

RIALTO UNIFIED SCHOOL DISTRICT

CHARLOTTE N. WERNER ELEMENTARY SCHOOL

HANDBOOK 2024-2025



**PRINCIPAL:
Tami Butler**

**ASSISTANT PRINCIPAL:
Daniel Cuevas**

**WERNER ELEMENTARY SCHOOL
1050 WEST RIALTO AVENUE
RIALTO, CALIFORNIA 92376
PHONE (909) 820-6830 FAX (909) 562-0078**

Table of Contents

<u>Rialto Unified School District Board of Education</u>	2
<u>Letter from the Principal</u>	3
<u>Werner Handbook Acknowledgement</u>	4
<u>The History of Charlotte Werner</u>	5
<u>Important Dates</u>	6
Other Dates (Coffee with the Principal, SSC)	
<u>Werner Bell Schedules</u>	8-11
Werner School policies and procedures	
Family: Title 1 <u>Family School Compact</u>	20
Family: <u>Parent Involvement</u>	19
Family: <u>Parent Complaint Procedures</u>	23
Family: <u>Williams Uniform Complaint Procedures</u>	25
Family: <u>Attendance and Tardy Policy</u>	33
<u>Environmental Safety</u>	70
<u>Critical Incident Response Plan</u>	71
<u>Sexual Harassment</u>	72
<u>Student Wellness and Nutrition Policy</u>	79
<u>Multi-Tiered Systems of Support/PBIS</u>	45
Philosophy	Behavior
Academics	Discipline

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SMOKE FREE, DRUG FREE ENVIRONMENT

Werner School provides a smoke free, drug free environment.

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

Welcome to the 2024-2025 School Year Werner Star Families and Students!



‘RIALTO UNIFIED SCHOOL DISTRICT

Charlotte N. Werner Elementary

1050 W. RIALTO AVENUE, RIALTO, CA 92376
TELEPHONE: 909.820.6830 FAX: 909.562.0078
WEBSITE: <http://werner.rialtoschools.org>

Dr. Cuauhtémoc Avila
Superintendent

Mrs. Tami Butler
Principal

Daniel Cuevas
Assistant Principal

Dear Werner Family,

I am very excited to have the opportunity to spend another year as the Proud Principal of Werner Elementary. I have been blessed to be a part of the Werner family as a Werner Star for the last two years. I want to continue working in partnership and collaboration with the staff, parents, community, and students to focus on whole-child development while emphasizing academic growth and rigor.

My first priority this year will continue to ensure the safety of all students and staff. We will continue to build on Werner's vision to ensure the academic success and emotional growth of each child in a positive and nurturing environment. We have worked hard over the past two years and are beginning to see a lot of academic gains. I believe that it is critical that we continue to work together as a community to meet both the social-emotional and academic needs of each of our students by focusing on the "whole" child to maximize their abilities, to help them succeed in all of their efforts, and to achieve proficiency in all academic areas.

I hope that you will plan on joining one of our parent committees this year and to attend our many parent events. My door is always open. Please reach out via email to tbutler2@rialtousd.org or by phone at (909) 820-6830 anytime if you have any questions or concerns.

We will continue to update our website with information as it becomes available. We will also continue to use the Parent Square App to keep you updated with information as the new year arrives. Please make sure that you download the app and connect with Werner so that you can communicate with your child's teacher.

In Partnership,

Tami M Butler
Principal, Werner Elementary

"A SHINING EXAMPLE OF EXCELLENCE!"

WERNER'S HANDBOOK *Acknowledgement*

I have received and have read the Werner Elementary School Handbook.

I expect my child to follow the Positive Behavior Intervention and Support (PBIS) school wide academic and behavior expectations.

I understand that regular, on-time attendance is of paramount importance to my child's education.

General Release for Newspaper, TV, Radio, and Internet: Please check one only:

Yes No My child has permission to be photographed or audio/videotaped for school purposes.

Yes No My child has permission to be photographed or picture/work used in posts on District Internet Website/Publications.

Child's Name:

Teacher's Name:

Date

Signature of Parent/Guardian

Please remove page and return signed to your child's teacher.

THE HISTORY OF CHARLOTTE N. WERNER SCHOOL

Werner Elementary School opened July 31, 2008. The school is named after Charlotte N. Werner who was a devoted wife, mother, grandmother, community volunteer, and student advocate.

The Werner Star logo was inspired by the community through the innovative leadership of its first principal, Rhea McGiver Gibbs.

“We wanted the school to be a “light” in the community, a “shining” example of excellence.” –Rhea McGiver-Gibbs

Kindergarten – Little Stars

1st – Bright Stars

2nd – Shining Stars

3rd – Lucky Stars

4th – Super Stars

5th – Rock Stars

Staff – All-Stars



The Mission of Werner Elementary
ensure each student is emotionally and academically
lifelong learners who are motivated to achieve their full potential

Hands on learning that allows each child to achieve high academic achievement
Opportunities to discover intrinsic passions, talents, and purpose
Celebrating, embracing, and cultivating diversity
A positive and safe learning environment
A culture of shared responsibility, trust, and strong relationships with

Werner Stars' School Song

We're the Werner Stars

And we know who we are

We are kind and smart,

And we will go far

We love to read

And we love AR.

We will succeed,

Cause we're Werner Stars.

Math and Science. Yes!

Nothing's too tough.

Werner Elementary Parent Meetings 2024-2025

English Learners Advisory Committee (**ELAC**) – 1:00 pm

Coffee w/ the Principal (**CWP**) – 2:30 pm

School Site Council (**SSC**) – 2:15 pm

African American Parent Advisory Council (**AAPAC**) – 3:00 pm

ELAC

Wednesday, May 14, 2025*

Wednesday, September 11, 2024

Wednesday, October 16, 2024

Wednesday, January 22, 2025

Wednesday, February 19, 2025

Wednesday, April 9, 2025

Wednesday, May 14, 2025*

SSC

Wednesday, September 11, 2024

Wednesday, October 16, 2024

Wednesday, January 22, 2025

Wednesday, February 19, 2025

Wednesday, April 9, 2025

Wednesday, May 14, 2025*

AAPAC

Thursday, September 26, 2024

Thursday, October 17, 2024

Thursday, November 21, 2024

Thursday, February 20, 2025

Thursday, April 17, 2025

CWP

Tuesday, August 20, 2024

Tuesday, September 10, 2024

Tuesday, October 15, 2024

Tuesday, December 3, 2024

Tuesday, January 14, 2025

Tuesday, February 11, 2025

Tuesday, April 15, 2025

Minimum Day Schedule

Kindergarten A (Instructional Minutes 243)

8:00 - 9:25	Instruction	85 Minutes
9:25 - 9:40	Recess	15 Minutes
9:40 - 10:40	Instruction	60 Minutes
10:40 - 11:10	Lunch	30 Minutes
11:10 - 12:48	Instruction	98 Minutes

Kindergarten B (Instructional Minutes 243)

8:00 - 9:05	Instruction	65 Minutes
9:05 - 9:20	Recess	15 Minutes
9:20 - 10:40	Instruction	80 Minutes
10:40 - 11:10	Lunch	30 Minutes
11:10 - 12:48	Instruction	98 Minutes

1st Grade (Instructional Minutes 243)

8:00 - 9:10	Instruction	70 Minutes
9:10 - 9:25	Recess	15 Minutes
9:25 - 11:00	Instruction	95 Minutes
11:00 - 11:30	Lunch	30 Minutes
11:30 - 12:48	Instruction	78 Minutes

2nd Grade (Instructional Minutes 243)

8:00 - 9:25	Instruction	85 Minutes
9:25 - 9:40	Recess	15 Minutes
9:40 - 11:20	Instruction	100 Minutes
11:20 - 11:50	Lunch	30 Minutes
11:50 - 12:48	Instruction	58 Minutes

3rd Grade (Instructional Minutes 243)

8:00 - 9:40	Instruction	100 Minutes
9:40 - 9:55	Recess	15 Minutes
9:55 - 11:40	Instruction	105 Minutes
11:40 - 12:10	Lunch	30 Minutes
12:10 - 12:48	Instruction	38 Minutes

4th Grade (Instructional Minutes 249)

8:00 - 10:00	Instruction	120 Minutes
10:00 - 10:15	Recess	15 Minutes
10:15 - 12:00	Instruction	105 Minutes
12:20 - 12:50	Lunch	30 Minutes
12:30 - 12:54	Instruction	24 Minutes

5th Grade (Instructional Minutes 249)

8:00 - 10:00	Instruction	120 Minutes
10:00 - 10:15	Recess	15 Minutes
10:15 - 12:20	Instruction	125 Minutes
12:00 - 12:30	Lunch	30 Minutes
12:50 - 12:54	Instruction	4 Minutes

**Inclement Weather
(Minimum Day)**

Grade	Dismiss to Lunch	Return to Classroom
K	10:40	11:10
1st	10:40	11:10
2nd	11:00	11:30
3rd	11:30	12:00
4th	12:30	1:00
5th	12:00	12:30

**Daily Schedule - No Minimum Days
for Preschool / TK**

AM Preschool / SDC Preschool

7:45 - 8:00	Sign In/Breakfast	15 Minutes
8:00 - 8:30	Instructional Recess	30 Minutes
8:30 - 10:15	Instruction	105 Minutes
10:15 - 10:45	Lunch	30 Minutes
10:45	Dismissal	

AM TK

7:45 - 9:20	Arrival / Instruction	95 Minutes
9:20 - 9:35	Instructional Recess	15 Minutes
9:35 - 11:10	Instruction	95 Minutes
11:10 - 11:25	Recess	15 Minutes
11:25 - 11:50	Lunch/Dismissal	25 Minutes

PM Preschool / SDC Preschool

11:45 - 12:15	Sign In/Lunch	30 Minutes
12:00 - 12:25	Instruction	30 Minutes
12:30 - 1:00	Instructional Recess	30 Minutes
1:00 - 2:45	Instruction	105 Minutes
2:45	Dismissal	

PM TK

11:10 - 11:35	Lunch/Arrival	25 Minutes
11:35 - 11:50	Recess	15 Minutes
11:50 - 1:40	Instruction	110 Minutes
1:40 - 1:55	Instructional Recess	15 Minutes
1:55 - 3:15	Instruction	80 Minutes

11:45 - 12:45	Instruction	60 Minutes
12:45 - 1:00	Recess	15 Minutes
1:00 - 2:06	Instruction	66 Minutes

Daily Schedule

Kindergarten A (Instructional Minutes 296)

8:00 - 9:00	Instruction	60 Minutes
9:00 - 9:15	Recess	15 Minutes
9:15 - 10:25	Instruction	70 Minutes
10:25 - 10:40	Lunch Recess	15 Minutes
10:40 - 11:05	Lunch	25 Minutes
11:05 - 1:51	Instruction	166 Minutes

Kindergarten B (Instructional Minutes 296)

8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 10:25	Instruction	50 Minutes
10:25 - 10:40	Lunch Recess	15 Minutes
10:40 - 11:05	Lunch	25 Minutes
11:05 - 1:51	Instruction	166 Minutes

1st Grade (Instructional Minutes 296)

8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 10:25	Instruction	50 Minutes
10:25 - 10:40	Lunch Recess	15 Minutes
10:40 - 11:05	Lunch	25 Minutes
11:05 - 12:45	Instruction	100 Minutes
12:45 - 1:00	Recess	15 Minutes
1:00 - 2:06	Instruction	66 Minutes

