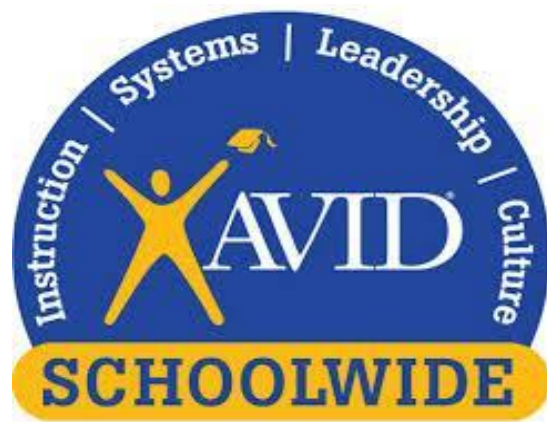


Lena M. Preston Elementary School

An AVID Elementary School

**Parent and Student Handbook
2022-2023**



Advancement Via Individual Determination

A College Preparatory Program

Preston Panthers are College Ready and College Bound

Principal, Mrs. Monica Radcliffe-Perez

1750 N. Willow Avenue
Rialto, California 92376
(909) 820-7932

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RUSD BOARD OF EDUCATION

President
Vice-President
Clerk
Member
Member
Student Member

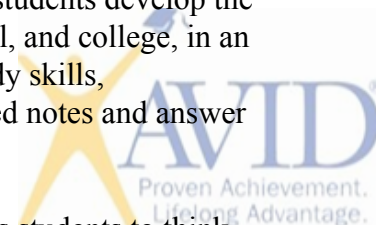
Mr. Edgar Montes
Mrs. Stephanie E. Lewis
Mrs. Nancy G. O’Kelley
Mr. Joseph W. Martinez
Ms. Dina Walker
Julian Hunter

Superintendent

Dr. Cuauhtémoc Avila, Ed.D.

What is AVID Elementary

“By teaching and reinforcing academic behaviors and higher-level thinking at a young age, AVID Elementary teachers create a ripple effect in later grades. Elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. Children learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers.



The strong college-going culture on an AVID Elementary campus encourages students to think about their college and career plans. Schools cover their walls with college pennants and banners, and educators speak about their college experiences. College and careers are no longer foreign concepts, and teachers provide the academic foundation students need to be on a path for college and career success. AVID Elementary closes the opportunity gap before it begins.”

- Taken from Avid.org

Preston and all of its teachers continue to train and implement AVID practices. We encourage you as parents to reach out to your students' teacher and see how you too can support AVID instruction practices at home.

If you have any questions, please feel free to call the office at any time, 909-820-7933.

Lena M. Preston Elementary School’s Mission Statement

The mission of Preston Elementary School, an AVID community of excellence and unlimited possibilities, is to kindle passion in each student to become life-long learners who will achieve and maximize the full potential in their personal and global endeavors to safeguard their future, through a vital system distinguished by stable social and academic foundations, high expectations for student achievement, vast educational opportunities, academic integration and access of technology for all, and value and appreciation of cultural diversity.



Preston School BELL SCHEDULE

The Elementary Bell Schedule is subject to change according to the CDC (Centers for Disease Control and Prevention) Guidance and RUSD (Rialto Unified School District). ANY BELL SCHEDULE MODIFICATION OR CHANGE WILL BE UPDATED AND REFLECTED IN OUR HANDBOOK



Preston Elementary School Family Bell Schedule 2022-2023

AM Transitional Kindergarten - TK

Instruction	7:45 - 11:10 AM
Lunch	11:10 - 11:40 AM

PM Transitional Kindergarten - TK

Lunch	10:25 - 11:05 AM
Instruction	11:05 - 2:30 PM

Kindergarten - Third Grade Regular Day Schedule

K-3

Start of Day	8:00 AM
Dismissal	2:06 PM

Fourth - Fifth Grade Regular Day Schedule

4-5

Start of Day	8:00 AM
Dismissal	2:16 PM

MINIMUM DAY SCHEDULE

K-3

Start of Day	8:00 AM
Dismissal	12:58 PM

MINIMUM DAY SCHEDULE

4-5

Start of Day	8:00 AM
Dismissal	1:04 PM

★ LUNCH SCHEDULE

K	11:10-11:50
1st	11:30-12:10
2nd	11:42-12:22
3rd	11:55-12:35

★ LUNCH SCHEDULE

4th	12:06-12:46
5th	12:20-1:00

★ Please note that during inclement weather conditions - ALL lunches are reduced to 30 minutes.

Preston Elementary School 2022-2023 School Calendar

July 2022							Preston Elementary School 1750 N. Willow Ave. Rialto, CA 92376 (909) 820-7932 Bell Schedule School Regular Day Kinder - 3rd 8:00am - 2:06pm 4th - 5th 8:00am - 2:16pm Minimum Days Kinder - 3rd 8:00am - 12:58pm 4th - 5th 8:00am - 1:04pm Transitional Kindergarten TK (AM) 7:45am - 11:10am TK (PM) 11:05am - 2:30pm Important Dates First Day of School: August 8 Back to School Night: August 11 Parent Conference: Sept 21- 23 Parent Conferences: Nov 2-10 Fall Break: Nov 21-25 Winter Break: Dec 19 - Jan 9 Open House: March 2 Spring Break: March 9 - 17 Last Day of School: June 1 October 28 - End of First Trimester February 17 - End of Second Trimester June 1 - End of Third Trimester District Holidays July 4: Independence Day September 5: Labor Day November 11: Veterans' Day Nov 24-25: Thanksgiving Holiday December 24: Christmas Eve December 25: Christmas Day December 31: In lieu of Admission Day January 1: New Year's Day January 16: Dr.Martin Luther King Jr's Day February 13: Lincoln's Day February 20: Presidents' Day May 29: Memorial Day June 19: Juneteeth Day Calendar Key Holiday- No School Non- School Day Minimum Day	January 2023						
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August 2022								February 2023						
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IMPORTANT INFORMATION FOR PARENTS



OFFICE HOURS

The school office is open from 7:00 a.m. to 4:00 p.m. (Monday through Friday)

ARRIVAL AND DEPARTURE

Please be advised that students are not allowed on campus prior to 7:15 a.m. Students should plan to arrive at school no earlier than 7:15 a.m. Breakfast is served at 8:00 a.m. in the classroom, so the cafeteria is closed. There is **no** supervision on campus before 7:15 a.m.

All students must be picked up immediately after school unless they are attending after school tutoring, supervised sports practice, detention, or the THINK Together after school program. If a student is not picked-up on time and remains in the Main Office thirty minutes after their dismissal, the Rialto Police Department will be contacted.

CONTACTING YOUR STUDENT DURING SCHOOL HOURS

As an AVID school, quality classroom instruction is extremely important. Thus, classroom instruction will not be interrupted for the delivery of instructional materials, lunch, or music equipment. Thus all deliveries will be placed inside the classroom teacher's mailbox until the end of the day or until the teacher has time to retrieve the item. Any and all lunch deliveries will remain inside the Main Office until the student's assigned lunch break. At the start of the student's lunch, one of the Noon Duty Aides will inform the student of their lunch delivery. Nevertheless, classroom instruction will not be interrupted for classroom deliveries and or lunches.

EARLY RELEASE OF STUDENTS

When you send your student to school for the day, we want you to feel he/she is safe in our care; therefore we need your cooperation with a few simple procedures when picking up your student(s). When picking up your student before dismissal, you must go to the Main Office first to sign out your student. Only individuals listed on the student's Emergency card may pick up a student. No student will be released to anyone not on the student's emergency card. A picture identification card is required and the person must be at least 18 years old.

