

Richfield Raiders



**Committed to Excellence
in
Education**

Green Book

**Parent/Student Handbook
2025/26**

**Richfield Elementary School
23875 River Rd.
Corning, Ca 96021
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RESD Employees and School Board

INSTRUCTIONAL STAFF

Transitional Kindergarten Teacher
Kindergarten Teacher
1st Grade Teacher
2nd Grade Teacher
3rd Grade Teacher
3rd Grade Teacher
4th Grade Teacher
5th Grade Teacher
6th Grade Teacher
7th Grade Teacher
8th Grade Teacher
Learning Center/Resource Teacher
Arts Teacher
P.E. Teacher

Mrs. Conant
Mrs. Williams
Mrs. Sage
Mrs. Vinson
Mrs. Johnson
Mrs. Linder
Mrs. Barnes
Mrs. Long
Ms. Moore
Mrs. Henry
Mrs. Devine
Mrs. Manning
Mrs. Delbeco
Mr. Eddy

Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide/Library
Instructional Aide/Special Education
Instructional Aide/MTSS
Instructional Aide/MTSS
Instructional Aide/MTSS
Instructional Aide/MTSS

Heather Reed
Kyleigh Fleming
Andi Clare
Kaycee Renaud
Rianna Sondergard
Perla Ramos
Yossani Chavez
Carla Olivera
Savannah Rongley
Gabby Patino
Rosa Castillo
Eryn Mundo
Rachel Carter

CLASSIFIED AND MANAGERIAL STAFF

Business Manager
District/School Secretary
Bilingual Secretary/Attendance/AP
Maintenance/Grounds/Custodial
Food Service

Tammi Jensen
Frances Rindahl
Maria Olivera
Roy Smith
Michelle Thomas, Michelle Dyke

ADMINISTRATION

Superintendent/Principal
Assistant Principal/ELD/MTSS

Jeff Scheele
Kimberly Reynolds

THE SCHOOL BOARD

President
Clerk
Member
Member
Member

Jim Long
Robert Johnson Jr.
Bryce Biswell
Alisha Savage
Ethan Renaud

Student Attendance

Your student's most important job is to be in school everyday! Consistent and punctual attendance will give your student the best opportunity to learn the skills, strategies and experience needed to grow academically, socially and emotionally at Richfield. Regular and prompt attendance is a habit that will carry over to jobs, college, and careers. If students are frequently absent and/or tardy, his or her progress will suffer. Make up assignments for excused absences may help gather some class points back, but they can never substitute for the actual in-school experience.

Time for School

Please do not drop your children off prior to 7:45am as there is no supervision during that time. Students dropped off between 7:45-8am will proceed directly to the cafeteria for breakfast and any announcements that need to be made. "Breakfast recess" occurs between 8:00am and 8:15am. Students are in class when the "tardy" bell rings at 8:20 a.m. All grades, K-8, dismiss at 2:50 p.m. except on Wednesdays when dismissal time is 1:00 pm. There are important activities and announcements at the start of each day so please have your students on campus on time each day. "Minimum Days" occur right before school breaks and those days are a 1:00 pm release time.

TK-Kindergarten Morning Drop-Off Procedure

To promote student independence, confidence, and a smooth start to each school day, Richfield Elementary implements the following morning drop-off procedures for Transitional Kindergarten (TK) and Kindergarten students:

Parent Goodbyes at the Gate

Beginning the second month of school, parents and guardians are asked to say goodbye at the school gate rather than entering the playground or remaining for morning recess. This transition supports students in developing confidence with school routines and social interactions.

Supervision and Support

Designated school staff will be stationed at the gate and on the playground each morning to welcome students, provide supervision, and ensure a safe and positive arrival experience.

Staff are available to assist students who may need additional reassurance or guidance as they transition from home to school.

Alternate Arrangements

Families who believe their child may require an individualized transition plan should contact the school office to discuss possible supports or accommodations.

Richfield Elementary values the partnership of parents and guardians in helping our youngest students establish successful routines. These procedures are designed to foster a sense of security, independence, and belonging for all TK and Kindergarten students.

Students on Interdistrict Transfer Agreements

Students who live outside the boundaries of Richfield Elementary can request to attend Richfield. If accepted, students must maintain high standards of behavior, academic effort and must have good attendance and punctuality. Please review [THIS](#) list of requirements, and also those found on the back of the signed agreement in order to maintain good standing as a guest at RESD. Additional documentation/signatures may be required.

Absences

California law defines an absence as any break from school that is 30 minutes or more. Parents/guardians are required to call or write a note each time their student is absent.

Excused Absences

By California law, parents/guardians may only excuse ten (10) sick days without a doctor's note (see Reward Parties section for absences that occur on reward party days). After the 10th day, California Education Code requires our school to obtain a doctor's note each time the student is ill. If we do not receive a note from the doctor, the absence is considered unexcused.

Unexcused Absences

Students are allowed 3 unexcused absences ("truancies") per school year. After 3 truancies, the school is required to initiate the Student Attendance Review Board (SARB) process. Please see below.

Tardies and being Late to school

If your student is tardy they must go through the office to receive a "tardy slip" before going to class. Three or more tardies can result in pink slips being issued and/or meetings with staff or administration. Habitual or truant students on an Interdistrict transfer from a different "home district" could face the revocation of their transfer to Richfield. Please note: we understand that sometimes folks run late. However, excessive tardies halt office staff productivity, and also affect the learning of other students when a teacher has to stop class to catch the tardy student up with other students. Office staff must stop their normal duties to facilitate the tardy student. Late students require the teacher to repeat the morning announcements, recount the lunch numbers and re-explain assignments which takes away learning time from other students.

Punctuality, Excessive Absences, SARB and the Tehama District Attorney's Office.

Richfield Elementary is required to work closely with the Tehama County Department of Education, and the District Attorney's office after 3 unexcused absences (truancies). The School Attendance Review Board (SARB) and/or the school may assign counselors and/or sworn detectives to work with families to help find ways to ensure students are in school to receive an education.

Independent Study

Note: Our Independent Study guiding documents and board policies will be changing this year. Please check in with the office regarding current I.S. Policies. Arrangements for independent study must be made prior to the absence. Teachers need at least two days prior notice to prepare the independent study plan and work packets. Students must complete the assignments and submit them to the teacher upon return to school in order to avoid their absence being considered "unexcused". RESD supports our students who participate in 4-H and show/sell animals. Please contact the office for additional information on fair animals/showing etc.