2nd Grade B (Instructional Minutes 296)

8:00 - 9:40	Instruction	100 Minutes
9:40 - 9:55	Recess	15 Minutes
9:55 - 11:05	Instruction	70 Minutes
11:05 - 11:20	Lunch Recess	15 Minutes
11:20 - 11:45	Lunch	25 Minutes
11:45 - 1:00	Instruction	75 Minutes
1:00 - 1:15	Recess	15 Minutes
1:15 - 2:06	Instruction	51 Minutes

2nd Grade A (Instructional Minutes 296)

8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 11:05	Instruction	90 Minutes
11:05 - 11:20	Lunch Recess	15 Minutes
11:20 - 11:45	Lunch	25 Minutes

3rd Grade (Instructional Minutes 296)

8:00 - 9:40	Instruction	100 Minutes
9:40 - 9:55	Recess	15 Minutes
9:55 - 11:25	Instruction	90 Minutes
11:25 - 11:40	Lunch Recess	15 Minutes

11:40 - 12:05	Lunch	25 Minutes
12:05 - 1:00	Instruction	55 Minutes
1:00 - 1:15	Recess	15 Minutes
1:15 - 2:06	Instruction	51 Minutes

4th	12:30	1:00
5th	12:00	12:30

4th Grade (Instructional Minutes 316)

8:00 - 9:00	Instruction	60 Minutes
9:00 - 9:15	Recess	15 Minutes
9:15 - 12:05	Instruction	170 Minutes
12:05 - 12:30	Lunch	25 Minutes
12:30 - 12:45	Lunch Recess	15 Minutes
12:45 - 2:11	Instruction	86 Minutes

5th Grade (Instructional Minutes 316)

8:00 - 8:40	Instruction	40 Minutes
8:40 - 8:55	Recess	15 Minutes
8:55 - 11:45	Instruction	170 Minutes
11:45 - 12:00	Lunch Recess	15 Minutes
12:00 - 12:25	Lunch	25 Minutes
12:25 - 2:11	Instruction	106 Minutes

**Inclement Weather
(Regular Day)**

Grade	Dismiss to Lunch	Return to Classroom
K	10:40	11:10
1st	10:40	11:10
2nd	11:00	11:30
3rd	11:30	12:00



Werner Elementary School

2024-2025 School Calendars

LEGEND:
 X-NO SCHOOL
 X*-TEACHER PREP DAY
 M-MINIMUM DAY
 H-HOLIDAY-NO SCHOOL

Important Dates

First Day of School: August 5th
 Back to School Night: August 8th
 End of 1st Trimester: Oct 25th
 PTCs: Sept 18th, 20th & Oct 31st-Nov 8th
 Fall Break: November 25th-29th
 Winter Break: December 16th-January 6th
 End of 2nd Trimester: February 21st
 Open House: March 18th
 Spring Break: March 20th-28th
 End of 3rd Trimester: May 29th
Last Day of School: May 29th

Minimum Days

Please be aware of all the **M** days on the calendar.

Holidays:

Jul 4th: Independence Day
 Sep 2nd: Labor Day
 Nov 11th: Veterans Day
 Nov 28th-29th: Thanksgiving Day
 Dec 24th: Christmas Eve
 Dec 25th: Christmas Day
 Dec 31st: New Years Eve
 Jan 1st: New Year's Day
 Jan 20th: ML King Day
 Feb 10th: Lincoln's Day
 Feb 17th: President's Day
 May 26th: Memorial Day

	July 2024							August 2024							September 2024							October 2024												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
	X	X	X	H	X	X					X*	X*	3	1	H	3	4	5	6	7														
7	X	X	X	X	X	13	4	5	6	7	M	M	10	8	M	10	11	12	13	14	6	M	8	9	10	11	12							
14	X	X	X	X	X	20	11	12	13	14	15	16	17	15	16	17	M	M	M	21	13	14	15	16	17	18	19							
21	X	X	X	X	X	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	M	26							
28	X	X	X				25	M	27	28	29	30	31	29	30						27	28	29	30	M									
																								</										



Tami Butler, Directora ♦ Daniel Cuevas, Subdirector
 909-820-6830 Teléfono ♦ 909-562-0078 fax

Escuela Primaria Werner

Calendario del Año Escolar 2024-2025

CLAVE:
 X-NO HAY CLASES
 X*-DÍA DE PREPARACIÓN DE MAESTROS
 M-DÍA MÍNIMO
 H-DÍA FESTIVO-NO HAY CLASES

Fechas Importantes

Primer Día de Clases: 5 de agosto
 Noche de Regreso a la Escuela: 8 de agosto
 Fin del 1er Trimestre: 25 de octubre
 PTCS: 18 al 20 de sept. y 31 de oct al 8 de nov
 Vacaciones de otoño: 25 al 29 de noviembre
 Vacaciones de invierno: 16 de dic al 6 de enero
 Fin del 2º Trimestre: 21 de febrero
 Noche de Apertura: 18 de marzo
 Vacaciones de primavera: 20 al 28 de marzo
 Fin del 3er Trimestre: 29 de mayo
Último Día de Clases: 29 de mayo

Días Mínimos

Tenga en cuenta todos los días M del calendario.

Días Festivos:

4 de julio: Día de la Independencia
 2 de septiembre: Día del Trabajo
 11 de noviembre: Día de los Veteranos
 28 al 29 de noviembre: Día de Acción de Gracias

Gracias

24 de diciembre: Noche Buena
 25 de diciembre: Navidad
 31 de diciembre: Noche Vieja
 1º de enero: Año Nuevo
 20 de enero: Día de M.L. King
 10 de febrero: Día de Lincoln
 17 de febrero: Día de los Presidentes
 26 de marzo: Día de los Católicos

Julio 2024							Agosto 2024							Septiembre 2024							Octubre 2024										
D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S				
X	X	X	X	H	X	6					X*	X*	3	1	H	3	4	5	6	7											
7	X	X	X	X	X	13	4	5	6	7	M	M	10	8	M	10	11	12	13	14	6	M	8	9	10	11	12				
14	X	X	X	X	X	20	11	12	13	14	15	16	17	15	16	17	M	M	M	21	13	14	15	16	17	18	19				
21	X	X	X	X	X	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	M	26				
28	X	X	X	X	X		25	M	27	28	29	30	31	29	30						27	28	29	30	M						
Noviembre 2024							Diciembre 2024							Enero 2025							Febrero 2025										
D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S				
					M	2	1	2	3	4	5	6	7				H	X	X	4	2	3	4	5	6	7	8				
3	M	M	M	M	M	9	8	9	10	11	12	M	14	5	X*	7	8	9	10	11	9	H	11	12	13	14	15				
10	H	12	13	14	15	16	15	X	X	X	X	X	21	12	13	14	15	16	17	18	16	H	18	19	20	M	22				
17	18	19	20	21	22	23	22	X	H	H	X	X	28	19	H	21	22	23	24	25	16	H	18	19	20	M	22				
24	X	X	X	H	H	30	29	X	H					26	27	28	29	30	31	23	M	25	26	27	28						
Marzo 2025							Abril 2025							Mayo 2025							Junio 2025										
D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S	D	L	M	M	J	V	S				
						1					1	2	3	4	5							1	2	3	1	X	X	X	X	X	7
2	3	4	5	6	7	8	6	M	8	9	10	11	12	4	5	6	7	8	9	10	8	X	X	X	X	X	14				
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	M	13	14	15	16	17	15	X	X	X	X	X	21				
16	M	M	M	X	X	22	20	M	22	23	24	25	26	18	19	20	21	22	23	24	22	X	X	X	X	X	28				
23	X	X	X	X	X	29	27	28	29	30				25	H	27	28	M	X*	31	29	X									
30	31																														



BECOME A

VOLUNTEER

PARENT

1. Pick up a School Volunteer Application from our school office or from the Rialto Unified School District office.
2. The law requires that each Parent Volunteer have his or her fingerprints registered. Fingerprinting services are available through the District office. Contact Personnel Services at (909) 820-7700, ext. 2400, and make an appointment to be fingerprinted.
3. The law also requires all adults working with children to maintain a Tuberculin Test (TB) clearance on file. You may get a TB test at your primary clinic or doctor (prices will vary). Our Health Services office can also conduct your TB clearance.
4. You are also asked to sign an Oath of Allegiance. This is done at Personnel Services at the Rialto District Education Center, located at 182 East Walnut Avenue.
5. Every trimester Werner Administration will hold a Parent Volunteer Orientation, parents interested in becoming a volunteer must attend one of these orientations.

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 parent/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) to
- (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.

- (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. He/She 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. He/She 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 develop 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](#) School-wide programs

[6316](#) School improvement

[6318](#) Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

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

[35.160](#) Communications

Rialto Unified School District

Werner Elementary School

Title I School-Level Parental Involvement Policy 2023-2024

Werner Elementary School has reviewed and developed a written Title I parental involvement policy with actively sought input from Title I parents/guardians and teachers. This policy promotes two-way

communication and participation of educators and parents/guardians in the educational program to improve student achievement.

This policy is distributed to parents/guardians of Title I students in the student/parent handbook, as well as shared at Back to School Night, School Site Council (SSC), English Language Advisory Committee (ELAC) and African American Parent Advisory Committee (AAPAC) meetings. It is available in English and Spanish.

Werner Elementary School's policy describes the means for carrying out the following Title I parental involvement requirement per NCLB, Title I Parental Involvement, 20 USC 6318(a)-(f):

1. Involvement of Parents/Guardians in the Title I Program

- a. Convenes an annual meeting, at a convenient time, to which all parents/guardians 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.
 - *Werner Elementary will hold an annual Title I meeting in August during Back to School Night to inform parents/guardians of the site's and their child's participation in education, explain programs offered, purpose, requirements, and parents/guardians' rights to be involved.*
- b. Offers 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.
 - *Werner will hold a flexible number of meetings for parents/guardians of participating students at varying times including in the morning, after school, and in the evening. The school will provide childcare with Title I funding as long as these services relate to parental involvement.*
- c. Involves parents/guardians of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs, the school's Title I parental involvement policy, and the joint development of the plan for school-wide programs incorporated into the Single Plan for Student Achievement.
 - *Werner will collaborate with parents/guardians to jointly develop the School's Title I Parent Involvement Policy, the Family-School Compact, and the School Plan during the School Site Council (SSC) Meetings, English Language Advisory Committee (ELAC) Meetings, and African American Advisory Council (AAPAC) Meetings.*
 - *Werner will solicit parent opinions of school-wide programs and services through an annual parent survey, which will be distributed to all parents/guardians of Title I students. The school will share the results of this survey as SSC and ELAC meetings to determine needs related to the School Plan, School Parent Involvement Policy, Family-School Compact, and parent notices.*
- d. Provides parents/guardians of Title I students with timely information about Title I programs.
 - *Werner will provide updated information about Title I programs including tutoring, parent training, parent meetings, and school events through flyers, school calendars, Parent Link messages, on-line communication and personal phone calls.*
 - *All communication will be translated in English and Spanish.*
- e. Provides parents/guardians of Title I students with an explanation of the school's curriculum, assessments, and proficiency levels students are expected to meet.
 - *Werner will provide all parents/guardians including those of Title I students with opportunities to obtain a description and explanation of the state curriculum, standards, and assessments used at the site along with expected proficiency levels. This information will be disseminated at Back to School Night, annual Title I parent meeting, SSC, ELAC, and AAPAC meetings, parent/teacher conferences, and training.*

f. Provides parents/guardians of Title I students, if requested with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

