

# **Eisenhower High School**



## **Home of the Eagles**

**Integrity - Kindness - Eagerness to Learn**

2024-2025 Student / Parent Handbook

## **EISENHOWER HIGH SCHOOL**

1321 North Lilac Avenue  
Rialto, California 92376

Main Office (909) 820-7777  
Attendance Office (909) 820-2222  
Fax (909) 421-7640

<https://kec.rialto.k12.ca.us/ehs>

### **SCHOOL ADMINISTRATION**

Kristal Henriquez-Pulido, Principal  
Liliana Casarrubias, Assistant Principal  
Jessica Marasco, Assistant Principal  
Cynthia Pool, Assistant Principal  
Joshua Sanchez, Assistant Principal  
TBA, Program Specialist

### **SCHOOL COLORS**

Green, White, Gold

### **MASCOT**

Eagle

### **ALMA MATER**

Where desert sand and mountains  
meet beneath the western sky,  
'tis there my heart forever  
yearns for Eisenhower High.  
Our dear old Alma Mater,  
we owe our best to thee,  
'tis here we spent our cherished years,  
we pledge our loyalty.

### **Eisenhower High School Mission Statement**

The mission of Eisenhower High School, a legacy of excellence, is to cultivate in each Eagle the curiosity and confidence to discover their passions in order to better themselves and society through a vital system distinguished by:

- A safe environment for risk taking
- High expectations for all, embracing diversity
- Core values
- Relationships that cultivate a unified community

### **Eisenhower High School Objectives**

- Every student will complete each course at or above grade level
- Every student will become a positive, productive member of society
- Every student will be given tools to discover a pathway relevant to their strengths and passions

### **Eisenhower High School Tactics**

1. We will create a culture of high expectations for all.
2. We will provide support to ensure that students meet grade level standards.
3. We will embed the IKE core values into every aspect of Eisenhower.
4. We will facilitate relationships within the community.
5. We will be a cornerstone of innovative instruction.



# **RIALTO UNIFIED SCHOOL DISTRICT**

## **RIALTO UNIFIED SCHOOL DISTRICT SUPERINTENDENT**

Dr. Edward D'Souza  
Acting Superintendent

## **RIALTO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

Joseph W. Martinez - President  
Edgar Montes - Vice President  
Evelyn P. Dominguez - Clerk  
Nancy O'Kelley - Member  
Dr. Stephanie Lewis - Member

### **RIALTO UNIFIED SCHOOL DISTRICT MISSION STATEMENT**

The mission of the Rialto Unified School District is to provide high levels of learning for all students and to inspire people to set goals that maximize their potential.

### **RIALTO UNIFIED SCHOOL DISTRICT VISION STATEMENT**

The Rialto Unified School District will be a leader in providing a quality education that prepares all students for their future.

### **RIALTO UNIFIED SCHOOL DISTRICT CORE VALUES**

The Rialto Unified School District will be a leader in providing a quality education that prepares all students for their future.

***Excellence:*** We strive towards excellence in our pursuit of student achievement.

***Accountability:*** We are responsible for unleashing the maximum potential of each student, recognizing that our roles are critical in their success.

***Integrity:*** We respect and value our relationships based on honesty and compassion, and we are transparent in our actions.

***Community:*** We build positive partnerships for the benefit of our students and community.

***Safety:*** We provide a safe educational environment.

### **RIALTO UNIFIED SCHOOL DISTRICT SERVICE PROMISE**

We promise to provide professional services to students, parents/guardians, community members, visitors, and District personnel.

We further promise to interact in a courteous, caring, and positive manner that ensures all people will be treated with dignity and respect.

# IMPORTANT DATES 2024-2025

## AUGUST

Monday 5 First Day of School  
Thursday 22 Back to School Night

## SEPTEMBER

Monday 2 Labor Day Holiday

## OCTOBER

Friday 4 End of Quarter 1

## NOVEMBER

Monday 11 Veteran's Day Holiday  
25-29 (M-F) Thanksgiving Holiday

## DECEMBER

Thursday 12 Final Exams  
Friday 13 Final Exams  
Friday 13 End of Semester 1

## JANUARY

Tuesday 7 School Resumes  
Monday 20 Martin Luther King, Jr. Holiday

## FEBRUARY

Monday 10 Lincoln's Day Holiday  
Monday 17 President's Day Holiday

## MARCH

Wednesday 19 End of Quarter 3  
Thursday 20- Friday 28 Spring Break  
Monday 31 School Resumes

## APRIL

1-30 (M-F) CAASPP Testing- Literacy and Math

## MAY

5-9 (M-F) AP Testing Week 1  
12-16 (M-F) AP Testing Week 2  
Monday 26 Memorial Day Holiday  
Wednesday 28 Final Exams  
Thursday 29 Final Exams  
Thursday 29 Last day of school for students & End of Semester 2

## JUNE

Sunday June 1st Graduation

*Detailed calendar information available online.*

# EISENHOWER HIGH SCHOOL

## BELL SCHEDULE 2024 / 2025



1321 N. Lilac Ave.  
Rialto, CA 92376  
PH: (909) 820-7777  
Attendance: (909)820-2222

### REGULAR SCHEDULE

PERIOD	START	END
0	7:39AM	8:32AM
1	8:40AM	9:33AM
2	9:40AM	10:53AM
3	11:00AM	11:53AM
<b>LUNCH A</b>	<b>11:53AM</b>	<b>12:28PM</b>
4A	12:35PM	1:28PM
4B	12:00PM	12:53PM
<b>LUNCH B</b>	<b>12:53PM</b>	<b>1:28PM</b>
5	1:35PM	2:28PM
6	2:35PM	3:28PM
7	3:35PM	4:28PM

### MINIMUM DAY

PERIOD	START	END
0	7:57AM	8:32AM
1	8:40AM	9:17AM
2	9:24AM	10:21AM
3	10:28AM	11:05AM
<b>LUNCH A</b>	<b>11:05AM</b>	<b>11:40AM</b>
4A	11:47AM	12:24PM
4B	11:12AM	11:49AM
<b>LUNCH B</b>	<b>11:49AM</b>	<b>12:24PM</b>
5	12:31PM	1:08PM
6	1:15PM	1:52PM
7	1:59PM	2:36PM

### COLLABORATION DAY

PERIOD	START	END
0	7:46AM	8:32AM
1	8:40AM	9:25AM
2	9:32AM	10:37AM
3	10:44AM	11:29AM
<b>LUNCH A</b>	<b>11:29AM</b>	<b>12:04PM</b>
4A	12:11PM	12:56PM
4B	11:36AM	12:21PM
<b>LUNCH B</b>	<b>12:21PM</b>	<b>12:56PM</b>
5	1:03PM	1:48PM
6	1:55PM	2:40PM
7	2:47PM	3:32PM

### FINALS SCHEDULE

PERIOD	START	END
1 / 2	8:40AM	10:29AM
3 / 4	10:36AM	12:05PM
<b>LUNCH</b>	<b>12:05PM</b>	<b>12:40PM</b>
5 / 6	12:47PM	2:16PM

**LUNCH A:** BLDG. G, H, I, J, K, L, M, ADMIN. & ATTEND.

**LUNCH B:** BLDG. B, C, D, E, F, R, S, T, AND PE

#### MINIMUM DAYS

8/5, 8/22, AND 3/19

#### COLLABORATION DAYS

8/7, 8/14, 8/21, 8/28, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/20, 12/4, 1/15, 1/29, 2/26, 4/30, 5/14, 5/21

#### FINAL DAYS

12/12, 12/13, 5/28, AND 5/29

## **GENERAL INFORMATION**

### **Office Hours**

The main office is open from 7:30 a.m. - 4:30 p.m., Monday through Friday.

### **Visitors on Campus**

Visitors will not be allowed on campus, except with limited access to the office for business needs or for meetings that are determined necessary to hold in person. Check-in is required for all visitors at the entrance.

### **Closed Campus**

Eisenhower High School is a closed campus. Students are not to leave campus at any time during the school day without written permission from the office. Peripheral areas and parking lots are off limits. Students are not permitted to leave campus at lunch. Students must receive written permission from the office prior to leaving campus. Students who leave school without authorization may be considered truant and subject to disciplinary action.

### **Bicycles, Skateboards, Scooters**

Students may not ride bicycles, skateboards, or scooters on campus at any time. Students who utilize bicycles and/or skateboards as a form of transportation to school must make sure they are secured/locked up in the designated location before the tardy bell rings and remain there during school hours. Neither the District or Eisenhower High School is responsible for loss or theft of personal property, nor are they responsible for property that is lost or stolen as a result of negligence.

### **Deliveries**

Deliveries of food, flowers, balloon bouquets, stuffed animals, or any non-academic items needed for the school day for classroom learning or for sports will not be accepted on the Eisenhower High School campus. Students are prohibited from carrying these items on and around the campus. Food deliveries are strictly prohibited. Students are allowed to bring lunch from home before they arrive on campus at the beginning of the school day.

### **Health Office 909-820-7777 ex. 21742**

Students who become ill during the school day must request a pass from the teacher of that period in order to go to the Health Office. If they need to leave school because of an illness, they must first get a "Permit to Leave" from the Health Office. Failure to secure a "Permit to Leave" before leaving campus will result in disciplinary action.

