



RIALTO

UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

Family Information Handbook 2023-2024

"Bridging Futures Through Innovation"

Dr. John R. Kazalunas Education Center, 182 E. Walnut Ave.,
Rialto, CA 92376, (909) 820-7700

For more information, please visit our website at:

www.rialtousd.org

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Superintendent's Message



Dear Rialto Unified School District Families:

Welcome to the 2023-2024 school year!

On Monday, August 7, 2023, we embarked on a new school year, filled with enthusiasm and hope for a fruitful academic journey ahead. This year, we are not only driven by our dedication to education but also by our District's definition of kindness: The personification of honorable and compassionate service to others. Our path forward will be illuminated by our unwavering spirit of kindness, equity, and strategic insight. As we navigate the evolving landscape of education, our primary focus remains on bolstering teaching and learning, fostering mental well-being, and instilling personal responsibility. Our District's pledge is to create an environment where both students and staff members flourish, feeling valued and safe.

For the 2023-2024 school year, our commitment to addressing the educational needs of our students remains steadfast. We emphasize the importance of literacy, recognizing it as the gateway to all other academic disciplines. Alongside this, we will persist in our efforts to cater to the mental health needs of our students, utilizing the diverse programs and resources available within our District and the broader community. A particular area of focus will be nurturing personal responsibility, especially in the digital age. We acknowledge the challenges some students face in responsibly managing cellphones and social media. Misuse can lead to distractions, classroom disruptions, and even harmful behaviors like bullying or engaging in reckless online challenges. It's imperative for us to guide our students, ensuring they reap the benefits of a holistic educational experience.

The Family Information Handbook (FIH) remains a crucial resource for all families. It provides comprehensive details on essential topics such as attendance, instructional programs, privacy rights, media consent, safety measures, health services, discipline, dress code, grievance procedures, and staff-related concerns.

I urge each of you to delve into this handbook, using it as a trusted guide in your child's educational journey. Together, with your unwavering support, the District is poised to Bridge your child's Future Through Innovation.

A handwritten signature in white ink, appearing to read "Cuauhtémoc Avila".

Dr. Cuauhtémoc Avila, Rialto Unified School District Superintendent



Board of Education

You are Invited...

Families/Guardians and community members are welcome to attend regular meetings of the RUSD Board of Education. The five member Board of Education meets on the second and fourth Wednesdays of each month, 7:00 p.m., at the Dr. John R. Kazalunas Education Center, located at 182 E. Walnut Avenue, in Rialto. Occasionally, a regular meeting will be changed or a Special Meeting will be called. In all cases, advance notice is given for the general public to speak to any item either on, or not on, the agenda, with a three minute time limit. Translation is provided.

Meet Our Board

The Rialto Unified School District Board of Education consists of five elected school Board officials and one student representative. The Board of Education adopts policies and sets goals and expectations that guide district governance.



Mrs. Stephanie E. Lewis
Board President



Mrs. Nancy G. O'Kelley
Board Vice President



Mr. Joseph W. Martinez
Board Clerk



Mrs. Evelyn P. Dominguez
Board Member



Mr. Edgar Montes
Board Member



Keiayne Galazo
Student Member



Strategics & Kindness

Beliefs

We believe that...

- Everyone has unique talents
- There is boundless power in all of us
- All people have equal inherent worth
- Diversity is strength
- Each person deserves respect
- High expectation inspires high achievement
- Risk is essential to success
- Common and individual interests are reciprocal
- Integrity is critical to trust
- Honest conversation leads to understanding
- A strong community benefits all of its members
- Everyone can contribute to the good of the community
- Music is the universal language
- A strong community benefits all of its members
- Everyone can contribute to the good of the community

Mission

The mission of the Rialto Unified School District, the bridge that connects students to their aspirations for the future, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- High expectation for student achievement
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional school setting
- Appreciation of universal diversity

Rialto Kindness & Equity

Kindness is the personification of honorable and compassionate service to others.

Equity is achieved when all students, staff members, and families are acknowledged, accepted, and valued, and have the needed support and encouragement to take personal responsibility to realize their highest aspirations.

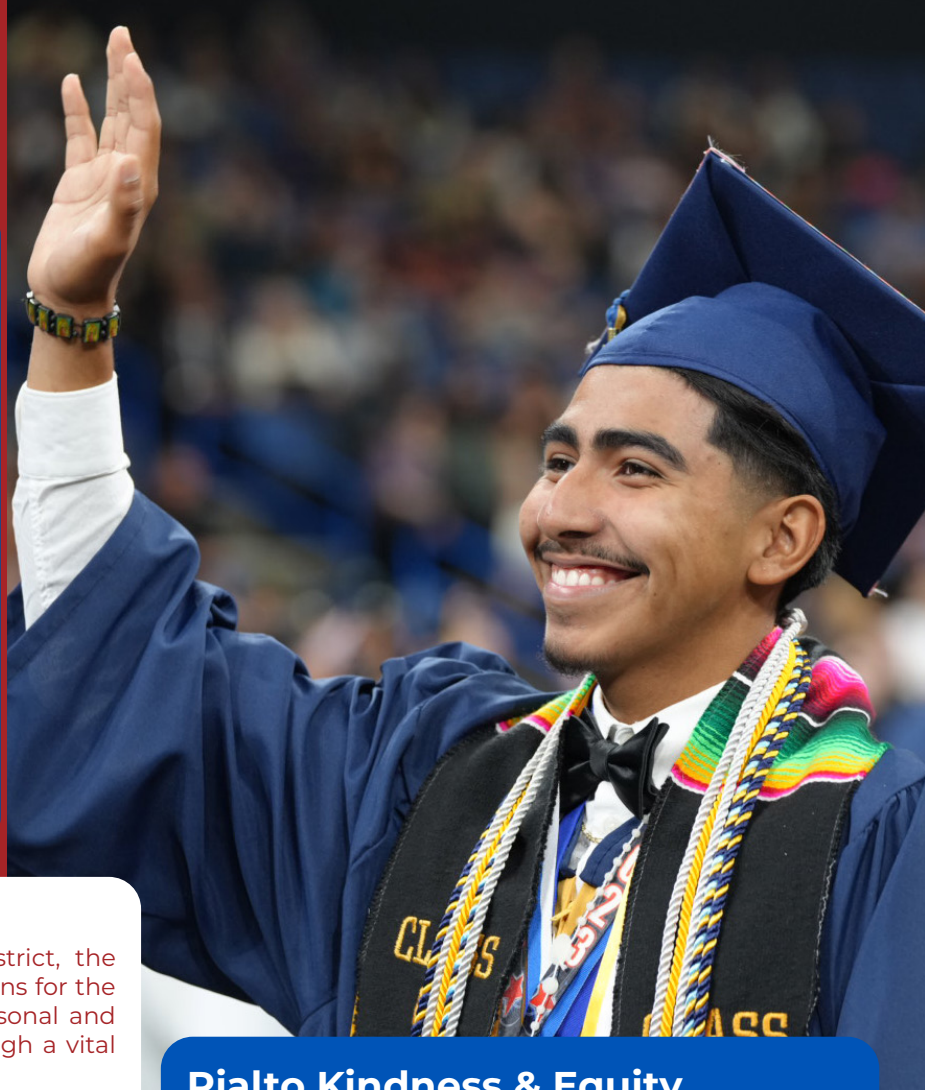
Annual Notice to Families 2023-2024

This handbook contains basic information about the Rialto Unified School District including your rights and responsibilities as a parent/guardian. It also contains information required by state and federal law. In this notification, "parent" includes a parent or legal guardian. Please read through this information and keep it easily accessible for your reference throughout the school year.

Education Code (EC) Section 48980. requires school districts to notify parents or guardians of their rights and responsibilities at the beginning of the academic year. EC 48982 requires parents or guardians to sign the notice and return it to the school. A signature on the notice is an acknowledgment by parents or guardians that they have been informed of their rights.

Certain legislation requires additional notification to the families during the school term. A separate letter or notification will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parent files with the principal of the school a statement in writing requesting that his or her child not participate.

Please read and acknowledge that you have received an electronic copy of the Letter for Annual Notice. EC 48982 requires an acknowledgment of receipt for each student.



AB 329 Weber Sexual Health Education EC 231.5, 51934 and 51938

The purpose of the California Healthy Youth Act (Education Codes 51930 through 51939) is to provide pupils (Grades 7 through 12) with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy. Education Code 51934 was amended to include information about adolescent relationship abuse, intimate partner violence, and human trafficking. Students may also learn about the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

The Rialto Unified School District will provide instruction in comprehensive sexual health education, and HIV prevention education.

Parents or guardians may:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child not receive comprehensive sexual health and HIV prevention education. The form can be obtained from your child's school.
3. Request a copy of Education Codes 51930 through 51939
4. Request in writing that their child not participate in any anonymous, voluntary, and confidential research and evaluations tools to measure pupils' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the pupil's attitudes concerning or practices relating to sex, may be administered to any pupil in grades 7 to 12.
5. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, to be informed of:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker



Absences for Religious Instruction EC 46014

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship. Each pupil shall attend at least the minimum amount of required school days, and may be excused from school for such purposes for no more than four days per school month.

Advanced Placement EC 52244

Eligible high school students may receive financial assistance to cover the costs of the advanced placement exams. Please contact the Education Technology Office at (909) 879-6014 ext 2523 for more information.

Alternative Schools EC 58501

California State law authorizes all school districts to provide for alternative schools. Education Code 58500 defines an alternative school as a school or separate class group within a school which is operated in a manner designed to:

1. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
2. Recognize that the best learning takes place when the student learns because of his/her desire to learn.
3. Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
4. Maximize the opportunity for students, teachers, cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
5. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

Information concerning laws about alternative schools is available from the San Bernardino County Superintendent of Schools Office at (909) 386-2406, Child Welfare and Attendance at (909) 873-4336, ext. 2381, or RUSD Alternative Education at (909) 879-6010, ext. 2963.

Annual Notification for Students in the English Learner Program

Families of English Learners are annually notified of their child's proficiency level in English. This annual notification provides parents with the school's recommendation for program placement and describes all available program options. This letter also explains a student's program placement and how it is determined that a student is ready to exit the English Learner program. If a parent wishes to learn more about the identification of their child as an English learner, how that level was assessed, the status of the child's academic achievement or review program components, a parent may contact their child's school site or the Multilingual Programs office at 909-879-6024.

Asbestos Management Plan 40 CFR 763.93

The Rialto Unified School District maintains and annually updates its management plan for asbestos containing material in school buildings. For a copy of the asbestos management plan, please contact the Risk Management office at (909) 820-7700, extension 2110

Assault/Threat on Employee EC 44014

School officials are required to inform law enforcement personnel of an attack, assault, or physical threat against any employee by a pupil.

Attendance EC 48200

Regular, punctual, and full-day attendance is an important prerequisite for a student to make reasonable academic progress. State law mandates daily attendance at school until the age of eighteen (18) and places primary responsibility for student attendance with the parent/guardian. No pupil is permitted to leave school at any time before the regular hour of closing without the approval of the school principal or designee.

