothing or articles of clothing (including, but not limited to gloves, bandanas, shoestrings, wristbands, belts, jewelry) related to a group or gang, which may provoke others to acts of violence or cause others to be intimidated by fear of violence shall be worn on campus or at any school activity.
3. Gang-related clothing is likely to vary from school to school, and may change from year to year. Consequently, prior to disallowing the wearing or display of the aforementioned clothing, the procedures supporting this policy shall be strictly adhered to.

An administrator shall require the wearing of shoes and other apparel which are necessary for health and safety; and shall give this policy and its procedures broad advertisement among students and parents. Legal reference: California Code of Regulations, Title V

300 Duties of Pupils Generally

302 Duty of Pupils to be Neat and Clean

Playground Rules

- Pick up litter and place it in the trash when seen on campus or when dropped by the student.
- Profanity is offensive, intimidating and inappropriate in our school setting and thus should not be used.
- Pushing, shoving, hitting, wrestling, tackling, kicking, tripping, etc., is dangerous even when being done in a “playful” manner. Students must keep their hands and feet to themselves and refrain from play that encourages/requires such behavior.
- All games should stop immediately when the bell rings.
- When out on the field, stay close enough to hear a whistle blow or the bell ring.
- When running on the playground, be careful not to fall or cause someone else to trip. The blacktop is rough and hurts!
- Walk in the hallways and hill area at all times to avoid accidents.
- No tackle football; two-hand touch only.
- The person starting a game may choose to “lock” a game only if the addition of new players will cause the game to be unsafe.
- When a disagreement or problem occurs that cannot be resolved, seek out the help of an adult before someone gets hurt.
- The yard duty personnel may remove anyone from a game if he/she is not playing in a safe manner.
- An entire game may be halted if yard duty personnel deem it to be unsafe.
- No tag on the equipment or on the black top. Running games like soccer, football, sharks and minnows, etc. should be on the field.
- Food is only allowed at snack recess and should be eaten at the tables near the buildings.

- During lunch, everybody eats inside unless it's a designated outside day due to a special event.
- Students may not bring toys from home.
- Boundary for field play is the Kindergarten fence.
- Students may not sit on the fences.
- No waiting on the ramps or loitering around the 700 building. All students should be in view of yard duty supervisors.

Climbing Structure

- The maximum number of kids who can play on the wheel safely is 2.
- The slide is for sliding down, not walking up!
- The equipment is not for running, playing tag or sitting way up high.
- Caution tape means stay away – something is not safe. Please teach your students this word!

Safety Expectations

Safety is our number one concern for students at Don Riggio. When a child is behaving in a manner that may cause harm to him/herself, to others, or to school property, corrective action will be taken. When this occurs, parents will be contacted by phone and informed about the behavior and the ensuing consequence. We know that children make mistakes, but we believe and expect that they learn from their mistakes. We also believe that as the parent, you can offer support in our attempt to help our students learn from their mistakes.

Sexual Harrassment

For the purpose of student discipline, sexual harassment is defined as unwelcomed and/or offensive sexual behavior. It includes visual, verbal, or physical behaviors that make a student feel uncomfortable.

Visual

- Unwelcome sexual flirtations or propositions
- Passing suggestive or obscene letters, notes, or invitations
- Displaying sexual drawings or pictures
- Mooning or flashing
- Making obscene gestures
- Giving sexually suggestive looks or leers
- Any of the above transmitted electronically including but not limited to phone, voicemail, email, text messages and social networking

- Making requests for sexual favors
- Making or threatening reprisals after a negative response to sexual favors
- Sexist or sexual jokes
- Telling graphic commentaries about an individual's body
- Saying sexually degrading terms used to describe an individual, i.e. fag, gay queer, homo, ho, pimp
- Making comments about a person's sex life
- Holding an overly personal conversation
- Making noises such as "wolf whistles"

Verbal

Physical

- Touching
- Grabbing
- Rubbing

- Physically blocking a person's movement
- Respond to the conduct immediately in a way that clearly communicates the behavior is NOT wanted
- Trying to ignore it, or laughing at it can be misinterpreted as wanting the behavior to continue
- Immediately report the incident to a staff member

What to do when/if it happens

*Documentation for all sexual harassment incidents is sent to the Child Welfare and Attendance Office.
Board Policies: 4119.11(a), 4219.11, 4319.11*

Social Networking Sites/Electronic Communication

Any posts on social networking sites or electronic communication that come to the attention of school staff and are deemed as bullying, threatening, harassing or hazing, and cause the campus to be an intimidating, hostile or offensive environment for another student will be cause for disciplinary action.