EMERGENCY CARDS

In case of illness or any emergency that should arise, we require at least two local emergency numbers for your student. In case there is no phone in the home, please leave a neighbor's

number as a message number. In case of a serious emergency, it is imperative that we have current information. The people listed on the card are the only people that you authorize to pick-up your student. Any changes to the Emergency Card need to be made in person by the parent.

NOTICES HOME TO PARENTS

Please establish a procedure with your student to review all notices and reports sent home during the instructional day. All AVID students are required to clean out their backpacks and return any and all required materials the next day. Please check our school website regularly because it will contain updated school information and calendared events. It will remind you of upcoming minimum days and activities for on campus learning.

PARENTS OF KINDERGARTEN AND 1ST GRADE STUDENTS DURING ON CAMPUS LEARNING

Kindergarten students must be physically picked up by an adult. Kindergarten students are usually picked up from their classroom doors or from the kinder playground area. To secure the safety of all students, please make contact with your student's teacher before walking off with your students

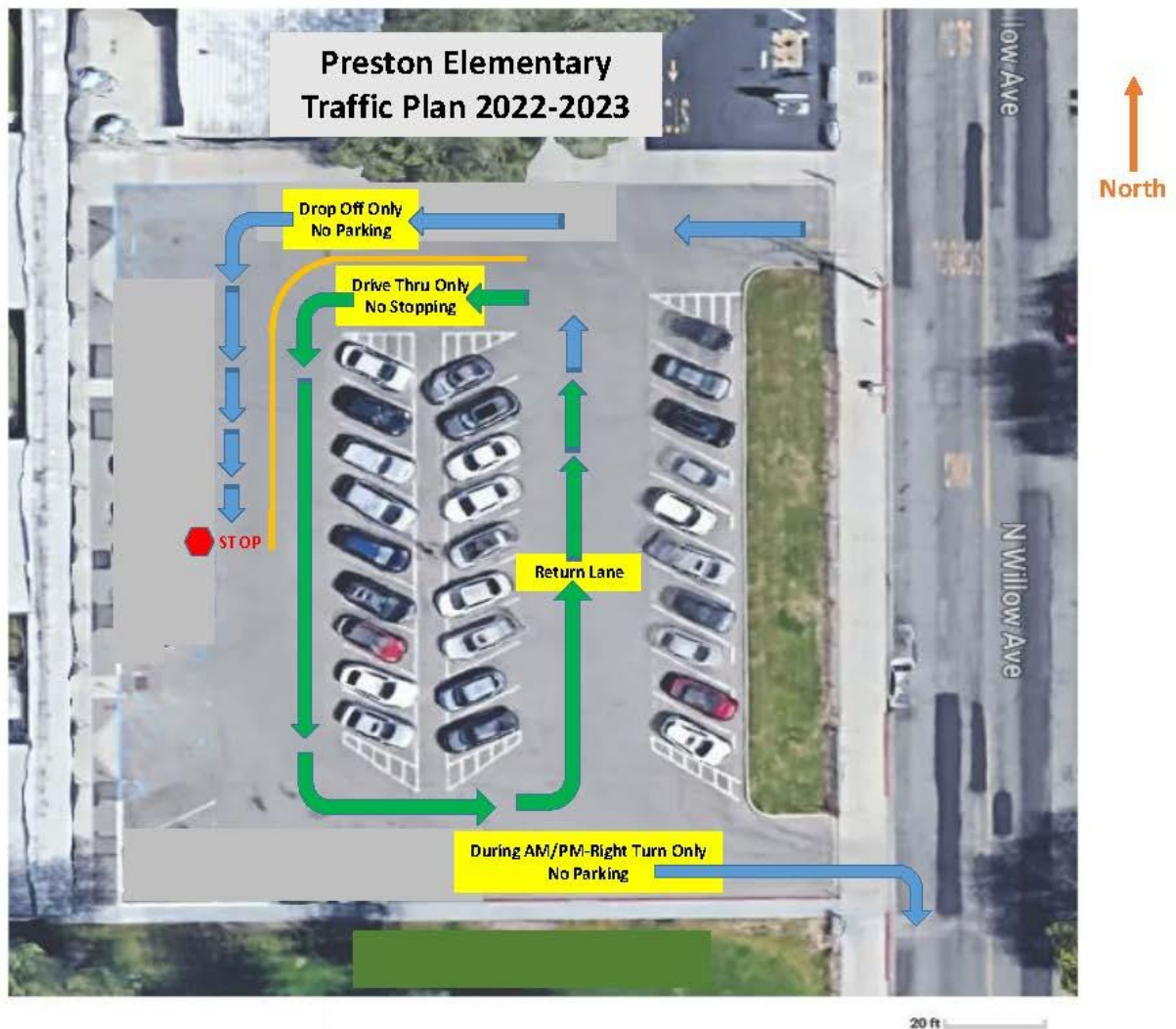
COMMUNICATION - REMIND APP

Please take a moment to download the REMIND app, it is compatible with any phone. We use it regularly to remind parents about upcoming events, minimum days, and changes in schedule. It is also a great way to communicate during an emergency situation. Please join Preston with either: **@prestones** or **@prestones1**. If you have any questions, please call the school office.

PARKING LOT PROCEDURES

Please see the map below for drop off and pick up procedures. If you wish to watch your child or walk them to the gate, you will need to park your car either in a valid parking spot in the parking lot or somewhere in the neighborhood.

- Parents are requested to follow all driving laws.
- **Right turn ONLY during pick up and dismissal times.**
- **Outer drop off lane there is no extended stopping, student exits car, car drives away**
- **Inner return loop does NOT drop off students, used to find parking or exit lot**
- **Please remember ALL STAFF and PARENTS are here to ensure the safety of ALL students - BE SAFE, KIND, and RESPECTFUL**
- Please do not leave cars unattended, especially with small children or pets waiting in the vehicle.
- Please be respectful of the school's instructional program by not honking your horn or playing loud music, as this is a distraction to classrooms.
- Please park in designated parking stalls. Failure to park in an assigned parking stall may result in a parking citation by Rialto Police Department.



THE OFFICE TELEPHONE

The office telephones are for business use only. In the event of an emergency, a staff member within the Main Office will make contact with the parents or guardians of the student. Thus, please make sure your phone numbers and emergency numbers are current at all times. Often students become alarmed when their parents are late picking them up afterschool. All students should know at least one parent/guardian's phone number.

WALKING TO AND FROM SCHOOL

Pedestrian Safety Includes:

- Crossing at the crosswalk with the crossing guard if available
- Crossing where there are intersections with stop signs or lights
- Students are never to cross in the middle of the street or walk on private property

LOST AND FOUND



LOST AND FOUND DURING ON CAMPUS LEARNING

Jackets, sweaters, and other items of clothing found around campus, are taken to the Lost and Found box outside the cafeteria. All other items should be turned in to the Main Office. Items will be held for one month prior to being donated to a charitable organization. Students should be sure to check the cafeteria before or after school if they have lost anything.

Parents please help us get lost items to the rightful owner by putting first and last name on the inside of all articles of clothing.

Items that should not be brought to school are: toys of any kind (except for sharing and pre-approved by the teacher), electronics such as iPods, radios, cameras, video games, etc. Instruction will not be compromised to locate lost or misplaced electronic devices.

SCHOOL ATTENDANCE AND ABSENCES



ATTENDANCE

The importance of regular attendance cannot be overemphasized! Students who attend school regularly and who arrive on time enhance their learning experience and develop a stronger sense of responsibility. When your student is absent, late, or leaves early, important instructional concepts and lessons are missed. Educational research indicates a direct relationship between student attendance and student achievement.