- *Werner will meet regularly to educate parents/guardians regarding programs and to plan, review, and provide suggestions to improve programs and related parent involvement.*

2. School-Family Compact

Werner Elementary School has jointly developed and distributed to parents/guardians of Title I students a school-family compact that outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents/guardians will develop a partnership to help children reach proficiency on the Core Content Standards. The school-family compact describes the following items in addition to items added by parents/guardians of Title I students:

- a. The school's responsibility to provide high-quality curriculum and instruction.
 - b. The parents/guardians' responsibility to support their children's learning.
 - c. The importance of ongoing communication between parents/guardians and teacher.
 - d. Opportunities to volunteer, participate in, and observe the educational program.
- *Werner will jointly develop and/or review with parents/guardians of Title I students and our school community members a Family-School Compact during flexible SSC, ELAC and AAPAC meetings.*
 - *Werner will distribute the Family-School Compact to all parents/guardians of Title I students of participating children at the beginning of each school year in our school handbook and at parent/teacher conferences.*

3. Building Capacity for Involvement

Werner Elementary School engages parents/guardians of Title I students in meaningful interactions with the school. It supports a partnership among staff, parents/guardians, and the community to improve student academic achievement. To help reach these goals, the school does the following:

- a. Assists Title I parents/guardians in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
- *Teachers will hold annual parent-teacher conferences for Title I students to discuss academic content standards, assessments, and how to help their child at home.*
 - *Werner will sponsor Family Nights including English Language Arts, Math, and Science where parents/guardians may make site visits to their child's classroom, participate in academic activities with their children, and conference with teachers/staff.*
 - *Parent trainings to parents/guardians of Title I students will be overseen by the school's administrators. Consultants will be provided with contracts in which to conduct trainings. Topics may include health and wellness, homework support, childcare strategies, and strategies for communicating and working with teachers.*
 - *Workshops will be conducted throughout the year under the supervision of the site administrators with parents/guardians on topics including preparing students for tests, preparing for parent/teacher conferences, understanding the ELPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.*
 - *Parent volunteers will be solicited at Back-to-School night and called upon to assist the school in conducting school events and assisting teachers and students in the classroom.*

Communications of these opportunities will also be made through the use of informational posters and flyers. All volunteers will complete a volunteer application and be approved by the District prior to working in the classroom.

- *Parent participation will be solicited through activities that promote and celebrate the cultural diversity of Werner students and of the Werner community.*

b. Provides materials and training to help Title I parents/guardians develop techniques and strategies to use at home that support with children's academic achievement and to ensure their children's physical, social, and emotional well-being and healthy development in preparation for a productive future.

- *Werner will sponsor Family Nights including English Language Arts, Math and Science where parents/guardians may make site visits to their children's classroom, participate in academic activities with their children, and conference with teachers/staff.*

- *Parent trainings to parents/guardians of Title I students will be overseen by the school's administrators. Consultants will be provided with contracts in which to conduct trainings. Topics may include health and wellness support, childcare strategies, and strategies for communicating and working with teachers.*

- *District conferences and meetings will be offered to parents/guardians of participating children with topics that include student achievement and school improvements efforts.*

c. Educates staff, with the assistance of Title I parents/guardians, in the value of parent contributions, how to communicate effectively with parents/guardians and how to work with parents/guardians as equal partners.

- *Werner will coordinate trainings for school personnel on topics that include working with EL students, communicating with parents/guardians through classroom technology, and student engagement.*

d. Coordinates and integrates parental involvement with other programs and conducts other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in the education of their children.

- *Werner will coordinate parent involvement activities offered through a variety of state, federal, and community programs, and encourage participation of community organizations and businesses through flyers, Parent Link messages, on-line communication, and student invitations.*

e. Distributes to Title I parents/guardians information related to school and parent programs, meetings, and other activities in a formal and language that the parents/guardians understand.

- *Flyers, letters, Parent Link messages and on-line communication will be used to communicate with parents/guardians and will be translated into Spanish whenever it is practicably possible.*

f. Provides support for parental involvement activities requested by Title I parents/guardians.

- *Strategists will provide parents/guardians with accelerative workshops and participate during parent conferences to provide ideas for teachers.*

4. Accessibility

Werner Elementary School provides opportunities for all parents/guardians to participate, including parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students.

- *Werner will establish a school-wide parent volunteer program to open opportunities for parents/guardians to assist teachers and staff in organizing school events and preparing for classroom activities.*

5. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon, with parents/guardians in Title I programs, as evidenced by minutes submitted for the School Site Council meeting held November 16, 2022. This policy was adopted by the Werner Elementary School Site Council on January 18, 2023 and will be in effect for the period of the 2022-2023 school-year. The school will distribute this policy to all parents/guardians of participating Title I children. Werner Elementary School's notification to parents/guardians of this policy will be in an understandable and uniform format and, to the extent possible, a copy of this policy will be provided to parents/guardians in a language the parents/guardians can understand.

Principal's Signature

School Site Council President's Signature

Last adopted on: January 18, 2023
Last revised on: November 16, 2022
Last reviewed on: January 18, 2023

**RIALTO UNIFIED SCHOOL DISTRICT
CHARLOTTE N. WERNER ELEMENTARY SCHOOL
TITLE 1 FAMILY/SCHOOL COMPACT 2023-2024**

STAFF PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction for learning.
- Follow CDC Guidelines for in-person settings.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring environment.
- Provide age appropriate homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families.
- Help each student achieve the school's high academic standards.
- Use data to direct the best instruction for all students.
- Respect the school, students, staff, and families.

Teacher's Signature: _____ Date: _____

STUDENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- **Abide by STAR Expectations: Stay Safe, Take Responsibility, Awesome Attitude, Be Respectful**
- Come to school ready to learn and actively participate.
- Follow all CDC Guidelines for in-person settings.
- Bring necessary materials, completed assignments and homework.
- Know and follow classroom and school-wide behavior expectations..
- Ask for help when I need it.
- Communicate regularly with my parents, guardians and teachers about school experiences so they can help me be successful in school.
- Read nightly by checking out books from the library or from a virtual library.
- Practice School Wide Online programs nightly.
- Respect the school, students, staff, and families.

Student's Signature: _____ Date: _____

PARENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Encourage your child to follow STAR Expectations.
- Provide a quiet time and place for homework.
- Check/review my child's homework nightly.
- Read to my child or encourage my child to read every day (20 minutes K-3 and 30 minutes for 4&5).
- Bring my child to the school library after school to check out books. (1:45-2:30 pm) or read from a virtual, city, home or school library.
- Ensure my child attends school every day on-time, gets adequate sleep, regular medical attention and proper nutrition.
- If my child is absent, I will bring him/her to STEP-UP on Saturday to make-up his/her absence or complete independent study.
- Meet or communicate with the teacher on a regular basis to discuss my child's progress in school.
- Participate in school activities such as school decision making, volunteering, attending parent/teacher conferences, and attending parent trainings/workshops focused on strategies for support at home.
- Parents will create a Parent Vue and ParentSquare account by asking their child's teacher for an access code.
- Review, sign and return Progress Reports as they are sent home.
- Communicate with the teacher first, when I have a concern.
- Respect the school, students, staff and families.

Parent's Signature: _____ Date: _____

PARENT COMPLAINT PROCEDURE

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

Sometimes problems arise that need to be resolved by utilizing the **Parent Complaint Form**. This form can be picked up in the Werner school office. You need to briefly state your complaint and then follow these steps:

1. Step One: Make an appointment with the classroom teacher to explain the problem. If it is not resolved satisfactorily, go to Step Two.
2. Step Two: Make an appointment with the administrator and teacher to explain the problem. If it is not resolved satisfactorily, go to Step Three.
3. Step Three: Call the Rialto Unified School District at (909) 421-7609

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 Educational Services, Rialto Unified School District, 182 E. Walnut Avenue, Rialto, CA 92376, (909) 820-7700.

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

The District shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186)

1. Instructional Materials

a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state or district-adopted textbooks or other required instructional materials to use in class.

b. A student does not have access to instructional materials to use at home or after school in order to complete required homework assignments.

c. Textbooks or instructional materials are in poor or unstable condition, have missing pages, or are unreadable due to damage.

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

2. Teacher Vacancy or misassignment

a. A semester begins and a certificated teacher is not assigned to teach the class.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (Education Code 33126)

b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.

(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)

c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186)

(cf. 4112.2 – Certification)

(cf. 4113 – Assignment)

3. Facilities

A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks, non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee. The principal or designee shall forward the complaint about problems beyond his/her authority to the Superintendent or designee within 10 working days. (Education Code 35186)

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186)

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Board of Education at a regularly scheduled hearing. (Education Code 36186)

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3 above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction. (Education Code 35186)

Complaints and written responses shall be public records. (Education Code 35186)
(cf. 1340 – Access to District Records)

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting (Education Code 35186)

Forms and Notices

The Superintendent or designee shall ensure that the District’s complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

Education Code

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School Accountability Report Card

35186 Alternative uniform complaint procedure

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4500-4571 Uniform complaint procedures

SCHOOL ACCOUNTABILITY REPORT CARD

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

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

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

If you would like a copy of the current Werner School Accountability Report Card, please access the District Website (<https://kec.rialto.k12.ca.us/>).



ROUTINE PROCEDURES AND INFORMATION

OFFICE HOURS

The school office is open **7:30 a.m. until 4:00 p.m.**, every school day.

SCHOOL HOURS (GRADES K – 5TH)

The line-up bell rings at **7:45 a.m.** Classes start at **8:00 a.m.**

DISMISSAL TIMES

Grades 1st – 3rd are dismissed at **2:06 p.m.**, and Grades 4th – 5th are dismissed at **2:11 p.m.**

KINDERGARTEN

There is one kindergarten session from **8:00 a.m.-1:51 p.m.**

ARRIVAL TIME

Students in grades 1st – 5th may arrive at school no earlier than **7:30 a.m.** in which the line-up bell rings. There is no supervision for students in grades 1st - 5th prior to this time. Due to health & safety restrictions, parents are not permitted on campus to drop their students off. Kindergarten students may arrive no earlier than **7:30 a.m.**

DISMISSAL TIME

Kindergarten students will be released from the MPR. The east gates will be opened just before the dismissal bell rings. 1st – 3rd grade teachers will escort the students to the east gates where they wait to be picked up by their ride. 4th-5th grade teachers will escort students to the East gate for dismissal. If your student walks home from school, the teacher will release them from the east gate. Students must leave campus when school is dismissed. **All students must be**

picked up at dismissal time as there is no supervision for them if you are late picking them up.

CLASS ASSIGNMENTS/TEACHER

Changes in class assignments need to be discussed with administration. Beginning of the year class change requests should not be submitted until after 30 days after the start of the new academic year.