### **Medications**

Parents / Students must check in all medications, prescription as well as over-the-counter, at the Health Office. If an exception is made, a doctor's note will be needed.

### **Loss or Theft of Personal Property**

Neither the District or Eisenhower High School is responsible for loss or theft of personal property, nor are they responsible for property that is lost or stolen as a result of negligence.

### **Lost and Found**

The area designated for lost and found articles is located at the receptionist's desk in the front office. Lost and found articles not claimed by the end of the month will be discarded.

## **POLICIES AND PROCEDURES**

### **Cell Phone Policy**

Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during non-instructional time, such as before/after school, lunch and passing periods; as long as the device is utilized in accordance with law. Devices must be turned off and not visible during instructional time, which is designated by the school's bell schedule.

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 parent 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.
- 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.

## **Attendance**

The classroom experience is central to the process of learning. Students who are chronically absent learn less. Excessive tardiness or absence from classes is detrimental to a student's academic success. Students and parents must also be aware that it is difficult to make up work and still have the same kind of understanding of the material that students would have if they were present in class. Consequently, grades will suffer when a student misses school. If excessive absence or tardiness occurs, an administrator will contact the parents in an attempt to provide resources and assistance to mitigate the matter.

## **Procedures to Follow in the Event of an Absence**

In the event that a student is absent, the parent or guardian will notify the school Attendance Office by telephone (909)820-7777 ext. 21739 no later than 4:00 p.m. on the day of the student's absence from school. A valid identification is required for parents/guardians to pick up students. Parents/Guardians are requested to notify the school of any change in home address and/or telephone number. Failure to call in an absence will require the student to present written verification to the attendance office upon returning to school. All unverified absences will be subject to the Truancy Policy. State law requires schools to account for all student absences.

*\*All absences must be verified in one of the following ways:*

1. Call the Attendance Office the day of the absence between the hours of 7:00 a.m. and 4:00 p.m.
2. Fax the absence verification note to the attendance office at 909-421-7640 on the day of the absence.
3. Send a note the day your student returns to school. It must be legibly written or typed with your student's last, first, and middle name, grade, the date of the absence and the reason for the absence.
4. Leave a voicemail message if you are unable to call the Attendance Office during school hours. You can leave a voicemail message by calling (909) 820-7777 Ext. 21739.

*\*Absences are excused for the following reasons:*

1. Illness
2. Medical, dental, legal appointments
3. Religious observances
4. Death in the immediate family
5. Jury duty

## **Make-up work after absences**

During an absence, students should check their Google classroom and StudentVue for missing assignments. If a student wishes to receive additional guidance from teachers, he/she should contact them through their Gmail account. Any student absent from classes for legitimate reasons including suspension, is required to make up all work missed. However, it is the responsibility of the student to see his/her teachers on the day he/she returns to school to obtain make-up work and help, if needed.



**Tardies**

Students are expected to be in their classroom prepared to learn, before the bell rings. Tardy students not only interrupt their own learning but also the learning of others. Tardy "sweeps" will be conducted periodically during the school day.

When a student has accumulated five tardies in any combination of classes, the student will be assigned STEP UP for the next available Saturday to complete an assignment through BASE. Failure to attend STEP UP will result in a detention during lunch. Students will be assigned lunch detentions until the course is complete. Students will be referred to their administrator for discipline when failing to meet these requirements. Excessive tardies will result in detentions, community service, parent conferences, referrals to SARB and/or further disciplinary action. Parents will be contacted if there is a pattern of chronic tardiness and further disciplinary consequences may ensue.

In the EVENT OF AN EMERGENCY OR OTHER EXTENUATING CIRCUMSTANCES, please see your student's administrator. No phone calls or notes will be accepted to clear tardies. Excessive first period tardies may result in an attendance review meeting and disciplinary action may be taken. Students may be dropped from their first period class for excessive tardies whether the tardies are excused or not.

**STEP-UP**

STEP-UP is an opportunity for schools to extend educational support and enrichment through Saturday sessions. Every student who attends a STEP-UP session is eligible to recover a previous absence.

\* Contact the Attendance Office for more information on the STEP-UP Program at (909)820-7777.

**Truancy Policy**

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

ANY STUDENT ABSENCE THAT IS NOT CLEARED BY A PARENT/GUARDIAN WITHIN 72 HOURS WILL BE CODED AS A TRUANCY.

Truancy is defined as being absent from school or class without parent/guardian permission. Students enrolled at Eisenhower must be in school during school hours. Out of bounds includes, but is not limited to, the following: parking lots, in the restroom without a valid pass, athletic courts and other isolated areas.

Students may receive discipline at the administrator's discretion each time they are truant. Students who are truant will also be subjected to searches of themselves and their belongings for the safety of students, teachers, and staff on campus. In addition, students who are habitually truant or tardy will be placed on Attendance Agreements. Further

violations of the attendance policy may result in a referral to the School Attendance Review Board (SARB) and/or a citation.

### **Identification Cards**

Students are required to show a current Eisenhower High School picture identification card to check out books, participate in most student activities, and receive available discounts and incentives. Students are expected to show their school identification card when entering afterschool activities at all times. Replacement identification cards can be provided for \$5.00.

### **Physical Education Attire**

RUSD Board Policy 5132 states that students are expected to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program. Accordingly, the district has set standards for the physical education clothing in alignment with its Board Policy that students are expected to wear attire that is suitable for the physical activity and promotes safety.

As such, students are required to change clothing appropriate to the physical activity for hygiene, safety and movement efficiency purposes. The following options will assist to meet the expectations of dressing in “suitable” physical education attire:

- 1) Purchase the school’s physical education clothing
- 2) Wear their own clothing (as long as suitable)
- 3) Borrow the school “loaner” physical education clothing
- 4) Work with school administration to meet expectation

NOTE: Students cannot be penalized academically for their inability to purchase the school physical education attire or outside attire that is not suitable or in matching colors, or for wearing loaners. (Education Code 49066(c))

### **Work Permits**

To obtain a work permit, students should contact the Career Center. Or visit the school’s website for further information. <https://kec.rialto.k12.ca.us/Page/11>

### **Technology and Acceptable Use**

Information for Parents/Guardians:

Rialto Unified School District strives to provide a powerful educational program for your child. Because technology is such an integral part of today’s society, using technology during school is a critical component of your child’s learning experiences. We take every precaution possible to ensure your child’s safety while using these educational tools. Please help us teach your child appropriate use of technology by discussing the information in this document and encouraging them to adhere to the rules at all times.

If you or your child have any questions or concerns, please contact his/her teacher. Home use of the internet for learning: Parent involvement and supervision are critical to ensuring your child’s safety on the internet. Rialto Unified assists you in this by providing home access to resources that support your child’s learning.

The following are examples of the resources available at home as well as school:

- Online Library Catalog: search for books in the school library by reading level or topic. Print a list to take to school the next day.
- Research tools: students can research a topic using safe, educational resources provided by the District. Access online encyclopedias, textbooks, eMagazines, newspapers, and other reference works. These resources also provide links to external websites that have been reviewed for educational appropriateness.
- Synergy: students in grades 6-12 have an account that allows them to turn in assignments, communicate with teachers, review grades and assignments they can access at home or school. School Website: your school's web page provides direct access to the aforementioned resources and class webpages where teachers can post additional resources selected to support your child's learning.

### **Administrative Procedures**

Orientation is required for all students and employees regarding acceptable and unacceptable use of computers, computer networks, and electronic resources.

### **Student Orientation**

All students will be oriented annually on the acceptable and unacceptable use of computers, computer networks and electronic resources using the procedures outlined in the Parent Permission letter and agreement to acceptable use—signed yearly.

### **Unethical/Unacceptable Behavior**

Use of computers, networks, or electronic resources for illegal, inappropriate, or obscene purposes, or in support of such activities is a contradiction to District philosophy and acceptable use standards. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the computer/network, and/or purpose or goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle.

### **Library and Computer Labs**

The library and computer labs are available for student use daily from 7:30 a.m. - 4:00 p.m.

### **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 broader community to impact students and the health of the community positively, including sharing information on the District website.

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 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 meet 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*

## **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 Ext. 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.

### **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**

## **SAFETY AND SECURITY**

### **Policy 5132: 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 reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

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

*(cf. 0415 – Equity)*

*(cf. 5145.2 – Freedom of Speech/Expression)*

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

*(cf. 4131 – Staff Development)*

*(cf. 4231 – Staff Development)*

*(cf. 4331 – Staff Development)*

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

*(cf. 5144 - Discipline)*

### **Gang-Related Apparel**

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5136 - Gangs)*

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

### **Uniforms**

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety. The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

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

### **Policy 5132: Dress And Grooming**

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.

**The following “Big Three” will enforced:**



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.