ABSENCES

Please call the Main Office when your student is absent from school at 909-820-7933. You can also send a written note explaining the absence. Illness or injury, a doctor or dental appointment, attendance at a funeral of an immediate family member, or a medical quarantine are the only acceptable "excused absences" identified in the Education Code. We encourage you to schedule your child's medical and dental appointments when school is not in session or outside of regular

school hours. If this is not possible, please remember your students must be signed out from the Main Office.

Illness

If your child is sick, please keep them home for the day. It is usually best to keep children home until they have been symptom free for at least 24 hours. When your child is absent, you must call the school office or send a doctor's note within 24 hours of the absence to advise the office of the reason for their absence. Maintaining communication with our office regarding absences is very important!

Excessive Attendance Issues

Excessive tardiness and/or absences will prompt an Attendance Letter. If you receive the third Attendance Letter, you **MUST** come in for a meeting with an administrator to discuss your child's attendance. Students with continued excessive absences and late arrivals will be referred to the Student Attendance Support Panel (SASP) with the district Child Welfare and Attendance office. Our goal is to ensure that students are present at school so that they can adequately learn the curriculum for the school year. Absences totaling 5% or more of the attended school days is considered excessive. Attendance letters are automatically generated and mailed after 3, 6, and 9 absences.

Please note the following board regulations regarding attendance:

Truant

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

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

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

Habitual Truant

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

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

STEP-UP Saturday School (Rialto USD Attendance Recovery Program)

Rialto USD features STEP-UP (Saturday Tutorial Enrichment Preparation – Upward Program) in an effort to provide students with an opportunity to recover instructional time. STEP-UP sessions will include instruction in language arts, mathematics, and other required subject areas. Students who attend a STEP-UP session will recover (erase) an absence that has already occurred, and thus, may still earn perfect attendance recognition for each trimester and the entire school year!

When your child is eligible to attend STEP UP, they will receive a STEP UP letter. All letters must be signed and returned to your child’s teacher no later than the Thursday before the Saturday STEP UP session. Absences recovered through Saturday STEP UP count towards perfect attendance awards, if recovered at least 2 weeks before the next awards assembly. ***Late Arrivals and Early Releases cannot be made up though STEP UP and affect perfect attendance awards.***

Lunch will be provided for students. Parents MUST notify the office by the Wednesday prior to the Saturday session of your request for a school provided lunch.

It is expected that students attending the Saturday session will arrive on time and cooperate during the session. Please note that all regular school rules including the dress code will be enforced. If there is any violation of the school rules or policies during STEP-UP Sessions, a student may lose their opportunity to attend.

The elementary STEP-UP dates will be sent home to parents when they have been established by the school district. If there are any changes in dates, the office will inform parents throughout the year. We urge you to take advantage of this opportunity. With your support, we can further instill the importance of learning and attendance with our students.

Independent Study

If you know in advance, your child will be out of school for three (3) or more days due to a family emergency, COVID systems, or an unforeseen event you may request an Independent Study contract. If possible, please request Independent Study Contracts at least two weeks in advance of the expected absence. The **maximum** amount of time a student can be placed on short-term Independent Study is fourteen (14) days cumulative, for the entire academic year.

Your child will receive schoolwork that must be completed and turned in upon return in order to receive full attendance credit for the work and time missed from school. ***Vacations plans do not qualify for Independent Study.*** Please plan family vacations when school is not in session.

Early Release of Students

If you need to pick up your child before the end of the school day, please go to the school office to sign your child out of school. If your child returns to school the same day, please return to the office to sign them back in to school.

Students will **ONLY** be released to adults authorized to pick up the student as indicated on the student's emergency card. Authorized adults **MUST SHOW A PHOTO ID** to office personnel when picking up a student before the end of the school day. Students will not be released to anyone who is not on the emergency card, unless the office receives prior written parent consent.

Emergency Cards

A current emergency card will be kept on each student enrolled at the school. The information on the card will only be used by school or emergency personnel and will not be released to the public. **PLEASE KEEP THE SCHOOL INFORMED OF ANY CHANGES ON THE EMERGENCY CARD.** Students will **ONLY** be released to adults with proper identification whose names are on the child's emergency card.

NUTRITION SERVICES



FREE BREAKFAST AND LUNCH PROGRAMS

All students enrolled within the Rialto Unified School District qualify to receive free breakfast and lunch through the CEP program. In order to participate, all families must complete the online enrollment verification process. For more information, please contact the Main Office. Monthly breakfast and lunch menus will be made available in the front office.

UNIVERSAL BREAKFAST PROGRAM

All students will receive a free breakfast every morning in the classroom. Breakfast is served at 8:00am in the classroom during the first 10 minutes of class time. The Universal Breakfast Program is for all students at no cost to parents.

TRANSITIONAL KINDERGARTEN LUNCH PROCEDURES

Transitional Kindergarten TK (AM Session)

Session A students will be given lunch at 11:15 a.m. daily inside the cafeteria. Parents are requested to:

1. When parking in the lot; park in a designated stall.
2. Wait for their student outside the cafeteria.
3. Sign out students at the cafeteria doors before taking them home.
4. Pick up their AM Session TK student **NO LATER THAN 11:50a.m.** AM Session students must be signed out by parent or guardian. Students picked up after 11:50a.m. must be signed out in the Main Office.

*PM Session students may be taken to the Cafeteria between 10:26a.m.-11:06a.m. and be signed-in prior to being dropped off for lunch.

STUDY TRIPS

If your student is participating in a study trip, your student may receive a sack lunch from the District Food Service department. Rialto Unified School District (RUSD) provides free breakfast and Lunch to all registered students, the RUSD is a wide Community Eligibility Provision (CEP), therefore the school will be able to serve breakfast and lunch at no charge. All students may bring a sack lunch from home. Siblings who are not scheduled to participate may not go on study trips with parents.

Birthday Celebrations

All foods and beverages sold or served during school hours shall meet nutritional standards and other guidelines set by the Federal and State Government, as well as the **Rialto Unified School District Student Wellness Policy**. Some approved snacks may be purchased through the Nutritional Services Department. All planned birthday celebrations must be pre-approved by the classroom teacher. All birthday celebrations, if approved by the teacher, will be held at the end of the day and NO food items will be handed out. Please provide a non-food item, such as goody bags, should you wish to celebrate.

CLASSROOM VISITATION AND PARENT VOLUNTEERS



SIGN IN PROCEDURES

We enjoy and appreciate having parents visit the classrooms. Please make prior arrangements with the classroom teacher. **ALL GUEST ON CAMPUS MUST SIGN IN AND OBTAIN A VISITOR'S PASS AT THE MAIN OFFICE PRIOR TO VISITING THE CLASSROOM OR WALKING THROUGH OUR CAMPUS.**

Parent Volunteer Process

We are proud of our school and enjoy having parent volunteers. Volunteering does not have to take place solely in your child's classroom. We always appreciate volunteers in the library, other classrooms, the school office, as well as on study trips.

The law requires that all parent volunteers working with students on campus be fingerprinted and pass a TB test. The fingerprinting process can take 4 or more weeks, so please start the process as soon as possible if you would like to be a volunteer on campus. A fee must be paid to complete the fingerprint screening with Rialto USD. Fingerprinting does not have to be conducted annually. TB test results must be resubmitted every four years.

Parent volunteer applications are available in the school office. Approved volunteer applications are **valid for the current school year only and must be renewed each new school year.** Following your screening approval, you can meet with your child's teacher to discuss the best time and days for you to volunteer.