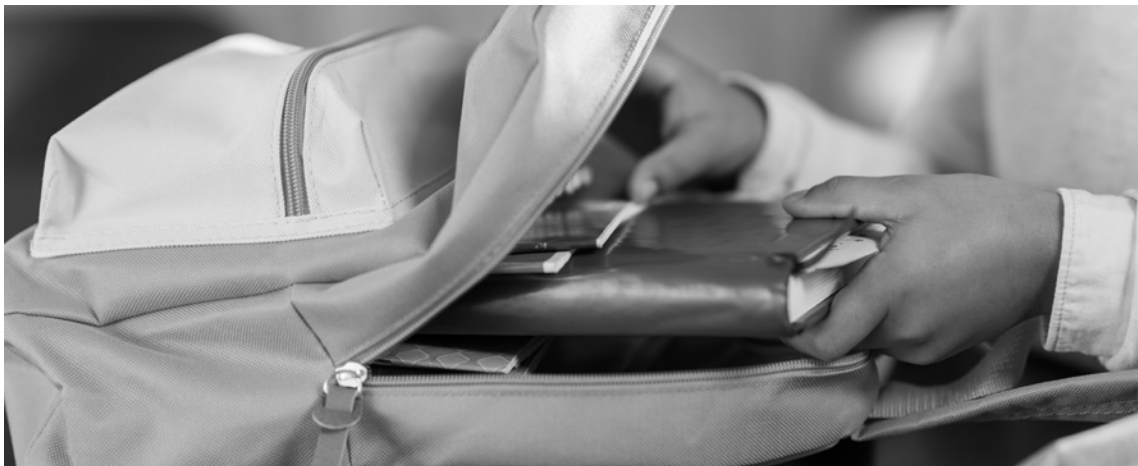
Avoiding Absences, Written Excuses

The Rialto Unified School District urges families to make sure their children attend school regularly and to schedule medical and other appointments at times which do not cause a student to miss instruction. The district kindly asks that absences due to travel be avoided during the times and dates that school is in session. The school calendar is designed to minimize problems for families who plan vacations around traditional holiday periods in order to minimize student absences.

Following an absence, a student is required to bring a written excuse from home upon return to school. Illnesses, doctor, and dental appointments are considered excused absences. Absences without an excuse are recorded as unexcused.

Daytime Curfew Ordinance

No minor who is subject to compulsory full time education under state law shall loiter, idle, wander, or be in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds, public places, public buildings, places of amusement, eating places, vacant lots, or any other place away from his or her place of residence during those hours that the school is in session. Students may be cited to juvenile traffic court for fighting use or sales of tobacco, tobacco products including e-cigarettes, controlled substances, and truancy.



Excused Absences EC 46014 and 48205

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences if missed assignments and tests that can reasonably be provided and are satisfactorily completed within a reasonable period of time.

- a. Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
 1. Due to his or her illness.
 2. Due to quarantine under the direction of a county or city health officer.
 3. For the purpose of having medical, dental, optometric, or chiropractic services rendered
 4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California. SB 816 defines "immediate family" as parent or guardian, brother, sister, grandparent or any other relative living in the household of the pupil.
 5. For the purpose of jury duty in the manner provided for by law.
 6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
 7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a non-profit organization when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. EC 48205
 8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Election Code.
 9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC §§ 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
 10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen
 11. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
 12. (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.
 - (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.
 - (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.
- b. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit thereof. As the teacher of any class from which a pupil is absent shall determine the tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence
- c. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- d. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

"Immediate family," as used in this section, has the same meaning as that set forth in Section 45194, ex-

cept that references therein to “employee” shall be deemed to be references to “pupil.”

If a student shows a pattern of chronic absenteeism due to illness, District staff may require physician verification of any further student absences.

Leave of Absence for Pregnant or Parenting Pupils EC 46015, and AB 2289

A pregnant or parenting pupil is entitled to eight weeks of parental leave, which the pupil may take before the birth of the pupil's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place. This is inclusive of any mandatory summer instruction, in order to protect the health of the pupil who gives or expects to give birth and the infant, and to allow the pregnant or parenting pupil to care for and bond with the infant. It is the intent of the Legislature that the pupil, if the pupil is 18 years of age or older, or, if the pupil is under 18 years of age, the person holding the right to make educational decisions for the pupil, notify the school of the pupil's intent to exercise this right. Failure to notify the school shall not abridge the rights established by this paragraph or any other right established by this subdivision.

Title IX: Married, Parenting, and Pregnant Pupils

A student will not be excluded or denied from any educational program solely on the basis of the student's marital status, pregnancy status, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program. Reasonable accommodations shall be provided to a lactating pupil.

Truancy EC 48260, 48262 and 48263.6

A student is considered truant after three absences, three tardies of more than 30 minutes (or any combination) and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205.



Calendar

Elementary Calendar	Secondary Calendar
<p>August 10, 2023 Back to School Night March 19, 2024 Open House</p> <p>Minimum Days 2023 August 10, 11, 28, September 11 September, 20-22, Parent Conferences October 2, 27 November, 1-9 Parent Conferences December 15</p> <p>2024 February 23, 26 March 18-20 April 8, 29 May 13, 30</p> <p>End of Trimester October 27- End of First Trimester February 23-End of Second Trimester May 30- End of Third Trimester</p> <p>Holidays All Schools July 4: Independence Day September 4: Labor Day November 10: Veterans' Day November 23-24: Thanksgiving Holiday December 24: Christmas Eve December 25: Christmas Day December 31: In Lieu of Admissions Day January 1: New Year's Day January 15: Dr. Martin Luther King, Jr's Day February 12: Lincoln's Day February 19: President's Day May 27: Memorial Day June 19: Juneteenth</p>	<p>Middle Schools August 16, 2023 Back to School Night March 13, 2024 Open House</p> <p>Minimum Days 2023 August 9, 16, 23, 30 September 13, 20, 27 October 4, 11, 18, 25 November 1, 15, 29 December 6, 15</p> <p>2024 January 24, 31 February 7, 28 March 6, 13, 20 April 3, 10, 17, 24 May 1, 8, 15, 22, 29, 30</p> <p>High Schools Back to School Night - August 24</p> <p>Minimum Days Refer to your individual high school calendar for minimum/ collaboration days</p> <p>All Secondary: All Secondary: October 6 - End of First Quarter December 15 - End of Second Quarter March 20 - End of Third Quarter May 30 - End of Fourth Quarter</p> <p>All High Schools Graduation: Location: Toyota Arena Times: TBD</p>
<p>RUSD Board of Education Meeting Dates Wednesday, July 12, 2023 Wednesday, August 9, 2023 Wednesday, August 23, 2023 Wednesday, September 13, 2023 Wednesday, September 27, 2023 Wednesday, October 11, 2023 Wednesday, October 25, 2023 Wednesday, November 15, 2023 Wednesday, December 13, 2023 Wednesday, January 17, 2024 Wednesday, February 07, 2024 Wednesday, February 21, 2024 Wednesday, March 6, 2024 Wednesday, April 10, 2024 Wednesday, April 24, 2024 Wednesday, May 08, 2024 Wednesday, May 22, 2024 Wednesday, June 12, 2024 Wednesday, June 26, 2024</p>	<p>Important Dates All Schools First day of school for ALL students August 7 Fall Break November 20-24 Winter Break December 18-January 8 Spring Break March 21-29 Last Day of School for all K-12 students May 30</p>

California Assessment of Student Performance and Progress (CAASPP)

Each spring students in grades 3-8 and 11 participate in statewide assessments known as the California Assessment of Student Performance and Progress (CAASPP). As part of CAASPP, students will be administered the computer-based Smarter Balanced Assessment (SBA) or the California Alternate Assessment (CAA). All CAASPP testing will take place in the spring. The online assessments measure a student's achievement level in English Language Art (ELA)/Literacy and Mathematics.

As part of the CAASPP assessments, students in grades 5, 8, and 11 will be administered the California Science Test (CAST) online in the spring. These science assessments are proctored statewide and measure a student's achievement in science.

Families have the option to exempt their child from any or all parts of the state assessments described above. If you wish to exempt your child from these assessments, you must submit a yearly written request to your child's school prior to testing (Education Code 60615).

Individual student score reports will be available on ParentVUE in the fall. Parents can request a paper copy of their student's score report from the Education Technology Office (909)879-6014 ext. 2523. Student score reports will include an overall score and a description of the student's achievement level for ELA and Mathematics. For students in grade 11, Early Assessment Program (EAP) results will be included on the score reports, providing an early indication of readiness for college-level coursework. For questions or assistance on the above mentioned, please call Education Services at (909) 879-6004.

California High School Proficiency Exam 5 California Code & Regulations (CCR) 11523

The California High School Proficiency Examination (CHSPE) is a test for students who need to verify their high school level skills. In some cases, students take the test and leave high school early to work or attend college. Those who pass the test receive a Certificate of Proficiency, which is equal by law to a California high school diploma, from the State Board of Education.

People who are sixteen years of age or older may take the test. Younger persons who meet other criteria also may take the test. The CHSPE is given twice each year at many sites throughout the state. The test covers three subjects: reading, writing, and math.

Homeless Youth Fee Waiver Request

To obtain a waiver for the CHSPE test registration fee, each eligible homeless examinee under twenty-five years of age must complete and date the regulation form and obtain the approval of an authorized homeless services provider. Please read all instructions before filling out the form (Please see below).

Certified Foster Youth Fee Waiver Information

To be eligible for a foster youth fee waiver, a foster youth must submit at the time of registration the required registration materials and certification of their foster youth status. This certification can be provided by the county of residence or the California Department of Social Services. Eligibility for the fee waiver is valid until the certified foster youth reaches twenty-five years of age.

For more information about the CHSPE, contact the Education Service area at (909) 879-6004 or visit <https://www.chspe.org>. You may also email your questions to chspe@cde.ca.gov or call (916) 445-9449.

Career Technical Education in Addition to the State Minimum Course Requirements listed in EC 51225.3

Career Technical Education is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. You can learn more about these courses and our program by visiting: <https://kec.rialto.k12.ca.us/Page/2395>. To enroll in Career Technical Education courses please contact your student's high school counselor.

Course Title	UC and CSU Requirement Satisfaction
Video Production	G
Advanced Video & Television Production	G
Green Construction	G
Advanced Residential Construction P	G
Cabinet- Making	G
Advanced Cabinetmaking & Millwork	G
Business in the 21st Century	G
Maximizing Business Profits	G
Intermediate Education	G
Careers in Education	G
Child Development & Guidance	G
Careers with Children	G
Solving Water Problems	D/G
Water Technology	D/G
Principles of Engineering (PLTW)	G
Engineering Design & Development (PLTW)	G
Language of Medicine	G
Medical Assistant	G
Sports Medicine I	G
Sports Medicine II	G
Health Care Essentials 2	G
Nursing Service	G
Pharmacy Clerk	G
Pharmacy Technology(H)	G
Culinary Arts & Management	G
Advanced Food Preparation	G
Introduction to Foods	G
International Cuisine and Catering	G
Cybersecurity 1P	G
Cybersecurity 2P	G
Law Enforcement 1	G
Law Enforcement 2	G
Introduction to Systems Diagnostic, Service & Repair	G
Intermediate System Diagnostics, Service & Repair	G

Child Abuse and Neglect Reporting PC 1164.

District staff is required by law to report cases of child abuse and neglect whenever staff have a reasonable suspicion. Staff may not investigate to confirm suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies. With the passage of AB 189, any autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals are also considered mandated reporters.

Communicable Diseases & Exclusion from School

The District will cooperate with local health officers as needed in the prevention and control of communicable diseases in students. Whenever there is substantial reason to believe that a student is suffering from a recognized contagious or infectious disease, the student shall be sent home and shall not be permitted to return in accordance with district current guidelines.