Appointments, Early Pickups and Notes

Please send a note if your student is to leave school early for a doctor or dental appointment. The morning hours are normally devoted to academic subjects, therefore, afternoon appointments are less disruptive to your student's education and staff. Parents must sign their student out in the office when they pick them up for any reason before the end of the school day. Written permission notes are required for parents to pick up and transport students other than their own.

Breakfast and Lunch - [ALL PARENTS, PLEASE FILL IN THIS APPLICATION!](#)

School meals, including lunch and breakfast, are available at no cost to all students. Milk ordered as a separate item, rather than part of a set meal, is 50 cents but is free if they also take a fruit and vegetable. Please send milk money on Mondays. Although school meals are available at no cost to students, our school funding is still tied to filling out the family free/reduced meal application linked above. Regardless of your income status, it is very

important to fill in the application above. Your submitted application also affects school funding and helps our school become eligible for grants, resources and extra funding to support low-income students/families. By applying for meal benefits you may be eligible for P-EBT funding.

To accommodate students with special diets, a [meal accommodation form](#) must be completed and signed by a licensed physician every school year.

Due to federal/state food safety guidelines, and because of allergy/safety issues, students are not allowed to share their food or take cafeteria food home.

Immunizations

The California School Immunization Law requires that children be up to date on their immunizations to attend school. California law requires local schools to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten through 12th grade and all students advancing to 7th grade before entry. To attend school, your child's Immunization Record must show the date for each required shot. If you do not have an Immunization Record, or your child has not received all required shots, please call your doctor asap for an appointment. A personal beliefs exemption is no longer an option for entry into school. For complete details, visit www.shotsforschool.org. If your student has a valid medical reason(s) to not receive certain immunizations please follow the waiver process outlined at the [California Department of Education website regarding waivers](#).

Hearing and Vision

In accordance with the California Education Code 49455 and 49452, student hearing and vision screenings will be provided at school entry TK/K, 2, 5, and 8th grades and to all students enrolled in special education as required for their Individualized Education Plan (IEP). Additionally, hearing and vision screenings may be provided to any student who exhibits signs and symptoms of vision or hearing problems. The vision appraisal shall include tests for near vision, far vision, and color vision; however, color vision shall be appraised once and only on male pupils, and the results of the appraisal shall be entered in the health record of the pupil. Color vision appraisal need not begin until the male pupil has reached the first grade. Parents may opt their child out of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, including hearing or vision screenings permitted or required under State law. Parents have the right to have their child's vision or hearing tested outside of school (at parents' expense), to meet the State's law requirement. If a parent wishes to opt out of screenings, please notify the School Nurse in writing.

Health Examinations

State law requires students to have a health examination six months prior to entry to school or within 90 days of the start of the first grade, whichever is later. Parents can sign a waiver on religious grounds to be excluded from this requirement. However, if parents do not sign a waiver or do not comply with the law, their students will be excluded from school for five days. Notice will be given if that action is pending

CHDP health exams are no longer required for school entry in California. The CHDP program has been discontinued, and its services, including the school entry health exam requirement, have been transitioned to other systems as of July 1, 2024. While the requirement is lifted, families are still encouraged to maintain annual wellness exams for their children.

Dental Screening

In California, state law requires a dental assessment for children entering kindergarten (or first grade if they didn't attend kindergarten) in public schools. This assessment must be completed within 12 months prior to enrollment or by May 31st of the first school year. The law aims to ensure children have a healthy mouth and

access to dental care from a young age.

Dress Code

Please remember, Richfield is an Elementary School. As such, we sincerely request that parents work with students to ensure their clothing is appropriate for a more “traditional” community elementary such as Richfield and also recall that we serve children from ages 3-14 years old. Questionable items of clothing will be checked by school officials and if the garment is deemed inappropriate or a distraction, the student will be given the choice to call home for another garment or wear appropriate garments supplied by the school. Please note: yard duty staff may notice inappropriate/distracting garments more than classroom teachers because the students are active when out on the playground so just because a teacher may not have said anything doesn’t mean the garment isn’t inappropriate or a distraction. In addition to the above descriptions, the following are rules for student dress:

1. No crude or vulgar printing that includes but is not limited to: gang signs or symbols, weapons, pictures depicting drug or alcohol logos or sexually suggestive diagrams.
2. No undergarments should be visible when on campus.
3. Shorts/pants
 - a. All should be of appropriate length not to cause a distraction. Parents, please note, inseams of 3” or less have historically, and usually do draw attention. As such, distractions like these usually invite school staff intervention. Please help our staff by not sending your students to school with shorts that are “too short”.
 - b. Pockets may not extend below the shorts themselves.
 - c. Shorts/pants must be secured at the waist and not so excessively torn to reveal undergarments or inordinate amounts of skin.
 - d. In grades 5-8 spandex, yoga, leggings are permitted only if worn under longer “Tunic” shirts or other longer clothing tops that cover below the waist. Please note: tunics and other “covering” clothing often need attention from students throughout the day to ensure they don’t drift and draw staff intervention.
4. Tops:
 - a. No backless, strapless or straps less than one inch wide, or excessively large sleeve openings that expose undergarments etc.
 - b. No bare midriffs or low cut tops.
 - c. At least one inch shoulder straps. Undergarment straps need to be covered.
5. Students must wear tennis shoes or other suitable shoes for P.E.
6. Hats and hoodies/hoods shall be removed when inside school buildings during school. Bills of hats must face forward as they are intended to be for protection from the sun, not for fashion..
7. No pajama pants or slippers are to be worn at school. Dress-up days are an exception.
8. Blankets are discouraged for sanitary/lice concerns. Please wear layers if it's cold outside.
9. Warnings/progressive discipline, “shopping warnings” from multiple adults, “fixing” the look for one adult and reverting back once that adult is gone and repeated violations will invite progressive discipline advancing potential consequences from simple warnings to larger consequences.

Green Fridays – School Spirit Days

Richfield Elementary celebrates **Green Fridays** each week to promote school pride and community spirit. On Fridays, students and staff are encouraged to wear **Raider colors — Green and Black —** or **Cardinal colors — Red and Black** to show their school spirit and unity.