Classroom Observations

Parents are welcome to visit the classrooms during the school day *for observations only*. You may choose to observe a lesson or your child's participation in the classroom activities. Board Policy dictates that teachers are contacted at least 24 hours before the anticipated visit to determine the best time to observe, as to not distract students during important testing or instruction. Parents must sign in at the front office and obtain a visitor pass before going to the classroom. Parent visitors are only allowed to observe in their child's classroom, unless other observations have been arranged by administration. *Teachers are not available for conferences or comments during the instructional day.*

Parent Advisory Committees and PTA

Parent involvement is important to the academic success of students. Besides volunteering in the classroom, parents may join our School Site Council (SSC) and/or the English Language Advisory Committee (ELAC) and/or the African American Advisory Committee (AAPAC). Preston also needs active and committed participants to help run our Parent Teacher Association (PTA). Preston needs our parents and community members to help keep our school focused on student achievement. We cannot raise achievement without your support and participation!

NOTICE

TO ALL PARENTS AND STUDENTS AT RIALTO UNIFIED SCHOOL DISTRICT:

If you are:

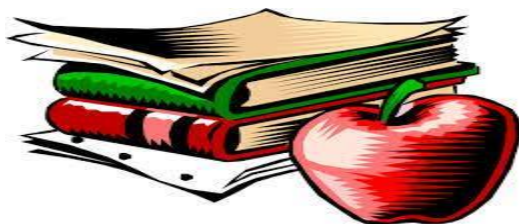
- Homeless
- Moving from place to place
- Sharing housing temporarily due to economic hardship
- Living in motels, shelters, campgrounds or in a location **NOT** designated for sleeping accommodations such as: a car, the park, under a freeway underpass or abandoned structures, etc.
- **As a student**, are you living with someone other than your parents or legal guardian?

If you answered **YES**, to any of these questions, please ask to speak to your school's McKinney-Vento Representative. They will provide you with the school's support you need as well as information where you can get any additional help within your community.

If needed, they will fill out a referral form with you and it will be submitted to the District's McKinney-Vento Liaison for further follow up and assistance.

If you are not sure who your McKinney-Vento Rep is, please see the list of the designees posted on the Child Welfare and Attendance website.

HOMWORK PHILOSOPHY



Your child’s teacher will provide you with information outlining the homework, classwork, and classroom discipline expectations for the year. Homework is given with the understanding that it will enhance classroom learning and provide students with reinforcement of material learned in class. Homework is required as stated in the Board of Education policy. Homework should take approximately 30 minutes for Kindergarten, 30-60 minutes for grades 1-3 and up to 90 minutes for grades 4 and 5. Students should be read to or read independently for a minimum of 20 minutes beyond their homework time. If your child is absent, you may contact the office and make arrangements with your child’s teacher to obtain homework. If homework is not completed, teachers may provide the child with an extra opportunity during recess to complete any unfinished homework.

Homework is a combined effort. The chart below gives you an idea about how homework should work:

Teacher Responsibility	Student Responsibility	Parent Responsibility
To communicate clearly to both students and parents what is expected and when.	To bring daily necessary materials to class.	To set a time and place for the students to do homework.
To monitor and record assignments.	To know what assignments are due.	To check with the student to see if assignments are completed.
To assure the class that it is acceptable to ask questions.	To complete all assignments.	To review on a regular basis your student’s work and have them explain the assignment and what is being learned.
To keep the student informed about progress.	To seek help from the teacher if an assignment is not understood.	Feel free to check with the teacher or principal if the student does not bring home assignments.

TEXTBOOKS AND MATERIALS

Students are provided with textbooks, Chromebooks, and school supplies at no charge. We expect our students to be responsible for the care and safekeeping of materials provided. If any school-issued item is lost or damaged, it will need to be paid for by the student.



HEALTH AND SAFETY

ACCIDENTS OR ILLNESS AT SCHOOL WHILE ON CAMPUS

Our School Nurse is only at Preston for emergencies or testing purposes. We have a Health Clerk who provides first aid for minor injuries and checks students who become ill at school. The Health Clerk will call the School Nurse and call the parent/guardian if a serious injury has occurred. If you cannot be reached, we will attempt to contact the persons you have listed on the Emergency Card. **(Please make sure that all names and telephone numbers are accurate and up to date. Remember to put the name and telephone number of all persons that can be contacted in case you cannot be reached.)** Emergency contacts must also have current identification prior to picking up a student from the health office. If a child has a fever of over 100.4 and is symptomatic, the child will be sent home for observation. **It's recommended that the child remain home until fever free without medications for at least 3 days.**

STUDENT ACCIDENT INSURANCE

The Rialto Unified School District does not automatically provide medical or dental insurance for a pupil injured at school or in school activities. Applications for low-cost medical and/or dental insurance are available in the Main Office.

MEDICATION

State law forbids any student to have medication in his/her possession on school property. This includes any over-the counter medications such as aspirin, allergy pills, cough syrup, etc...as well as any prescribed medications. The school is not allowed to administer any type of medicine to a student that is not prescribed by a doctor. **The form "Physician's Recommendation for Medication"(Form S64) must be completed by the doctor and returned to the Main Office prior to the Health Clerk administering any medication to your student.** If your student needs to take medicine during school hours, the medicine must have a written doctor's prescription, be in a prescription bottle, and the parent must complete the legally required form. You may obtain the form from the Health Clerk or from the Main Office.

The parents/guardians of the student assume responsibility for informing the school of any changes in the student's health or changes in medication. Phone requests for the administration of over the counter medication such as aspirin or Tylenol will not be granted.

PEDICULOSIS (LICE)

Pediculosis is defined as lice or lice eggs (nits). The symptoms of lice are itching and/or the presence of lice and nits on hair, particularly on the head and neck.

Students with pediculosis shall be excluded from school until treatment has been accomplished. If you can not afford to purchase the required treatment, please let the school nurse/health clerk know. Parents must bring their student to our Health Office for clearance. The District will approve only three days of absence due to pediculosis. All other days will be unexcused. Students are randomly screened during the school year to prevent school wide outbreaks.

(BP 5141.33)

SCHOOLWIDE EXPECTATIONS AND OPPORTUNITIES

ACADEMICS

At the end of each trimester, the classroom teachers will recognize all students who have demonstrated exceptional academic performance, perfect attendance, and citizenship. However, each teacher and or grade levels have established classroom reward and incentive systems to support all students with modeling positive behavior on campus.

- **Gold Honor Roll**- A student must secure straight A's in all academic areas on their report card
- **Blue Honor Roll**- A student must secure all A's and B's in all academic areas on their report card
- **Perfect Attendance**- No recorded absences, tardiness, or early dismissals during the trimester. (Students may recover an all-day absence by attending Saturday Step-UP classes only).
- **Leader of the Pack**- The student is identified by the classroom teacher for outstanding school wide citizenship including being Safe, Respectful and Responsible.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Students who are learning English as a second language will be identified as English Language Learner (EL). Our EL students receive English Language Development (ELD) for 30 – 45 minutes at their language proficiency level. Additionally, EL students will also be provided academic support for all content areas so that they are able to understand and access the content. Every year, their English language development will be assessed using the English Language Proficiency Assessment for California, known as the ELPAC. Our bilingual instructional assistant provides language support to English Learners who need the assistance.

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

GIFTED AND TALENTED EDUCATION (GATE)

The GATE program is designed to meet the individual academic needs of the GATE identified students by expanding the depth and complexity of the core program. All students in 2nd grade assessed using Rialto USD's designated test to identify participation in the GATE program. Students in grades 3 through 5 may be recommended for GATE testing by either their parent or teacher, as long as it has been at least one entire school year since the last time they were tested. Parent permission is required to test any child for GATE identification.