The Rialto Unified School District follows the strict public guidelines from Center for Disease Control (CDC) and California Department of Public Health, which are updated: <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2022-23-School-Year.aspx>

Community Service EC 48900.6

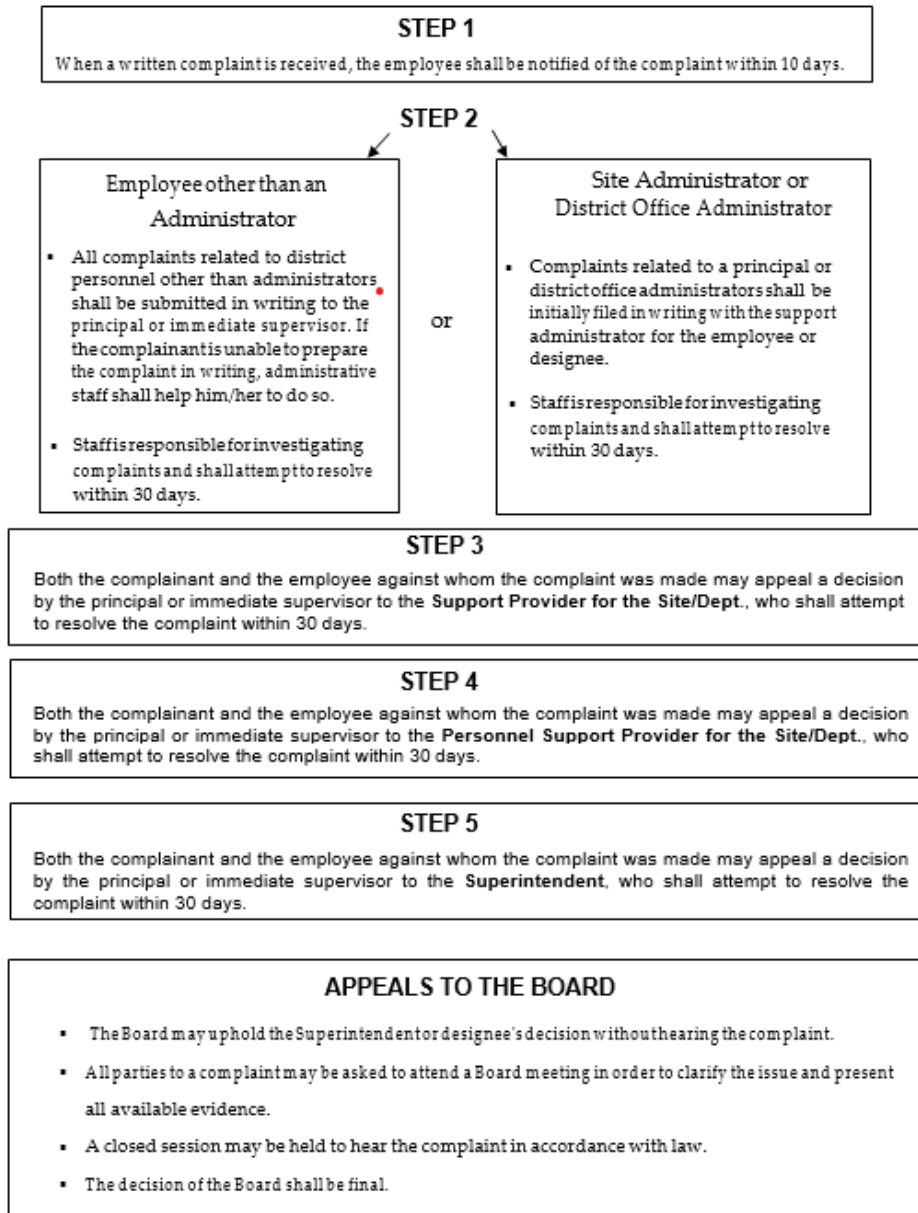
As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian 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 or pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is suspended by stipulation or other administrative action.



Complaints about Programs, Employees, or Procedures

The law requires the Rialto Unified School District to have a standard complaint process which is followed when complaints against an employee, materials, facilities, special education or any other programs, policy, or the district itself. The complaint policies are listed on the District website and available by contacting Personnel Services.

It is our intent to resolve any complaint as quickly as possible however complaints consisting of serious allegations may require more extensive investigation and thus extend the timeline. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.



For questions or clarification, you may contact Personnel Services at 909-820-7700 x2400.

Compulsory Education EC 48200

Each person between the ages of 6 and 18 years not exempted under the provisions of this chapter or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Students who are subject to this mandatory, full-time education must attend for the full time designated as the length of the school day whether they are enrolled in public full-day school or continuation school. The student is required to attend the full school day in the district in which the residency of either the parent, legal guardian, or other person having control or charge of the pupil is located. Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school day established by law.

Course Prospectus EC 49091.14

This is a document which advertises the curriculum for your review. The curriculum, including titles, descriptions, and instructional aims of every course offered by a public school, shall be compiled at least once annually in a prospectus. Each school site shall make its prospectus available for review upon request. When requested, the prospectus shall be reproduced and made available. School officials may charge for the prospectus an amount not to exceed the cost of duplication.

Course of Study

AB 167, 216, 365, 2306, 1806, and 2121 exempts students who are foster youth, homeless, from a military family, and/or on probation that change schools after their second year of high school and are not able to reasonably meet local graduation requirements may graduate by meeting the minimum state requirements. Upon enrollment, the site will meet with the student and Educational Rights holder to determine eligibility within the first 30 days of enrollment. Under AB 2121 the provisions are extended to a pupil who is a migratory child, as defined, and a pupil participating in an English language proficiency program for newly arrived immigrant pupils and who is in their 3rd or 4th year of high school. Under AB 1319, the district will work to maintain a school of origin for foster youth, homeless, military families and migrants if in the best interest of the student.

The District shall post standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils ow enrolled in a school district, and pupils in military families, as specified in EC Sections 48853, 48853.5, 49069.5, 51225.1, and 51224.2.

Rialto Unified School District Graduation Requirements compared to UC/CSU "A-G" requirements
The maximum course requirements, as outlined below, for each semester of a class passed equals 5 credits. A grade of "D" or higher is considered passing in Rialto USD but UC requires a student to earn a grade of "C" or higher to meet their "A-G" requirements.

Subject	Rialto USD Graduation Requirements for Comprehensive High Schools 220 credits	Rialto USD Graduation Requirements for Alternative High Schools 200 credits	UC/CSU "A-G" requirements
Social Studies (A)	3 years (30 credits) Includes Economics & Government	3 years (30 credits) Includes Economics & Government	2 years
English (B)	4 years (40 credits)	4 years (40 credits)	4 years
Mathematics (C)	3 years (30 credits)	3 years (30 credits)	3 years
Science (D)	3 years	3 years	2 years
Foreign Language (E)	1 year of VAPA OR 1 year of Foreign Language 2 yrs. preferred (10 credits)	1 year of VAPA or 1 year of Foreign Lan- guage 2 yrs. preferred (10 credits)	2 years
Visual And Performing Arts (F)			1 year
Physical Education	2 years (20 credits)	2 years (20 credits)	Not required
Electives	60 credits	40 credits	1 year (10 credits)

Custody Issues

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to their child and/or school records. The only exception is when a signed court order, specifically stating custody and/or educational rights limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer will be requested to intervene. Families are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Damage to Employee's Person/Property by Student EC 48905

An employee of a school district whose person or property is injured or damaged by the willful misconduct of a pupil who attends school in such district, when the employee or the employee's property is (1) located on property owned by the district, (2) being transported to or from an activity sponsored by the district or school within the district, (3) present at an activity sponsored by such district or school, or (4) otherwise injured or damaged in retaliation for acts lawfully undertaken by the employee in execution of the employee's duties, may request the school district to pursue that legal action against the pupil who caused the injury or damage, or the pupil's parent or guardian pursuant to Section 48904.

Student/ and or Staff Personal Property Disclaimer

The District will not be held liable or responsible for the loss or theft of personal property to include electronic devices, musical instruments, clothing, hats, etc. which are left or stored on district property.

Personal Beliefs EC 60650

Tests, surveys, questionnaires, examinations or mental health treatment containing questions about the student's personal or family beliefs or practices in sex, family life, morality, and religion may not be given to pupils unless the parent or guardian is notified in writing and given written permission. The notification and consent form shall be in writing and shall contain specific items per Board Policy.

Diabetes Information EC 49452.7

Type 1 diabetes in children is an autoimmune disease that can be fatal if untreated. Type 1 diabetes usually develops in children and young adults but can occur at any age. Type 1 diabetes affects insulin production.

- As a normal function, the body turns the carbohydrates in food into glucose (blood sugar), the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood into the cells.
- In type 1 diabetes, the body's pancreas stops making insulin, and blood glucose levels rise.
- Over time, glucose can reach dangerously high levels in the blood, which is called hyperglycemia.
- Untreated hyperglycemia can result in diabetic ketoacidosis (DKA), which is a life threatening complication of diabetes.

Risk Factors Associated with Type 1 Diabetes

Researchers do not completely understand why some people develop type 1 diabetes and others do not; However, having a family history of type 1 diabetes can increase the likelihood of developing type 1 diabetes.

Warning Signs and Symptoms Associated with Type 1 Diabetes and Diabetic Ketoacidosis

Warning signs and symptoms of type 1 diabetes in children develop quickly, in a few weeks or months, and can be severe. If your child displays the warning signs below, contact your child's primary health care provider or pediatrician for a consultation to determine if screening your child for type 1 diabetes is appropriate.

- Increased thirst
- Increased urination, including bed-wetting after toilet training
- Increased hunger, even after eating
- Unexplained weight loss
- Feeling very tired
- Blurred vision
- Very dry skin
- Slow healing of sores or cuts
- Moodiness, restlessness, irritability, or behavior changes

DKA is a complication of untreated type 1 diabetes. DKA is a medical emergency. Symptoms include:

- Fruity breath
- Dry/flushed skin
- Nausea
- Vomiting
- Stomach pains
- Trouble breathing
- Confusion.

Type 1 Diabetes Treatments

There are no known ways to prevent type 1 diabetes. Once type 1 diabetes develops, medication is the only treatment. If your child is diagnosed with type 1 diabetes, their health care provider will be able to help develop a treatment plan. Your child's health care provider may refer your child to an endocrinologist, a doctor specializing in the endocrine system (glands and hormones) and its disorders such as diabetes.

Diabetes Information EC 49452.7 (Type 2)

Type 2 diabetes is a condition characterized by high blood glucose levels caused by either a lack of insulin or the body's inability to use insulin efficiently. In type 2 diabetes, the body makes insulin; but it may not make enough, the insulin it makes may not work well, or both. Type 2 diabetes develops most often in middle-aged and older adults but can appear in young people. Type 2 diabetes is on the rise. By the year 2050, one in three people will have diabetes. Children from certain racial and ethnic groups are at high risk, including African American, Hispanic/Latino, Asian/Pacific Islander, and Native American children.

Children and teens with type 2 diabetes often feel no symptoms at all. However, be aware of some common symptoms of type 2 diabetes:

Increased thirst
Frequent or nighttime urination
Blurry vision
Unusual fatigue

To learn more, contact the American Diabetes Association at 1-800-342-2383 or email AskADA@diabetes.org.