Participation in Green Fridays is voluntary; however, students are expected to follow the school dress code when selecting spirit wear. Spirit days are designed to build a positive school culture, foster belonging, and

celebrate what it means to be a **Raider Ready** student.

Bus Rules and Expected Behaviors

Richfield Elementary School is pleased to offer bus transportation for families that live more than one mile away from our campus. Please Note: safe transportation is our number one goal, and as such students and parents are encouraged to remember that riding the bus is a ***privilege*** offered by the district, but ***not a right***. Students are expected to follow all rules and obey the directions coming from the bus driver. If students violate the rules or disobey the directions of the bus driver, the students will have progressive discipline consequences up to or including losing the privilege of riding the bus. If student misbehavior results in the bus riding privilege being revoked, it will be the parent/guardian's responsibility to transport their student to school.

1. To receive transportation, students are required to be at their bus stop at the scheduled time.
2. Students shall remain at least six feet from the edge of pavement while waiting for the bus.
3. Students must sit in their assigned seats unless given permission by the driver. Seating charts will be developed and updated periodically.
4. If the bus is equipped with seatbelts, all riders must wear the seatbelt.
5. "Inside Voices" When on the bus, students shall keep voices low enough so that the bus driver can be heard at all times. Yelling/loud talking or unnecessary noise or action diverts the driver's attention is not allowed and creates an unsafe bus ride.
6. No eating or drinking is allowed on the bus except under special circumstances such as when an approved item is provided by the school
7. Students are to remain seated at all times and facing forward when the bus is moving
8. No littering, throwing of any items in, at, or around the bus is allowed at any time.
9. No animals shall be transported on the school bus.
10. "Keep hands and feet to self": All parts of the rider's body (Hands, feet, head etc) must remain inside the bus at all times: no hanging out of windows.
11. Clean your area when you leave the bus, look for wrappers etc to pick up to throw away.
12. Students must go immediately home after being dropped off from the bus in the afternoon.
13. Bus riders shall only board and exit the bus at their regular assigned stop. Exceptions are ONLY permitted when prior written authorization is given to the front office, who then gives documents to or informs the bus driver. Without prior written authorization, bus drivers cannot permit students to change bus pick up or drop off locations.
14. Students that do not have "bus stop" must have a note to have permission to be dropped off at a regular riders bus stop.

In addition to bus rules above, all regular school rules outlined under "discipline" above, and their consequences apply when on the bus. Progressive discipline including verbal warnings, mandatory permanent or semi-permanent seat changes, parent conferences, short and/or long term removal from bus privileges are all possible consequences. Individual circumstances and consequences may vary depending on the severity or repetitive nature of the infraction(s).

General Rules for Kids

1. Students must always be visible to adults at all times and are not to be in classrooms w/out an adult.
2. Only 3 students at one time in the bathroom
3. The "Elementary" bathrooms are for TK-4th grade students only
4. The "Junior High" bathrooms are for 5-8th grade only.
5. Keep hands and body to yourself - "Hands Off" rule.

6. Please stay on the sidewalks! No cutting across grass from one location to another.
7. Friendship Garden is for sitting and talking. No running/playing games there.
8. Students may only play blacktop/grass contact games with students one grade level above or below.
9. Snacks are to be eaten on the picnic benches, not on the blacktop or play structures.
10. No sharing food. Place garbage and wrappers in garbage cans.

Playground Structures & Equipment Rules

1. Only school playground equipment may be used at school. Toys or other playground equipment from home often lead to conflict or breakage and are not allowed at school.
2. “Hands Off” rule applies. Please keep hands and feet to self. It is polite to ask permission prior to giving hugs 😊
3. “Safe moves” on play structures. No tag or other games up high on the play structures.
4. Swing in straight lines & stay in seat - No twisting or jumping off the swings or swinging too high.
5. Slides are for sliding down on your bottom. No standing or running up/down slides.
6. If the play structures are wet, they are not safe. Blacktop only when play structures are wet.
7. Be respectful with the balls and jump ropes.
8. Return to blacktop & “freeze” at recess when the first “freeze bell” rings, then line up after the whistle
 - a. No dribbling/throwing balls after the “freeze bell”.
 - b. “Place” the balls and jump ropes into the ball box, do not throw them in
9. Do not throw or kick balls at others.
10. Throw away garbage & return all loose balls and jump ropes, even if you didn’t leave them out.
11. Keep balls and jump ropes on the playground only, not near play structures or equipment or benches.
12. When playing soccer or football on the grass, stay within the lines. Throw ins are required on both sides of the soccer field. No running near the soccer field trees or buildings (must use “throw-ins for out of bounds)
13. Only employees may go to the neighbors property to retrieve playground equipment.

Cafeteria Rules

1. Please stay in line with your class- NO CUTS.
2. Use regular “Inside Voices” to talk in the cafeteria, no yelling please.
3. No changing seats without permission and no reserving seats in the cafeteria.
4. Raise your hand to ask for permission to leave the table and always wait to be dismissed.
5. Clear your table and any trash/food that may be on the floor around you when dismissed.
6. When the light turns on/off, or the adults clap etc, be quiet and look for at adults for instructions
7. Be respectful to all cafeteria employees.
8. “V” Victory hand signal (“peace sign”) means to be quiet and look/listen for adult announcements.
9. Progressive discipline will be utilized for students who are loud, disrespectful etc.

Outside Food, Gum, Coffee Drinks etc

1. No gum is allowed on campus
2. Hot Cheetos or “Takis” - individual, SMALL bags are allowed for your student only. These CANNOT be shared as extreme allergic reactions are possible. The privilege to eat these and/or other consequences will be revoked if sharing is observed.
3. Starbucks or other coffee drinks are not permitted on campus. If a parent receives prior teacher permission, a parent may bring drinks for, or send drinks for their student only, and by doing so agrees to personally help clean rugs if there is a spill.
4. Prior written permission is required to bring outside food (fast food) for any student other than your own.
5. No sodas or energy drinks in the cafeteria during breakfast or lunch.

6. The cafeteria must be notified of any class parties etc to ensure there is an accurate lunch count.
7. We have clean cold water filling stations in the cafeteria/gym. Please write names on water bottles.