EARLY RELEASE OF STUDENT

The parent, guardian or person authorized on the emergency card must come into the school office to sign out the student. **NO STUDENT WILL BE RELEASED TO ANYONE NOT ON THE CHILD'S EMERGENCY CARD. KEEP YOUR CHILD'S EMERGENCY CARD CURRENT. INCLUDE AS MANY NAMES AND PHONE NUMBERS AS NECESSARY. AUTHORIZED PERSONS MUST HAVE A CURRENT PICTURE ID IN ORDER TO VERIFY IDENTITY AND TO RELEASE THE STUDENT.**

CONTACTING YOUR STUDENT DURING SCHOOL HOURS

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

THE OFFICE TELEPHONE

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

TRANSPORTATION

School District guidelines state that bus transportation will be in grades 1-5 living more than 1.5 miles from school. If any student lives closer than indicated for that grade level, then he or she is considered to be living close enough to walk to school. Werner is considered a "walking school." Transportation is provided for some students in special education and for Kindergarten students who live (1) one mile from the school. For those parents who prefer to drive their children to and from school, please plan to drop your children off and pick them up in the east parking lot.

SAFE WALKING AND BICYCLING ROUTES TO SCHOOL

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

BICYCLES, SCOOTERS, AND SKATEBOARDS

Children in the 3rd – 5th grades may ride their bicycles, scooters, or skateboards to school with **written** parent permission. They must follow all safety and traffic laws while riding to and from school, and **they must wear a helmet according to California state law**. Students and/or visitors are not permitted to ride their bicycles on the school grounds, nor may they ride two persons on a bike. Bicycles are to be parked and locked to racks in the bike pen behind the

multi-purpose room. Students must secure their bikes with their own locks. Students may not lock their bicycles together – only one bike per lock.

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

WEIGHING AND MEASURING

Kindergarten students are weighed and measured once each year. This information is recorded on the health record of each student which is kept in the nurse's file. No other grade levels are required to have students weighed and measured.

CLASSROOM VISITATION

We are proud of our school and take delight in having visitors. If you wish to visit your child's classroom, please make the necessary arrangements with the teacher. In order to observe or volunteer in your student's classroom the classroom teacher must have 24 hour notice. **ALL VISITORS AND VOLUNTEERS MUST SIGN IN AT THE OFFICE TO VISIT A CLASSROOM.**

STUDY TRIPS

Siblings who are not scheduled to participate **may not** go on study trips with parents. We ask that permission slips be returned to the classroom teacher **within 3 days of the study tip.**

SCHOOL SUPPORT GROUPS

SSC (School Site Council), ELAC (English Language Advisory Committee), DELAC (District English Language Advisory Committee), AND African-American Parent Advisory Council (AAPAC). These school support groups are made up of parents and school staff. Our parent groups are very active and effective. If you would like to be a part of any of these groups, please call the office.

HEALTH OFFICE

The health clerk and school staff provides first aid for minor scratches/injuries. If a child has a temperature of 100 degrees or higher or throws up, he or she is automatically sent home. The health office relies solely upon the student's emergency card to contact parents regarding their child's health. **AGAIN, PLEASE KEEP THIS CARD CURRENT!**

HEAD LICE

If a child is found to have head lice, the parents are called and instructed how to treat it. The child cannot return to school until he or she is cleared by the school health office and found to be free of lice and nits.

MEDICATION

State law forbids any student to have medication in his/her possession on school property. This includes all over-the-counter medicines such as aspirin, cough drops/syrup, ointments, etc., as well as prescription medications. The school may not give a student any medicine, including over the counter medication (aspirin, cough drops, medicated ointment, etc.), that is not

prescribed by a doctor. If your child needs to take any type of medicine (over the counter medications included) during school hours, the medicine must have a written doctor's prescription and **the physician must complete the legally required form (S-64)** available in the school office. If a parent chooses to come to the school and administer medication, he or she may do so in the office. Please check with office personnel for correct procedure.

STUDENT MEDICATIONS--RIALTO UNIFIED SCHOOL DISTRICT POLICY:

- I. Medications will be given to a student only as a result of a written request from a physician and parent/guardian.
- II. Over-the-counter medications, such as aspirin or cough drops shall not be administered by school personnel unless there are signed requests from a physician and parent/guardian, and medication is in a prescription labeled container.
- III. Medical conditions that require frequent monitoring, testing, and treatment may be performed by designated site personnel, licensed nurse, or the student, depending on the physician's orders.
- IV. Injections required on an emergency basis will be administered by school staff upon written requests from the parent/guardian and a physician.
- V. Non-emergency situations requiring an injection will be performed by a licensed nurse upon written request of a physician and parent/guardian.

ELECTRONIC EQUIPMENT

Music players and/or games of any kind or size are not to be brought to school.

SCHOOL PARKING LOT

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

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

NOTICES for PARENTS

Always check with your child to see if there is a notice that has been sent home for parents and to check the School Monthly Calendar. We also are encouraging electronic communication through: the school website and Parent Square.

LOST AND FOUND ITEMS

Lost and found items are kept in the cafeteria in a storage area on stage. We encourage you to check the cafeteria any time your child is missing a jacket, sweater, lunch pail, etc. (Also, please put your child's name on personal items.) Any lost and found items that have remained unclaimed monthly will be donated to Rialto charitable organizations.

EMERGENCY PREPAREDNESS

Werner School practices monthly fire drills and quarterly earthquake, lock-down, 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.

WERNER SCHOOL ATTENDANCE/TARDY POLICY

Line Up Bell rings at
TARDY BELL rings at

7:45 a.m.
8:00 a.m.

REPORTING STUDENT ABSENCES

When your child is going to be absent from school, it is important that you call the school at 909-820-6830 and let us know, so that your child's attendance record won't reflect any unverified absences. We request that you follow up your telephone call to us with a written note to your child's teacher. If the school does not hear from you, the school will call to inquire as to why your child was absent.

All students are responsible to be in front of their classroom when the tardy bell rings at 8:00 a.m. Any student who arrives after 8:00 a.m. is tardy.

SART/SASP PROCESS

Parents are notified each month if their student has been absent and/or tardy 15% of the time enrolled during the school year. The first two letters are intended to remind families of the importance of regular on-time attendance. A SART (School Attendance Review Team) meeting is required with the parent, teacher, and administrator if absences and/or tardies continue to exceed 15%. At the meeting, a contract is signed by the student, parent(s), and administrator. If attendance continues to be a problem, a referral will be made to the District SASP (Student Attendance Support Panel) for a meeting to be held in the Rialto Unified Office CWA.

TYPES OF ABSENCES/TARDIES:

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

- **Unexcused:** Any other reason for not being in class when the tardy bell rings.
- **Truancy:** A student is legally truant after an unexcused tardy in excess of 30 minutes for the fourth time in one school year. Truant students will be referred to the School Attendance Review Team (SART) and/or to the District Student Attendance Support Panel (SASP). SASP is composed of the Rialto Director of Attendance, a representative of the Rialto Police Department, a representative of the District Attorney's office, the district nurse, and the principal or assistant principal. The student and the student's parent(s) must be present at this hearing. SASP hearings end in an attendance contract. SASP can cite parents and/or refer cases to the district attorney for prosecution. The judge can fine parents and impose other legal restrictions/requirements. We, as adults, need to realize that we are training our children and setting examples that can affect a child's future punctuality habits, which in turn affect performance in school and future jobs. It is important that children arrive at school on time every day.

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 school front office. Monthly breakfast and lunch menus will be made available in the front office.

RECOMMENDATION: Please make Health office staff aware of any “special” diet requirements as outlined by the child’s pediatrician or of any allergies that can impact diet.



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 under pass or abandoned structures, etc.
- **As a student**, are you living with someone other than your parent 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 supports 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

HOMWORK PHILOSOPHY

Your child's teacher will provide you with a letter outlining the homework, classwork, and classroom discipline expectancies for the year. Homework is an important part of the educational program. Homework will be assigned on a regular basis, usually Monday-Thursday. They may be long-term or short-term assignments designed to emphasize critical thinking skills, practice skills taught in the classroom, develop good study habits and responsibility.

We plan homework that should take less than **30 minutes for kindergarten**, about **30-60 minutes for grades 1-3**, and about **90 minutes for grades 4-5**. We feel these are reasonable expectations, as the most recent research shows that students do better when they continue their learning at home through homework.

Teachers will be expected to:

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

Parents will be expected to:

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

Students will be expected to:

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

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



When homework is assigned, the following guidelines should be followed:

- A. Homework must strengthen learning already partially acquired.
- B. Assignments as homework may be of two kinds:
 1. Review and reinforcement of work already covered in the classroom.
 2. New material, used to develop habits of independent study.
- C. Homework may facilitate certain learning which cannot take place in the classroom, such as interviews and visits to places of interest.
- D. Homework often allows students to participate in a variety of projects.
- E. Learning done at home should be followed up at school. Assigned homework should be checked in and assessed in some way.
- F. Homework should be dynamic and never carried beyond the limits of fatigue and the student's capacity. Interest and natural desire are of great importance.
- G. Adequate time should be given for the completion of homework.
- H. Homework should be tailored to individual needs when possible.

HOMEWORK – STATE RECOMMENDATIONS:

Class time shall be conserved for learning activities which benefit most from teacher interaction. Homework shall be used for work which the student is most able to do independently:

- Homework shall reinforce and extend classwork.
- Homework assignments shall be interesting and motivating.
- Students shall be assigned homework they can complete successfully.
- Before students are assigned independent practice and application as homework, they shall first have guided practice and application with supervision and feedback.
- The students shall explore selected topics in depth as homework projects, completed over a period of time. The proportion of learning time allocated to such projects and the average length of time per project shall increase from lower to upper grade levels.
- Reading, writing, and thinking experiences in literature, history, math, science, and fine arts shall be extended through homework.
- Students shall receive prompt and informative feedback on completed assignments, including re-teaching when needed.

ACADEMIC SUPPORT SERVICES AND PROGRAMS FOR STUDENTS

TITLE I

The TITLE I program is a federally funded program in which resources will be allocated to help target students with the most academic need. Resources will be used to help participating children meet the state's challenging student academic achievement standards with a focus on increasing student achievement and fluency, vocabulary, reading comprehension, spelling, writing and math problem solving. A portion of the TITLE I funding will be allocated to Parental involvement activities. These activities will include an annual Title I meeting for all parents of students who will be receiving Title I services as well as academic workshops in the areas of reading and math, and workshops on parenting skills.

STRUCTURED ENGLISH IMMERSION (SEI)/ENGLISH LANGUAGE DEVELOPMENT (ELD)

These classes/programs are for those students identified through state criteria (ELPAC) as being Limited English Proficient. These students are placed with teachers who have completed their CLAD training. Federal guidelines require these students to receive at least one half (½) hour per day of English Language Development. Werner's goal for all English Learners is reclassification before leaving for middle school.

GATE

(Gifted and Talented Education): Each identified student has the opportunity to participate in a qualitatively differentiated instruction. Testing to qualify for this program occurs in the 2nd grade and when referred by the student's teacher.

SPECIAL EDUCATION

Werner services students with SAI through an Inclusion model that supports students in their general education classroom and a Primary and Intermediate MH Class (Multiple Handicapped Class) on site. These programs are for those students who have special needs identified by the Student Study Team (SST) process and Individual Education Plan (IEP). Please see the referral process for further information.

SDC (Special Day Class): Students identified through the IEP process as needing these services are placed in our Learning Handicapped Special Day Class (LH/SDC). This class is staffed by a specially credentialed teacher and two instructional assistants.