**Administrators will make final determination on dress code violations.** 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. (cf. 4119.22/4219.22/4319.22- Dress and Grooming)

### **Notification to Parents**

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the District's policies and procedures for searches, including notice regarding:

- The possibility of random searches of students, their belongings, their vehicles parked on District property, and District properties under a student's control, including lockers or desks
- The use of metal detector scans
- The use of contraband detection dogs

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

### **Procedure for Random Searches & Use of Metal Detectors**

"The Board believes that the presence of weapons in the schools threatens the District's ability to provide the safe and orderly learning environment to which District students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff". (BP 5145.12)

The school site administrator assisted by Campus Safety Officers shall ensure that the following safeguards are followed when conducting random searches using metal detectors:

- Security team will enter the classroom, first make contact with the teacher, then give a prepared announcement and basic instructions to students before conducting the random search procedures.
- The team will ask all students to leave their items in the classroom and exit the space with their teacher.
- A sweep of the classroom will be conducted with the safety team and administration.
- If a student's possessions alert of a potential danger the student will be called into the

- classroom and will be asked to empty their pockets and their belongings will be checked for dangerous items.
- Next, the student (including their backpacks, purses, etc.) will be scanned with a hand held metal detector (wand).
  - If there is no activation of the metal detector when the student is scanned, then he/she will not be searched.
  - However, if an initial metal detector or wand activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry). Student(s) will then be scanned a second time.
  - If a second activation occurs, a metal detector or wand shall be used for a third time.
  - If the activation is not eliminated or explained by the student, then an officer shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another District employee. (EC 49050 Article 8. Searches by School employees)
  - The search shall be limited to the detection of the cause of the activation

### **Environmental Safety**

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

Reference: Administrative Regulation 3514-Business and Non-instructional Operations -Environmental Safety If a student is found with these products, parent/guardian will be contacted to address the concern.

### **Random Safety Inspection Procedures**

The Rialto Unified School District Board of Education in an effort to ensure student safety has adopted a Random Safety Inspection Policy (BP 5145.12) at all secondary schools. The program will be coordinated by school site administrators assisted by trained District Safety Officers who will supervise students during this process. Students are selected using a computerized random selection device, and scanned by hand held (wand) metal detectors. *"The use of a metal detector is less intrusive than a physical search and therefore constitutes a minimal invasion of privacy. This tool is generally preferred over a frisk or pat-down when searching an individual for the possession of weapons. (BP 5145.11)*

### **K-9 Safety Inspections**

The Rialto Unified School District has entered an agreement with Interquest Detection Canines, Inc., to conduct random, unannounced inspections at all of our secondary schools in the District by trained detection canines.

These canines are trained to detect the presence of illicit drugs, alcohol, and gunpowder-based items. Campus buildings, parking lots, and grounds will be randomly inspected for prohibited items. If detected and found, the District will initiate appropriate disciplinary action.

The canines used in this program are non-aggressive, retrieving breeds such as Golden and Labrador Retrievers. They are trained to single out certain scents of contraband items and

indicate the area where the scent is detected. Interquest provides services to over 1, 200 public school districts across the nation.

The Rialto Unified School District is taking every reasonable precaution to provide a safe and healthy learning environment for all students, staff and visitors. The canine detection component of our Random Safety Inspection Program is but one element of our District's Comprehensive Safe Schools Plan.

"In an effort to keep the schools free of dangerous contraband, the District may use specially trained, non aggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district sponsored events. Dogs shall not sniff within the close proximity of students or other persons, and may not sniff any personal items on those persons without their consent." (BP 51145.11)

## DISCIPLINE POLICY

Eisenhower High School is committed to providing a safe and orderly learning environment for all students and staff. All Eisenhower High School students are required to conduct themselves in an appropriate and acceptable manner at all times when present in classrooms, hallways, at school-sponsored activities, on school grounds, and on the way to and from school. Students are expected to treat all persons (adults and peers), the grounds, and buildings with courtesy and respect. Responsible and mature citizenship ensures a positive and productive campus environment.

The Board of Education, as well as Eisenhower High School, believes that it is important for students to understand that they have a choice for their actions and that appropriate conduct benefits both them and others. Eisenhower High School has a Discipline Policy that reinforces the underlying belief that students are responsible for their own behavior. This Discipline Policy is based on a system of demerits. Students who are referred to the office for inappropriate behavior may be subject to discipline as a consequence of their actions. Students will receive a "Notice of Disciplinary Action". A copy of the notice will be given to the student to take home for a parent/guardian to ensure that parents/guardians are aware of their student's behavioral statutes.

Disciplinary actions will include, but are not limited to:

1. Student counseling
2. Teacher-assigned Detentions
3. Parent/Guardian shadowing
4. SART/SARB (School Attendance Review Team/Board) referrals
5. Loss of Privileges
6. Community Service
7. School on Saturday
8. Suspension
9. Recommendation for Expulsion

## **Suspension and Expulsion - 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 findsthat 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 forstabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade thatlocks 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.

#### **Community Service Education Code 48900.6**

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

#### **Forgery**

It is considered to be a forgery for any person who, with intent to defraud, signs the name of another person, or of a fictitious person, knowing that she/he has no authority to do so. This also includes altering legal documents. School or personal documents may include, but are not limited to:

- Hall passes/Call slips
- Readmits
- Nurse referrals
- Parent/Guardian permission slips
- Letters/Notes from home
- Legal documents, i.e., attendance printouts, grade records, electronic signature pads, etc.

## **Hate Violence**

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 – 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. Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact a staff member, Principal or Coordinator for Nondiscrimination. Upon receiving such a complaint the Coordinator or Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7- Sexual Harassment. **AS PER OUR MISSION STATEMENT, THESE BEHAVIORS WILL NOT BE TOLERATED ON OUR CAMPUS. SUSPENSION AND/OR EXPULSION MAY RESULT FROM THE FIRST OFFENSE.**

## **Sexual Harassment**

Sexual harassment consists of (1) unwelcome sexual advances; (2) requests for sexual favors; and/or (3) other verbal or physical conduct of a sexual nature in all educational settings including, but not limited to:

- Decisions involving academic status, honors, programs and activities for students
  - Conduct that has the purpose or effect of unreasonably interfering with student's academic performance or creating an intimidating, hostile or offensive school environment
- Other forms of sexual harassment include, but are not necessarily limited to, the following:
- Verbal harassment, such as derogatory comments, jokes, slurs, requests for sexual favors or threats.
  - Physical harassment, such as unnecessary or offensive touching, impeding, or blocking movement.
  - Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings, or gestures.
  - Any student who feels that she/he is being sexually harassed should immediately report the incident to a staff member, the Principal or the District Title IX Coordinator, Senior Director of Personnel Services, 909-820-7700 ext: 2431.

## *Student Searches*

"...As necessary to protect the health and welfare of students and staff, school officials may search students, their property and /or District property under their control and may seize illegal, unsafe, or otherwise prohibited items.

School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the District or the school..." (BP/AR 5145.11)

## **Bullying Prevention Policy**

The Rialto Unified School District is committed to providing a safe working and learning environment; takes seriously bullying or any behavior that infringes on the safety or the

well-being of students, employees or any other persons within the District's jurisdiction; and will not condone retaliation in any form when bullying has been reported. District policy continues to require all schools and personnel to promote among students and staff mutual respect, tolerance, and acceptance.

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

### **Rialto Unified School District Bullying (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
- 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.

## ACADEMICS / PROGRAMS

### **School-Wide Learner Outcomes (SLO's)**

Eisenhower High School students who are successful graduates and lifelong learners possess the following traits:

#### **Respectful Learners who...**

- Are accountable for their academic success.demonstrate respect with individuals and groups.
- Demonstrate the willingness to assist others.

#### **Responsible Learners who...**

- Are accountable for their academic success.
- Demonstrate the willingness to assist others.

#### **Relevant Thinkers who...**

- Actively pursue understanding of the world around them.
- Apply critical thinking skills to real-life scenarios.

#### **Rigorous Learners who...**

- Apply problem-solving processes to evaluate and analyze academic materia
- Approach life with intellectual curiosity.

**Positive Behavior Interventions and Supports (PBIS)**Positive Behavior Interventions and Supports are implemented as school-wide behavior support of all students, with an emphasis

on implementation practices and systems. Eisenhower High School implements PBIS as a framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students.

As a “framework,” the emphasis is on a process or approach, rather than a curriculum, intervention, or practice. The “continuum” notion emphasizes how evidence- or research-based behavioral practices are organized within a multi-tiered system of support, also called “response-to-intervention”. Within this definition, the mutually beneficial relationship between academic and social behavior is student success. Finally, the important supportive relationship between positive school- and classroom- wide culture and individual student success is emphasized.



### Academics

Eisenhower High School curriculum gives every student preparation to become a positive, productive member of society. The curriculum requires each student to exercise personal responsibility to their academics including academic integrity, consistent class preparation, attendance, and participation.

A solid core of academic courses, college and career pathways, the integration of technology, work based learning experiences and student supports foster growth and prepare students for global leadership in the 21st century.

### **Homework | Make-Up Work**

*Rialto USD | BP 6154*

The Board of Education recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teacher expectations related to homework may be addressed in their evaluations.

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service.

### **Make-Up Work**

Students who miss school work because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time (*Education Code 48205*). Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure. Teachers are to give suspended students full credit for work that is turned in according to a reasonable make-up schedule.