Bullying

Bullying is not permitted on the RESD campus. It is very important for your student to immediately tell an adult on campus if they feel they are being bullied. If possible the student needs to also “use their words” to ask that the behavior is stopped (for example: “please stop saying/doing that”, “it hurts my feelings/makes me sad”). Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. Kids who bully use their power, such as physical strength, popularity, access to embarrassing information, exclusion from games or friendships etc. to control, deprive or disparage others. Power imbalances can change over time and in different situations, even if they involve the same people. Bullying also includes repetition. RESD has established an anonymous bullying reporting system on our [school web page](#) in case a student is not comfortable talking to an adult. The link is found under the “students” tab.

School Discipline and Common Beliefs

The staff at Richfield School agree that a common set of beliefs about discipline is important to encourage positive student behavior. The following is a list of those common beliefs. These beliefs are posted in most classrooms and throughout the campus. The staff may refer to them when student behavior requires discipline..

1. We believe that students should be guided and helped to solve the problems they create without creating problems for anyone else.
2. We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.
3. We believe that students should see a reasonable connection between their actions and the consequences that follow.
4. We believe in creating an environment that encourages mutual respect amongst all individuals.
5. We believe that students should be given opportunities to make decisions and live with the consequences, be they good or bad.
6. We believe that the adult’s emphasis should be placed on helping students learn to problem-solve and to adopt new behaviors, instead of making students “pay” for past misdeeds.
7. We believe that students should have an opportunity to request additional informational meetings if they believe that consequences are unfair.
8. We believe that students should know they will face consequences if they misbehave.

When a student chooses to disobey school rules, various consequences can result from their decision. These consequences can include but are not limited to verbal warnings, chats with staff or administration, campus clean up during recess and/or lunch, writing “Raider Rethinks” or “incident reports” in the office, after or before school time outs, working in the cafeteria, repairing what they damaged, recess detention, or other “restorative” activities meant to restore trust with the victim or the school.

Pink Slips

It is important for parents to communicate regularly with students not only about their academic progress, but also their behavior while at school and school discipline. With the exception of significant misbehavior, pink slips normally result when verbal warnings and lesser consequences have not worked. Three Pink Slips will result in loss of the next reward party. The most common procedure for the pink slip process is below.

1. Staff member explains the rule violation and informs the student of the pink slip.

2. Staff member fills out the pink slip document, gives the pink portion to the student, keeps the yellow portion and sends the white copy to the office.
3. Principal or designee reviews, assigns consequence - Normally 3 recess duty detentions.
4. Parents are notified via a personal call or an automatic call that goes home after 5pm.
5. Parent/guardian acknowledges receipt by signing the pink copy and returns it to school with the student.
6. Students will usually receive three recess detentions per pink slip. The most common recess detention is campus clean-up, helping in the cafeteria, or other forms of “restorative” activities.

Referrals

Referrals result in the loss of the next reward party. Depending on the severity and individual circumstances of the incident, students may spend time in an alternate classroom. Administration reserves discretion.

*Please note: Richfield is reviewing and revamping our disciplinary procedures, and changes may be made during the 25/26 school year. Parents will be notified If/when those changes are implemented.

Suspension

A suspension carries the above consequences plus the student is kept at home. With limited administrative discretion, a student may go directly to suspension or expulsion for the following infractions or others deemed appropriate:

- Caused, attempted, or threatened to cause physical injury to another person.
- Willfully use force upon another person.
- Possession or use of a weapon of any kind.
- Possession of a controlled substance or alcohol.
- Possession of tobacco.
- Committing a robbery or extortion.
- Stealing or attempting to steal property.
- Committing an obscene act or engaged in habitual profanity or vulgarity.
- Possession of an imitation firearm.
- Sexual/racial harassment.
- Dishonesty, such as cheating or furnishing false information.
- Bullying—See definition in “Bullying” section.

Classroom Rules

All school rules are based upon the “common beliefs” outlined above. Each teacher uses these principles to develop their own specific classroom rules and requirements. The teachers at Richfield have very high expectations and support the students to reach those high expectations. Students are free to discuss expectations with classroom teachers at a time deemed appropriate by the teacher, NOT when a consequence is being delivered. Arguing will not rescue a student from a consequence and often leads to additional consequences.

Classrooms and/or other vacant rooms on campus

No students are to be inside classrooms or other rooms when staff is not present. If a student has an item they need from a classroom they are to find an adult to allow the student to gain supervised admittance to the classroom.

Student of the Trimester

Each Trimester, our teachers recognize one student as Student of the Trimester. These students will be honored for their hard work throughout the trimester. They normally enjoy pizza with the principal and a picture in the local paper.

End of Trimester Reward Parties/Field Trips

RESA holds reward parties/field trips for all students who demonstrate good behavior and citizenship consistently at the end of each Trimester.. All students are eligible to attend as long as they don't have 3 pink slips, or 1 referral, or 1 suspension. Additionally, students may not be able to attend if they have a D or F on their Trimester AR grades. If a student loses the privilege of attending a reward party and is then absent on the day of the reward party without a doctor's note, the next reward party will be missed, even if the next reward party happens the following school year.

Skateboards/Scooters/Rollerblades/baseballs/bats equipment etc

Due to safety reasons, skateboards, scooters, rollerblades, heeles etc, are not allowed on campus. If the student has practice or a game that day, baseball/softball bats must be stored in the office or given immediately to the teacher for safe storage.

Cell phones and other outside technology

Students are not allowed to use cell phones or other personally owned technology when on campus. Students using "smartwatches" for communication/games etc will be treated as though it was a cell phone. Visible cell phones, cell phones that create audible noise inside of backpacks, and/or smart watches being used for non-school purposes will be confiscated. To be worn, smart watches must be in the "always on" mode, so no buttons have to be pushed to tell the time. This way, students should never have to interact with a smart watch. Below is the normal progression (individual circumstances may warrant adapted responses from admin) for infractions for use of these items on campus:

- 1st infraction: (example: student forgets to turn phone off and it rings/beeps during class) items will be confiscated and held in the office until the end of the school day.
- 2nd infraction- item will be confiscated, and the phone will be held until the parent picks up the device. pink slip may be issued,
- 3rd infraction- item will be confiscated and held until parent picks up device and student earns a referral (reward party loss). Further infractions will result in progressive discipline up to referral/suspension etc.
 - If a student is intentionally breaking the rules to "sneak" the use of the phone/watch inappropriately, a pink slip or greater consequence will be issued on the first offense.
 - Students have a right to privacy on campus, on the bus, on field trips etc during the school day and school events. Therefore, posting pictures/depictions of students in class, at lunch, on the playground etc on social media is a violation not only of privacy but also of school rules will result in enhanced consequences (normally a referral and loss of reward party, athletic consequences etc) ON THE FIRST INFRACTION.
 - Using AI to generate depictions of other students shows malice and intent. As such, an appropriate significant response (usually referral or suspension) will be implemented from school administration.