RSP (Resource Specialist Program): Students identified as eligible for this program receive instructional support for up to 49% of their school day in a small group setting provided by a specially trained teacher and two instructional assistants.

MH (Multiple Handicapped Special Day Class): Students identified through the IEP process as needing these services are placed in our Multiple Handicapped Special Day Class (MH/SDC). This class is staffed with a specially credentialed teacher and instructional assistants.

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

APE (Adapted Physical Education) services are provided to students who have demonstrated that they have psychomotor difficulties in both fine and gross motor skills. They are serviced through the IEP process.

Footsteps 2 Brilliance- Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy solution that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.

BAND

Beginning and intermediate band is offered to 3rd, 4th, & 5th grade students. Information will be sent home in the month of September every school year.

SCIENCE FAIR

Students in all grades will have the opportunity to participate in Werner's Science Fair. They must follow District guidelines and use the Scientific Method. Site and District level criteria will be given to students.

Saturday Tutorial Enrichment Preparation (STEP)- Upward Program (UP)

The STEP-UP is a wonderful opportunity for your child to receive extended educational support and enrichment through Saturday sessions from 8:00 am to 12:00 pm. The STEP-UP is for all students, grades K-5, especially those students wishing to achieve perfect attendance or recover absences. Lunch is offered to students attending STEP-UP, if prior arrangements are made. What a wonderful opportunity to enjoy enrichment activities while developing skill in mathematics, language arts, science, and social studies. Remember, attendance and learning are related. **STEP-UP will count towards end-of-the-year perfect attendance. It does improve your child's attendance record.**

Dual Language Immersion

The dual language immersion program is a form of education in which students learn content and develop literacy in two languages. The Dual Language Immersion Program in the Rialto Unified School District will provide instruction in English and Spanish.

Who can be a part of Dual Language Immersion?

* Native English speakers, native Spanish speakers or bilingual students

What are the benefits of the Dual Language Immersion Program?

Current research shows that learning a second language can benefit students in the following ways:

- * Accelerate academic success
- * Enhance communication skills
- * Develop an appreciation for diversity
- * Gain future personal benefits such as enhanced career, business, and travel opportunities

At Werner Elementary, we currently have a K-2nd grade program, every year a new grade level will be added.

STUDENT AWARDS AND CERTIFICATES



Trimester 1 Grades 1-5

Exceptional Attendance Awards Each Trimester:

- Platinum Certificate (0 absences and 5 or less tardies per trimester)
- Gold Certificate (1 absence and 5 or less tardies per trimester)
- Silver Certificate (2 absences and 5 or less tardies per trimester)
- Bronze Certificate (3 absences and 5 or less tardies per trimester)

SEL/PBIS Awards (STAR) - Teacher Choice

- S Stay Safe - 2 per class
- T Take Responsibility - 2 per class
- A Awesome Attitude - 2 per class
- R Respectful - 2 per class

Trimesters 2 and 3 Grades 1-5

Exceptional Attendance Awards Each Trimester:

- Platinum Certificate (0 absences and 5 or less tardies per trimester)
- Gold Certificate (1 absence and 5 or less tardies per trimester)
- Silver Certificate (2 absences and 5 or less tardies per trimester)
- Bronze Certificate (3 absences and 5 or less tardies per trimester)

SEL/PBIS Awards (STAR) - Teacher Choice

- S Stay Safe - 2 per class
- T Take Responsibility - 2 per class
- A Awesome Attitude - 2 per class
- R Respectful - 2 per class

Rising Star Awards

- 1 per strategist for 4th and 5th grades (2 awards total) - Strategist's Choice
- 1 per specialist for 1st, 2nd, and 3rd grades (3 awards total) - Specialist's Choice
- 1 per inclusion teacher per grade level (5 awards total) - Inclusion Teacher's Choice
- 2 per general ed teacher for most improved - Teacher's Choice

Academics

- Reading Star, Writing Star, Math Star (6 total per class) Teacher's Choice
- Shooting Star Award - Overall All APs (No EPs or below) - Medal and Certificate 3rd trimester
- Super Star Award - Overall All APs and Ps (No EPs or below) - Medal and Certificate 3rd trimester
- Rockstar Award - Overall All Ps (No APs or EPs) Medal and Certificate 3rd trimester

Students of the Month

One student from each class is selected for Student of the Month. Students receive breakfast with the Principal from nutrition services and a certificate.

End of Year Shining Star Awards

Students who represented Werner above and beyond are recognized for their contributions to our school. We celebrate with an awards ceremony - students receive trophies or medals.

Examples of students / groups who are recognized (more may be added):

Medals

Cheer

County Honor Band Participant

Rube Goldberg Participants

Science Fair Site Winners

Run Around the Rocks

Student Council

Trophies

Exceptional Attendance 5 Years

Shooting Star Award 5 years (Previously Teacher's Honor Roll Award)

Super Star Award 5 years (Previously Principal's Honor Roll Award)

Rockstar Award 5 Years (Previously Superintendent's Honor Roll Award)



WERNER SCHOOL LIBRARY

The library will be open from 2:00 – 2:30 p.m. for parents and teachers. The library is closed from 11:30 a.m. – 12:30 p.m for lunch/shelving.

PARENTS MAY CHECK OUT BOOKS FROM THE LIBRARY!

Students have an opportunity to check out books at various times throughout the week. Books can be checked out by students for a period of two week. They are renewable if the student is not finished with them by the due date. Kindergarten and 1st grade students may check out one book at a time; while 2nd - 5th grades may check out three books at a time if there are no fines/overdue books. Parents are allowed to check out 3 books at a time. Any book may be renewed. To renew a book, the student must come in with the book.

Students should open books properly and turn pages carefully. If a student finds a torn or marked place in the book before he/she takes it, he/she should call it to the attention of the library technician so she can mend or clean it.

Overdue notices will be given to the teacher once a month. Any student with lost, damaged or overdue books may check out one book at a time until book(s) are returned or paid for. Partial payments are accepted. All payments are cash only. The student can still visit the library with his/her class.

E-Books for student devices will be made available to elementary students.

The media center/library is a reading, studying and browsing room, so for that reason, the students must be very careful about observing rules of good citizenship in order not to disturb others. They should speak in a low and pleasant voice, and walk and move quietly in the library. **RUNNING AND/ OR SHOUTING** is not allowed in the media center/library.

FINES

If a student damages or loses a book, a charge will be issued. Parents and guardians are responsible for paying all fines. The school will send home a letter to explain the policy for checking out books and the policy for student charges at the beginning of every school year. This letter/form will stress to students and their families the serious nature of the consequences resulting from owing charges to the school.

- Grades, transcripts, and diplomas are withheld.
- Library book privileges are restricted.
- Charges may be sent to a collection agency.
- Ineligibility to participate in certain extra-curricular activities.

Misuse of library materials is charged as follows:

Writing/Graffiti.....	\$8.00 and up
Barcode removed/unreadable.....	\$5.00
Cover or spine damage.....	\$15.00
Torn pages.....	\$3.00 and up
Excessive wear.....	\$5.00 to \$15.00
Minor water damage.....	\$5.00 and up
Book destroyed, missing pages or unusable	Full replacement price
Lost book.....	Full replacement price

Only under the following circumstances can fees be waived:

- Foster youth no access to the materials
- Fire
- Theft
- Replacement of materials

CHILD ENDANGERMENT POLICY

CHILD PROTECTIVE SERVICES

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

DISTRICT REGULATIONS FOR THE REPORTING OF CHILD ABUSE

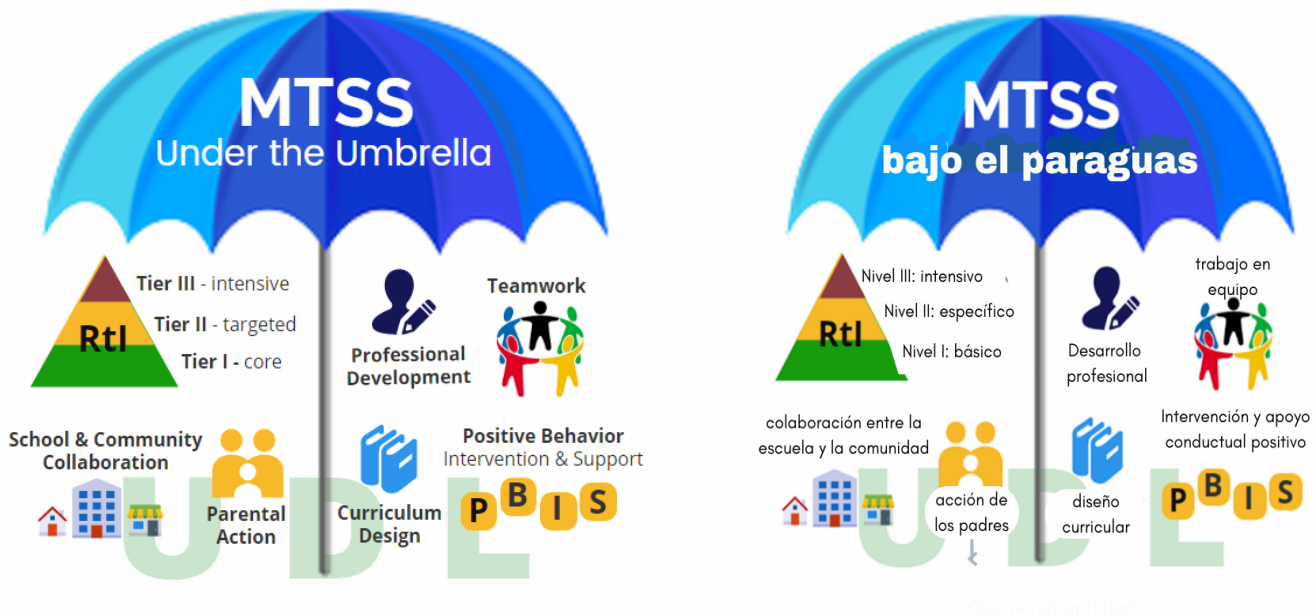
All administrative, certificated, and classified employees of the Rialto Unified School District must report all instances of known or suspected child abuse. The report is to be made immediately, or as soon as possible, by telephone to a Child Protective Agency (Police, Sheriff, Probation, and County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

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



Multi-Tiered Systems of Support

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



WERNER POSITIVE BEHAVIOR INTERVENTION and SUPPORTS (PBIS) POLICY AND PROCEDURES

- S-Stay Safe
- T-Take Responsibility
- A-Awesome Attitude
- R- Respectful

At Werner, our students are STAR Scholars and All STARS Shine.