### **EHS Homework and Make-Up Work**

Homework at Rialto High School is viewed as a critical element in assisting students to clarify, retain, and broaden the knowledge and skills learned in class. In order to achieve and earn the highest passing grades, students must complete all homework assignments and on time. RHS teachers will inform both students and parents of their grading policy and the specific homework procedures as outlined in their individual course syllabi. If a student is absent for more than five days, homework may be requested from the appropriate academy.



If a student has been suspended, pending expulsion, homework will be provided within two days after the initial request. Homework will be available for pick-up at the receptionist desk. As homework is completed and turned in, additional make-up work will be issued to the student. The time frame allowed to complete missing class work due to excused absences is one day per absence.

### **Academic Honesty**

*Rialto USD | BP 5131.9*

The Board of Education believes that personal integrity is basic to all solid achievement. Students will reach their full potential only by being honest with themselves and with others. The Board expects students to respect the educational purpose underlying all school activities. All students need to prove to themselves that they can do successful work as a result of their own efforts. The Board expects that students will not cheat, lie or plagiarize. The Board recognizes that students are more inclined to cheat when there is little likelihood of getting caught. Each school shall provide an environment that encourages honesty. Students must know that their teachers will not ignore or condone cheating and that anyone discovered cheating will be penalized.

When an incidence of cheating occurs, parents/guardians shall be contacted and asked to make sure that their children have adequate time to study at home. Specific penalties for cheating shall be included in school rules consistent with Board Policy 5131.9 and existing state law. Teachers shall instruct students in research and study skills appropriate to each subject, so that all students may feel confident that if they prepare, they can succeed without cheating.

### **EHS Plagiarism Policy**

#### **Cheating | Copying**

Plagiarism, cheating and copying is prohibited. Many students feel pressured to complete papers or assignments competently and quickly. With the accessibility of information on the internet, students may plagiarize by copying and pasting information from other sources or each other. If a teacher suspects that plagiarism, cheating or copying has occurred, students involved may potentially receive a failing grade. If continued abuse of cheating, copying or plagiarism occurs, students will be subject to progressive discipline. Plagiarism in an Advanced Placement course or Honors course will result in the student being removed from the advanced course and returned to the college prep program.

#### **EHS Plagiarism and Cheating Defined:**

Actions that fall under the scope of Academic Dishonesty

- Copying someone else's homework, class work and/or any other kind of assignment
- Copying directly from a book, magazine, journal and/or website and source is not cited.
- Copying someone else's answers for a test.
- Allowing someone to copy your work assignment, or test. Potential Consequences
- A failing grade will be entered as your grade in that assignment, quiz, or test.
- An opportunity to make-up the assignment will not be granted.

- If you are in a group and one person cheats, the entire group may fail the assignment.
- You may receive a referral to the academy principal for additional progressive discipline.

### **Advanced Placement and Honors (AP and HP)**

Eisenhower High School is committed to providing our students with opportunities for advancement and rigorous coursework. We have extensive course offerings that include both Honors and Advanced Placement AP curriculum. Honors and AP designated courses are weighted in a student's overall GPA for grades of C or higher. Below are the course offered:

#### **English**

English 9 & 9 Honors  
 English 10 & 10 Honors (Multicultural Literature)  
 ERWC 11  
 AP English Language and Composition  
 ERWC 12  
 AP English Literature

#### **Math**

Math 1 & Math 1 Honors  
 Math 2 & Math 2 Honors  
 Math 3 & Math 3 Honors  
 Math 4 & Math 4 Honors  
 AP Calculus (AB and BC)  
 AP Statistics  
 AP Precalculus

#### **Science**

Environmental Science Honors  
 Exploring Marine Science Honors  
 Energy and the World Honors  
 AP Biology  
 AP Physics 1  
 AP Environmental Science

#### **Social Science**

Ethnic Studies  
 Race and Gender in US History  
 AP Human Geography  
 AP World History  
 AP US History  
 AP Government  
 AP Macroeconomics

#### **Visual Arts**

AP Studio Art

#### **World Languages**

AP Spanish Language

### **Advancement Via Individual Determination (AVID)**

AVID is an in-school academic support program that prepares students for college eligibility and success. The AVID program targets those students in the “academic middle” who do not have a college-going tradition in their families or students who are from socio-economically disadvantaged groups. During some school years, 100% of the students enrolled in the program have been accepted at the college or university of their choice.

### **Link Crew**

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders

and teachers who guide the freshmen to discover what it takes to be successful during the transition to high school.

### **Elite Eagles**

Eisenhower High School's Elite Eagles program is designed to prepare our academically elite scholars to prepare them to apply for Ivy League Universities. Students are expected to complete a rigorous program of honors and AP level courses with a 3.7 weighted GPA and above. The program provides additional support outside of the classroom to ensure student success. In order to be eligible, students must pass THREE or more honors and/or AP level courses during the first semester of freshman year. Other factors that will be considered are: attendance, discipline, extra-curricular activities, and community service. Eligible students will be invited to apply to the program in January. Elite Eagles Scholars must take FOUR or more honors and/or AP level courses during the sophomore, junior, and senior years. Applications to join the program will be made available to sophomores and juniors in January of each year. This application process is done in an effort to fill open spaces in the program due to natural attrition.

### **State Seal of Biliteracy**

The State Seal of Biliteracy (SSB), per Assembly Bill 815 (Brownley, Chapter 618, Statutes of 2011), became effective January 1, 2012. This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. Visit the Eisenhower school website for additional information.

<https://kec.rialto.k12.ca.us/cms/lib/CA50000591/Centricity/Domain/9/2020SealBiliteracy.pdf>

### **Student Leadership and Activities**

Eisenhower High School provides numerous opportunities for exercising leadership. Within the classroom, leadership and initiative are fostered and encouraged. Throughout Eisenhower's co-curricular opportunities and programs, leadership potential is further enhanced. All students are encouraged to become involved and participate in school activities. Students who are involved in activity programs often have higher grade point averages, increased scholarship opportunities, better attendance, and build relationships within the community. Associated Student Body, Athletics, Yearbook and clubs provide students with opportunities for developing leadership ability.

### **Distinguished Scholars Criteria**

Students who complete the fall semester of their senior year with a cumulative GPA of 4.0 and higher will be designated a Distinguished Scholars. Deadline to calculate the GPA is February 15 of the graduating year.

### **Policy for No 1st or 6th period Office Clerk/TA**

All students requesting to have no 1st period, no 6th period, or be a TA/Office Clerk must be A-G eligible. See sections above of the handbook for more details on A-G eligibility.

## **Graduation Requirements**

Students enroll in a minimum of six courses every semester, Honors and Advanced Placement courses are offered in English, World Languages, Mathematics, Social Studies, and Science. Students select a career interest area and pursue a sequence of courses in the career pathway. It is strongly encouraged that all seniors take a 4th year of math or science. Students are also to complete the Free Application for Federal Student Aid (FAFSA®) application before graduation.

Eisenhower HS minimum graduation requirements:

- 4 years of English (40 credits)
- 3 years of Mathematics (30 credits) (Inclusive of Math 1)
- 3 years of Social Studies (30 credits)
- 1 year of World Language or Fine Arts (10 credits)
- 3 years of Laboratory Science (30 credits)
- 2 years of Physical Education (20 credits)
- 60 credits of Elective

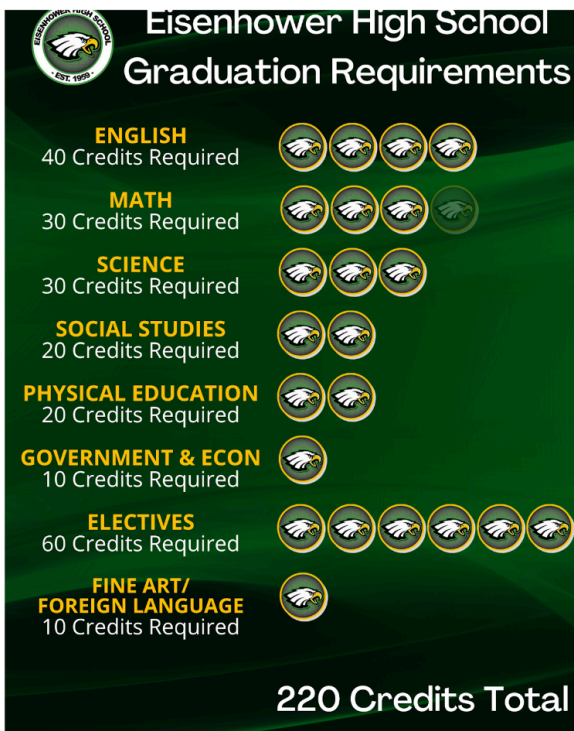
**Total: 220 Credits**

## **A-G Requirements for CSU and UCs**

Complete a minimum of 15 college-preparatory courses (a-g courses), with at least 11 finished prior to the beginning of your senior year. The 15 courses are:

- a. History/Social Science - 2 years
  - b. English - 4 years
  - c. Mathematics - 3 years
  - d. Laboratory science - 2 years
  - e. Language other than English - 2 years\*
  - f. Visual and performing arts - 1 year
  - g. College-preparatory elective - 1 year  
(chosen from the subjects listed above or another course approved by the university)
- \*or equivalent to the 2nd level of high school instruction

Earn a grade point average (GPA) of 3.0 or better (3.4 if you're a nonresident) in these courses with no grade lower than a C. Student's admission is based upon appropriate SAT/ACT scores and GPA.