Valuable Items on Campus

Students should not bring valuable personal items or large sums of money to school. The school is not responsible for lost or stolen items. Further, the school often does not have the time or manpower to stop normal operations to launch investigations to recover items that should not have been brought to school in the first place.

Field Trips & Other Incentive Trips/Excursions

Field Trips are part of the Richfield experience. Most field trips are academic in nature and others are for

reward purposes. Students must qualify for the reward trips as outlined in those sections of the handbook. As much as possible, the staff at Richfield will include all students on academic field trips. If a student has proven to be a safety or flight risk. (i.e. will not follow directions or stay with the group) the parents may be asked to accompany the child if they are to participate or the child may not be allowed to attend. Some field trips will utilize parent drivers. Parent drivers must provide the office with proof that they have the necessary insurance coverage at least two days prior to the event in order to drive other students. The policy limits/coverages needed to be a parent driver are: Bodily Injury 100,000 each person. \$300,000 each occurrence. Property Damage \$50,000 each occurrence. Combined Single Limit \$300,000 each occurrence. When the school is using parent drivers, the drivers must stick to the itinerary. Unscheduled stops are not permitted unless there is an emergency. When using bus transportation, all students attending the field trip must ride the bus. In limited circumstances, if seating permits and with clearance from the school, parent chaperones may ride the bus, but we cannot allow non-Richfield students/siblings to ride along. If there is not enough room on the bus, chaperones will be asked to follow the bus in their personal vehicles. Students may be permitted to ride home with the parent chaperone if they have cleared it with office/administration prior to the field trip. Sign out sheets will be available. Students who make honor roll & honorable mention the 1st and 2nd trimesters are eligible for the annual skating trip.

Staying Behind on Reward Trips

Students who do not qualify for special event trips, including reward parties, are expected to be at school and will be provided with appropriate assignments in an alternate location if needed. If the student has lost the privilege of attending the reward trip, they still must attend school and all illnesses on special event days require a Dr.'s note or the absence will be unexcused. Unexcused absences on reward days normally result in the student being ineligible for the next reward party ("No Rescue" policy). If they are an 8th grader, they could miss their year-end trip, graduation party or another consequence as deemed appropriate by site administration.

Eighth Grade Discipline and Graduation Requirements

Eighth graders are the leaders on our campus. They are expected to act as such in order to graduate and earn a Richfield diploma. Eighth graders are role models for all of the younger students on campus. Any referral earned by an eighth grader during the 3rd Trimester will count against 8th grade privileges.

Eighth graders who receive two or more major infractions during the 3rd Trimester of their 8th grade year can expect the following penalties: **3 pink slips, 1 referral or 1 suspension are considered "majors" for the purpose of the steps in the 8th grade discipline policy. Depending upon the severity of the infraction, school administration may advance a student more than 1 step for earning certain referrals or suspensions.**

- **1st major: Loss of Pool party, counseling, parent call, recess and/or restorative consequences**
- **2nd major: Loss of 8th grade year-end "skip-trip".**
- **3rd major: Barred from participation in the graduation party.**
- **4th major: Barred from participation in the graduation ceremony.**

Graduation & Academics

8th graders must average a 2.0 GPA for the school year with no "F" grades in the last trimester to qualify for the graduation ceremony and celebration.

Graduation Dress Code

Our school's eighth grade graduation is to reflect a dignified, friendly and warm atmosphere. In keeping with this atmosphere the board has adopted the following guidelines for graduation dress:

Girls:

1. Shoes should be flat or not so high to hinder walking up stairs/ramps.

2. No strapless dresses allowed.
3. No shorts, hats, or sunglasses.

Boys:

1. Clean tennis shoes or dress shoes.
2. Shirt with collar, ties suggested, dress pants or black jeans.
3. No shorts, hats, or sunglasses

PTO and Classroom Volunteers

Richfield School has great participation in and support from the PTO. Meetings are typically held on the second Tuesday of the month at 6 p.m. Please reach out to the office and sign up to become a PTO member! If you are interested in volunteering in the classroom, please first ask your child's teacher if they'd like the help. If so, please stop by the office to learn a little bit more about short-term versus long term volunteering.

Lost and Found

Every year there are hundreds of coats, sweaters, and various articles of clothing left out on the playground. Please label your student's jackets, sweaters etc. to give us the best chance of reuniting students with their lost clothes. We would much rather reunite your student and their jacket than give it away to strangers at goodwill.

California State Standards and our Curriculum

Richfield's curriculum is based on the National Common Core Standards. The State of California has modified the national standards as allowed by law. For further information about these Standards, please refer to the California Department of Education website at www.cde.ca.gov.

Grading Policy

Grades are subject to each teacher's individual system within the following guidelines:

Grades Kindergarten through Third utilize the O/G/S/N system.

“O” Outstanding: Work consistently exceeds the minimum requirement.

“G” Good: Work consistently meets the minimum requirement.

“S” Satisfactory: Work generally meets the minimum requirement.

“N” Needs improvement: Student is making little or no effort to meet the minimum requirements.

Fourth Grade begins the letter grade system; A, B, C, D, and F without a GPA calculation. Grades 5th through 8th utilize the letter grade and calculate a GPA for extracurricular participation reasons.

Extracurricular Activities/Participation

Students must carry a minimum of a 2.0 grade point average (GPA) on a 4.0 scale in each subject without a letter grade of “F” in the previous *grading period* during which the student attended a majority of the time (Progress reports or Trimester reports). If a student fails to meet the *minimum requirement*, he/she and parent will be notified that there will then be a two week grade check following the notification. If the student does not improve, he/she will be placed on academic probation and will be ineligible to participate in any extracurricular activities, (i.e. athletic contests), but may participate in team practices. The two week grade checks will continue until the next progress report. If at any time during the two week grade checks a student fails to meet the minimum requirement, he/she will be ineligible to participate in any extracurricular activity, including practices, until the next grading period. The student will be released from academic probation if he/she meets the minimum requirements at the next grading period.