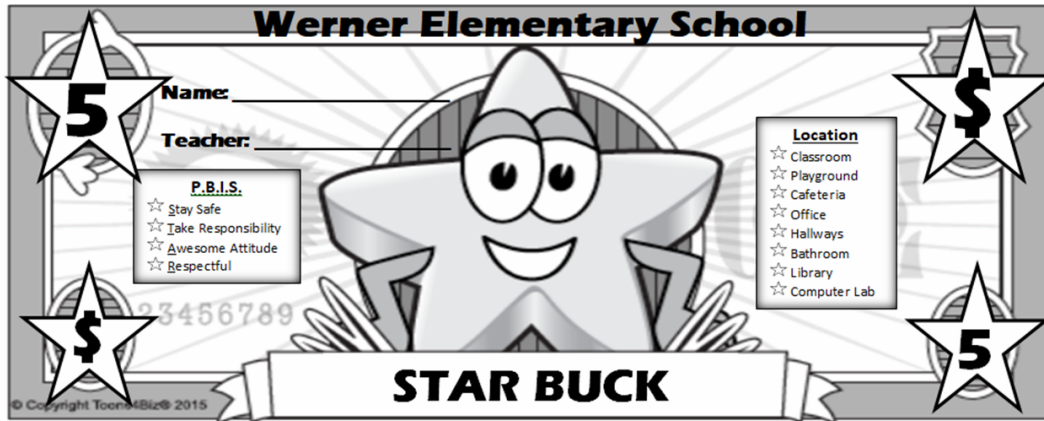
Our Werner School Wide Expectations:

Expectations	Classroom	Cafeteria	Bathrooms	Computer Lab	Playground	Office	Library
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Stay Safe	<ul style="list-style-type: none"> -Keep hands, feet, and objects to yourself -Walk at all times -Keep your chair on all fours 	<ul style="list-style-type: none"> -Stay seated until released -Always walk -Stay inside lunch area boundaries 	<ul style="list-style-type: none"> -Keep hands, feet, and objects to yourself -Report concerns with other students to adults -Go to the closest open bathroom and drinking fountain 	<ul style="list-style-type: none"> - Keep hands, feet, and objects to yourself -Walk at all times -sit appropriately in chairs 	<ul style="list-style-type: none"> - Keep hands, feet, and objects to yourself -Use equipment correctly and for its intended use -Keep food away from the playground -Freeze and put hands on your knees after the bell rings 	<ul style="list-style-type: none"> -Sit quietly - Keep hands, feet, and objects to yourself -Follow staff instructions 	<ul style="list-style-type: none"> - Keep hands, feet, and objects to yourself -Walk at all times -Use step stools appropriately
Take Responsibility	<ul style="list-style-type: none"> -Be prepared to learn with all needed materials -Follow directions the first time given -Keep personal area and classroom clean -Keep hats and cellphones put away 	<ul style="list-style-type: none"> -Pick up after yourself -Take only what you will eat -Wait your turn in line -Ask permission to leave the cafeteria for any reason 	<ul style="list-style-type: none"> -Wash your hands with soap -Keep area clean -Use bathroom supplies wisely 	<ul style="list-style-type: none"> -Keep your area neat and clean -Keep water bottles on floor and away from computers -Go only to approved websites 	<ul style="list-style-type: none"> -Line up on time -Clean up after yourself -Use the restroom and get drinks before the bell rings 	<ul style="list-style-type: none"> -Be honest -Have a pass -Stay in designated area 	<ul style="list-style-type: none"> -Use space savers correctly -Get books quickly (a max. of 10 minutes in library) -Turn in books by the due date
Awesome Attitude	<ul style="list-style-type: none"> -Use kind words -Have an "I can do it attitude" -Think positive, be positive 	<ul style="list-style-type: none"> -Be gracious -Focus on positive behavior -Encourage others 	<ul style="list-style-type: none"> -Use kind words -Report maintenance issues to adults 	<ul style="list-style-type: none"> - Have a smile on your face -Always do your best (Think "I can do this") -Be helpful 	<ul style="list-style-type: none"> - Be a good sport -Help peers in need -Share equipment 	<ul style="list-style-type: none"> - Use polite words "Excuse me" and "Thank you" -Be considerate of others 	<ul style="list-style-type: none"> -Have a smile on your face -Use kind words "Please" "Thank you" when asking for help
Respectful	<ul style="list-style-type: none"> -Raise your hand before speaking -Give your full attention to the speaker -Accept others' answers and opinions (be open minded) 	<ul style="list-style-type: none"> -Quiet voices -Say "Please" and "Thank you" -Listen to adults 	<ul style="list-style-type: none"> -Give people privacy -Use quiet voices -Wait your turn 	<ul style="list-style-type: none"> -Use computers correctly -Use whisper voices -Use headphones when necessary or keep volume off 	<ul style="list-style-type: none"> -Use positive words -Follow all directions given by adults -Be kind to equipment and structures 	<ul style="list-style-type: none"> -Wait your turn -Stay in front of counter until invited in by staff -Inside voices 	<ul style="list-style-type: none"> -Use whisper voices -Treat books with care -Follow directions given by adults

Positive Progressive Steps

Our policy at Werner School is to develop the WHOLE Child. It is our goal to build scholars and practice a positive approach that creates a nurturing learning environment. Our progressive response model means that we attempt to **correct the behavior** with a **positive approach**. Each referral to the office may result in more severe consequences than the referral before. This also means that two children may be sent to the office for the same offense, yet receive different consequences. Administration reserves the right to skip or modify steps depending on the severity of the infraction.



Our Werner students are rewarded with a “Star” Bucks or PBIS Reward points when they follow the schoolwide expectations. Our “Star” Bucks or reward points can be earned during the day by any staff member anywhere on the campus. We collect data on where the expectations are followed and which expectations are followed to ensure that we are creating a positive culture throughout the campus.

They can redeem those “Star” Bucks/Reward Points in the following ways:

1. Student Store
2. Werner “Star” Buck activities
3. Weekly Drawings in the cafeteria
4. Extra recess
5. Classroom incentives
6. Teacher classroom rewards

Positive Consequences

1. Verbal Praise
2. Werner Starbucks – They can earn them ANYWHERE: Classroom, cafeteria, playground, library, computer lab, Quad area, office and for various reasons.
3. Special recess
4. Weekly drawings
5. Event Invitation

Progressive Discipline Steps

Corrective Consequences

Using the following steps and the **Werner Behavior Flowchart**, each staff member decides the consequence of our Stars. Violation of Ed Code 48900, 48900.2, 48900.3 and/or 48900.4, even on first occurrence, can result in the immediate removal of a student from the classroom, an Office Discipline Referral (ODR) and possible suspension from school.

STEP One: Verbal Warning/Counseling by the teacher

STEP Two: Time Out – within the classroom

STEP Three: Parent Contact

STEP Four: Low Level Referral (LLR)

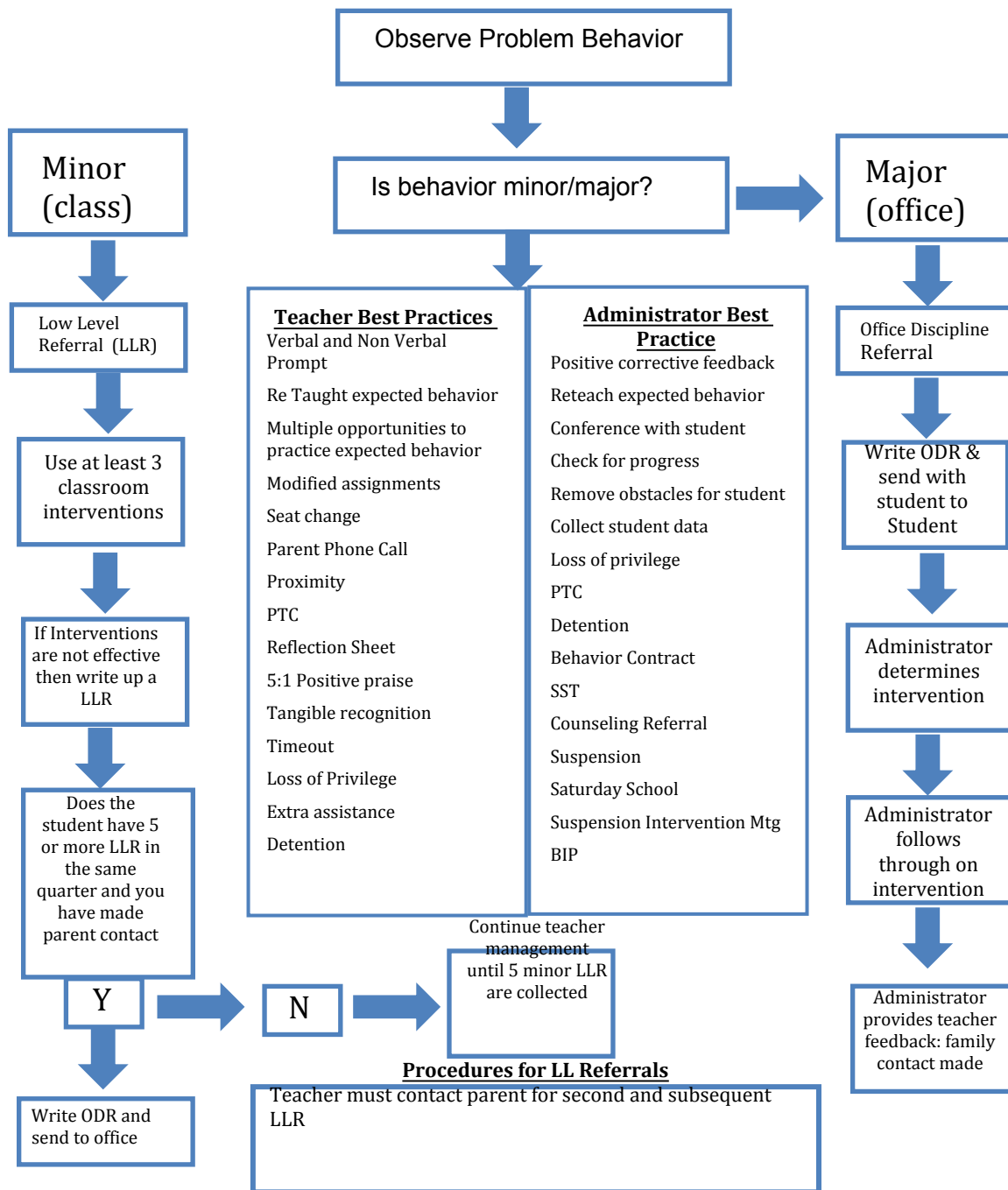
STEP Five: Office Discipline Referral (ODR) to Admin. Team

Mandatory Discipline for WEAPONS AND DRUGS:

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



*Charlotte N. Werner Elementary
Behavior Flowchart*



Student Discipline/Suspension Education Code 48900

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of EC 48900 subdivisions (a) to (t), inclusive:

- (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. Please note that with the passage of AB 424 no one has the authority to grant permission to possess a firearm on school grounds.
- (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) (1) 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.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (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 preinitiation 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 the pupil’s physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network internet website, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an internet website created for

the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one

or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this

subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil’s 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.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to

discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Sexual Harassment EDC 48900.2

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

harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Hate Violence EDC 48900.3

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Harassment EDC 48900.4

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

Terroristic Threat EDC 48900.7

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

(b) For the purposes of this section, terroristic threat shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Recommendation for Expulsion: Education Code 48915

(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

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

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

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

- i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

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

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or
- (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

POSSESSION AND USE OF CELLULAR PHONES AND OTHER ELECTRONIC SIGNALING DEVICES

The following is the official policy, as adopted by the Rialto Unified School District Board of Education:

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



Mandatory Discipline

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

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

LIMITATIONS:

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

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

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

Education Code 48910: SUSPENSION BY TEACHER

(a) A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal's designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the

governing board of the school district. **As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension.** Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of suspension, without the concurrence of the teacher of the class and the principal.