BE SAFE, BE RESPECTFUL, BE RESPONSIBLE!

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

Preston Elementary has implemented Positive Behavior Intervention and Support (PBIS) to encourage positive behavior of all students on campus. Thus, during the 2022-2023 school year, the PBIS Team and school staff will continue to collaborate to maintain and communicate clear measurable expectations within the following areas: classroom, playground, cafeteria, restrooms, hallways, and entries and exits. We ask that you discuss with your student(s) the importance of, and need for, good behavior and a good attitude while at school. PBIS will be used school-wide to support all students as fair progressive discipline within their classrooms. On the first day of school the classroom teachers will send home information regarding their classroom procedures and expectations regarding their student’s classroom behavior. This letter will also outline their class work, homework and disciplinary expectancies for the classroom. A Preston Positive Behaviors Intervention and Supports (PBIS) Assembly will be held to go over school-wide expectations and school procedures will be explained. Students must learn in all situations to seek the help from an adult, if necessary, to settle disagreements in an acceptable manner.

Preston Elementary School-wide Behaviors

<p>These behaviors will help keep us safe, respectful, and responsible.</p>	<p>Classroom</p> 	<p>Hallways</p> 	<p>Playground</p> 	<p>Restrooms</p> 	<p>Cafeteria</p> 
<p>Be Respectful</p>	<ul style="list-style-type: none"> Maintain a positive attitude SLANT Be kind to people and property 	<ul style="list-style-type: none"> Use inside voices (Level 1) 	<ul style="list-style-type: none"> Wait patiently for your turn Include others Use the structure on assigned days only 	<ul style="list-style-type: none"> Respect the privacy of others Use the restroom for its intended purpose only 	<ul style="list-style-type: none"> Use inside voices Say "Please" and "Thank You"
<p>Be Responsible</p>	<ul style="list-style-type: none"> Use school tools appropriately Complete and turn in assignments on time Keep your materials organized 	<ul style="list-style-type: none"> Walk with a purpose 	<ul style="list-style-type: none"> Follow directions Use equipment properly Freeze after the whistle is blown 	<ul style="list-style-type: none"> Use the restroom at appropriate times Take care of your business 	<ul style="list-style-type: none"> Keep the tables and floor clean Stay in ABC order
<p>Be Safe</p>	<ul style="list-style-type: none"> Respect personal space Follow directions Be mindful of your actions 	<ul style="list-style-type: none"> Walk to your destination 	<ul style="list-style-type: none"> Walk on the blacktop Respect personal space Play Preston approved games 	<ul style="list-style-type: none"> Wash your hands Wait patiently Walk in the restroom 	<ul style="list-style-type: none"> Walk at all times Wait to be dismissed

PLAYGROUND RULES/EXPECTATIONS:

Play where you can see the person on duty and where they can see you.

1. Remain on the playground for the entire recess. No one is allowed in the Main Office without a hall pass.
2. Only authorized games may be played at recess. Students are to follow standard game rules as taught by the teacher.
3. All balls and equipment are to be used properly and safely.
4. Use only school equipment at recess. No toys or equipment from home are allowed.
5. Do not play or congregate in restrooms.
6. No running on the blacktop except in the authorized game areas.
7. No throwing of rocks, sticks, sand, or other dangerous objects.
8. No drinks or trips to the restroom after the bell and the teacher's whistle blows. Plan to take care of these personal needs before the bell.
9. Bell rings and the teacher's whistle blows; report to your classroom lines. (1ST – 3RD recess procedure: Listen for whistle, get off equipment, freeze, Line up when class is called).
10. Prohibited Items: students are not permitted to bring matches, cigarettes, lighters, radios, toy guns, knives, laser pointers or any item which could be considered a weapon or dangerous object.

CAFETERIA BEHAVIOR EXPECTATIONS

1. Follow rules and directions.
2. Walk at all times.
3. Use inside voices.
4. Use kind words.
5. No playing.
6. Say, "Please and thank you".
7. Clean up your trash.

CAFETERIA PROCEDURAL EXPECTATIONS:

1. Stand quietly in line at the cafeteria door.
2. No sharing/trading of food or snacks
3. Follow the directions of supervising adults at all times.
4. Finish your food in the cafeteria. No food or drink allowed on the playground.
5. **Do not throw food.**
6. Stay seated until given permission to leave. Changing seats is not allowed unless authorized by a supervising adult.
7. Large bags of chips will not be allowed within the cafeteria (During lunch the large bags of chips become a distraction for your student and other students within the cafeteria. Often students attempt to share the chips and other students have gotten sick from eating items such as "Takis" and "Hot Cheetos").

LIBRARY EXPECTATIONS

1. Use your inside voice at all times.
2. No food, drinks, or gum chewing in the library.
3. Space markers must be used by all students.
4. Be kind to all books and materials

Rialto Unified School District

DRESS CODE

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

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

“Big Three”

1. Clothing must cover and conceal undergarments; no private parts, including midriff, should be visible.
 2. Appropriate shoes must be worn at all times.
 3. Clothing, backpacks, and accessories must be free of images and content that are sexually suggestive, depict drugs, alcohol, or tobacco use, firearms, gang-related images, or other illegal activities.
- All RUSD staff will support students by reinforcing Dress and Grooming Board Policy 5132.
 - Students who do not comply with the dress code expectations, may be subject to progressive discipline.
 - Any student in need of appropriate clothing, will be referred to the RUSD Kindness Connection.

Non-Discrimination Policy

The Rialto Unified School District does not discriminate on the basis of the actual or perceived race ethnicity, religion, color, age, national origin, political affiliation, gender, gender identity, gender expression, sexual orientation, mental or physical disability, parental or marital status, or any other basis protected by the federal, state or local law, ordinance, or regulation in its educational programs or employment.

Policy 5132: Dress And Grooming

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

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

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

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

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

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

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

(cf. 0415 – Equity)

(cf. 5145.2 – Freedom of Speech/Expression)

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

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

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

Repeated violations or refusal to comply with the district’s dress code may result in disciplinary action. (cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang

presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

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

Uniforms

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

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

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

Electronic Devices / Cell Phones

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

Elementary and Middle School

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

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

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

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

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

Toys and Non-Educational items at School


Toys and items not related to learning at school are not allowed on campus.

Students are allowed to bring items to school that relate to learning and the educational process. Toys include, but are not limited to dolls, **stuffed animals**, cars, sports or **any type of trading cards**, gaming units, play weapons, spinners, action figures, or any other item that is not related to school or learning, and or, items that will distract students from focusing on instruction. Any items brought to school that are distracting students from learning will be confiscated by a teacher, administrator, or other school staff member. School staff members reserve the right to

determine what is acceptable to have on campus. When items are confiscated, the items will only be returned to the parent.

ELECTRONIC EQUIPMENT

Music players, games, or tablets of any kind or size are not to be brought to school. However, students in grades fourth and fifth may earn the privilege to bring selected technology to school to complete structured assignments. Special permission slips will be sent by the classroom teacher prior to *Bring Your Own Technology Days* (BYOT days). Students will be held responsible for securing their technology. The instructional day will not be interrupted to look for or investigate missing technology.