Directory Information EC 49073

Directory information may be released on pupils except when a parent or eligible pupil has notified the school that such information shall not be released. Directory Information includes one or more of the following items: the recipients of directory information, student's name, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. The District has determined that the following individuals, officials, or organizations may receive directory information: school personnel with legitimate educational interests, officials of another school, school system, postsecondary institution where the student seeks or intends to enroll, federal and state educational administrators, those who provide financial or student aid, employers, prospective employers, representatives of organized parent groups, and military representatives. No information may be released to a private profit making entity other than employers, prospective employers and representatives of the news media including but not limited to: newspapers, magazines, and radio and television stations. Directory information does not include a student's social security number or student identification number. Directory information also does not include a student's citizenship status, immigration status, place of birth, or any other information indicating national origin. The district will not release such information without parental consent or a court order. If the District possesses information that could indicate immigration status, citizenship status, or national origin information, the District shall not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school. If you do not wish to have directory information released about your child, you must indicate this on the last page of this packet and return the information to the school office.

Disruption of Public School or Public-School Meeting EC 32210

Any person who willfully disturbs any public school or any public-school meeting is guilty of a misdemeanor and shall be punished by a fine of not more than five hundred dollars (\$500).

Disease Prevention

School personnel receive yearly updates on disease prevention. Employees are required to have current TB (Tuberculosis) Tests.

District Parent Involvement Policy and AB 1661

The District recognizes and values the important role that parents play in their children's education. Research confirms that when parents are engaged and involved, students' academic performance increases. The local governing Board has adopted a policy on parent involvement for all schools. The District has family engagement programs at both the school and district level. Families are encouraged to participate to learn about state academic standards and assessments to develop knowledge and skills at home to support their children's academic efforts.

Board Policy 6020

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. They 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.

Parent Involvement Administrative Regulation 6020

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.

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. (20 USC 6318)

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. (20 USC 6318)

The Superintendent or designee may:

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

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

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 schoolwide 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 practicable possible, responses to the suggestions of parents/guardians.

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

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

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. (20 USC 6318)

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

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

District Strategies for Non-Title I Schools

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

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

The Superintendent or designee may:

a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.

c. Provide parents/guardians with information about students' class assignments and homework assignments.

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

The Superintendent or designee may:

a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits.

b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing.

c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees.

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities.

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. (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications.
5. Integrate parent involvement programs into school plans for academic accountability.

The Superintendent or designee may:

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

To request a copy of the District's Parent Involvement Policy, please contact the Categorical Department at (909) 879-6004 ext. 2416.

Dress Code EC 35183

RUSD believes that appropriate dress and grooming contribute to a productive learning environment. 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 distraction to the educational program.

In alignment with Education Code and RUSD Board Policy, the District has adopted the "Big Three Dress Code Expectations"

1. Clothing must cover and conceal undergarments; no private body parts, including midriff, should be visible.
2. Appropriate shoes must be worn at all times.
3. Clothing, backpacks, and accessories must be free of image and content that displays/promotes sex, drug, alcohol, or tobacco use.

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.

Electronic Listening or Recording Device EC 51512

The use by any person, including a pupil, of any electronic listening or recording device (including a cell phone) in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Employee Interactions with Pupils EC 44050 and BP 5137, 4119.21

The Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.



English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the state test that is used to measure how well students in transitional kindergarten through grade twelve understand and use academic English when it is not their primary language. It identifies and monitors students' progress in learning academic English, so they receive the extra support they need to do well in school and fully access the curriculum.

Within 30 days of enrolling into the Rialto Unified School District, the initial ELPAC assessment is administered to students who have a primary language other than English and have not been classified as an English learner. The initial assessment is used to identify students as either an English learner who needs support to learn academic English or as proficient in English.

All English learners are required annually to take the summative assessment in the spring until reclassified. The summative assessment is used to measure the academic English language skills of English learners. The results help inform the school and District of students' progress in learning academic English. Results also identify students who may be ready to be reclassified as proficient in academic English.

Extended School Year – Migrant Education – EC 41601.6

Students who are identified as a “migrant child” in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

Federal Student Aid – EC 51225.8 (9-12)

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations. Student lists will be matched to FAFSA applications for the purpose of ensuring that either the FAFSA is completed or an opt out form is completed to maintain the students' ability to graduate.

Fighting PC 415

Any of the following persons shall be punished by imprisonment in the county jail for a period of not more than 90 days, a fine of not more than four hundred dollars (\$400), or both such imprisonment and fine:

1. Any person who unlawfully fights in a public place or challenges another person in a public place to fight.
2. Any person who maliciously and willfully disturbs another person by loud and unreasonable noise.
3. Any person who uses offensive words in a public place which is inherently likely to provoke an immediate violent reaction.

Financial Responsibility for Damages EC 48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the student until restitution is paid.

Foster Youth and Homeless Youth Educational Placement EC 48850 et seq., 49069.3, 49076, 51225.1, 47605, 47605.6, 48432.5, 48911, 48911.1, 48915.5, and 48918.1

Requires school District educational liaisons to ensure pupils in foster care receive:

- stable school placements which are in the best interest of the child
- placement in least restrictive educational programs
- access to academic resources, services, and extracurricular and enrichment activities available to all pupils
- full and partial credits for coursework taken, and meaningful opportunity to meet state academic achievement standards
- information about local graduation requirements and exemption, if appropriate

Education Code 49069.3 and 49076 allows access to educational records without parental consent to foster family agency regarding currently enrolled or former pupils, short-term residential treatment program staff responsible for the education or case management of a pupil, or caregiver with direct responsibility for the care of the pupil.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents. Under AB 1661, the District has collaborated with San Bernardino County Superintendent of Schools to develop a transportation agreement to maintain students in foster care at their school of origin when in the best interest of the child. The district has Foster Youth Liaisons who can assist. Please contact Child Welfare and Attendance at (909) 873-4336, ext. 2206 for assistance.

Free Meals 49391 and 49392

Breakfast and lunch meals that meet Federal Nutrition Standards are available at each school site daily. Complete nutrition information is available at rialtousd.org by selecting the "Student Nutrition" tab in the menu below the picture on the main page. As of the 2018-2019 school year, Rialto Unified School District implemented a new option available to all schools participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP). All students enrolled in the school district are eligible to receive a healthy breakfast, and lunch (and supper if in an after-school program) at school at no charge to your household each day of the school year. Our Fresh Fruit and Vegetable Program is available at select schools through a grant provided by the State. Fruits and Vegetables are introduced to students with educational information about the item of the day. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application. The District looks forward to serving nutritious, well-balanced meals to your child(ren) all year long. When available, student menus will use produce that has been grown and harvested in our school gardens. We request all parents/guardians/families speak with their child(ren) to encourage them to eat their school breakfast and lunch every day. During the summer, students can continue enjoying meals and educational activities that promote healthy eating, encourage physical activity, and nurture skills learned at school. Child Nutrition provides meals at multiple locations throughout the city, free of charge, for all individuals ages 1-18 years. Daily entrées at all grade levels will be selected based on input from student taste-testing sessions.

If your child has a food allergy or special meal accommodation, a "Medical Statement to Request Special Meals and/or Accommodations" from your health care provider must be filled out and given to the School Nurse and Child Nutrition Office. Call Child Nutrition at 909-820-7761 ext. 103 if you need to discuss your child's nutritional needs. Medical Statement forms can be found on the website at <https://kec.rialto.k12.ca.us/Page/1935>. Food substitutions will NOT be honored without a medical statement from the health care provider.

THIS INSTITUTION IS AN EQUAL OPPORTUNITY PROVIDER

Local School Wellness Policy & Committee Participation

Rialto Unified is committed to fostering a healthy learning environment by promoting the well-being of all students. In alignment with this commitment, we have developed a Local School Wellness Policy that outlines our approach to nutrition, physical activity, and overall student health. This policy ensures that students have access to healthy food options, physical activity opportunities, and a supportive school environment that encourages wellness and academic success. The Rialto Unified School District Wellness Committee brings together district staff, students, school administrators, teachers, community organizations, members, and parents to collaborate on initiatives that improve the health and well-being of our students, families, and community. Aligned with the District's Wellness Policy (BP5030), the committee works collectively to develop strategies and gather resources to create a healthy school environment that supports both academic success and lifelong well-being. For more information about joining the Wellness Committee or learning more about our Wellness Policy, please visit <https://kec.rialto.k12.ca.us/Page/5701>.

Gifted and Talented Education (GATE) Program

Pursuant to Board Policy 6172, the Rialto Unified School District offers a program for identified academically gifted students in grades 3-12. RUSD believes that gifted students should be educated in an environment that supports their unique needs. Gifted students are to learn at their developmental level and therefore must encounter a variety of experiences and opportunities that challenge their abilities. All second grade students will be assessed for the GATE Program if their families grant permission. Families at all other grade levels may request that their child be assessed every other year at their designated school site. All school site personnel may refer a student for the GATE assessment. For more information, please contact the Assessment, Research, Data Analysis and Educational Technology Office at (909)879-6014, ext. 2523.

Google Workspace for Education

The Rialto Unified School District believes in preparing our students for their future by teaching relevant skills for college and careers in the 21st Century. Your child may be enrolled in a class that will be utilizing Google Workspace for Education during the school year.

What is Google Workspace for Education?

Google Workspace for Education are free, web-based programs that support student collaboration using the internet. Documents created using Google Workspace for Education are all stored safely on Google servers and can be accessed using a computer or electronic device anywhere there is Internet access. Google Workspace for Education is equipped with a software program that gives the District control to restrict access to non-approved applications or content and allows administrators to establish policies specifying who their students can communicate with via e-mail. Google Core Services such as Gmail, Calendar, and Classroom are the heart of Google's educational offering to schools. Additional Services like YouTube, Maps, and Blogger are designed for consumer users but can optionally be used with Google Suite for Education accounts with appropriate consent from families.

What does this mean for your child?

Your child will be provided with a Google username and password so they can access the resources available through Google Workspace for Education and other educational programs. Access to specific portions of the program are determined by grade level. Each student account will be filtered to prevent transmission of profanity, hate mail, explicit language, and other content deemed inappropriate.

Access to and use of Google Workspace for Education is considered a privilege provided at the discretion of the District. Each student account is monitored by District staff to ensure compliance with the Rialto USD Acceptable Use Policy. Please review this policy with your child so they understand the expectation for safely using these learning tools.

If you have any questions or concerns about your child accessing Google Workspace for Education please contact your child's school site.

Child Safety on the Internet

To protect child safety on the internet, the District complies with federal and state laws including, but not limited to, the Children's Internet Protection Act (CIPA) whereby the District uses Internet filters and blocks websites to protect children from harmful online content.

Both students and families need to understand the complex nature of the Internet and its available services. The Student Acceptable Use Policy (AUP) provides students and families with the rules and guidelines set forth to ensure the safety of all students who would like to access the Internet. Parents and students are asked to review and sign the AUP annually to acknowledge their understanding of the responsible use of District Information Systems, including the proper use of computers and the Internet. A copy of the AUP is located on the District website www.rialto.k12.ca.us under Families, Parent Information.

Gun Safety – EC 32221.5 (9-12) and EC 49390, 48391, and 49392

This is a reminder that firearms are to be safely stored away from children and teens. The accidental shooting of children and youth is the third leading cause of death following accidents and suicide. California public schools are mandated to remind families to keep their home safe from such potential dangers. If there is a threat or perceived threat, then the public schools will cooperate with local law enforcement to conduct an immediate threat assessment.

Harm or Destruction of Animals EC 32255 et seq.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Hazing PC 245.6

(a) It shall be unlawful to engage in hazing, as defined in this section.

(b) "Hazing" means any method of initiation or preinitiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in this state. The term "hazing" does not include customary athletic events or school-sanctioned events.