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

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

Education Code 48913: COMPLETION OF ASSIGNMENTS

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

Education Code 48900.3 Hate Violence

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

BULLYING

The Rialto Unified School District is committed to providing a safe working and learning environment; takes serious 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 (Cyberbullying) Prevention (Policy model)

(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 is 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 a school-sponsored activity, during the lunch period, whether on or off campus, 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, and during lunch period, whether on or off campus, or sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

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

- Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property

- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits
- Has the effect of substantially disrupting the orderly operation of school

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

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

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

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

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

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

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

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

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

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

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

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

SERVICIOS DE SALUD MENTAL PARA ESTUDIANTES

Como está requerido por Código Educativo, a los distritos escolares se les exige notificar a los estudiantes y padres o tutores de estudiantes sobre cómo acceder a servicios de salud mental en los planteles escolares o en la comunidad. La siguiente información en letra negrita se imprimirá en las tarjetas de identificación de los estudiantes en 6 a 12 grados.

Clínica de crisis sin cita, 909-421-9495
850 East Foothill Blvd., Rialto, CA 92376
211 San Bernardino County, 2-1-1
Línea de Prevención contra el Suicidio, 1-800-273-8255
Línea de Crisis en texto, acceder enviando un texto a HOME a 741741
Oficina de Seguridad de Rialto Unificado, 909-820-6892
Línea directa de Crisis Juvenil de California, 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's current school**



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 emotional
or personal items)
group)

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

Indirect Bullying
(Rejection, exclusion, ignoring, alienating, or
target another
isolating to purposely cause emotional distress)
MySpace,
Twitter, etc.)

Cyberbullying
(Using technology to harass, threaten, or
person – text, IMs, email, Facebook, videos,

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

Dates of alleged bullying or harassment(s):

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

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

Names of Witnesses:

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

Signature of Reporting Person _____ Date

Note: Completion of this form will initiate an investigation of the alleged incident of bullying or harassment outlined in this form. All information will be confidential except for that which must be shared as part of the investigation. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning, or working environment or work assignment. By signing above, you are verifying that your statements are true and exact to the best of your knowledge. Revised 8/16

Safe Storage of Firearms

TO: Parents and Guardians of Students in the Rialto Unified

FROM: School District Lead Agent, Expanded Learning Programs & Safety Innovation Norberto Perez

DATE: July 1, 2024

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]

- 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,

Norberto Perez

Date published: July 1, 2024

California Department of Education

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

[2] See California Penal Code section 25100(c)

[3] See California Civil Code section 29805.

[4] See California Civil Code section 1714.3



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, parents/guardians will be contacted to address the concern.



EMERGENCY

DIAL: 911



EMERGENCY PROCEDURES



RUSD SAFETY SERVICES & OPERATIONS

OFFICE: (909) 421-7609
DISPATCH: (909) 820-6892

Active Shooter/Lockdown



- **Call 911**
- **Run:** Get into a building, lock and barricade doors, shut off lights, silence cell phone
- **Prepare to Defend:** Be ready to protect and defend yourself using any item available
- **Remain in Place:** Wait for all clear from authorities before evacuating your area

Earthquake

Drop, Cover, and Hold...

- Under a table or desk or against an interior wall until shaking stops (do not stand in the doorway)
- After shaking stops, check yourself and others around you for injuries
- Evacuate, if directed by Emergency Personnel and/or authorized District staff

Bomb Threat

If you receive a Bomb Threat



- Stay calm/pay attention
- Obtain vital information
- Call 911 and provide information

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 with you when you leave
- Leave doors and windows open; do not turn light switches on or off
- Use stairs, not elevators
- Move far away from the building and follow the instructions from emergency responders

Fire/Evacuation



- Call 911
- Activate nearest fire alarm
- Proceed to nearest exit
- Use stairs, not elevators
- Assist persons with disabilities
- Meet at a designated 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 of the handle
S - Sweep from side to side

Medical Emergency



- Call 911 and/or Safety Control Dispatch at (909) 820-6892
- *Remain Calm* - provide comfort to the sick or injured person, if you are able
- Provide name, location, and type of emergency
- Stay on phone for instructions
- Provide first aid, if you are certified
- Follow the directions from the Emergency Personnel
- Move victim *only* if danger is imminent
- Designate a proactive, willing person to meet first responders

Suicide Threat or Attempt

What: When a person makes a verbal or physical gesture to inflict self-harm, follow these steps

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 and listen attentively
3. Get the 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 or possible exposures
- Evacuate the area and/or building
- Wait for all clear indications from Emergency Personnel
- Call RUSD Risk Management at (909) 820-7700 ext. 2110





Tirador activo/encierro de emergencia



- Llama al 911
- **Corre:** Entra a un edificio, cierra y atrinchera las puertas, apaga las luces, silencia el teléfono móvil
- **Prepárate para defenderte:** Estar listo para protegerte y defenderte utilizando cualquier artículo disponible
- **Permanece en el lugar:** Espera a que las autoridades lo autoricen antes de evacuar tu área

Terremoto

Agáchate, Cúbrete, y Sujétate...



- Colócate debajo de una mesa o escritorio o contra una pared interior hasta que se detenga la sacudida (no te coloques en el umbral de la puerta)
- Una vez que haya cesado la sacudida, verifica si tú y los demás a tu alrededor están heridos
- Evacúa, si así te lo indica el personal de emergencia y/o el personal autorizado del Distrito.

Amenaza de bomba

Si recibes una amenaza de bomba



- Mantén la calma/presta atención
- Obtén información vital
- Llama al 911 y facilítale tus datos

Importante: Si los servicios de emergencia te indican que debes evacuar el edificio, sigue los procedimientos de evacuación de tu plantel

- Revisa si hay objetos desconocidos en tu zona de trabajo. No toques objetos sospechosos; comunícalos a las autoridades.
- Llévate tus objetos personales cuando te marches
- Deja las puertas y ventanas abiertas; no enciendas ni apagues los interruptores de la luz
- Utiliza sólo las escaleras; no los ascensores
- Aléjate del edificio y sigue las instrucciones de los equipos de emergencia

Incendio/evacuación



- Llama al 911
- Activa la alarma de incendio más cercana
- Continúa hasta la salida más cercana
- Utiliza escaleras, no ascensores
- Ayuda a las personas con discapacidad
- Acude al área de reunión designada
- Conteo de personas
- Vuelve a ingresar al área únicamente cuando lo autorice el personal de emergencia

Instrucciones para el extintor de incendios:

P - Jala el seguro de la agarradera
A - Apunta la boquilla hacia la base del fuego
S - Aprieta el gatillo de la agarradera
S - Recorre de lado a lado

Emergencias médicas



- Llama al 911 y/o al Despacho de Control de Seguridad al (909) 820-6892
- *Mantén la calma* - si puedes, reconforta a la persona enferma o herida
- Proporciona el nombre, la ubicación y el tipo de emergencia
- Permanece en el teléfono para recibir instrucciones
- Proporciona primeros auxilios si estás certificado
- Sigue las instrucciones del personal de emergencia
- Mueve a la víctima sólo si el peligro es inminente
- Designa a una persona proactiva y dispuesta a reunirse con los socorristas

Amenaza o intento de suicidio

Qué: Cuando una persona hace un gesto verbal o físico para autolesionarse, sigue las siguientes recomendaciones:

Si la amenaza es inminente, no te demores, llama al 911

Acciones a tomar:

1. Haz todo lo posible por despejar el área de otras personas
2. Mantén la calma y escucha atentamente
3. Haz que la persona hable (recuerde información vital)
4. Quédate con el individuo
5. Notifica a los recursos del personal para obtener ayuda (es decir, director, consejero, enfermera, equipo de crisis)

Derrame químico/peligroso

- Llama al 911 - proporciona una descripción del tipo de sustancia química, tamaño o posibles exposiciones
- Evacúa el área y/o edificio
- Espera indicaciones de que todo está bien por parte del personal de emergencia
- Llama a Gestión de Riesgos de RUSD al (909) 820-7700 ext. 2110



SEXUAL HARASSMENT

SEXUAL HARASSMENT (STUDENTS) POLICY

1. Formal Written Complaint Procedure

- (a) If a student believes that he/she has been a victim of sexual harassment, the student shall report the incident to his/her principal, site administrator, or the District Title IX Coordinator (Students).
- (b) If a staff member becomes aware of an incident of sexual harassment involving students, it is the staff member's responsibility to notify an administrator who will insure that the incident is investigated promptly and will notify the principal or District Title IX Coordinator (Students).
- (c) A complaint may be filed using the District's Sexual Harassment Complaint Form (Students).
- (d) The principal will notify the complainant of the name and phone number of the District Title IX Coordinator (Students), **Senior Director of Personnel Services**, telephone number (909) 820-7700, extension 2431.
- (e) Upon receipt of a written sexual harassment formal complaint, the principal or an administrator designated by the District Title IX Coordinator (Students) shall promptly and thoroughly investigate the complaint and complete that investigation within sixty (60) calendar days of receipt. A written report of findings and disposition of the complaint will be given to the complainant in a timely manner.
- (f) The complainant may appeal disposition to the Superintendent/designee or The California Department of Education within fifteen (15) days of receipt.
- (g) No student or staff member shall suffer any reprisals for reporting any incidents of sexual harassment or for making any complaints. In all cases involving sexual harassment, confidentiality will be maintained.
- (h) The complainant will be advised that if she/he desires to file a discrimination complaint then the Uniform Compliance Policy (KLE)/Procedure (KLE-P) will be made available.
- (i) Discrimination complaints must be filed within six (6) months of the alleged occurrence or when knowledge was first obtained.

2. Disciplinary Action

Any student in grades 4-12, who is found to be responsible for sexual harassment, will be subject to appropriate discipline up to and including expulsion. Any students in grades K-3, who are found to be responsible for sexual harassment, will be subject to appropriate discipline up to and including suspension. The severity of the disciplinary action will be based upon the circumstances of the infraction. (Ed. Code 48900).

3. Local Remedies

The complainant shall be notified of local civil law remedies including but not limited to:

Legal Aid Clinic
354 West 6th Street
San Bernardino, CA 92401
Phone: (909) 889-7328

Inland Counties Legal Service
570 West 4th Street, Suite 104
San Bernardino, CA 92401
Phone: (909) 884-8615

West End Legal Aid Clinic
10722 Arrow Rt.
Rancho Cucamonga, CA 91704
Phone: (909) 980-0982

4. No Formal Written Complaint Procedure

If a formal written complaint is not filed, the site administrator will adhere to the following:

- (a) Investigate promptly and thoroughly;
- (b) Arrive at a reasonable conclusion;
- (c) Assign appropriate disciplinary action according to Section 2 of JGEB-P;
- (d) Notify parents of victim and perpetrator of case details, and conclusion(s);
- (e) Record pertinent details and actions in discipline file of students and on-site discipline log. Also, send summary of the case to District Title IX Coordinator (Students) for District records.

Non District Sponsored Special Activities

Employees/volunteers often initiate special off-campus activities for students on weekends or after school hours. Whether the employee/volunteer is a club sponsor, or

not, the employee/volunteer, the District or both could be held liable if a student participant sustains an injury.

Examples of activities are swim parties, picnics, barbecues, hiking, camping and trips to amusement parks. The District's Administration should be notified of any events or activities of this type.