Suspension/Expulsion

Student conduct can lead to suspension or expulsion from school. When a pupil is subject to discipline based on the education code sections below, a school administrator will use his or her discretion to address and correct a pupil's specific misbehavior.

Per the California Education Code, Sections 48900; 48900.2; 48900.3; 48900.4; and 48900.7, students may be suspended or recommended for expulsion if the student has committed one of the following offenses:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance
- Unlawfully offered, arranged or negotiated to sell any controlled substance
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school or private property
- Stole or attempted to steal school or private property
- Possessed or used tobacco or any tobacco product
- Committed an obscene act or habitual profanity
- Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia
- Knowingly received stolen school or private property
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault or committed sexual battery

- Harassed, threatened, or intimidated a pupil witness in order to prevent testimony or to retaliate for giving testimony
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically toward a student or school personnel
- Sexual harassment
- Hate violence, if the student is in grades 4 through 12
- Intentionally engaged in harassment, threats, or intimidation that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting, creating substantial disorder, or invading rights
- Made terrorist threats against school officials or school property

Per the California Education Code, Sections 48915(c), there is to be an immediate suspension and a mandatory recommendation for expulsion if the student has committed one of the following offenses, either on school grounds or at an off-campus school-sponsored event:

- Possessing, selling or furnishing a firearm – note: this does not apply to “imitation” firearms
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing sexual battery
- Possessing an explosive

Tobacco Use/Possession, including E-Cigarette/Vapor pens:

Smoking presents a health hazard that can have serious consequences both for the smoker and the nonsmoker. Students shall not be allowed to smoke, chew ,or possess tobacco or nicotine products on school property or while attending school sponsored activities, or while under the supervision and control of district employees. Students who violate this policy shall be subject to disciplinary procedures that may result in suspension from school. (Education Code 48900) The District shall provide instruction regarding the effects of smoking on the human body and shall take steps to discourage students from making it a practice to smoke. (Education Code 48901, 51502)Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. Tobacco products include: (1) A product containing, made, or derived from tobacco or nicotine that is intended for human consumption whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco or snuff. (2)An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah. (3) Any component, part, or accessory of a tobacco product, whether or not sold separately. These prohibitions do not apply

to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus.

Lincoln Unified School District is a non-smoking/no tobacco use district. Any smoking device is prohibited on campus. When any of these items are used with an illegal substance, the consequences for illegal substances will be imposed.

1st offense: confiscation, parent contact, mandatory 6 week substance abuse counseling, assignment to the Focus Center or send-home based on administrator's discretion.

2nd offense: confiscation, 1 day suspension

3rd offense: confiscation, 2 days suspension

Toys/Valuables

Toys of any kind from home should NOT be brought to school. This includes electronic devices and game systems (also see Cell Phones). This protects everyone from having his or her items lost or stolen. Ask your teacher first if toys or sports equipment may be brought to school for sharing time in class or scheduled P.E./recess activities.

Transportation Rules of Conduct

CALIFORNIA CODE REGULATIONS • TITLE 5 SECTION 14103

Authority of the driver:

(a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not require any pupil to leave the bus enroute between home and school or other destinations.

The following are considered conduct violations, and will result in the issuance of a citation.

1. Using other than student's regular bus stop
2. Any improper bus stop procedure; i.e. not lining up, rock throwing, playing in streets, any property damage at stop
3. Any movement out of seat while bus is in motion
4. Creating excessive noise
5. Legs, feet, and objects obstructing aisle OR facing the rear of the bus
6. Littering of any kind
7. Unauthorized exits; i.e. emergency doors, roof hatch, window, etc.
8. Giving improper identification when requested by driver
9. Eating OR drinking on the bus
10. Disrespect to the driver
11. Failure to obey the driver
12. Using profane language or obscene gestures
13. Not having bus pass

14. Putting any part of the body out the bus window at anytime
15. Not wearing seatbelt (if equipped)

TRANSPORTATION SUSPENSION REQUIRED

16. Endangering life and limb of other people
17. Riding bus during suspension penalty
18. Fighting on the bus or bus stop
19. Abusive body contact (slapping, poking, shoving, pulling hair, etc.)
20. Any type of damage to or defacing of the bus
21. Lighting matches, cigarettes, or smoking on the bus
22. Throwing objects in, out of, or at the bus
23. Other unauthorized or unsafe actions

First citation: parent/student signature

Second citation: parent notified by phone

Third citation: suspension (1st suspension 2 days, 2nd suspension 5 days, 3rd suspension 10 days, 4th suspension remainder of school year)

Although the District typically uses the progressive discipline model above, a student may be denied transportation at any time for the length of time determined by the district. If a child is suspended from the bus the parent must contact the school to schedule a conference.