If a student does not meet the *minimum requirements* at 1st progress report, the student shall be notified of the **possibility** of *academic probation* if grades are not brought up within two weeks. Each student on *academic probation* are given written notification as to the reasoning for the *probation*, and the date that the student may

be released from probation to participate in games. Furthermore, that notification will require parent/guardian signature. Each student on *academic probation* who fails to reach the minimum requirement at any of the two week grade checks must be notified of their ineligibility.

Honor Roll

Richfield School recognizes students who have maintained a GPA of 3.0 or above. Those students who have a GPA between 3.0 and 3.5 are classified as Honorable Mention and those with a 3.51 and above are classified as Honor Roll. They are awarded with a certificate at the end of the trimester. Each student who maintains a GPA above 3.5 in grades 5 through 8 are eligible to graduate with the Presidential Award.

Local Testing Notifications

Richfield Elementary School utilizes universal screeners to support the academic and social-emotional success of all students. These screeners provide staff with valuable data to identify student strengths, monitor progress, and determine if additional support or enrichment may be needed.

Academic Screeners:

Students participate in academic screeners several times each year in reading and mathematics. These assessments help teachers monitor student growth and adjust instruction to meet individual learning needs.

Social-Emotional Learning (SEL) Screeners:

Students also participate in brief social-emotional screeners designed to help staff understand how students are feeling about school, their relationships, and their sense of belonging. The information gathered guides classroom practices, interventions, and schoolwide supports that promote student well-being.

Parent/Guardian Notification and Opt-Out:

All universal screeners are used for educational purposes only. Parents and guardians may choose to opt their child out of participation by submitting a written request to the school office.

These screeners are an essential part of Richfield Elementary's Multi-Tiered System of Support (MTSS) and reflect our commitment to ensuring that every student feels connected, supported, and academically challenged.

Statewide Testing Notification

Every year, California students take several statewide tests. When combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support. Your child may be taking one or more of the following California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Physical Fitness Test assessments. Pursuant to California *Education Code* Section 60615, parents/guardians may annually submit to the school a written request to excuse their child from any or all of the CAASPP assessments. This exemption does not exist for the ELPAC or Physical Fitness Test.

1. CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (ELA) and Math
 - a. Who takes these tests? Students in grades 3–8 and grade 11.
 - b. What is the test format? The Smarter Balanced assessments are computer-based.
 - c. Which standards are tested? The California Common Core State Standards.
2. CAASPP: California Alternate Assessments (CAAs) for ELA and Math
 - a. Who takes these tests? Students in grades 3–8 and grade 11 whose individualized education program (IEP) identifies the use of alternate assessments.
 - b. What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.

- c. Which standards are tested? The California Common Core State Standards through the Core Content Connectors.
3. CAASPP: California Science Test (CAST)
 - a. Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
 - b. What is the test format? The CAST is computer-based.
 - c. Which standards are tested? The California Next Generation Science Standards (CA NGSS).
4. CAASPP: California Alternate Assessment (CAA) for Science
 - a. Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
 - b. What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.
 - c. Which standards are tested? Alternate achievement standards derived from the CA NGSS.
5. CAASPP: California Spanish Assessment (CSA)
 - a. Who takes the test? The CSA is an optional test for students in grades 3–12 that tests their Spanish reading, listening, and writing mechanics.
 - b. What is the test format? The CSA is computer-based.
 - c. Which standards are tested? The California Common Core State Standards en Español.
6. ELPAC
 - a. Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.
 - b. What is the test format? Both the Initial and Summative ELPAC are computer-based.
 - c. Which standards are tested? The 2012 California English Language Development Standards.
7. Alternate ELPAC
 - a. Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.
 - b. What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.
 - c. Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.
8. Physical Fitness Test
 - a. Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.
 - b. What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.
 - c. Which standards are tested? The Healthy Fitness Zones, which are established through the FITNESSGRAM®.

Fees owed to the school

The school is authorized to withhold a pupil's grades, diploma, or transcript when the following conditions exist: The pupil has willfully cut, defaced, or otherwise mutilated or failed to return, upon request, district property in the pupil's possession, or nonpayment of any debts the student has incurred during the school year. The Principal or designee shall notify the parent/guardian in writing of the pupil's alleged misconduct before withholding the pupil's records and shall hold the parent/guardian personally responsible for payment for damaged property. When, in the judgment of the administration, the minor and parent/guardian are unable to

pay for the damages or to return the property, a program of voluntary work for the minor in lieu of the payment of monetary damage may be provided. Upon completion of the voluntary work program designated by the school administration, the grades, diploma, or transcripts of the pupil shall be released. If a student transfers to a new school or district, his or her records must be transferred to the new school with the request that the new school withhold grades, diplomas, and transcripts until notified that compensation has been made.

Technology Resources Acceptable Use Policies and Parent/Guardian Consent

Use of district technology has become part of everyday instruction at Richfield Elementary School.

Chromebooks are a part of many classroom lessons. Security measures such as content filters and firewalls etc are taken to protect our staff, students and the district, however no system is absolutely perfect. Misuse of technology results in student discipline, being banned from using the devices for a period of time and increased consequences for severe misuse.

Technology Acceptable use Policy

The use of Richfield's technology resources is a privilege. Students who violate Richfield's acceptable use policy will have their access to technology restricted and also be subject to regular school discipline and progressive discipline.

Richfield Elementary School District (the 'District') recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st century technology and communication skills.

This Acceptable Use Policy outlines the guidelines and behaviors that users (District staff, students, and visitors) are expected to follow when using school technologies or when using personally-owned devices on the school campus. The District is responsible for investigating possible violations of this policy and enforcing District rules governing the network. All users should keep in mind that the District reserves the right to monitor any information stored or transmitted over the district's networks.

1. **Technologies covered** - The District may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, social networking, and more. Users should not expect that web searches, websites accessed, pictures taken, or files stored on district servers would be private.
2. **Local Area Network and Internet account usage** - Accessing the accounts and files of others is prohibited. Users are expected to make no effort to bypass systems and procedures that protect other users' material. Users are to respect the need for security and confidentiality of electronic material. The District will have information stored electronically that is not open to the public and/or limited to certain users. Any attempt to "hack" a network or workstation or upload/deploy a virus will result in District disciplinary action and legal action.
3. **Improper materials use or distribution of software** - All materials obtained through research on the telecommunications networks and then used in academic work are to be properly documented. You will respect the rights of copyright owners in your use of materials found on, disseminated through, or posted to the Internet. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. Any copyrighted software is not to be installed on a machine without contacting Technical Services about licensing. Copyrighted software already installed on a District machine is not to be taken (burned, copied) from that machine and installed or used elsewhere.