Due to the nature of certain activities, there may be an inference of District participation or sponsorship. For instance, the activity may be promoted on campus, using District supplies, equipment, or the District's name.

If the event is a District-sponsored activity, use the appropriate notice forms, such as the "Assumption of Risk" form. If this is a non-District sponsored activity, reasonable steps should be taken to notify the public and participants of the District's non-involvement to reduce unwanted exposure.

Steps to be taken include:

1. Prohibit use of District supplies and equipment to promote the activity.
2. Prohibit publicizing the activity on campus.
3. Advertise in the school paper, notifying students that the activity is not District-sponsored.
4. Post notices on campus that the activity is not District sponsored.
5. Mail a notice of non-sponsorship to those students who are likely participants.

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.

Dress and Grooming

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 reasonable 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, Board Policy Manual Rialto Unified School District 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)

CAFETERIA / LUNCH AREA BEHAVIOR

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

1. Listen, follow directions, and be respectful.
2. Use an “indoor voice” at all times.
3. Remain seated until your class is dismissed.
4. Raise your hand quietly when you need assistance.
5. No sharing of food with other students.
6. Food may not be taken out of the cafeteria.

7. Follow all school and District rules.

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



Student Wellness Policy

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

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

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

Mission

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

Responsibilities

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

Nutrition Education

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

Physical Education

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

Other School Based Activities

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

Nutrition Guidelines for All Foods on Campus

- All foods and beverages sold or served during school hours shall meet nutritional standards and other guidelines set by the Federal and State Government and the School Board.
- Nutrition Services will take every measure to ensure that student access to foods and beverages meets federal, state, and local laws and guidelines. Nutrition Services will offer a variety of age appropriate healthy food and beverage selections for elementary schools, middle schools, and high schools.
- Food items served and sold shall reflect the cultural diversity of the student body.
- Nutritious and appealing foods such as fruits, vegetables, and whole grain products shall be available during the school day.

- Nutrition information for products offered in snack bars, a la carte, and vending machines is readily available.
- The sale of soft drinks, candy, and any non-compliant food items are not allowed from midnight to 30 minutes after school.
- Nutrition education is encouraged during classroom snack times, not just during meals.
- Advertising of foods or beverages must be consistent with the established nutrition environment standards.
- All food and beverage items sold or given away by school organizations must have prior School Board approval.

Eating Environment

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

Child Nutrition Operations

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

Food Safety/Food Security

- All foods made available on campus comply with the State and local food safety and sanitation regulations. Plans and guidelines of the Hazard Analysis and Critical Control Points (HACCP) are implemented to prevent food illness in schools.

- For the safety and security of the food and facility, access to the food service operations is limited to Nutrition Services staff and other authorized personnel.

Annual Review

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

This institution is an equal opportunity provider.
Revised/Approved 1.19.18



PLAYGROUND EXPECTATIONS

Students are expected to *Stay Safe, Take Responsibility, Have an Awesome Attitude and Be Respectful*

while on the playground too!

BEHAVIOR

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

Students will keep hands and feet to themselves at recess as well as in the cafeteria line. Wrestling, play fighting, etc. will not be permitted.

AT THE END OF RECESS

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

INJURIES

If a student is injured on the playground, he/she will be escorted to the office. The parent may be notified, depending on the injury (i.e. head injury = yes, scraped knee = no).



PLAYGROUND

GAME RULES

We want recess to be an enjoyable time for all of our students. The most important rule for the playground is to **Stay Safe, Take Responsibility, Awesome Attitude and Be Respectful at all times**. All students must keep their hands and feet to themselves and conduct themselves in a way that will not harm themselves or others.

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

FREEZE BELL

When the bell rings at the end of recess all students must “freeze” until the whistle is blown to line up. Every student **stops** all activity, holds their equipment, and climbs off of the play structure. When the whistle is blown, students are to walk to their line.

RESTROOMS

Students must use the playground restrooms and playground drinking fountains during recess and lunch time. No **DRINKS** or **BATHROOM USE** after the bell rings. The

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

PLAYGROUND GAMES

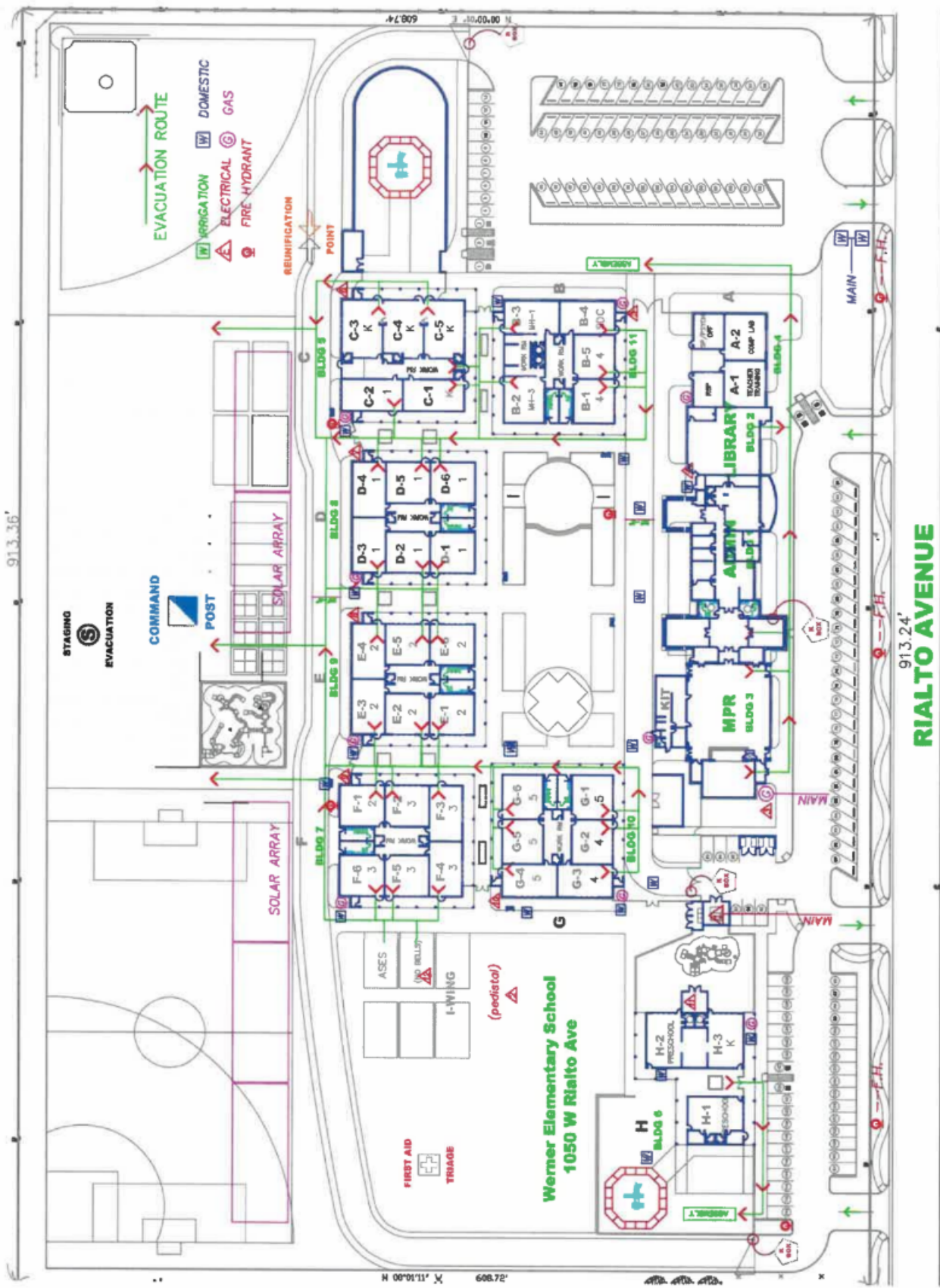
All games must be played fairly and according to the rules listed in this handbook. ***Students must keep their hands and feet to themselves at all times, especially during recess games.*** The following games are **not allowed** at any time on the playground:

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

All students must read and review the games rules before playing them. If you do not understand the rules to a game, ask your teacher to explain them to you.



EASEMENT FOR THE RAILS TO TRAILS COUNTY PROGRAM



HELPFUL HINTS

YOUR SUPPORT IS THE KEY TO YOUR CHILD'S LEARNING

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

YOU are the most important person to your child. What you expect of him or her is what he or she will try to achieve. What you model is the way he or she will behave.

PRAISE is the best "pay" your child can receive from a parent.

PATIENCE, PATIENCE, PATIENCE.

OVERSEE your child's use of time; know what he or she does. Suggest things for him or her to do. Engage in activities with your child.

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

T.V. and Video Games- watching and playing should be limited, and with parental consent. Watch some programs with your child and talk about what you both learned from watching them. Be sure to monitor time spent on video games. The school offers 3 **FREE** programs (**i-Ready, Imagine Math, Footsteps2Brilliance**) online that are game style format that assist with each individual student's needed skills for learning. They can login through our website using the Clever login.

TEACH YOUR CHILD to use an ANALOG CLOCK; he/she won't be tempted to rely on a DIGITAL CLOCK.

BE SURE YOUR CHILD CAN RECITE his/her address and telephone number and knows his/her complete name.

BE SURE YOUR CHILD KNOWS his/her parent/guardian's first and last name.

BE SURE OUTER GARMENTS have a student's name.

CHILDREN IMPROVE THEIR ACADEMIC SKILLS WHEN they begin the day with breakfast, do homework regularly, and have a balance of planned, supervised activities outside of school. Establish a special, quiet place for each child to complete his/her daily homework and a special place to put school work and materials out of the reach of siblings. Supervise and check your child's homework. Parents should establish rules for homework time, and limit television and playing during the school week.

AFTER SCHOOL ACTIVITIES: Be sure there is a good balance of activities for your child after school. The variety of activities might include group and single activities, physical and creative, structured and unstructured. Set up a schedule for your child. This does give children a sense of security and responsibility and frees parents from some "nagging".

NUTRITION: WERNER SERVES BREAKFAST FROM 8:00 - 8:15 a.m. Research has shown that eating breakfast helps promote concentration, patience, and attentiveness. In fact, studies at the University of Iowa found that children who skip breakfast tend to react slower, be less productive, have more trouble concentrating, and become more tired in the late morning than those who eat breakfast. **REMEMBER--BREAKFAST DOESN'T HAVE TO MEAN "breakfast food."** There are lots of other alternatives that are just as good. Some options might be: a slice of pizza, a sandwich filled with 3 oz. of tuna, 1 oz. cheese, or 2 tablespoons peanut butter, a large potato with 1/4 cup cottage cheese, 1/2 cup lentils with 1 cup rice, or 1 cup macaroni with 1 oz. cheese.

CHILDREN BECOME RESPONSIBLE PEOPLE WHEN parents also expect them to assume specific responsibilities at home, each day.

CHILDREN BECOME SUCCESSFUL STUDENTS WHEN they are physically fit. Recent research shows 50% of our nation's children have high blood pressure, high cholesterol, or are overweight. Have your child exercise with you on a daily basis.

CHILDREN BECOME RESPONSIBLE PEOPLE when their television viewing is limited to only a very few programs a day and parents censor the content of programs viewed.

THANK YOU!

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