(c) A violation of this section that does not result in serious bodily injury is a misdemeanor, punishable by a fine of not less than one hundred dollars (\$100), nor more than five thousand dollars (\$5,000), or imprisonment in the county jail for not more than one year, or both.

(d) Any person who personally engages in hazing that results in death or serious bodily injury as defined in paragraph (4) of subdivision (f) of Section 243 of the Penal Code, is guilty of either a misdemeanor or a felony, and shall be punished by imprisonment in county jail not exceeding one year, or by imprisonment pursuant to subdivision (h) of Section 1170.

(e) The person against whom the hazing is directed may commence a civil action for injury or damages. The action may be brought against any participants in the hazing, or any organization to which the student is seeking membership whose agents, directors, trustees, managers, or officers authorized, requested, commanded, participated in, or ratified the hazing.

(f) Prosecution under this section shall not prohibit prosecution under any other provision of law.

Homeless Youth Education AR 6173

Homeless student(s) means student(s) who lack a fixed, regular, and adequate nighttime residence and includes:

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because the children are living in conditions described in items #1-3 above

Unaccompanied youth includes youth who are not in the physical custody of a parent or guardian.

School of origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which they were last enrolled, or if there is some other school that they attended within the preceding 15 months and with which they are connected, the District liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin.

Best interest means that in making educational and school placement decisions for a homeless student, consideration is given to education stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all District students. There is also a homeless liaison to ensure parents of homeless pupils are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

Dispute Resolution

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the District liaison who shall carry out the dispute resolution process as expeditiously as possible.

The families or unaccompanied youth shall be provided with a written explanation of any decision related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions.

The written explanation shall include:

1. A description of the action proposed or refused by the District
2. An explanation of why the action is proposed or refused
3. A description of any other options the District considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the District's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the District liaison and state coordinator, which includes a brief description of their roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The District liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the District liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, they may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the District's placement decision, the District liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Pending the final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities.

Eligibility for Extracurricular Activities

A homeless student who enrolls in any District school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Identification and Education under Section 504

Section 504 of the Rehabilitation Act of 1973 requires districts to provide education and accommodations for any student who has an identified disability which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. A school-site committee of knowledgeable professionals shall meet to evaluate the student's eligibility under Section 504, and the student's parent/guardian shall be invited to participate on this committee. If the student is found to have a defined handicap that significantly interferes with their learning, they shall be eligible for reasonable accommodations under Section 504, and the school site committee shall develop a written accommodation plan for the student. This plan shall specify the accommodations which will be made in the regular education program in order to ensure the student a free and appropriate education; it shall also include a schedule for periodic review of the student's needs and indicate that his review may occur sooner at the request of the parent/guardian or school staff. If the committee determines that no accommodation is needed, the parent/guardian shall receive a record of the proceedings stating the basis for this decision. Parents/guardians shall also receive a copy of the procedural safeguards guaranteed under the Code of Federal Regulations, Title 34, Part 104.

Immunizations Pursuant to SB 277: EC 49403 and 48216, HSC 120335, 120365, and 120370

Students are prohibited from attending school until required immunizations are met. As of January 1, 2016, Senate Bill 277 states that exemptions based on personal beliefs, including religious beliefs, are no longer allowed. On and after July 1, 2016, the governing authority shall not unconditionally admit for the first time or admit or advance any pupil to seventh grade level, unless the pupil has been immunized for their age as required. The school district shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. The district may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

State law requires the following immunizations before a child may attend school:

- a. All new students, in transitional kindergarten through grade 12, to the Rialto Unified School District must provide proof of hepatitis B, polio, diphtheria, pertussis, tetanus, measles, mumps, and rubella, and varicella immunizations.
- b. In addition to meeting all of the above requirements, all seventh-grade students must also provide proof of a second dose for varicella and a Tdap (pertussis booster vaccination).

RUSD has collaborated with Social Action Corps Health Systems (SACHS) to provide free Immunizations for students who are Medi-Cal eligible or who do not have medical insurance. Appointments are required to be seen in the clinic located at 815 S. Willow Ave, Rialto CA 92376 with the phone number of (909) 820-8160 or (909) 382-7100. Please check scheduled dates and times of clinic operations.

Entrance Health Screening HSC 124085, 124100, 124105 EC 49451

State law requires each child's family to provide within 90 days of entrance into the first grade a certificate documenting that the child has received a health checkup within the previous 18 months. The District will exclude after 90 days of attendance any first grade student for up to five days who lacks a health screening or waiver. If you do not want your child to have a health screening, you may sign the waiver form PM 171 B found at your child's school or <https://www.dhcs.ca.gov/services/chdp/Pages/SchoolEntry.aspx>

Child Health & Disability Prevention (CHDP) Program physicals are available to Rialto Unified School District students whose families meet specific income guidelines. These physicals can be obtained at the Rialto Unified School District health clinic through the Social Action Corps Health Systems (SACH) for your student. This school based clinic is located at 815 South Willow Avenue, Rialto. SACH phone number is (909) 382-7100.

Oral Health Assessment EC 49452.8

A Pupil, while enrolled in kindergarten in a public school, or while enrolled in first grade in a public school if the pupil was not previously enrolled in kindergarten in a public school, no later than May 31 of the school year, shall present proof of having received an oral health assessment by a licensed dentist, or other licensed or registered dental health professional operating within his or her scope of practice, that was performed no earlier than 12 months before the date of the initial enrollment of the pupil. A waiver may be requested to excuse your child from this State mandate (<https://www.cde.ca.gov/ls/he/hn/oralhealth.asp>)

Vision & Hearing Testing - EC 49455 and EC 49452

Rialto Unified School District provides vision and hearing screenings which are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry (California Code of Regulations, Title 17, Section 2952 (c)(1)). The screening will be administered by District school nurses and/or a contracted agency. Students will be exempt if the parent/guardian notifies the school Principal in writing that such screenings are in conflict with their personal beliefs.

Independent Study Program EC 51744, 51745, 51745.5, 51746, and 56026

Independent Study (IS) is by choice and may not be mandated. Each district and charter school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, the short-term (less than 15 school days) and long-term (15 or more school days) will require the IS engagement defined per the policies adopted by the local governing board. Persons who sign the IS agreement, deadline to sign within 10 days of short-term IS or in advance of long-term IS must be updated including the equitable access to students with disabilities based upon individual student needs. For more information on how [school name] offers IS options, please contact [person, title] at [contact information].

The governing board of a school district or a county office of education may offer independent study to meet the educational needs of pupils. Educational opportunities offered through independent study may include, but shall not be limited to, the following:

- (1) Special assignments extending the content of regular courses of instruction.
- (2) Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- (3) Individualized alternative education designed to teach the knowledge and skills of the core curriculum. Independent study shall not be provided as an alternative curriculum.
- (4) Continuing and special study during travel.
- (5) Volunteer community service activities and leadership opportunities that support and strengthen pupil achievement.
- (6) Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil.

No course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study.

Individualized Instruction for Students with Temporary Disabilities EC 48206.3, 48207, 48208 and 48980(a)

A student with a temporary disability (mental, physical, or emotional) which makes it impossible or inadvisable to attend regular class may receive instruction provided by the District in the student's home, in a library in Rialto, or any other residential health facility located in Rialto. The student's disabilities must be diagnosed and verified in writing by a licensed physician.

Home/Hospital instruction is a temporary placement which extends to 45 days. In rare cases, the Home Hospital placement may be extended with the authorization of the medical provider. Parents/Guardians should contact the Principal or a school nurse at the student's school for information on how to enroll their child in "Home Hospital" and obtain a home hospital request form from the Health Office at the student's school. A licensed health care provider must complete the form and it must be returned to the Health Office for processing. This form must be renewed every six weeks.

When the student with a temporary disability is in a hospital or other residential health facility, excluding a State hospital, located outside of this District, the student is considered to be legally residing in the school district in which the hospital is located (EC 48207- 48208). It is the responsibility of the parent/ guardian to notify the new school district, and the new school district becomes respon-

sible to provide instruction for the student.

Inter-district Attendance EC 46600 et seq.

The parent or legal guardian of a pupil may seek release from the home district to attend a school in any other school district.

School districts may enter into agreements for the inter-district transfer of one or more pupils for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers and may contain standards of reapplication and specify the terms and conditions under which a permit may be revoked. Unless otherwise specified in the agreement, a pupil will not have to reapply for an interdistrict transfer, and the school board of the district of enrollment must allow the pupil to continue to attend the school in which they are enrolled.

A pupil who has been determined by personnel of either the home or receiving district to have been the victim of an act of bullying, as defined in EC 48900 (r), shall, at the request of the parent or legal guardian, be given priority for inter-district attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Some school districts may choose to become a district of choice, that is, a district that accepts transfer students from outside the district under the terms of a resolution. A school board that decides to become a district of choice must determine the number of transfers it is willing to accept and make sure that students are selected through a “random and unbiased” process, which generally means a lottery process. Students must request transfer into a district of choice by January 1 of the prior school year. A modified application process is available for relocated military personnel.

The Rialto Unified School District has 30 calendar days from the date of the Inter-district transfer for current year requests. The district has 14 calendar days after the commencement of instruction for requests in the following year (AB 2826).

Intra-district Open Enrollment EC 35160.5(b)

Residents of the School District may apply to other schools within the District for their child to attend. Information on each school within the District is provided on the District website. Applications are accepted in the month of February for the following school year and will be considered based upon space availability at the school and grade requested along with taking attendance and discipline history into consideration.

Parents of high school athletes should check on CIF sports eligibility rules before pursuing open enrollment. Transportation to any other school is the responsibility of the parent. Transfer Application instructions are available on the district website: www.rialtousd.org

Investing for Future Education EC 48980(d)

It is advisable that all parents consider investing in future college, technical, or university education for their children as soon as possible. Educational costs are rising continually. Starting to save now, starting at Kindergarten if possible, will help ensure the availability of the funds if your child chooses to attend college.

Juvenile Court School Pupils: Graduation Requirements EC 48645.7

Upon agreement between the county office of education and the pupil or the person holding the right to make the educational decision for the pupil, may take coursework or other requirements adopted by the governing board of the county office of education, and may defer the granting of the diploma until the pupil is released from the juvenile detention facility. Upon release the pupil or the person holding the right to make educational decisions for the pupil may elect to decline the issuance of the diploma for the purpose of enrolling the pupil in a school operated by a local educational agency or charter school to take additional coursework.

Know Your Rights

Your Child Has the Right to a Free Public Education

- All children have a right to equal access to free public education, regardless of their or their families' immigration status.
- All children in California:
 - ◊ Have the right to a free public education.
 - ◊ Must be enrolled in school if they are between 6 and 18 years old.
 - ◊ Have the right to attend safe, secure, and peaceful schools.
 - ◊ Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - ◊ Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Information Required for School Enrollment

- The District Enrollment Center must accept a variety of documents from the student's families to demonstrate proof of the child's age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If so, the school district must provide families with written notice of the directory information policy and provide the option to refuse release of your child's information.

Family Safety Plans if you are detained or deported

- You can update your child's emergency contact information, including secondary contacts, to identify a trusted adult guardian who can care for your child if you are detained or deported.
- You can complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person to give a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated or bullied because of their actual or perceived nationality, ethnicity, or immigration status.