Video Taping/Photography/Recording

Any use of a video/audio recording device, including cameras and camera phones, on campus before/during/after school during school activities, without the explicit permission from a teacher or administrator, is strictly prohibited and may result in suspension. Use of a phone to record people without their consent is against the Code of Conduct and may be illegal.

DON RIGGIO ANTI-BULLYING PROTOCOL

Our school's social vision

Don Riggio Dolphins follow the Dolphin Way!



Why we implemented a school wide system to stop bullying

Bullying and harassment stand in the way of our social vision. Therefore our school has adopted the No Bully System for preventing and responding to harassment and bullying during the school and after-school program, at school field trips, school sponsored events, and when students are traveling to and from school. This schoolwide system applies to all students, teachers, staff, specialists, and anyone who works on our campus, whether employed by the school or district, working as contractors, or volunteers pursuant to Lincoln USD's anti-bullying policy.

What is bullying?

Bullying occurs when a student, or group of students, repeatedly tries to hurt, humiliate or get power over another less powerful student in any of the following ways:

- **Physical bullying** is when a student uses physical force to hurt another student e.g. by hitting, pushing, shoving, kicking, taking a student's belongings or stealing their money.
- **Verbal bullying** is when a student uses words, images or gestures to intimidate or humiliate another student e.g. by taunting, name-calling, teasing, put-downs, insults, threats and blackmail.
- **Relational bullying** is when a student excludes or isolates another student e.g. through leaving them out, manipulating others against them, or spreading false rumors or gossip.
- **Cyberbullying** is when a student uses their cell-phone, text messages, e-mails, instant messaging, the Internet or social media to threaten, shame or isolate another student. It includes breaking into a student's electronic account and assuming that student's identity in order to damage their reputation.

Bullying is different from conflict. Conflict is an inevitable part of life and can occur at school when a student perceives another student as being an obstacle to what they want or value. If students are in conflict but are not bullying, our school is committed to helping the students talk it through.

Bullying may at times amount to harassment. It is harassment to target a student online or face to face because of their actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or because they are associating with a student or group of students with one or more of these actual or perceived characteristics. It is **sexual harassment** to target a student with unwanted sexual comments, gestures, attention, stalking and physical contact that cause a student to feel uncomfortable or unsafe at school, or interferes with schoolwork.

Our school does not tolerate bullying or harassment for any reason. You are breaking the law if you harass anyone at our school. It is a serious breach of the school rules if a student takes revenge or asks someone to threaten or hurt a student that has reported bullying or harassment.

How Students Can End Bullying

Bullying and harassment cause pain and stress to students and are never justified or excusable as “just teasing” or “just playing.” When a student stands by doing nothing, or laughs or posts comments online when others bully, they are participating in bullying.

The students at Don Riggio have agreed to join together to treat others with respect both online and face-to-face so that we keep our campus bully-free.

All students agree to:

- Value student differences and treat others with respect both online and face-to-face.
- Use Kelso’s choices when they or others are the target of bullying. (We teach students a series of choices to use when faced with conflict, using visual aids.)
- If they cannot safely stop the bullying, they will talk to any trusted adult on campus or in their home or community and ask them for help.
- Never take revenge or ask someone to hurt a student that has reported bullying.
- Report bullying by telling a trusted adult.

Our school takes a problem-solving approach to bullying. We have staff members trained as **Solution Coaches®** to bring together a Solution Team of students and ask them to end bullying situations. Most Solution Teams successfully end bullying situations after one or two meetings without using punishment.

Staff, Teacher, and Parent Response to Student Harassment and Bullying

Our school follows the No Bully System to prevent and respond to bullying and harassment.

Level 1 – Prevent & Interrupt

- All teachers, staff, students and volunteers support a campus-wide system for preventing and responding to harassment and bullying.
- Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to including dismissal.
- If any teacher or staff member who witnesses an act of bullying shall take immediate steps to intervene and redirect students provided it is safe to do so.
 - Name the behavior for what it is e.g. “That’s a putdown.”
 - Speak to the intention behind the words or gestures e.g. That was meant to hurt.
 - Explain the values that their behavior offends – remind them of the school social vision: “Don Riggio Dolphins follow the Dolphin Way.”
 - If you need more time or privacy, take it.
- Teachers will address incidents during classroom meeting time. If the situation is not able to be resolved, he or she will refer the incident as soon as possible and within 24 hours, to the

principal, designee, or counselor for investigation, either by email, phone and/or in person.