4. **Systems alteration or damage** - Intentionally damaging or interfering with the proper use of District technology hardware, software, operating systems, and communication systems will be considered vandalism and is subject to school discipline and/or appropriate criminal or civil action.
5. **Internet access** - The District provides its users with access to the Internet, including web sites, resources, content, and online tools. Internet filtering is provided in compliance with the Children's Internet Protection Act (CIPA). Web browsing may be monitored and web activity records may be retained indefinitely. Users are expected to respect the web filter as a safety precaution, and should not try to circumvent it when browsing the Web. Filtering technology is not perfect and therefore may in effect both interfere with legitimate educational purposes and allow some objectionable material to be viewed. Users shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, gender, sexual orientation, age, disability, religion or political beliefs.
6. **Email** - The District may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. If users are provided with email accounts, they should be used with care. Users should not send personal information; should not attempt to open files or follow links from unknown origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher. Students will be required to sign a separate e-mail agreement upon being issued an e-mail address. This is signed by both the student and the parent/guardian. Copies are available in the school office.
7. **Social networking and collaboration** - Recognizing the benefits collaboration brings to education, the District may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Students shall not disclose, use, or disseminate personal information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals through the Internet without the permission of their parents/guardians. Personal identification includes the student's name, address, telephone number, social security number, or other individually identifiable information.
8. **Personally-owned devices** - Students should keep personally-owned devices (including laptops, tablets, smart phones, and cell phones) turned off and turned in to your homeroom teacher, unless instructed by a teacher or staff for educational purposes. Because of security concerns, when personally-owned mobile devices are used on campus, they should not be used over the school network without express permission from Technical Services staff. Students are expected to follow the guidelines set forth in the district's Board Policies regarding technology.
9. **Security** - Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown origin. If you believe a computer or mobile device you are using might be infected with a virus, please alert Technical Services. Do not attempt to remove the virus yourself or download any programs to help remove the virus.
10. **Netiquette** - Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet. Users should also remember not to post anything online that they wouldn't want parents,

teachers, or future colleges or employers to see. Once something is online, it's out there and can sometimes be shared and spread in ways you never intended.

11. **Plagiarism** - Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.
12. **Personal safety** - Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of a teacher or other staff member immediately.
13. **Cyberbullying** - Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber stalking are all examples of cyberbullying. Do not send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime.
14. **Limitation of liability** - The District will not be responsible for damage or harm to persons, files, data, or hardware. While the District employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. The District will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.
15. **Violations of this Acceptable Use Policy** - Violations of this policy may have disciplinary repercussions, including suspension of network, technology, or computer privileges. State and federal laws also apply to certain activities involving telecommunications technologies. The principal or designee shall make all decisions regarding whether or not a student has violated Board policy or the district's Acceptable Use Policy. The decision of the principal or designee shall be final.

Agreement

By using any RESD "technology resource" the parent/guardian/student agree that the student will comply with the Richfield Elementary School District Technology Acceptable Use Policy, as described above and also agree to hold the District harmless for any damages suffered by the student, including those arising from non-deliveries, misdeliveries, service interruptions, unauthorized use, loss of data, and exposure to potentially harmful or inappropriate material or people arising from or connected to the use of technology resources. Please notify the school in writing if you do not agree with these policies and the school will make appropriate accommodations.

Teacher Credentialing

Richfield believes that oftentimes the best teachers come from existing school staff that strive to become teachers themselves. Currently, at least four of our teachers for the 25/26 school year were classroom paraprofessionals working as instructional aides prior to teaching for us. As such, Richfield will often hire teachers on provisional internships, waivers or formal internships through universities. These teachers may not have yet met applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. As required by California state law the teachers in the following grade levels currently hold the following credentials: 1st Grade: STSP - Short Term Staff Permit. 3rd Grade and 8th Grade:

Traditional College Internships. Each of our teachers are currently still completing their coursework to earn the appropriate credentials going forward.

Student Surveys

Throughout the year Richfield Elementary may seek student voice, opinion or seek social/emotional check-ins from students in order to calibrate the supports we offer. Student surveys such as the “Strength and Needs Screener” are implemented from time to time throughout the school year. Please click [HERE](#) for more information on this screener and to learn how to opt your student out of the surveys.

What if there is a Problem at School - Complaints

We realize that mistakes and misunderstandings do occur and it is our desire to correct any errors on our part. Communication is essential. You always have the right to speak with a staff member if necessary. Due to our focus on student achievement, we ask that you contact staff members outside of teaching/instructional time. These direct talks, although sometimes may seem uncomfortable, often provide a greater understanding when handled at the parent/teacher level. The majority of all issues can be worked out at the parent/teacher level. If that conversation leaves the situation unaddressed or unresolved, then a meeting with the administration can be requested. If the situation remains unresolved after a meeting with the administration “Uniform Complaint Procedure” below.

How to Submit a formal Complaint

In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights and regulation policies, this institution is prohibited from discriminating on the basis of race, color, natural origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Ave., Washington D.C. 20250-9410 or call 800-795-3272 or 202-720-6382 (TTY). USDA is an equal opportunity provider and employer. Any person, organization, or public agency concerned about a violation of state or federal regulation governing a categorical aid program, vocational education, special education, child nutrition, child development programs may submit a written complaint to:

Jeff Scheele Superintendent
Richfield School District
23875 River Rd
Corning, CA 96021

RESD will provide assistance to those who cannot complete a written complaint. Notice is given that confidentiality will be observed to every extent possible and the Richfield School District prohibits retaliation against anyone who files a complaint or anyone who participated in the complaint investigation process. Complainants are further advised that civil law remedies, including, but not limited to, injunctions, restraining orders, or other order, may also be available to them.