CHECKLIST FOR IMMIGRANT STUDENTS AND FAMILIES ATTENDING PUBLIC SCHOOLS

1. You do not have to share the following information with school officials:
 - You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
 - You do not have to provide Social Security Numbers (SSN) or cards.
 - ◊ When completing the “Free and Reduced-Priced Meals” form, only provide the last four digits of the SSN of the adult household member who signs the application
 - ◊ If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the “No SSN” box on forms where applicable, to ensure that applications are complete.
 - ◊ If any household member participates in CalFresh, CalWORKS (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her SSN to qualify the student for free or reduced-price meals at school.
 - When providing information for proof of a student’s residency or age, you do not have to use documents that could reveal information related to immigration status.
 - ◊ Take steps to protect student information:
 - Ask for the school’s written privacy policies regarding student information.
 - Review the school’s policy for “directory information”-which allows for public release of basic student information-and consider whether to opt out of releasing that information.
 - ◊ Take steps to prepare for situation where one or more parents or guardians are detained or deported:
 - Develop and keep in a safe place a “Family Safety Plan” (example: https://www.lirs.org/assets/2474/bna_beinformed_safetyplanningtoolkit.pdf) that includes the following information:
 - Name of a trusted adult to care for your child if no parent or guardian can.
 - Emergency phone numbers and instructions on where to find important documents (birth certificates, passports, Social Security cards, doctor contact information, etc.)
 - Make sure that your child’s school always has current emergency contact information, including alternative contacts if no parent or guardian is available.

RESOURCES

The following resources are available to immigrant families responding to detentions or deportations:

- The Immigration and Customs Enforcement (ICE) detainee locator: <https://locator.ice.gov/odls/homePage.do>. Please Note: This site is intended only for locating individuals who are already detained, and not for general immigration status inquiries.
- Immigration lawyers in private practice, accredited representatives (who assist immigrants in immigration proceedings), or legal-aid organizations:
 - ◊ State Bar of California Attorney Search: <http://www.calbar.ca.gov/Attorneys>
 - ◊ California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR): <https://www.justice.gov/eoir/page/file/942306/download#CALIFORNIA>.
 - ◊ California Courts Self-Help Centers: <https://www.courts.ca.gov/self-helpcenters.htm>.
 - ◊ Legal-aid offices and lawyer-referral services: <http://www.courts.ca.gov/1001.htm>.
 - ◊ The consulate or embassy of the parent’s or guardian’s country of origin

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact:

Language Programs and Language Acquisition Programs

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. These programs provide instruction to English learners based on the state-adopted academic content standards, including English Language Development (ELD) standards. (EC Section 306[c])

The Rialto Unified School District offers the following language and language acquisition programs for student enrollment. Families may choose a language acquisition program that best suits their child (EC Section 310[a])

Structured English Immersion (SEI) Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered English Language Development (ELD) and access to grade level academic subject matter content. Education Code (EC) sections 305(a)(2) and 306(c)(3).

Dual-Language Immersion (DLI) Program: This is also referred to as **Two-Way Immersion**. This is a language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of Spanish with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten (K) and continues to the twelfth grade. EC Section 306(c)(1).

How to Enroll Your Child in a Language Acquisition Program: Recruitment for the Dual-Language Immersion (DLI) Program begins in October of the year prior to enrollment in the program. There are currently ten schools where the DLI program is offered (Bemis, Boyd, Curtis, Dunn, Garcia, Kelley, Morris, Trapp and Werner Elementary and Jehue Middle School).

The Structured English Immersion (SEI) Program is available at all elementary schools in Rialto. English Learners who are not enrolled in the Dual Language Immersion program will be enrolled in the SEI program.

How to Request the Establishment of a New Programs at a School:

Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].)

Parents/Guardians may also indicate interest in the DLI program by inquiring at their school site or through the Multilingual Programs Office. Records of all parent requests will be tracked, maintained, and monitored by Multilingual Programs Office staff. The Superintendent will be notified when the threshold of requests has been reached to open a new program.

Families and Community Engagement

Families may provide input regarding language and language acquisition programs in the LEA or to be considered in the LEA during the development of the Local Control and Accountability Plan (EC Section 52062.) If interested in a different program from those listed above, please contact Dr. Marina Madrid, Agent, Multilingual Programs (mmadrid@rialtousd.org) to ask about the process.

Laser Pointers Penal Code (PC) 417.27

Possession of a laser pointer is prohibited by any student on any elementary or secondary school premise, unless possession is for valid instruction. A person shall not direct the beam of a laser pointer into the eyes of another or into a moving vehicle or into the eyes of a guide dog.

Library Media/Textbook Services EC 19911

The Rialto Unified School District staffs a library media technician at each elementary, middle, and comprehensive high school site. Each school establishes routines and procedures for students to visit and utilize the library media center. Textbooks or instructional materials, including tablets and laptops, must be checked out by students for every class/course taken. Students are expected to return borrowed library and textbook/instructional materials in good condition, with no more wear and tear than usually results from normal use. Pursuant to Education Code 48904, the parent/guardian of a student shall be liable for district property on loan to a student and not returned upon request of a District employee.

Instructional Materials Fee Schedule

Writing/Graffiti	\$8.00 and up
Lost Library or Textbook Materials	100% replacement cost
Extensive damage rendering book useless (e.g., water- soaked, mold, ink stains)	100% replacement cost
Bindery Fee	\$13.00
Cover and spine damage	\$15.00
Missing/Damaged Barcode Label	\$ 5.00
Minor water damage	\$5.00
Damaged Cover	\$ 5.00
Torn Pages	\$ 3.00 and up
Replacement of a page	\$ 3.00 per page replaced
Vandalized (graffiti, profanity, etc.)	100% replacement cost
Writing, highlights or other marks inside/outside of a book	\$ 1.00 per page, up to cost of item
Replacement cost of laptop device	Up to \$650.00
Laptop power supply	\$35.00
Laptop protective case	\$16.00
Replacement cost of iPad devices	Up to \$650.00
iPad	



Married, Parenting and Pregnant Pupils

A student will not be excluded or denied from any educational program solely on the basis of the student's marital status, pregnancy status, childbirth, false pregnancy, termination of pregnancy or recovery therefrom. Pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities, and courses equal to the regular program. Reasonable accommodations shall be provided to a lactating pupil.

Mass Communication

The district uses an automated notification system to inform parents by telephone, text message, or email of emergency situations and school news. If you wish to opt-out of receiving school news, please contact your school site.

Medical Information You Need to Know

California Local Education Agency Medi-Cal Program (California's Welfare and Institutions Code section 14132.06)

Rialto Unified School District, in collaboration with the California Department of Health Services and Education, participates in the billing option program to be reimbursed with Federal Medicaid dollars for selected health services. Services are provided by qualified health service professionals to eligible students under the age of 22. In accordance with program policy to receive the Federal dollars, the District must receive authorization to share your student's health services documentation. Parents/ Guardians will never be billed for these services. Requested information shall be limited to health services documentation. Eligible services may include: Audiology Services, Health and Mental Health Evaluation and Education Assessments, Medical Transportation, Nursing Services, Occupational Therapy, Physical Therapy, Psychology and Counseling, School Health Aide Services, Speech Therapy, and Targeted Case Management.

Medical Assistance at School EC 49407

The emergency card will be used to contact parents in the event of a medical emergency. It is important to note on the emergency card any specific directions regarding medical treatment and/or emergency care.

The school will act to provide appropriate medical treatment to a student in the absence of parent contact even if the parent cannot be contacted. This means the school may make available medical or hospital services for students while at or on the way to or from any school activity.

It is important to know that the school district, school district employee, school principal, physician, or hospital treating the pupil cannot be held liable for the reasonable treatment of a child when the child is ill or injured during regular school hours and requires reasonable medical treatment and the parent or guardian cannot be contacted, unless the parent or guardian has previously filed with the school district a written objection to any medical treatment other than first aid.

Concussion and Head Injuries EC 49475

A concussion is a brain injury that can be caused by a bump or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove an athlete who is suspected of sustaining a concussion or head injury from a school-sponsored athletic activity for the remainder of the day. The athlete may not return to that activity until he or she is evaluated by and receives written clearance from a licensed healthcare provider. On a yearly basis a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete may participate in practice or competition. This form can be obtained from your student's school. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Confidential Medical Services EC 46010.1

School authorities may excuse students in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Confidentiality of Medical Information Act – CC 56.10

School linked service coordinators will have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

Emergency Treatment EC 44808

All parents must verify emergency contacts through ParentVue at the beginning of each school year. Each student must have two or more telephone numbers to be used by the Principal/designee in emergency situations. The number of emergency contacts is checked annually by the school office staff. The following selection from the California Education Code clarifies District liability as:

"Notwithstanding any provision of any law, no school district, school principal, physician, or hospital treating any student enrolled in any school in any district shall be held liable for the reasonable treatment of a student without the consent of a parent or guardian of the student when the student is ill or injured during regular school hours, requires reasonable medical treatment, and the parent or guardian cannot be reached."

Epinephrine Auto-Injectors (Stock Epinephrine) EC 49414

Current law (SB 1266: BP/AR 5141) now requires schools to provide emergency epinephrine for individuals who may be experiencing anaphylaxis. Anaphylaxis is a severe allergic reaction which can occur after exposure to an allergen, an insect sting, or even after exercise (though this is rare). Certain individuals may experience anaphylaxis that have no known previous history of an allergy and therefore may not have their own prescription. A school nurse or trained school staff member will administer this emergency injection to any student believed to be suffering from anaphylaxis and will activate Emergency Medical Services (911). Parents will be notified of the emergency and action taken by the school nurse if they are not present during the event.

Eric Paredes Sudden Cardiac Arrest Prevention Act

AB 1639 requires that parents are provided an information sheet on sudden cardiac arrest symptoms

and warning signs each school year before the pupil participates in an athletic activity. Parents must acknowledge that they received this information. The bill requires an athletic director, coach, athletic trainer, or authorized person to remove from participation a pupil who passes out or faints while participating in or immediately following an athletic activity.

Medications EC 49423

A school nurse or a trained school employee will administer prescribed medication during school sponsored events only upon written request of both the physician and the parent or guardian. Students may also self-administer prescription asthma inhalers with doctor's approval. Parents/Guardians who want one of the above services must complete a Physician's Recommendation for Medication form at the school. The student's physician must also complete and sign the form. This form must be renewed annually and a new form must be submitted if the medication is changed. Medication must be brought to school in the original prescription container. The medication is then placed in a locked cabinet in the Health Office.

Parents/Guardians of a student on a continuing medication program for a long term condition must inform the school nurse or other designated certificated school employee of the need for medication to be administered during the school day. With parent/guardian consent, the school nurse may communicate with the physician and may counsel with school personnel about possible side effects of the medicine.

California Department of Education Checklist for Parents when Children need Medication at School

1. Talk to your child's doctor about creating a schedule so that your child does not need to take medicine while at school.
2. If your child is regularly taking medicine for an ongoing health concern, even if they only take the medicine at home, you must provide a note to the school nurse or other designated school employee at the beginning of each school year. Please ensure to list the medicine being taken, the current amount taken, and the name of the prescribing physician (EC 49480).
3. If your child must utilize an inhaler while at school, Please complete a physician's recommendation for medication form. Complete a new form at the beginning of each school year and whenever there is any change in medicine, instructions, or doctor (EC 49423).
4. As a parent or guardian, you must supply the school with all medicine your child must take during the school day. You or another adult must deliver the medicine to school, except for those medicines which your child is authorized to carry and take by themselves.
5. All controlled medicine (for example, Ritalin) must be counted and recorded on a medicine log when delivered to the school. You or another adult who delivered the medicine should verify the count by signing the log.
6. Each medicine that your child needs to be given while at school must be in a separate container labeled by a pharmacist licensed in the United States. The container must list your child's name, doctor's name, name of the medicine, and instructions for when to take the medicine and how much to take.
7. Students are not permitted to carry prescribed or over-the-counter medication on a school campus without a doctor's order on file in the health office.
8. Please pick up all discontinued, outdated, and/or unused medicine before the end of the school year.
9. Know and follow the medicine policy of your child's school.