**Eisenhower High School**  
**Graduation Requirements**

**ENGLISH**  
40 Credits Required

**MATH**  
30 Credits Required

**SCIENCE**  
30 Credits Required

**SOCIAL STUDIES**  
20 Credits Required

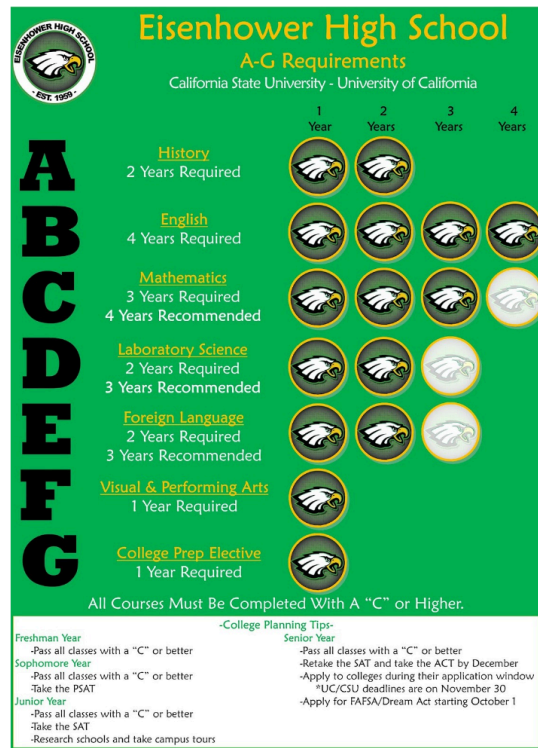
**PHYSICAL EDUCATION**  
20 Credits Required

**GOVERNMENT & ECON**  
10 Credits Required

**ELECTIVES**  
60 Credits Required

**FINE ART/  
FOREIGN LANGUAGE**  
10 Credits Required

**220 Credits Total**



**Eisenhower High School**  
**A-G Requirements**  
California State University - University of California

	1 Year	2 Years	3 Years	4 Years
<b>A</b> History 2 Years Required	1 icon	2 icons		
<b>B</b> English 4 Years Required	1 icon	1 icon	1 icon	1 icon
<b>C</b> Mathematics 3 Years Required 4 Years Recommended	1 icon	1 icon	1 icon	1 icon
<b>D</b> Laboratory Science 2 Years Required 3 Years Recommended	1 icon	1 icon	1 icon	1 icon
<b>E</b> Foreign Language 2 Years Required 3 Years Recommended	1 icon	1 icon	1 icon	1 icon
<b>F</b> Visual & Performing Arts 1 Year Required	1 icon			
<b>G</b> College Prep Elective 1 Year Required	1 icon			

All Courses Must Be Completed With A "C" or Higher.

**Freshman Year**  
-Pass all classes with a "C" or better  
-Take the PSAT

**Sophomore Year**  
-Pass all classes with a "C" or better

**Junior Year**  
-Pass all classes with a "C" or better  
-Take the SAT  
-Research schools and take campus tours

**College Planning Tips-  
Senior Year**  
-Pass all classes with a "C" or better  
-Retake the SAT and take the ACT by December  
-Apply to colleges during their application window  
\*UC/CSU deadlines are on November 30  
-Apply for FAFSA/Dream Act starting October 1

## G.P.A. Calculation

### Grade Point Average

The Eisenhower HS G.P.A. comprises semester grades from courses taken while enrolled at Eisenhower. The calculation is based on the following scale:

$$A = 4.0 \quad B = 3.0 \quad C = 2.0 \quad D = 1.0 \quad F = 0.0$$

Honors and Advanced Placement courses receive one extra grade point for grades of C or above. Summer school classes taken for credit through Rialto Unified School District are included in Eisenhower's G.P.A. Please note that colleges and universities have their own policies for calculating a student's G.P.A.

## College and Career Pathways

Eisenhower High School students have the opportunity to pursue a sequence of courses in a college and career pathway based on his/her interests relevant to their strengths and passions. Core academic content and career technical education is delivered through innovative curriculum and rigorous lessons. Students will annually review their Program of Study with their counselor.









Students select from the following career pathway areas:

- ◆ Cabinetry, Millwork, and Woodworking
- ◆ Design, Visual, and Media Arts
- ◆ Education
- ◆ Engineering Design
- ◆ Patient Care
- ◆ Performing Arts

- ◆ Software and Systems Development
- ◆ Law enforcement

### Counseling Department

Counseling services are available for students daily from 8:10 a.m. to 3:33 p.m. School counselors offer a program that includes academic, career, personal, and social development support for students. Counselors are available to see students before school, at lunch, and after school (appointments are recommended). Each student is assigned to a counselor who will help him/her with academic advisement, career exploration, and personal counseling. Please contact the receptionist to schedule a meeting at ext. 21715.

 <b>2024-2025 COUNSELOR CASELOAD</b>	 <b>2024-2025 COUNSELOR RESPONSIBILITIES</b>
<b>MS. SOTO</b> A-C 	<b>MS. SOTO</b> - UPWARD BOUND UCR, FINANCIAL AID WORKSHOPS, SOS 9TH & 10TH, REGISTRATION, COUNSELOR DATA COLLECTION, FINANCIAL AID PD
<b>MR. HAMPTON</b> D-Hering 	<b>MR. HAMPTON</b> - HEAD COUNSELOR, NCAA, HOME HOSPITAL, ELITE EAGLES, VAL/SAL CALCULATIONS, BLACK COLLEGE EXPO REGISTRATION, HBCU TOUR REGISTRATION
<b>MS. RAMIREZ</b> Hernandez-Monroy 	<b>MS. RAMIREZ</b> - AVID, EARLY COLLEGE 9TH & 10, GIRL'S STATE, FINANCIAL AID PLANNING, SOCIAL MEDIA, FINANCIAL AID PD
<b>MR. JACKSON</b> Montano-Rojo 	<b>MR. JACKSON</b> - ELC, BLU FOUNDATION, SMAART, FUTURE EAGLES COORDINATOR, UPWARD BOUND CSUSB, TRIO COUNSELOR REP, CAL GRANT GPA UPLOAD
<b>MRS. KULL</b> Roman-Z 	<b>MRS. KULL</b> - VALLEY BOUND, SBVC SENIOR DAY, UCR EAOP, BOYS STATE, CTE CLASSES W/SBVC, SEND EDU & COMMOM APP UPDATES, VAL/SAL CALCULATIONS
<b>MR. PRENTICE</b> Identified 	<b>MR. PRENTICE</b> - STUDENT OF THE MONTH, MILOR/ZUPANIC, NATIONAL BLACK GRADUATION, CAL SOAP, CAL GRANT GPA UPLOAD
<b>MRS. GUTIERREZ</b> Wellness Center	<b>MRS. GUTIERREZ</b> - BASE

SCAN QR CODE TO MAKE APPOINTMENT WITH YOUR COUNSELOR

### Schedule Change Requests

Students will have the first 10 days of the school year to request a change in their schedule. A request for changes to a schedule will be made in the order they are received. Every reasonable attempt will be made to honor a course change request. Due to the complexity of scheduling classes, not every course request can be accommodated. If the student does not make the request within the 10 day period, the student will remain in their assigned schedule.

All changes made by request will be final. Students may not request that their schedule be re-changed back to the original schedule. Because every class is not offered every period of the day, many classes are already full, and the change of one class can result in the change of the student's entire schedule and/or teachers.

In the event that a student would like to request a schedule change after the ten (10) day deadline and that is not based on academic misplacement, the request must be submitted to the high school principal in writing. A conference may be required with the student, parent, teacher(s), and/or guidance counselor. Each request will be handled on a case-by-case basis.

Schedule Change Request forms are available on the Eisenhower High School website at <https://kec.rialto.k12.ca.us/ehs>

### **Educational Alternatives**

On occasion, some students experience a need for alternative educational programs. While the graduation rate is considerably higher for students enrolled in a comprehensive high school such as Rialto High, alternative schools offer students different ways of working toward a diploma. Be advised, however, that students must meet additional eligibility requirements (not listed below) for admission to each school. See your counselor for more information about alternative education. The district offers the following alternative education programs.

- Adult Education: Students who are 18 years old may enroll in Adult Education. Students who are 16 and older may take evening courses at Adult Education and should see a counselor for a referral.
- Zupanic High School: Students who are unable to attend school on a daily basis may apply for transfer to Zupanic High, an independent study program. Students at Zupanic are required to complete comprehensive work packets at home under the supervision of a parent/guardian, return to the campus weekly to review their progress with a teacher, and then receive additional assignments.
- Milor High School: Students who are at least 16 years old and seeking a smaller academic environment may apply for transfer to Milor High School. Milor High School is a daily program where students must attend classes a minimum of four hours per day. Students who transfer to Milor should plan to fulfill their graduation requirements of 200 credits and then graduate from Milor High School.
- Home/Hospital Study: Students who are unable to attend a comprehensive school due to an extended illness (minimum of four weeks) may have a home teacher assigned for the period of their illness. Please contact the school nurse at 909 820-7777 ext. 21714.