Uniform Complaint Board Policy

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR [4600-4670](#) and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code [64000](#)(a) (5 CCR [4610](#))

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

- (cf. 5148 - Child Care and Development)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 6159 - Individualized Education Program)
- (cf. 6171 - Title I Programs)
- (cf. 6174 - Education for English Learners)
- (cf. 6175 - Migrant Education Program)
- (cf. 6178 - Career Technical Education)
- (cf. 6178.1 - Work-Based Learning)
- (cf. 6178.2 - Regional Occupational Center/Program)
- (cf. 6200 - Adult Education)
- 2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code [200](#) or [220](#), Government Code [11135](#), or Penal Code [422.55](#), or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR [4610](#))
- (cf. [0410](#) - Nondiscrimination in District Programs and Activities)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- 3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code [222](#))
- (cf. 5146 - Married/Pregnant/Parenting Students)
- 4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR [4610](#))
- (cf. 3260 - Fees and Charges)
- (cf. 3320 - Claims and Actions Against the District)
- 5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code [52075](#))
- (cf. [0460](#) - Local Control and Accountability Plan)
- 6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code [48853](#), [48853.5](#), 49069.5, [51225.1](#), [51225.2](#))
- (cf. 6173.1 - Education for Foster Youth)
- 7. Any complaint, by or on behalf of a homeless student as defined in 42 USC [11434a](#), alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code [51225.1](#), [51225.2](#))
- (cf. 6173 - Education for Homeless Children)
- 8. Any complaint alleging district noncompliance with the requirements of Education Code [51228.1](#) and [51228.2](#) that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code [51228.3](#))
- (cf. 6152 - Class Assignment)
- 9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code [51210](#), [51223](#))
- (cf. 6142.7 - Physical Education and Activity)
- 10. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- 11. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent/Principal or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations. The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent/Principal or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, confidential when appropriate and as long as the integrity of the complaint

process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP. The Superintendent/Principal or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent/Principal or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR [4611](#))

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.

4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code [35186](#))

(cf. [1312.4](#) - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49069.5 Rights of parents

49490-49590 Child nutrition programs

51210 Courses of study grades 1-6

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth, homeless children, and former juvenile court school students; course credits; graduation requirements

51228.1-51228.3 Course periods without educational content

52060-52077 Local control and accountability plan, especially:

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56867 Special education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act
 PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
 CODE OF REGULATIONS, TITLE 2
 11023 Harassment and discrimination prevention and correction
 CODE OF REGULATIONS, TITLE 5
 3080 Application of section
 4600-4687 Uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6577 Title I basic programs
 6801-7014 Title III language instruction for limited English proficient and immigrant students
 7101-7184 Safe and Drug-Free Schools and Communities Act
 7201-7283g Title V promoting informed parental choice and innovative programs
 7301-7372 Title V rural and low-income school programs
 12101-12213 Title II equal opportunity for individuals with disabilities
 UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
 CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy Act
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 CODE OF FEDERAL REGULATIONS, TITLE 34
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 110.25 Notification of nondiscrimination on the basis of age
 Management Resources:
 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
 Dear Colleague Letter: Title IX Coordinators, April 2015
 Questions and Answers on Title IX and Sexual Violence, April 2014
 Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
 Dear Colleague Letter: Sexual Violence, April 2011
 Dear Colleague Letter: Harassment and Bullying, October 2010
 Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
 U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002
 WEB SITES
 CSBA: <http://www.csba.org>
 California Department of Education: <http://www.cde.ca.gov>
 Family Policy Compliance Office: <http://familypolicy.ed.gov>
 U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>
 U.S. Department of Justice: <http://www.justice.gov>
 Policy RICHFIELD ELEMENTARY SCHOOL DISTRICT
 adopted: February 28, 2018 Corning, California
 Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.
 (cf. [1312.1](#) - Complaints Concerning District Employees)
 (cf. [1312.2](#) - Complaints Concerning Instructional Materials)
 (cf. [1312.4](#) - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Superintendent

23875 River Rd

Corning, CA 96021

530-824-3354

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent/Principal or designee who shall determine how the complaint will be investigated.

The Superintendent/Principal or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent/Principal or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent/Principal, the Superintendent/Principal's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Integrated Pest Management Plan and Notification Forms - Please click [HERE](#)

MISSION STATEMENT

Our mission is to inspire and equip every student with the knowledge, skills, and character needed to achieve their fullest potential as lifelong learners and engaged, responsible citizens. At Richfield Elementary, we are **Raider Ready** for life's next chapter. We're respectful, resilient, empathetic, and committed to creating a strong sense of student belonging and achieving academic excellence.

Core Values

Life Long Learning

Education is a process that begins at birth and continues throughout life. We foster courtesy, motivation, and a desire to learn that extends beyond school settings.

Best Effort

The pursuit of greater knowledge and more powerful thinking demands hard work, perseverance, commitment, and recreation.

Educational Excellence

High expectations are the focus of everything we do! We challenge all people to acquire a foundation of knowledge and academic skills and to achieve their highest potential.

Human Diversity

Variety, beliefs, and background strengthen our learning system. We respect differences which contribute to a better society for all human beings.

Individual Potential

Individuals develop within an environment that nurtures social, emotional, and physical growth.

Shared Responsibilities

The partnership among parents, students, staff, and community members are characterized by mutual commitment and a collaborative effort.

Continuous Improvement

Our district and its system and progress will be subject to continual scrutiny and improvement. We will be recognized for management by fact and results focused.

Ethical Behavior

Our actions are distinguished by the highest standards of personal behavior, including trust, honesty, fairness, integrity, and mutual respect.

Fiscal Responsibility

The board desires to establish and maintain a 31% reserve for economic uncertainties, maintaining a positive cash flow and making decisions with regards to the future and financial stability of the district.

Richfield Board Objectives

Fiscal Accountability

Design, develop, implement and evaluate the financial resource allocation system to ensure fiscal solvency.

Curriculum

Design, implement, evaluate and improve all subjects within the Common Core based curriculum including ELA, Mathematics, Science, Social Studies, Music, Physical Education, Industrial Arts and other course offerings.

Safe, Clean and Attractive Classrooms, Facilities and Grounds

To continually improve staff and student performance and to foster community pride by providing for safe, clean and attractive classrooms, facilities and grounds.

Improve Technology

Design, develop, implement, evaluate and improve technologies, including student machines, infrastructure and software to best prepare students for success in the 21st Century.

Engaging All Families, Staff & Community Members

Design, develop and implement processes that engage families in their children's education. Facilitate opportunities for staff, students, parents and community members to feel connected to the school and valued by the school.