Medical Insurance - EC 32221

Medical costs of student accidents are normally the responsibility of the parent or guardian. Each year, as a service to parents/guardians, applications for student accident and dental insurance are provided under an independent insurance plan and are sent home with students. The District does not benefit from this low-cost insurance plan, but the District is required by law to make it available to parents/guardians. You may apply online at <http://www.peinsurance.com/signup>

Megan's Law PC 290

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://meganslaw.ca.gov>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender's registration requirements in California.

Pupil Insurance for Athletic Teams EC 32221.5

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.

Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Derek Harris at (909) 820-7700 extension 2110.

Medical or Hospital Service EC 49472

The school district may provide or make available accident insurance or through policies of liability insurance for injuries to pupils arising out of accidents related to school activity or attendance. No pupil is required to accept such service without the consent of their parent or legal guardian.

Mental Health Services for Students EC 51900.5

School districts are required to provide students and families with resources for mental health services on campus and in the community. The following information will be printed on the back of student identification cards for students in grades 6 through 12.

You matter! Ask for Help

- National Suicide Prevention Lifeline: 9-8-8
- The Crisis Text Line can be accessed by texting "HOME" to 741741.
- California Youth Crisis Hotline: 1-800-843-5200.
- National Domestic Violence Hotline 1-800-799-7233.
- Trevor Project (LGBTQ): Text "START" to 678-678.
- Rialto Unified Safety Office, 909-820-6892
- Add: San Bernardino County, 2-1-1.
- Add: (CCRT) Community Crisis Response Team - 800-398-0018 or Text 909-420-0540

Physical Examination EC 49451

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied.

Physical Fitness Test

The Physical Fitness Test (PFT) is a comprehensive, health-related physical fitness battery tests for students in California. The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test. Students with disabilities will be given as much of the test as each student's physical condition permits. The individualized education program (IEP) or Section 504 plan team is responsible for deciding how students with disabilities will participate in the PFT. The results of the PFT can be used, along with other information, to monitor overall fitness.

Sun Protective Clothing/Use of Sunscreen EC 35183.5

Each school site shall allow for outdoor use during the school day, articles of sun protective clothing, including but not limited to hats. The law provides for use of sunscreen by students, during the school day, without a physician's note or prescription and authorizes sites to establish a policy regarding use of sunscreen.

News Media and Publications

Schools are often visited by newspaper reporters, and sometimes by television crews. Photographs or video recordings of students may appear in newspapers, magazines, or other publications such as school and District newsletters, in school or District websites, on local cable television, and/or on broadcast television.



Non-Discrimination/Harassment

The Rialto Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression genetic information, immigration status, or association with a person or group with one or more of these actual or the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The District assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. For a complaint form or additional information, contact: Rialto Unified School District (909) 820-7700 ext. 2401

Prohibition of Discrimination EC 200-262.4

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying. Board Policy 5145.7 protects students at all grade levels.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct, which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. California Code of Regulations, Title 5 Section 4600 through 4671, Board Policy 4145.3(a)

Free inquiry and exchange of ideas are essential parts of a democratic education. The Governing Board respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not. Student liberties of expression shall be limited on a nondiscriminatory basis only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community. Prior restraint shall be exercised only when student expression violates the limitations set forth in this policy.

In keeping with the California Education Code, the Board prohibits any expressions or materials, which are obscene, libelous or slanderous according to current legal definitions. The Board, likewise, prohibits expression or materials, which demonstrably incite students to commit unlawful acts on school premises, violate school rules, or substantially disrupt the school's orderly operation.

Printed materials or petitions shall be distributed only at reasonable times and places in reasonable ways:

1. Before school begins, during lunchtime, and after dismissal.
2. In locations that do not obstruct the normal flow of traffic within school or at entrances.
3. Without due noise, and without any use of coercion.
4. Materials are not left undisturbed or stacked for pickup while unattended at any place in the school or on school grounds.

Appeals

The Superintendent or designees shall resolve disputes regarding student free expression. Student and faculty members themselves shall attempt to resolve the problem before consulting the Superintendent. However, any student may appeal a decision concerning this policy to the Superintendent who shall render a decision within a reasonable time or no later than five school days after receipt of the appeal. The appeal shall be based solely on the standards established in Education Code 4891.6. The Superintendent may call for a hearing to determine whether a deprivation of freedom of expression was justified under these rules. The hearing shall be held before the Board or an impartial person appointed by the Board as soon as possible after the hearing is requested. Both sides shall be given the opportunity to demonstrate that the policy in question was properly applied.

Notice of Occurrence of a Violent Crime (Amended by Stats. 2018, Ch. 806, Sec.2. (AB 1747) Effective January 1, 2019.) EC 32281 (e) (1)

When a principal or designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, a written notice of the occurrence and general nature of the crime may be sent to each pupil's parent or legal guardian and each school employee.

Notification to Law Enforcement EC 48902

(a) The principal or designee shall, before the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated of any acts of the pupil that may violate section 245 of the Penal Code (Assault with a deadly weapon).

(b) The principal or designee shall, within one school day after suspension or expulsion, notify the appropriate law enforcement authorities of any acts of the pupil that may violate Education Code Section 48900 subdivisions (c) or (d) (controlled substance violations).

(c) Notwithstanding subdivision (b), the principal or designee shall notify the appropriate authorities of any acts of a pupil that may involve possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code (Possession of a firearm at school and Weapons on California school grounds)

Parent Participation in School (Rules/Discipline/Attendance at Parent Conferences) EC 35291, 35291.5, 48900.1 and 48904

Parents or guardians of students may give advice in the formation of school rules and procedures and receive a written copy. They may appeal the discipline of a teacher or administrator by contacting the person's supervisor. They may request or be required to attend conferences regarding the discipline of their children; be required to spend a portion of the day in their child's classroom; accept liability for willful conduct of their child which results in injury or death to another pupil or to school district personnel; assume liability (up to \$10,000.00) for damage to school property caused by their child's willful misconduct.

Student/ Staff Personal Property Disclaimer

The District will not be held liable/responsible for the loss or theft of personal property which includes electronic devices, musical instruments, clothing, hats, etc. which are left or stored on district property.

Pesticide Notification

The Healthy Schools Act of 2000 was signed into law in September 2000 and requires that all schools provide families of students with annual written notification of expected pesticide use on school sites.

The notification will identify the active ingredient or ingredients in each pesticide product and will include the Internet address (www.cdpr.ca.gov) for further information on pesticides and their alternatives. Parents or guardians may request prior notification of individual pesticide applications at the school site. People listed on this registry will be notified at least 72 hours before pesticides are applied. **If you would like to be notified every time we apply a pesticide, you may request a Parent Notice by writing to Risk Management 182 E Walnut Ave, Rialto CA 92376.** If you have any questions, please contact Risk Management at (909) 820-7700 x2110.

Each campus shall be inspected and/or serviced on a monthly basis; treatment may include any of the following products:

DuPont Advion Ant Gel	Suspend SC Insecticide
DuPont Advion Fire Ant Bait	Termidor SC Termiticide/Insecticide
DuPont Advion Cockroach Gel Bait	Wasp-Freeze

Each campus shall be inspected and/or serviced twice a month; product applied may include any of the following:

Fumitoxin	Omega Gopher Bait with Strychnine
Wilco Ground Squirrel Bait	

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Pupil Records EC 49063 and 49069, 34 CFR 99.7, 20 USC 12323g

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. The District will protect the privacy of such records.

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation or administrative directive (5 CCR 430)

Mandatory interim student records are those records which the school are directed to compile and maintain for specified periods of time are then destroyed in accordance with state law, regulation or administrative directive (5 CCR 430)

Permitted student records are those records having clear importance only to the current education process of the student (5 CCR 430)

The Agent: Child Welfare and Attendance serves as the District Custodian of Records for currently enrolled students and student records that are archived. The site principal serves as site level Custodian of Records.

Parents/guardians have the right to:

- 1) Inspect and review the student's educational record maintained by the school.
- 2) Request that a school correct records which they believe to be inaccurate or misleading.
- 3) Have some control over the disclosure of information from educational records.

School officials with legitimate educational interests may access student records without parent consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another district in which a student seeks or intends to enroll, the District shall disclose educational records without parent consent.

Parents/Guardians have the right to request an inspection of any official records, files and data related to their children. The request must be in writing and the school has five (5) business days to respond to requests. A pupil 16 years of age or older, or has completed the tenth grade, a pupil 14 years of age or older that meets both of the following criteria:

- i. The pupil is a homeless child or youth, as defined in paragraph (2) of Section 725 of the federal McKinney-Vento Assistance Act (42 U.S.C. Sec. 11434a(2)) and
- ii. The pupil is an unaccompanied youth, as defined in paragraph (6) of Section 725 of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a (6)), and an individual who completes items 1 to 4, inclusive, of the Caregiver's Authorization Affidavit, as provided in Section 6552 of the Family Code, and signs the affidavit for the purpose of enrolling a minor in school also have the right to request inspection of their records.

The custodial parent/guardian of any student may submit to the Superintendent or designee a written request to correct or remove from his/her child's records any information concerning the child which he/she alleges to be any of the following: (Education Code [49070](#); 34 CFR [99.20](#))

- 1) An unsubstantiated personal conclusion or inference
- 2) A conclusion or inference outside the observer's area of competence
- 3) Not based on the personal observation of a named person with the time and place of the observation noted
- 4) Misleading
- 5) In violation of the privacy or other rights of the student.

Within 30 days of receiving a request to correct or remove any information from a record, the Superintendent or designee shall meet with the parent/guardian and the District employee who recorded that information, if he/she is presently employed by the District. (Education Code [49070](#)) If the challenge involves a student's grade, the teacher who gave the grade shall be given an opportunity to state, orally and/or in writing, the reasons for which the grade was given. Insofar as practicable, the teacher shall be included in all discussions related to any grade change. In the absence of clerical or mechanical error, fraud, bad faith, or incompetency, a student's grade as determined by the teacher shall be final. (Education Code [49066](#))

If the Superintendent denies the allegations, the parent/guardian may request in writing 30 days to appeal the decision to the Board of Education. The Board of Education shall meet in closed session with the parent/guardian and the employee (if still employed) who recorded the information in question. The Board shall then decide whether or not to sustain or deny the allegations. The decision of the Board shall be final.

Pupils with a Temporary Disability: Individual Instruction: Terminally Ill: Honorary Diplomas AB 2109

If a student is hospitalized for an extended time parents are encouraged to contact the Education Services Department for guidance on school related placement. A student who is terminally ill may receive an honorary diploma. Parents are encouraged to speak to the principal regarding the issuance of an honorary diploma.

Records Access by Military Recruiters 20 USC 7908

Federal law requires school districts to provide military recruiters the same access to secondary school pupils as is provided to post-secondary educational institutions or prospective employers. Parents may request that the district not release their pupil's name, address and telephone number without prior written consent. Written notice must be submitted to the school if the parent or legal guardian wishes to deny access to this information.