## **College & Career Center:**

The College and Career Center supports student recruitment and the selection process for career pathways. Students utilize tools to discover college and career pathways aligned to their strengths and passions. The Career Center promotes transitions to post-secondary opportunities and supports students with financial aid and scholarship opportunities. The Career Center is open before school, at lunch, and after school.

\* Contact the Career Center Programs Coordinator: (909) 820-7777, Ext. 21731

## Choosing a College or University

### Factors to Consider

All students have the opportunity for continued education after high school. To explore all options takes considerable time. Students who wait until their senior year too often feel rushed since applications for college admission must often be completed in November. During spring semester, juniors may indicate up to four college choices on their registration forms for SAT/ACT/AP exams. Ninth grade students need to become aware of college opportunities since entrance often depends upon selecting an appropriate high school program. In narrowing college choices, consider these factors:

### School Size

- ◆ Large colleges (15,000-35,000 students) usually offer many majors, extensive activities, large libraries, some larger classes, and an urban atmosphere, perhaps nationally ranked athletic teams, and often, problems in housing.
- ◆ Small schools (under 5,000 students) usually offer smaller classes and libraries, fewer total majors and activities, and often provide greater opportunities for participation in student activities and/or sports.

### Availability of Programs in the Desired Major Field

- ◆ Check college catalogs in the Career Center.
- ◆ Visit the college campus and talk to a representative from the department of your prospective major.
- ◆ Talk to college representatives in the Career Center and attend College Nights.

### Cost

- ◆ California public college fees range from \$3,653-\$8,700 per year for California residents.
- ◆ Independent college tuition averages \$25,143 per year.
- ◆ The cost of food, housing, and books are approximately the same at most colleges.
- ◆ Financial aid and scholarships are possibilities.
- ◆ **Don't automatically rule out a college you are interested in because of costs.**

### Admission Standards

Compare your academic record with the high school performance of college freshmen actually admitted at the college(s) you are considering. Admission decisions for most colleges and many departments depend upon the quantity and quality of academic preparation in high school: the number of years focusing on Mathematics, Science, Foreign Language, the number of Honors and Advanced Placement classes, grades, ACT and/or SAT I & II scores. Some colleges will consider/require references, talents, activities, and/or class rank. The Career Center has information regarding college entrance requirements.



## Website Addresses for Additional Information

University of California, Office of the President: <http://www.ucop.edu>

California State University System: <http://www.calstate.edu>

College Board On-line: <http://www.collegboard.org>

Fast WEB Scholarship Search: <http://www.fastweb.com>

U.S. Department of Education (FAFSA info): <http://www.ed.gov>

## College Admission Course Requirements

### UNIVERSITY OF CALIFORNIA

The University of California is one of the world's largest and most distinguished centers of higher education. With faculty numbering 7,000 the enrollment this year will total more than 162,300 students. The University of California offers more than 200 undergraduate majors drawn from a vast array of courses that range from anthropology to zoology.

Admission into the University is becoming more competitive. Many departments require additional preparation in math and laboratory science beyond the "A-G Pattern" of minimum subject requirements.

### Testing Requirements

As a part of the application process to the UC System, all campuses require the submission of the following test scores:

- One aptitude test, either the Scholastic Assessment Test I: Reasoning Test (SAT I) or the American College Test (ACT). The verbal and mathematics scores on the SAT must be from the same test administration day.
- Three Scholastic Assessment Test II: Subject Tests (SAT II) are recommended including Writing, Mathematics (Math I, IC, or IIC), and one test in English Literature, Foreign Language, Science, or Social Studies.

### CALIFORNIA STATE UNIVERSITY

Ranging from Humboldt State near the Oregon border to San Diego State on the Mexican Border, the 21 campuses of the California State University and College system, with an enrollment exceeding 300,000 students and more than 1,600 degree programs, constitutes one of the largest systems of higher education in the Western World.

#### The Four Most Common Degrees:

**Associate's Degree** – This is a two-year degree that is generally given out by junior colleges, community colleges, and business colleges.

**Bachelor's Degree** – This is the standard four-year degree that most people think of when they think of a college degree.

**Master's Degree** – This degree is the next step above the Bachelor's Degree. It allows a person to gain a greater degree of qualification for more highly demanding, and highly paying, jobs.

**Doctorate** – This is the highest degree in the college degree hierarchy. It is given to those who have proven themselves, through work and research, to be experts in their field.

### Honor Roll and Cords

Starting with the class of 2024 and future classes, scholars must earn a 3.5+ GPA for Honor Roll. Honor Roll scholars are celebrated each semester. Each semester a scholar earns Honor Roll, they receive a different award:

1 Semester Honor Roll Scholars	Honor Roll Certificate
2 Semester Honor Roll Scholars	Honor Roll Ribbon & Pin
3 Semester Honor Roll Scholars	Honor Roll Lanyard
4 Semester Honor Roll Scholars	Honor Drawstring Backpack
5 Semester Honor Roll Scholars	Green Chenille Honor Roll "E"
6 Semester Honor Roll Scholars	Gold Chenille Honor Roll "E"
7 Semester Honor Roll Scholars	Honor Roll Plaque
8 Semester Honor Roll Scholars	Honor Roll Graduation Medal

\*\*\*Awards cannot be replaced if lost or stolen\*\*\*

## PARENT INVOLVEMENT

### **Parent Involvement**

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

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.

### **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.

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.

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

### **Non-Title I Schools**

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive Federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. Rialto USD/6000/AR 6020 Instruction

### **District Strategies for Title I Schools**

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

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

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education.
  - b. Invite input on the LEA plan from other District committees and school site councils.
  - c. Communicate with parents/guardians through the District newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.
  - d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parent/guardians can understand.
  - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
  - f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

The Superintendent or designee may:

- a. Assign person(s) in the District office to serve as a liaison to the schools regarding Title I parent involvement issues.
- b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.

- c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.
- d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

3. Build the capacity of schools and parents/guardians for strong parent involvement.

The Superintendent or designee shall:

- a. Assist parents/guardians in understanding such topics as the State's academic content standards and academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.
- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- b. Provide necessary literacy training, using Title I funds if the District has exhausted all other reasonably available sources of funding for such training.
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.
- d. Train parents/guardians to enhance the involvement of other parents/guardians.
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students.

- f. Adopt and implement model approaches to improving parent involvement.
  - g. Establish a Districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs.
  - h. Develop appropriate roles for community-based organizations and business in parent involvement activities.
  - i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.
  - j. Provide a master calendar of District activities and District meetings.
  - k. Provide information about opportunities for parent involvement through the District newsletter, web site, or other written or electronic means.
  - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
  - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.
  - n. Provide training and information to members of District and school site councils and advisory committees to help them fulfill their functions.
  - o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.
  - p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.
4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs.

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
  - b. Involve District and school site representatives from other programs to assist in identifying specific population needs.
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs.
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals.
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I.

The Superintendent or designee shall:

- a. Ensure that the evaluation includes the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy.
- c. Assess the District's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parent/guardians upon their request.

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of District communications.
- b. Gather and monitor data regarding the number of parents/guardians participating in District activities and the types of activities in which they are engaged.
- c. Recommend to the Board measures to evaluate the impact of the District's parent involvement efforts on student achievement.

6. Involve parents/guardians in the activities of schools served by Title I.

The Superintendent or designee may:

- a. Include information about school activities in District communications to parents/guardians.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

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

### **School-Level Policies for Title I Schools**

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

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

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

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs.
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of

parents/guardians.

5. If the school-wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the District.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

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

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

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

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

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

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

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

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

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements.

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

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

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school.

## **District Strategies for Non-Title I Schools**

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

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society.

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.
  - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
  - c. Provide parents/guardians with information about students' class assignments and homework assignments.
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.
  - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.
  - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities.

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
- c. Provide information about parent involvement opportunities through District, school, and/or class newsletters, the District's website, and other written or electronic communications.
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.
- e. Develop mechanisms to encourage parent/guardian input on District and school issues.
- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing



- translation or interpreter services, transportation, and/or child care.
4. Train teachers and administrators to communicate effectively with parents/guardians.
- The Superintendent or designee may:
- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
  - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.
5. Integrate parent involvement programs into school plans for academic accountability.
- The Superintendent or designee may:
- a. Include parent involvement strategies in school reform or school improvement initiatives.
  - b. Involve parents/guardians in school planning processes.