<p style="text-align: center;">Student and Parent Signatures</p> <p><i>Please sign below and return to your teacher. I read this with my mom or dad. I agree to follow the rules when I use the computers at school.</i></p> <p>Student: _____</p> <p>Name: _____</p> <p>Date: _____ Student ID#: _____</p> <p><i>My child and I have read and understand this document. We agree to follow the rules stated in this policy.</i></p> <p>Parent Signature: _____</p> <p>Print Name: _____</p> <p>Date: _____</p>	<p style="text-align: center;">What You Can Do With a Computer at School</p> <p>There are many things you can do with the computers at school. You can:</p> <ul style="list-style-type: none">• Take a test on a book you read.• Use web pages your teacher has picked out for you.• Type stories, create pictures, and more! <p style="text-align: center;">Danger!</p> <p>Sometimes when you use a computer at school, something you don't like might show up. If this happens, tell your teacher right away!</p>	<p style="text-align: center;">Rules for Using School Computers</p> <ul style="list-style-type: none"><input type="checkbox"/> When I use a computer at school, I will only do what my teacher has told me to do.<input type="checkbox"/> I will not damage the computers at my school.<input type="checkbox"/> I will not tell my password to anyone, not even my friends.<input type="checkbox"/> I will not type my name or anything about myself on the computer without asking.<input type="checkbox"/> If I see something that makes me feel bad, I will tell my teacher. <div style="text-align: center;"></div>	<ul style="list-style-type: none"><input type="checkbox"/> If I use a picture or words from a webpage, I will show where I got it from. <p style="text-align: center;">What Happens if You Break the Rules?</p> <p>Always ask before using the computer at school. If you do not follow these rules, your teacher may not allow you to use the computer anymore!</p> <p style="text-align: center;">Ready?</p> <p>Take this home and talk about it with your mom or dad. Then write your name on the back.</p> <p><i>Parents: Please see other side for more information.</i></p>
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New Guideline Regarding Environmental Safety

ENVIRONMENTAL SAFETY

Due to concern for the safety of students and staff with specific allergies, students are not permitted to bring **Aerosol Dispensers (i.e. spray cans, body sprays, etc.)** on campus, or to use such products in excess during school hours.

Reference: Administrative Regulation 3514-Business and Non-instructional Operations -Environmental Safety

If a student is found with these products, parent/guardian will be contacted to address the concern.



BULLYING AND CYBERBULLYING POLICY

Bullying and Harassment Prevention

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

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

Rialto Unified School District

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

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

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

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

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

Definition of Harassment and Bullying

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

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

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

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

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

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

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

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

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult in the school office

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

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

Conflict Resolution

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

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

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

MANDATORY REPORTING OF SUSPECTED CHILD ABUSE

All school personnel members are mandated reporters of suspected child abuse. Child abuse includes any form of physical or mental abuse, or neglect inflicted on a child.

Mental Health Services for Students

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

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

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

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

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

Board Policy 5131

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

DISTRICT LIAISON

Department of Student Services
*Lead Agent, Students Services or
Agent, Child Welfare & Attendance*
260 S. Willow Ave., Rialto, CA 92376
(909) 873-4336



BULLYING/HARASSMENT COMPLAINT FORM
(Students May Report Anonymously)

Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

Student _____ Parent/Guardian _____ Employee _____ Volunteer _____ Other _____

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

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

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

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

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

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

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

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

Dates of alleged bullying or harassment(s): _____

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

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

Names of Witnesses: _____

Have you reported this to anyone else: Yes ___ No ___ If so, who? _____

Signature of Reporting Person _____ Date _____

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

FIGHTING OF ANY KIND, FOR ANY REASON, NO MATTER WHO STARTS IT, WILL NOT BE TOLERATED AND MAY RESULT IN A POSSIBLE SUSPENSION OR EXPULSION, FOR ALL INVOLVED, FROM PRESTON ELEMENTARY SCHOOL.

GROUND FOR SUSPENSION AND EXPULSION

The California Education Codes lists reasons for suspensions/expulsions:

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

events or school-sanctioned events. **(r)** Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. **(B)** Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. **(C)** Causing a reasonable pupil to experience substantial interference with his or her academic performance. **(D)** Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school. (2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. **(s)** A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

EDUCATION CODE 48915

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife, explosive or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance, (except for the first offense of not more than one ounce of marijuana).

(D) Robbery or extortion.

(E) Assault or battery upon any school employee.

(c)(1) Possessing, selling or otherwise furnishing a firearm.

(c)(2) Brandishing a knife at another person.

(c)(3) Unlawfully selling a controlled substance.

(c)(4) Committing or attempting to commit a sexual assault.

(c)(5) Possession of an explosive.

EDUCATION CODES 48900.3 & 48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a student in any grades 4-12 may be suspended from school or recommended for expulsion if the superintendent or principal of the school determines that:

The student caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 33032.5 (Added by Stats.1994, c 1198)

The student has intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile educational environment.

SEXUAL HARASSMENT POLICY

The Rialto Unified School District believes that students have the right to attend school in an environment, which promotes an equal educational opportunity free of sexual harassment. In keeping with this policy, the District will not tolerate sexual harassment by or to any of its students. Forms of sexual harassment include, but are not necessarily limited to, the following:

- a. Decisions involving academic status, honors, programs, and activities for students.
- b. Conduct or gestures that have the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive school environment.
- c. Verbal harassment, such as derogatory comments, jokes, or slurs.
- d. Physical harassment, such as unnecessary or offensive touching, or impeding or blocking movement.
- e. Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings, or gestures.

If a student believes that he/she has been a victim of sexual harassment, the student should report the incident to the principal immediately. A formal complaint may be filed using the District's Sexual Harassment Complaint form. Upon receipt of the form, the principal shall thoroughly investigate the complaint. No student shall suffer any reprisals for reporting any incidents or making any complaints.

Any student who is found to be responsible for sexual harassment will be subject to appropriate discipline up to and including expulsion. The severity of the disciplinary action will be based upon the circumstances of the infraction.

RIALTO UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT PROCEDURES

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

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

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six (6) months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within sixty (60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.

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

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



RIALTO UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT FORM

DATE: _____

NAME OF PERSON FILING THIS COMPLAINT:

1. NAME: MR. MRS. MS. _____
(LAST) (FIRST) (MI)

PUPIL'S NAME _____

ADDRESS _____

CITY & STATE _____

PHONE: HOME _____ CELL _____
(AREA CODE) (AREA CODE)

2. NAME OF PERSON YOU ARE COMPLAINING AGAINST:

NAME: MR. MRS. MS. _____
(LAST) (FIRST) (MI)

JOB TITLE _____

LOCATION _____

PHONE: WORK _____
(AREA CODE)

3. NATURE OF COMPLAINT:

CHECK ONE OR MORE AND SPECIFY EACH ITEM CHECKED

- | | |
|---|---|
| <input type="checkbox"/> ACTUAL OR PERCEIVED SEX | <input type="checkbox"/> AGE |
| <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE | <input type="checkbox"/> RACE |
| <input type="checkbox"/> ANCESTRY | <input type="checkbox"/> COLOR |
| <input type="checkbox"/> ETHNICITY | <input type="checkbox"/> NATIONAL ORIGIN |
| <input type="checkbox"/> RELIGION | <input type="checkbox"/> SEX (TITLE IX) |
| <input type="checkbox"/> SEXUAL ORIENTATION | <input type="checkbox"/> PREGNANCY |
| <input type="checkbox"/> DISABILITY (MENTAL OR PHYSICAL) | <input type="checkbox"/> RETALIATION |
| <input type="checkbox"/> ETHNIC GROUP IDENTIFICATION | <input type="checkbox"/> MARITAL STATUS |
| <input type="checkbox"/> GENDER (IDENTITY OR EXPRESSION) | <input type="checkbox"/> HARASSMENT |
| <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE | <input type="checkbox"/> INTIMIDATION |
| <input type="checkbox"/> MEDICAL CONDITION
(CANCER OR GENETIC CHARACTERISTICS) | <input type="checkbox"/> BULLYING |
| | <input type="checkbox"/> UNLAWFUL REQUIREMENT OF FEES |

- PERSON'S ASSOCIATION WITH A PERSON OR GROUP WITH ONE OR MORE OF THE ABOVE-NOTED REQUIREMENTS ACTUAL OR PERCEIVED CHARACTERISTICS
- VIOLATION OF SCHOOL SAFETY PLAN

4. WHAT IS THE MOST RECENT DATE YOU WERE DISCRIMINATED AGAINST OR YOU WERE ADVERSELY AFFECTED BY THE PERSON(S) IDENTIFIED IN #2 ABOVE?