- If a parent or guardian knows or suspects that his or her child is being harassed or bullied, the student should be encouraged to ask the bullying students to stop or to seek help from any trusted adult on campus. If this does not solve the situation, the parent or guardian should notify the school by calling or emailing the principal, counselor or teacher and/or by making an appointment or by using the District's Uniform Complaint Form. The school can only help if parents and students reach out and tell us what is happening.

Level 2 – Check in with target of bullying and notify the principal

- All members of school staff are encouraged to watch out for students who appear to be isolated from other students, who are put down by other students behind their back, or who show signs of being bullied.
- If any staff member learns or suspects that a student is the target of ongoing bullying, they shall check in with the student as soon as reasonably possible. If this appears to be ongoing bullying or harassment, they should attempt to resolve the situation and shall e-mail the Lead Solution Coach or principal within 24 hours.

Level 3 – Solution Team, Progressive Discipline and other responses

- The Lead Solution Coach or principal works with school staff to investigate and resolve the situation and shall ensure that any report of bullying or harassment and its resolution is documented in Aeries.
- Our school uses a variety of methods to resolve ongoing incidents of bullying and harassment.
 - **We may refer the target of bullying to get help from a school Solution Coach.** Solution Coaches® are teachers and staff members who have been trained to bring together Solution Teams of students, including bullies, bystanders, and positive student leaders, and without using punishment to bring the bullying to an end. The Solution Coach records progress using a Solution Team Log and shall report progress to the principal.
 - **We may use progressive discipline to redirect bullying students depending upon the severity of the bullying.** The assistant principal or principal may meet with the bullying student, involving their parents or guardians when determining consequences to change behavior, and informing the student that graduating consequences will occur if the bullying continues.

Level 4 – Implement an Empathy-Building Action Plan

If a pattern of harassment or prejudice is apparent across an entire class or grade, the Solution Coach brings together relevant school staff to implement a plan to teach respect for differences and create a supportive peer culture.

Timeline for Complaints Under this Policy

Week One

- The Lead Solution Coach® or principal is notified of bullying.
- When appropriate, the principal or other designee refers the target of bullying to a school Solution Coach to run a Solution Team.
- The principal may engage the progressive discipline process.

Week Two

- Solution Coach® runs second meeting of Solution Team if this has been initiated.
- Further progressive discipline when necessary.

Week Three

- Third meeting of Solution Team if this has been initiated.
- Target invited to attend this final Solution Team
- Solution Coach® records progress in Solution Team® Log, schedules three month follow up with target, and notifies the principal and parents of outcome.

If the school's intervention does not resolve the bullying, the student or their parent/guardian should inform the principal. If the student or parent/guardian disagrees with how the school has responded to a complaint of discrimination, harassment, intimidation, or bullying, he or she may appeal by calling the LUSD Director of Child Welfare and Attendance at 209-953-8727.

Bully Free Dolphins Treat Others With Mutual Respect



If you see or hear someone be unsafe or disrespectful....



Use Kelso's Choices or use an "I" statement if safe to do so



If a pattern of bullying or disrespect continues....



Tell a trusted adult or file an incident report in the office



A Solution Coach will put together a Solution Team to resolve the bullying

Cell Phone/Smart Watch Contract



I would like to request permission for my son/daughter

_____ to bring a cell phone/smart watch to school for the purpose of communication with home before/after school.

I understand and have discussed with my son/daughter the following:

- damage or loss to the cell phone/smart watch is not the school's responsibility.
- the cell phone must remain in the off position during the school day, while on campus and on the bus.
- the cell phone must be kept in the student's backpack. If it is brought out for any reason it will be taken away and can be retrieved after school by the student the first time, and only by a parent or guardian after that. The same is true for smart watches. Smart watches should only be used as a watch and not as a cell phone.
- the student must have permission from school staff to use the phone/watch before or after school and may not do so while hanging out with friends.

Date _____

Student Signature _____

Parent Signature _____

Teacher Signature & Room # _____

Thank you for your cooperation and for helping us stay focused on teaching, learning, and safety.

Chromebook Responsibilities



The Lincoln Unified School District (LUSD) will provide access to LUSD technology resources to students who act in a considerate and responsible manner. Prior to being allowed access to the Internet at school or through technology resources provided by LUSD, students and their parents must sign the [Digital Learning Program Guidelines](#) acknowledging their responsibilities. In addition Parents must have signed the Procedures for Use of the Internet at the start of the program/school year. Students must comply with LUSD standards and honor these agreements when being permitted the use of District technology.