**Parent Involvement Opportunities**

**Eisenhower High School  
2024-2025  
School Site Council (SSC) Meetings  
Virtual meetings begin promptly at 3:45 p.m.**

- Tuesday, August 27, 2024  
Tuesday, October 22, 2024  
Tuesday, January 28, 2025  
Tuesday, April 1, 2025  
Tuesday, May 13, 2025

**English Language Advisory Council (ELAC) Meetings  
In person meetings in the Career Center, start at 10:00 am**

- Wednesday, August 14th, 2024  
Wednesday, September 4th, 2024  
Wednesday, October 9th, 2024  
Wednesday, November 6th, 2024  
Wednesday, December 10th, 2024  
Wednesday, January 8th, 2025  
Wednesday, February 5th, 2025  
Wednesday, April 9th, 2025  
Wednesday, May 7th, 2025

**African American Parent Advisory Council (AAPAC) Meetings  
Virtual meetings begin promptly at 6:00 p.m.**

- Wednesday, August 21, 2024  
Wednesday, September 18, 2024  
Wednesday, October 16, 2024  
Wednesday, December 4, 2024  
Wednesday, January 8, 2025  
Wednesday, February 5, 2025  
Wednesday, April 2, 2025

Wednesday, May 7, 2025

**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.

**AVISO**

**PARA TODOS LOS PADRES Y ESTUDIANTES DEL DISTRITO ESCOLAR UNIFICADO DE RIALTO:**

Si están:

- Sin hogar o vivienda propia
- Mudándose de un lugar a otro
- Compartiendo vivienda temporalmente debido a dificultades económicas
- Viviendo en motel, albergue, asentamientos o campamentos o un lugar **NO** designado como acomodaciones apropiadas para dormir como un automóvil, el parque, debajo de autopistas o estructuras abandonadas, etc.
- **Como estudiante**, ¿vives con alguien que no sean tus padres o tutores legales?

Si ha respondido **SÍ** a cualquiera de estas preguntas, por favor pida hablar con el Representante McKinney-Vento de su escuela. Le darán el apoyo y la ayuda que necesita en su escuela así como información donde pueden obtener la ayuda que necesitan en su comunidad.

Si es necesario, completarán un formulario para referirlos que someterán al Coordinador McKinney-Vento del Distrito para seguimiento y asistencia adicional.

Si no están seguros quién es el representante McKinney-Vento de su escuela, por favor ver la lista de los designados publicada en sitio web de bienestar y asistencia estudiantil.

### **PRECAUTIONARY MEASURES**

#### Personal Protective Equipment (PPE)

- Face covering must adhere to the District's dress code policy.
- One disposable face covering and one reusable face covering will be provided to every staff member and student. Additional face coverings will be provided as needed.
- Students and staff will not be required to wear a mask at recess or most outdoor situations.
- Face coverings will not be required while eating breakfast or lunch.
- Face coverings will not be required while outdoors when social distancing is possible.

### **MEDIDAS DE PRECAUCIÓN**

#### Equipo de Protección Personal (EPP)

- Los cubrebocas deben cumplir con la política del código de vestimenta del Distrito.
- Se proporcionará una cubierta facial desechable y una cubierta facial reutilizable a cada miembro del personal y estudiante. Se proporcionarán cubiertas faciales adicionales según sea necesario.
- No se requerirá que los estudiantes y el personal usen cubreboca en el recreo o en la mayoría de las situaciones al aire libre. No se requerirá cubreboca al desayunar o almorzar.
- No se requerirá cubreboca cuando esté al aire libre cuando sea posible el distanciamiento social.

## **Anti-Discrimination Policy**

The District is committed to a work and education environment that is free of unlawful discrimination on the basis of the ethnic group identification, religion, physical, or mental disability, sex, color, or age. Civil rights guarantees and equal access laws shall be adhered to in all educational programs or activities and personnel/employee practices.

Board Policy 0410

Title IX Compliance

No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX of the Education Amendments of 1972 (20 U.S.C. Section 1681 et seq.) and related regulations (34 C.F.r. Part 106).

Complaints regarding alleged discrimination to Title IX may be directed to the District Title IX Coordinators listed below.

Non Discrimination/Title IX Coordinators:

Staff last names (A-L): TBD., Lead Personnel Agent

Contact Information: (909) 820-7700 ext. 2401

Email: @RIALTOUSD.ORG

Staff last names (M-Z): Rhonda Kramer, Lead Personnel Agent

Contact Information: (909) 820-7700 ext. 2410

Non-Discrimination/Title IX Student Coordinator:

Dr. Francisco Camacho, Agent: Child Welfare & Attendance

Contact Information: (909) 873-4336 ext. 4336

Email: FCAMACHO@RIALTOUSD.ORG

## **Williams Settlement Legislation**

Pursuant to the Williams SEttlement and California Education Code Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials at the school. For there to be sufficient textbooks and instructional materials, each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home as defined by Education Code 35186(f)(2); T5CCR 4684.
2. School facilities must be clean, safe, and maintained in good repair as defined in Education Code 35186(F)(2); T5CCR 4684; and school restrooms must be cleaned, maintained, or kept open in accordance with the Education Code 35292.5. Clean and maintained school restrooms means a school restroom has been cleaned and maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
3. There should be no teacher vacancies or misassignments defined in Education Code 35186(f)(3); T5CCR 4684. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including certification required to teach English Learners, if present. Teacher vacancy means the placement of a certificated employee in a teaching or service position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee has not been assigned at the beginning of a semester for an entire semester.
4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided with the opportunity to receive intensive instruction and services for up to two consecutive years after the completion of 12th grade in accordance with Education code 35186 (f)(4).

Complaint forms regarding any of the above matters can be obtained at the school site, the District office, or downloaded from the school's website at: <http://www.kec.rialto12.ca.us>.

You may also download a copy of the California Department of Education complaint form from the following website: <http://www.cde.ca.gov/re/cp/uc>.

## RIALTO UNIFIED SCHOOL DISTRICT 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

- 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.
- 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.
- 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.
- 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 complainants right to appeal the LEA decision to CDE (g) Procedure to be followed for initiating appeal to CDE (see#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.
- 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.
- 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.

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

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

*Board Policy 5131*

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

### REPORT IT

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

### INVESTIGATION

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

### TRANSFER REQUEST

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

#### DISTRICT LIAISON

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

## **Distrito escolar unificado de Rialto**

### **Avisos legales a alumnos/padres de familia/tutores**

### **Intimidación y acoso**

El Distrito Escolar Unificado de Rialto prohíbe la discriminación, acoso e intimidación de estudiantes o personal, incluso acoso sexual, conducta motivada por odio, ciber-acoso, ritos o actividad de iniciación, extorsión o cualquier otra conducta verbal, escrita o física que cause o amenace causar violencia, lesiones corporales o interrupción sustancial. Esta regla aplica estando en los terrenos escolares, al ir o venir de la escuela, en las actividades escolares o al usar la transportación del distrito.

*Norma de la Directiva 5131*

El acoso o intimidación se define como cualquier acto físico, verbal o de conducta **severa o grave**, que incluye comunicados por escrito o por medio de actos electrónicos e incluye uno o más actos cometidos por un alumno o grupo de alumnos en contra de uno o más alumnos que tiene o se puede predecir razonablemente tener el efecto de causar al alumno una experiencia sustancialmente perjudicial en lo físico o mental, en su desempeño académico o habilidad para participar en las actividades escolares.

#### **REPÓRTELO**

Cualquier persona que ha sido víctima o ha sido testigo de acoso o intimidación en los terrenos escolares, en las actividades escolares o al ir y venir de la escuela se le pide que reporte el incidente inmediatamente al consejero, administrador o cualquier miembro adulto del personal en el plantel. Los estudiantes tienen la opción de reportar el incidente anónimamente completando el formulario de queja de acoso e intimidación que tienen en la escuela.

#### **INVESTIGACIÓN**

El director o su designado deben de inmediato investigar todas las quejas de intimidación o acoso sexual. La persona que completa la queja debe tener la oportunidad de describir el incidente, presentar testigos y otra evidencia del acoso o intimidación y presentar su queja por escrito. En el plazo de 10 días de reportar el incidente el director o su designado debe presentar un reporte escrito a la persona que presentó la queja y al individuo acusado. El reporte debe incluir las conclusiones, decisiones y razones. Si la persona está en desacuerdo con la decisión de la investigación, puede presentar una apelación con el Departamento de Servicios Estudiantiles en el 260 S. Willow Ave., Rialto, CA 92376.

#### **PETICIÓN DE TRANSFERENCIA**

Un estudiante que ha sido víctima de una ofensa violenta como se define por la ley estatal tiene el derecho de transferirse a otra escuela adentro o afuera del distrito, conforme al Código de Educación de California 46600 § (b). La colocación en la escuela solicitada depende en **el espacio disponible**. Las solicitudes de transferencias las pueden obtener en el departamento de Servicios Estudiantiles- **oficina de Bienestar y Asistencia Estudiantil**.

COORDINACIÓN DEL DISTRITO  
Departamento de Servicios Estudiantiles  
Delegado, Servicios Estudiantil o  
Delegado, Bienestar y Asistencia Estudiantil  
260 S. Willow Ave., Rialto, CA 92376  
(909) 873-4336





**BULLYING/HARASSMENT COMPLAINT FORM**  
(Students May Report Anonymously)

Date Filed: \_\_\_\_\_ Name of student being bullied/ harassed: \_\_\_\_\_

Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Please identify yourself:

Student     Parent/Guardian     Employee     Volunteer     Other

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

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

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

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

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

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

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

Bullying/ Harassment on the basis of: <input type="checkbox"/> Race, color or nationality <input type="checkbox"/> Disability <input type="checkbox"/> Gender or Gender Identity <input type="checkbox"/> Other
--

School Site: \_\_\_\_\_ 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.