5. IF THE ABOVE DATE IS MORE THAN 180 DAYS AGO, PLEASE EXPLAIN WHY YOU WAITED UNTIL NOW TO FILE YOUR COMPLAINT.

6. WHEN DID THE ALLEGED DISCRIMINATION OR ADVERSE ACTION BEGIN?

7. WHEN DID YOU FIRST BECOME AWARE THAT THE TREATMENT, ACT, OR DECISION WAS DISCRIMINATORY, ILLEGAL OR AGAINST BOARD POLICY, RULE OR REGULATION?

8. HAVE YOU TRIED TO RESOLVE YOUR COMPLAINT WITH THE PERSON IDENTIFIED IN #2, HIS/HER IMMEDIATE SUPERVISOR, THE SCHOOL PRINCIPAL, OR PROGRAM ADMINISTRATOR?

- YES NO

IF YES, WHO DID YOU SPEAK TO?

NAME: _____

JOB TITLE: _____

LOCATION: _____

DATE OF DISCUSSION: _____

WHAT WAS THE RESULT OF THE DISCUSSION?

9. PLEASE DESCRIBE THE INCIDENT(S) OF HARASSMENT OR DISCRIMINATION THAT YOU EXPERIENCED, INCLUDING PLACE WHERE INCIDENT(S) OCCURRED, AND PERSONS WHO WERE PRESENT WHEN EACH INCIDENT OCCURRED. (Attach additional pages if necessary)

10. WHAT DO YOU EXPECT TO HAPPEN AS A RESULT OF THIS COMPLAINT?

11. LIST THE NAME, ADDRESS AND PHONE NUMBER OF YOUR WITNESSES, AND STATE WHAT RELEVANT INFORMATION EACH OF YOUR WITNESSES WILL BE ABLE TO PROVIDE. (Attach additional pages if necessary)

WITNESS #1

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

WITNESS #2

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

WITNESS #3

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

I understand that the Board of Education, Personnel Office, and/or designee(s) assigned to investigate the complaint may request from me further information about this complaint and, if such information about this complaint and, if such information is available, I shall present it upon request.

I also understand that a copy of this complaint will be given by the Personnel Office and/or designee(s) against whom this complaint is being made who will be given the opportunity to respond in writing to this complaint.

I also understand that if a hearing is hold on this complaint by the Board Of Education, such hearing will be hold in Closed Session with the press and public excluded and that I will be informed of the time, date and place such hearing will be held.

I certify under penalty of perjury that the foregoing is true and correct.

Executed this _____ day of _____

20_____, at _____, California

Signature

Date

PLEASE SUBMIT COMPLETED FORM TO:

Rialto Unified School District
Personnel Services
182 E. Walnut Avenue
Rialto, CA 92376

Revised 9/25/13

EMERGENCY PREPAREDNESS

Preston Elementary School practices monthly fire drills and quarterly earthquake or disaster drills, and all persons present must follow established drill procedures. During an actual emergency situation, a central student release station will be established, and no student will be released to anyone without proper and sufficient identification from the person requesting the student and/or until emergency authorities declare it safe to do so. Often the site participates in presentations by the Rialto Fire and Police departments. Thus, you may observe service vehicles on campus. If you have any questions or concerns please contact the Main Office.

RIALTO UNIFIED SCHOOL DISTRICT

CRITICAL INCIDENT RESPONSE PLAN

SAFETY CONTROL DISPATCH (909) 820-6892

NOTE: 911 (EMINENT DANGER) LIFE-THREATENING CALLS SUPERCEDE CRISIS COMMUNICATIONS FLOW CHART

CRISIS COMMUNICATIONS FLOW CHART

1.

ALL CERTIFICATED & CLASSIFIED STAFF

2.

PRINCIPALS OR MANAGERS

3.

NOTE: 911 (EMINENT DANGER) SAFETY DISPATCH (909) 820-6892

4.

District Urgent Communication Team

5.

SUPERINTENDENT

6.

BOARD OF EDUCATION

ACTIVE SHOOTER VIOLENT INTRUDER

Call 911

RUN: Quickly & safely get away from area

HIDE: Get into a building, lock & barricade doors, shut off lights, silence cell phone

PREPARE TO DEFEND: Be ready to protect & defend yourself using any item available

REMAIN IN PLACE: Wait for all clear from authorities before evacuating your area

EARTH QUAKE

Drop, Cover, and Hold...

Under a table or desk or against an interior wall until shaking stops (Do Not Stand in Doorway)

After shaking stops, check yourself and others for injuries

Evacuate if directed by Emergency Personnel and/or authorized District staff

BOMB THREAT

If you receive a Bomb Threat:

- Stay calm
- Pay close attention
- Obtain vital information

Call 911 and provide them with your information.

Very important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures.

- Check your work area for unfamiliar items. Do not touch suspicious items; report them to authorities
- Take personal belongings when you leave.
- Leave doors and windows open; do not turn light switches on or off.
- Use stairs only; do not use elevators
- Move far away from the building and follow instructions of emergency responders

FIRE/EVACUATION

- Call 911
- Activate nearest fire alarm
- Proceed to nearest exit
- Use stairs, not elevators
- Assist persons with disabilities
- Meet at designated assembly area
- Account for individuals
- Re-enter area only when authorized by emergency personnel

Fire Extinguisher Instructions
P – Pull safety pin from handle
A – Aim nozzle at base of fire
S – Squeeze the trigger handle
S – Sweep from side to side

MEDICAL EMERGENCY

- Call 911 and/or Safety Control Dispatch (909) 820-6892
- Remain Calm – provide comfort to the sick or injured person
- Provide name, location & type of emergency
- Stay on the phone for instructions
- Provide First Aid if you are certified
- Follow the Directions from Emergency Personnel
- Move victim only if danger is imminent
- Designate someone to meet first responders

SUICIDE THREAT OR ATTEMPT

WHAT: When a person makes verbal or physical gesture to inflict self-harm, follow the recommendations below.

If threat is imminent, do not delay, call 911

ACTIONS TO TAKE

1. Make every effort to clear others from the area.
2. Remain Calm & Listen attentively
3. Get individual to talk (remember vital information)
4. Stay with the individual
5. Notify staff resources for assistance (i.e., principal, counselor, nurse, crisis team)

CHEMICAL/HAZARDOUS SPILL

Call 911 Give a description of the type of chemical, size, possible exposures

- Evacuate the area and/or building
- Wait for all clear indication from emergency personnel
- Call Risk Management at (909) 820-7700 ext. 2110



Firearms Safety Memorandum

To: Parents and Guardians of Students in the **Rialto Unified School District**

From: Cuauhtémoc Avila, Ed.D., Superintendent

Subject: California Law Regarding Safe Storage of Firearms

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in the **Rialto Unified School District** of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.¹
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.²

¹ See California Penal Code sections 25100 through 25125 and 25200 through 25220.

² See California Penal Code section 25100(c).

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Sincerely,

Cauhtémoc Avila, Ed.D.