Access is a privilege, not a right; as such, general rules of school behavior apply. Students will be responsible when using school technology resources and computer networks. If a student violates any of the rules of acceptable use, his/her use may be terminated and future access possibly denied. Disciplinary action may also result. If criminal activity is discovered, the proper law enforcement authorities will be notified. Disciplinary action for students shall be in accordance with existing discipline policies and may include suspension or expulsion in accordance with the laws of the State of California and District policy.

The Chromebook issued to you is the property of Lincoln Unified School District. You are responsible for physically handling this computer in a safe manner which includes transporting and storing the Chromebook in the case provided. Its important not to put too much equipment in the pockets of your case. The case is meant for the Chromebook and the charging cord; leave other materials in your backpack.

If your Chromebook is lost or stolen while on campus, alert your assistant principal immediately. If this occurs off-campus, you must report it to the police or your school's safety officer. A copy of the report needs to be sent to your assistant principal within 48 hours from the time that you discovered the loss. We will replace your Chromebook. You may not purchase a new Chromebook on your own to replace the one that was lost or stolen. You will be responsible for the replacement cost of the device.

In today's world, education puts you on the path to a better life. Your district-issued Chromebook helps give that education a more global perspective. In order to provide this, Lincoln Unified School District takes the responsibility of maintaining a strong and healthy computer network. This means that all of your files and other content that you create on this Chromebook is not considered private! The content you create on these computers are subject to inspection so that the health and integrity of the computer network can be maintained!

It is important to keep your personal information such as address, phone number, last names and social photos private. You should not use this Chromebook to transmit and share that kind of information. Protect yourself by protecting your identity online!

Safety Plan Introduction: Five Immediate Action Responses



These emergency procedures are written to support a single guiding principle: in an emergency event, there are five responses the site administrator may wish to achieve:



1. To protect students and staff from flying and falling debris. This is called **Drop, Cover and Hold On.**



2. To move students and staff from inside school buildings to a designated outside area of safety. This is called **Evacuation.**



3. To close and lock doors, after which no one is allowed to enter or exit. This is called **Lockdown.**



4. To close and lock doors, but continue classroom instruction/activity while students and staff remain inside. This is called **Secure Campus.**



5. To close doors, but leave them unlocked with ventilation and air conditioning off to protect from outside air. This is called **Shelter In Place.**

Remember, during an emergency event, always survey your surroundings and use good judgement.

To facilitate emergency response procedures and to generally improve safety at school sites, ***classroom doors should be locked during normal instructional periods.*** The one exception, as you will read, is during a response to a fire or hazardous material spill.

To respond to a given threat, a school administrator may use a combination of the five immediate action responses to respond to any emergency. The different commands may be thought of as a communication system used to quickly and safely direct a large number of staff and students to a particular location.

Some emergencies may require moving students to non-traditional locations. For example, a gas leak on campus may require that students travel some distance off campus to be free from the threat of asphyxiation or explosion. A large fire may require students to be evacuated to another school site. As students are asked to move to different locations, it is important to make a distinction of student evacuation and emergency student release. Emergency Student Release will occur ONLY when and where authorized by the Superintendent or his/her designee.

If staff members keep the five immediate action responses in mind, they can quickly and effectively respond to a simple command to achieve one of these five desired goals. Given that each circumstance requires knowledge and compliance with standardized procedures balanced with a commonsense understanding that no two emergencies will be entirely alike, keep in mind the following slogan from the United States Marine Corps: analyze, adapt, and overcome.

- Analyze:** In general, follow the guidelines recommended in this document unless circumstances make that response unsafe.
- Adapt:** There are many unanticipated and uncontrollable variables you will encounter during an emergency. Consider what everyone else will be doing and respond in such a way to maximize safety and minimize confusion, adapt to the situation, and overcome the challenge.
- Overcome:** After you have analyzed the situation and adapted to circumstances, take the necessary steps to protect students from harm.

Communication is a critical element of managing a crisis event. The prevalence of cell phones on campus offers an opportunity to improve communication with parents and other off-site persons, but also increases the potential for confusion. Depending on the circumstances, the site administrator of schools with 6th through 12th grade students may authorize a brief period (perhaps two minutes) for students to contact their parents. Such authorization, however, should be tailored to the grade level of the student, and should be coordinated with emergency response personnel to diminish panic, confusion and other dangers that may result.

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