## FORMULARIO DE QUEJA POR ACOSO/INTIMIDACIÓN

(Estudiantes pueden reportar anónimamente)

Fecha presentada: \_\_\_\_\_ Nombre: \_\_\_\_\_

Dirección: \_\_\_\_\_ Teléfono#: \_\_\_\_\_

Por favor identificarse usted mismo como:

Estudiante \_\_\_\_\_ Padres/tutores \_\_\_\_\_ Empleado \_\_\_\_\_ Voluntario \_\_\_\_\_ Otro \_\_\_\_\_

Por favor marcar el tipo de acoso que ha ocurrido (puede marcar más de uno):

Abuso verbal

(Insultos, comentarios racistas, menospreciar, etc.  
Se puede hacer por teléfono, por escrito, en persona, por texto, email).

Físico

(Golpear, patear, empujar, torcer extremidades, escupir o destruir pertenencias personales).

Chantaje

(Verbal o acoso físico por dinero o artículos personales).

Humillación o ritos de iniciación

(Tener que participar en un acto de perjuicio físico o emocional siendo parte de un grupo, o son la víctima de un grupo).

Acoso indirecto

(Rechazo, exclusión, ignorar, distanciar o aislar para deliberadamente causar ansiedad emocional).

Ciber acoso

(Usar tecnología para acosar, amenazar o centrarse en otra persona – por texto, IM, email, Facebook, videos, MySpace, Twitter, etc.)

Acoso/Intimidación sobre la base de:

raza, color, nacionalidad  discapacidad

género o identidad de género

otro

Escuela: \_\_\_\_\_ Fechas del alegado acoso o intimidación: \_\_\_\_\_

Personas que se alegan haber cometido el acoso o intimidación:

Descripción del incidente: si es posible, usar fechas, horas, lugares, nombres, etc., específicos. Usar la parte de atrás del formulario o páginas adicionales si es necesario.

Nombres de testigos: \_\_\_\_\_

¿Ha reportado esto a alguien más?: Si \_\_\_\_\_ No \_\_\_\_\_ Si es sí ¿a quién? \_\_\_\_\_

Firma de persona que presenta queja: \_\_\_\_\_ Fecha \_\_\_\_\_

Aviso: Al completar este formulario se iniciará una investigación del alegado incidente de acoso o intimidación descrito en este formulario. Toda la información es confidencial excepto por lo que se debe compartir como parte de la investigación. Presentar una queja auténtica de acoso o intimidación no afectará el empleo futuro, calificaciones, aprendizaje o entorno de trabajo o asignación de trabajo del demandante o informante. Al firmar el formulario usted está verificando que su declaración es verdadera y exacta según su opinión.

Rev. 3.7.23



# SAFETY SERVICES MEMORANDUM 002/2024-2025



**Norberto Perez**  
Chief Lead Agent  
Expanded Learning Programs  
& Safety Innovation

**TO:** Parents and Guardians of Students in the Rialto Unified School District  
**FROM:** Lead Agent, Expanded Learning Programs & Safety Innovation Norberto Perez  
**DATE:** July 1, 2024  
**SUBJECT: CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS**

**Bryan Harper**  
Safety Operations Supervisor

**Victor Ramirez**  
Safety Operations Supervisor

**Alex Rodriguez**  
Emergency Operations  
Specialist

**Magali Nuñez**  
Secretary III

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.<sup>[1]</sup>

- **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.<sup>[2]</sup>

<sup>[1]</sup> See California Penal Code sections 25100 through 25125 and 25200 through 25220.

<sup>[2]</sup> See California Penal Code section 25100(c).



**Norberto Perez**  
Chief Lead Agent  
Expanded Learning Programs  
& Safety Innovation

**Bryan Harper**  
Safety Operations Supervisor

**Victor Ramirez**  
Safety Operations Supervisor

**Alex Rodriguez**  
Emergency Operations  
Specialist

**Magali Nuñez**  
Secretary III



- 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.<sup>[3]</sup>

- 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.<sup>[4]</sup>

**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

---

<sup>[3]</sup> See California Civil Code Section 29805.

<sup>[4]</sup> See California Civil Code Section 1714.3.



# SAFETY SERVICES MEMORANDUM 002/2024-2025



**Norberto Perez**  
Chief Lead Agent  
Expanded Learning Programs  
& Safety Innovation

**Bryan Harper**  
Safety Operations Supervisor

**Victor Ramirez**  
Safety Operations Supervisor

**Alex Rodriguez**  
Emergency Operations  
Specialist

**Magali Nuñez**  
Secretary III

**PARA:** Padres y Tutores Legales de los Estudiantes en el Distrito Escolar Rialto  
**DE:** Norberto Perez, Lead Agent, Expanded Learning Programs & Safety Innovation  
**FECHA:** July 1, 2024  
**TEMA:** **Ley de California con Respecto al Almacenamiento Seguro de Armas de Fuego**

---

El propósito de esta notificación es informarles y recordarles a los padres y los tutores legales de todos los estudiantes en el Distrito Escolar Rialto de sus responsabilidades de mantener las armas fuera del alcance de los niños, según se requiere la ley de California. Ha habido muchos reportajes de niños que llevan armas de fuego a la escuela. En muchos casos el niño obtuvo el arma/las armas de fuego de su hogar. Estos incidentes se pueden prevenir fácilmente por guardar las armas de fuego en una manera segura, incluyendo manteniéndose bajo llave cuando no se usan y con municiones almacenadas por separado.

Para que todos entiendan sus responsabilidades legales, esta notificación detalla la ley de California con respecto al almacenamiento de armas de fuego. Por favor tome el tiempo necesario para revisar esta notificación y evalúe sus propias prácticas personales para asegurar que ustedes y su familia cumplan con la ley de California.

- Con muy pocas excepciones, en California una persona es penalmente responsable por guardar cualquier arma de fuego, cargada o no cargada, dentro de cualquier sitio bajo su custodia y control donde esa persona sabe o razonablemente debe saber que es probable que un niño logre acceder el arma de fuego sin permiso del padre de familia o del tutor legal, y el niño logra acceder el arma de fuego y por lo tanto (1) causa la muerte o lesiones al niño o a cualquier otra persona; (2) se lleva el arma de fuego fuera de los locales o a un lugar público, incluyendo a cualquier escuela preescolar o escuela K-12 o a cualquier otro evento, actividad, o espectáculo patrocinado por la escuela; o (3) blande ilícitamente el arma de fuego delante de otras personas.<sup>1</sup>
  - Nota: La sanción penal podría ser mucho mayor si alguien muere o sufre una gran lesión corporal como resultado de que el niño lograra acceso al arma de fuego

<sup>[1]</sup> See California Penal Code sections 25100 through 25125 and 25200 through 25220.

<sup>[2]</sup> See California Penal Code section 25100(c).



**Norberto Perez**  
Chief Lead Agent  
Expanded Learning Programs  
& Safety Innovation

**Bryan Harper**  
Safety Operations Supervisor

**Victor Ramirez**  
Safety Operations Supervisor

**Alex Rodriguez**  
Emergency Operations  
Specialist

**Magali Nuñez**  
Secretary III



- Con muy pocas excepciones, en California también es un delito almacenar o dejar negligentemente, cargada o no, cualquier arma de fuego, en sus locales en un sitio donde una persona sabe o razonablemente debe saber que es probable que un niño logre acceso al arma sin permiso del padre de familia o del tutor legal, a menos que tome acción razonable para asegurar que el arma de fuego no sea accesible al niño, aun cuando un menor de edad efectivamente no acceda **nunca** el arma de fuego.<sup>2</sup>

- Además de multas y plazos de encarcelamiento potenciales, desde el primero de enero de 2020, al dueño de un arma de fuego declarado responsable penalmente bajo estas leyes de California, se le puede prohibir poseer, controlar, ser dueño, recibir, o comprar un arma de fuego por 10 años.<sup>3</sup>

- Finalmente, un padre de familia o tutor legal también podría ser responsable civilmente por los daños y perjuicios resultantes de la descarga de un arma de fuego por el niño o el pupilo de esa persona.<sup>4</sup>

Nota: Su condado o su ciudad podría tener restricciones adicionales en cuanto al almacenamiento de armas de fuego.

Gracias por ayudar a mantener seguros a nuestros niños y nuestras escuelas. Recuerde que la manera más fácil y segura de cumplir con la ley es guardar las armas de fuego en un recipiente asegurado con llave o aseguradas con un mecanismo de seguridad que hace inservible el arma de fuego.

Atentamente,

**Norberto Perez**

Fecha de publicación: : July 1, 2024

Departamento de Educación de California

---

<sup>[3]</sup> See California Civil Code Section 29805.

<sup>[4]</sup> See California Civil Code Section 1714.3.