Date published: August 20, 2021
California Department of Education

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

RIALTO USD PARENT INVOLVEMENT POLICY

Rialto USD | 6000 | BP 6020 Instruction

Parent Involvement

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parental involvement in the education of children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in District and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

- (cf. [0420](#) - School Plans/Site Councils)
- (cf. [0420.1](#) - School-Based Program Coordination)
- (cf. [0420.5](#) - School-Based Decision Making)
- (cf. [0520.1](#) - High Priority Schools Grant Program)
- (cf. [0520.2](#) - Title I Program Improvement Schools)
- (cf. [1220](#) - Citizen Advisory Committees)
- (cf. [1230](#) - School-Connected Organizations)
- (cf. [1240](#) - Volunteer Assistance)
- (cf. [1250](#) - Visitors/Outsiders)

Parents/Guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

- (cf. [5020](#) - Parent Rights and Responsibilities)
- (cf. [5145.6](#) - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

- (cf. [0500](#) - Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the District's parent involvement program for schools that receive Title I funding. They shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code [11503](#))

- (cf. [6171](#) - Title I Programs)

The Superintendent or designee shall ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I

programs. Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity listed in 20 USC [6318](#). (20 USC [6318](#))

The Superintendent or designee shall consult with parent/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. They also shall involve parents/guardians of participating students in decisions regarding how the District's Title I funds will be allotted for parent involvement activities. (20 USC [6318](#))

(cf. [3100](#) - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC [6318](#).

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive Federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code [11502](#). (Education Code [11504](#))

Legal Reference:

EDUCATION CODE

[11500-11506](#) Programs to encourage parent involvement

[48985](#) Notices in languages other than English

[51101](#) Parent rights and responsibilities

[64001](#) Single plan for student achievement

LABOR CODE

[230.8](#) Time off to visit child's school

UNITED STATES CODE, TITLE 20

[6311](#) Parental notice of teacher qualifications and student achievement

[6312](#) Local educational agency plan

[6314](#) Schoolwide programs

[6316](#) School improvement

[6318](#) Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

[35.104](#) Definitions, auxiliary aids and services

[35.160](#) Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy RIALTO UNIFIED SCHOOL DISTRICT
adopted: September 22, 1999 Rialto, California
revised: November 20, 2006

Rialto USD | 6000 | AR 6020 Instruction

Parent Involvement

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC [6312](#) and the process of school review and improvement pursuant to 20 USC [6316](#). (20 USC [6318](#))

(cf. [6171](#) - Title I Programs)

The Superintendent or designee may:

a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education.

b. Invite input on the LEA plan from other District committees and school site councils.

(cf. [0420](#) - School Plans/Site Councils)

(cf. [1220](#) - Citizen Advisory Committees) c. Communicate with parents/guardians through the District newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.

d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parent/guardians can understand. e. Ensure that there is an opportunity at a public Board meeting for public comment

on the LEA plan prior to the Board's approval of the plan or revisions to the plan. f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 USC [6318](#))

The Superintendent or designee may:

a. Assign person(s) in the District office to serve as a liaison to the schools regarding Title I parent involvement issues.

b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist them in facilitating the planning and implementation of parent involvement activities.

c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.

d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

3. Build the capacity of schools and parents/guardians for strong parent involvement. (20 USC [6318](#))

The Superintendent or designee shall: (20 USC [6318](#))

a. Assist parents/guardians in understanding such topics as the State's academic content standards and academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

(cf. [6011](#) - Academic Standards)

(cf. [6162.5](#) - Student Assessment)

(cf. [6162.51](#) - Standardized Testing and Reporting Program)

(cf. [6162.52](#) - High School Exit Examination)

b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.

c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- a. Involve parent/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training, using Title I funds if the District has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
- d. Train parents/guardians to enhance the involvement of other parents/guardians.
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.
- f. Adopt and implement model approaches to improving parent involvement.
- g. Establish a District wide parent advisory council to provide advice on all matters related to parent involvement in Title I programs.
- h. Develop appropriate roles for community-based organizations and business in parent involvement activities.
- i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.

(cf. [1020](#) - Youth Services)

j. Provide a master calendar of District activities and District meetings.

k. Provide information about opportunities for parent involvement through the District newsletter, web site, or other written or electronic means.

l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.

(cf. [1230](#) - School-Connected Organizations)

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.

n. Provide training and information to members of District and school site councils and advisory committees to help them fulfill their functions.

o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.

p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.

(cf. [4115](#) - Evaluation/Supervision)

(cf. [4215](#) - Evaluation/Supervision)

(cf. [4315](#) - Evaluation/Supervision)

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs. (20 USC [6318](#))

(cf. [6300](#) - Preschool/Early Childhood Education)

The Superintendent or designee may:

a. Identify overlapping or similar program requirements.

b. Involve District and school site representatives from other programs to assist in identifying specific population needs.

c. Schedule joint meetings with representatives from related programs and share data and information across programs.

d. Develop a cohesive, coordinated plan focused on student needs and shared goals.

5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I. (20 USC [6318](#))

The Superintendent or designee shall:

a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. (20 USC [6318](#))

b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy. (20 USC [6318](#))

c. Assess the District's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parent/guardians upon their request. (Education Code [11503](#))

The Superintendent or designee may:

a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of District communications.

b. Gather and monitor data regarding the number of parents/guardians participating in District activities and the types of activities in which they are engaged.

c. Recommend to the Board measures to evaluate the impact of the District's parent involvement efforts on student achievement.

6. Involve parents/guardians in the activities of schools served by Title I. (20 USC [6318](#))

The Superintendent or designee may:

a. Include information about school activities in District communications to parents/guardians.

b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation or parents/guardians with special needs.

c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The District's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC [6318](#))

(cf. [5145.6](#) - Parental Notifications)
School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC [6318](#))

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for school wide programs pursuant to 20 USC 6314>

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs.
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

(cf. [5121](#) - Grades/Evaluation of Student Achievement)
(cf. [5123](#) - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
5. If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the District.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parent/guardians, the entire school staff, and students will share responsibility

for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

(cf. [0520.1](#) - High Priority Schools Grant Program)

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the State's student academic achievement standards.

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

(cf. [1240](#) - Volunteer Assistance)

(cf. [5020](#) - Parent Rights and Responsibilities)

(cf. [5113](#) - Absences and Excuses)

(cf. [6145](#) - Extracurricular/Co-curricular Activities)

(cf. [6154](#) - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.

(2) Frequent reports to parents/guardians on their children's progress.

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in item #3 a-f in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC [6311](#) (h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC [6318](#))

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parent/guardians can understand. (20 USC [6318](#))

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code [64001](#).

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC [6318](#))

District Strategies for Non-Title I Schools

For each school that does not receive Federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society. (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
- c. Provide parents/guardians with information about students' class assignments and homework assignments.

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities. (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.

- b. Provide opportunities for parent/guardians to observe classroom activities and to volunteer in their child's classroom.
- c. Provide information about parent involvement opportunities through District, school, and/or class newsletters, the District's web site, and other written or electronic communications.
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
- e. Develop mechanisms to encourage parent/guardian input on District and school issues.
- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care.

4. Train teachers and administrators to communicate effectively with parents/guardians. (Education Code [11502](#), [11504](#))

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.

5. Integrate parent involvement programs into school plans for academic accountability.

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives.
- b. Involve parents/guardians in school planning processes.

Regulation RIALTO UNIFIED SCHOOL DISTRICT

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

A paper copy of the School Accountability Report Card (SARC) is available upon request from the school office. Or you can visit the SARC website:

<https://www.sarconline.org/public/summary/36678506036685/2020%E2%80%932021>