Release of Information Pursuant to Court Order EC 48906

School officials are required to take immediate steps to notify parents when a child is taken into custody by a peace officer except when the child is taken into custody as a victim of child abuse. In such cases, law enforcement would assume all notification responsibilities.

School officials are to assure that, during the process of investigation and apprehension, the safety and welfare of all students and personnel are of extreme importance and should be preserved at

all times.

Release of Students BP 5142

Parents and guardians have permission to sign students out of school during the day. If someone on the Emergency Contact list comes to sign a student out, the site will contact the parent/guardian for permission.

The emergency card does not give permission for the contacts on the card to show up unannounced and pull students out of school for any reason. If you are sending someone in your place to pick up your child during school hours, please take the following steps to avoid delays:

- Contact the front or attendance office at the site ahead of time informing them of the appointment and the person picking up your child. Be sure to speak to someone personally, do not leave a message, it may not be received in time.
- If communication is not done in person but rather by phone, the site will call you back using the provided contact information on the emergency card to verify it was you who called.
- Please make sure the person you send has an identification card.
- You as the parent or legal guardian may also be asked to present identification by school staff.

Religious Beliefs EC 51240

Whenever any part of the instruction of health, family life education, or sex education conflicts with the religious training and beliefs or personal moral convictions of the parent/guardian of any student, the student shall be excused from such training upon written request of the parent/guardian.

Residency EC 48200 and 48204

A minor between the ages of 6 and 18 years is subject to compulsory education and, unless exempted, must enroll in school in the school district in which the residence of either the parent or legal guardian is located.

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if they meet any of the following criteria:

1. The Student's parent/guardian resides within district boundaries (Education Code 48200)
2. The student is admitted through an Inter-district attendance option. (Education Code 46600, 48204, 48301, 48356)
3. The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. (Education Code 48204.3)
4. The student's parent/guardian was a resident of California who departed the state against his/her will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court or government agency authorizing their removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of their parent/guardian's departure. (Education Code 48204.4)

A pupil may alternatively comply with the residency requirements for school attendance in a school district, if they are any of the following:

- Placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; *a pupil who is a foster child who remains in their school of origin*
- An emancipated pupil who resides within the boundaries of the school district
- A pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district
- A pupil residing in a state hospital located within the boundaries of the school district
- The pupil's parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of his/her employment within the boundaries of the school district for a minimum of 3 days during the school week (SB 200).

When establishing a students' residency for enrollment purposes, the Superintendent or designee shall not inquire into the citizenship or immigration status of students or their family members. Government Code 244 establishes that there can only be one residence.

Retention and Promotion of Students EC 48075.5e

Parents will be notified when their pupil is identified as being at risk of retention. Notice shall be provided as early in the school year as practicable. A parent may request the retention of their child in writing. Upon receiving a written request, the site administrator will convene a Student Study Team (SST) within 30 calendar days of the request, made up of the parent in consultation with an administrator and a teacher.

Consultations will include:

- Discussion of all available learning recovery options, including access to prior semester courses, at the secondary level, in which the pupil received a D or F letter grade, or some other form of credit recovery.
- Consideration of a pupil's academic data and any other information relevant to whether retention is in the pupil's best interest, academically and socially.
- Discussion about research on the effects of pupil retention and the types of interventions and supports that are beneficial to pupils. Notification to parents of the final retention determination based on the teacher's recommendation will occur within 10 calendar days of the determination.

Retroactive Diplomas AB 3022

The district may grant a high school diploma to persons interned by order of the federal government to persons interned by order of the federal government during World War II, and to veterans of World War II, the Korean War, or the Vietnam War. A diploma may be issued if a student has departed California against their will, was enrolled in grade 12 and did not receive a diploma due to the interruption in education caused by the departure. The student must be in good academic standing.

Safety Concerns

Each school site examines safety issues and ensures a safe campus. If you have concerns about safety items at your school, contact your principal who can advise you of the proper way to address your safety concerns.

School Accountability Report Card EC 33126

The School Accountability Report Card (SARC) for each school in the Rialto Unified School District is available at the following link: <https://www.doc-tracking.com/screenshots/Serve/1844/>. A hard copy of the SARC is also available at the school site.

School Accreditation EC 35178.4

Requires a school board to give official notice, at a regularly scheduled meeting, if a school has elected to be accredited by the Western Association of Schools and Colleges or other accrediting agency, loses its accreditation status. Further requires written notification to parent(s) (guardian) of pupils in the school of the lost accreditation status and potential consequences.

Comprehensive Safe School Plan EC 32280--32289.5 et seq.

Each school site has a Comprehensive School Safety Plan (CSSP). California Education Code Section 32281(a) requires every K-12 school to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe and secure learning environment for students and school personnel. The law requires that each school update and adopt its CSSP by March 1 annually.

School Bus Safety EC 39831.5

All pupils in pre-kindergarten, transitional kindergarten, and grades 1 to 6 shall receive written information on school bus safety (i.e. a list of school bus stops near each pupil's home, general rules of conduct at school bus loading zones, red light crossing instructions, school bus danger zone, and walking to and from school bus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Procedures will be implemented and shared with riders to ensure that no one is left unattended on a school bus. Instruction also may include responsibilities of passengers seated next to an emergency exit. For more information, please contact the Transportation department at (909) 820-7700.

Student Conduct EC 44807

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, assistant principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.

Walking or Riding a Bike to School VC 21212

No person under 18 years of age may operate a bicycle, non-motorized scooter, skateboard or wear in-line or roller skates, nor ride as a passenger on a bicycle, non-motorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail unless that person is wearing a properly fitted and fastened bicycle helmet that meets specified standards.

School Rules EC 35291, 35291.5, and 35291.7

School rules establish a standard of conduct which promotes a safe, orderly, and positive school environment. School rules and procedures regarding student discipline have been developed by representative school committees. This information is communicated to students and parents/guardians annually and to new enrollees upon admission. Students are required to conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language. (California Code of Regulations, Title 5, Section 300)

School Safety: Bullying – EC 234.4, 22589, and 32283.5

The Rialto Unified School District is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience

any bullying on campus, at school events, or on the way to or from school, please report bullying to your school or you may use the following RUSD website link to report <https://kec.rialto.k12.ca.us/Page/4289>

School Visitors EC 44810 and EC 44811

No one, other than those designated on the emergency card, will be permitted to take your child from school.

All school visitors are required to check in at the school office as soon as they arrive. Parents must report to the office before going to a classroom.

Parents who have a complaint are to request an appointment with the staff member and/or the principal. No disruption of school activities or verbal/physical assaults will be tolerated by visitors on campus.

The site administrator or designee has the authority to direct non-students to leave campus (Penal Code, Section 626.6).

The site administrator or designee may also direct persons to leave campus whose presence interferes with school activities; unless such person is a parent of a child attending that school, is a student of the school, or has prior written permission of the school administration. (Penal Code Section 626.8)

Penal Code Section 290.4 requires the Department of Justice to operate or provide service where members of the public may provide a list of six persons on approved form and inquire whether any of the persons are available for service. Under Section 290.4, the Department of Justice is required to provide information to the public regarding the availability of the persons listed on the approved form.



Search and Seizure Board Policy (BP) 5145.12 (a)

The Rialto Unified School District Board of Education authorizes school officials to conduct searches where there are reasonable grounds or suspicion that the search will uncover evidence that the student is violating the law or rules of the school or school district. Students shall not possess weapons or dangerous instruments of any kind on school grounds. Replicas of firearms or

“look alike” are included in this policy. Possession of these weapons or devices on school campuses may also be a violation of the Penal Code 12550 and 12556. Any violation of this regulation shall be reported immediately to the local law enforcement agency.

Sexual Harassment EC 200, 212.5, 212.6, 230 and 48900

Sexual Harassment is not tolerated in the programs operated by the Rialto Unified School District. A written policy regarding sexual harassment is available at your child’s school. Education Code limits disciplinary sanctions for sexual harassment as to students in grades K-3 but does not exclude students enrolled in grades K-3 from the protection of the District’s sexual harassment policy and complaint procedures. To ensure a healthy environment for all, training for supervisors will be provided to prevent harassment based on gender identity, gender expression, and sexual orientation as suggested by SB 396. **With the passage of AB 543 posters were developed and placed at each high school notifying students of the policy and reporting procedures.**

To report any violations of the above policy, please contact:

Non-Discrimination/Title IX Staff Coordinators:
Armando Urteaga, Lead Personnel Agent
Rhonda Kramer, Lead Personnel Agent
Roxanne Dominguez, Lead Personnel Agent
Contact information: Phone - (909) 820-7700 ext. 2401/2431

The responsibilities include:

- 1) Coordination and oversight of all sexual harassment complaints to ensure consistent district-wide practices and standards in addressing sexual harassment complaints, and
- 2) Monitoring District actions in response to allegations of sexual harassment including maintaining a confidential record keeping system of allegations of sexual harassment made by students and employees.

Board Policy 5145.7

The Board of Education is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages any student who feels that they are being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact their teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a District compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and District procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Uniform Complaint Procedures

The Superintendent or designee shall take appropriate actions to reinforce the District’s sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the District's primary concern - and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in District schools.

Special Education

All children with exceptional needs residing in the state and who need special education and related services shall be identified, located and assessed to determine if they need special education and related services as required by Section 1412(a)(3) and (10)(A)(ii) of Title 20 of the United States Code.

A student shall be referred for an evaluation to determine whether or not the student is eligible for special education instruction and related services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303).

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and the impact. (5 CCR 3021).

Within 15 days of a referral for assessment, unless the parent/guardian agrees in writing to an extension, the student's family shall receive a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session and term or days of school vacation over five school days from the date of receipt of the referral. (Education Code 56043, 56321)

The proposed assessment plan shall meet all of the following requirements:
(Education Code 56321)

1. Be in a language easily understood by the general public.
2. Be provided in the primary language of the parent/guardian or other modes of communication used by the parent/guardian unless it is not feasible.
3. Explain the types of assessment to be conducted.
4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent. (cf. 6159 - Individualized Education Program)

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment. The assessment may begin as soon as the District receives informed parental consent. The District shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) Informed parental consent means that the parent/guardian: (34 CFR 300.500)

1. Has been informed of all information relevant to the activity for which consent is sought, in their native language or other modes of communication.
2. Understands and agrees in writing to the assessment.
3. Understands that the granting of consent is voluntary on their part and may be revoked at any time. (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The IEP team shall determine the eligibility of students with exceptional needs for special education according to specific criteria for each eligibility category. No student shall be determined to be eligible for special education by any eligibility category other than those identified by these guidelines.

Guidelines for Determining If a Student Has a Disability

The Individuals with Disabilities Education Act (IDEA) requires public schools to provide special education and related services to eligible students. However, not every child who struggles in school qualifies. A student cannot be determined to be a student with a disability if the primary determining factor is a lack of attendance or appropriate instruction in reading, including the essential components of reading instruction, lack of math instruction, or limited English proficiency. Critical elements in reading instruction require explicit and systematic instruction in:

Phonemic awareness

- Phonics
- Vocabulary development
- Reading fluency, including oral reading skills
- Reading comprehension strategies

A child's school performance must be "adversely affected" by a disability in one of the 14 categories below.

Autism	Multiple Disabilities
Deafness	Orthopedic Impairment
Deaf-Blindness	Other Health Impairment
Emotional Disturbance	Specific Learning Disability
Established Medical Disability (3-5 yrs.)	Speech or Language Impairment
Hard of Hearing	Intellectual Disability
Traumatic Brain Injury	Visual Impairment (including blindness)

It is the IEP team's responsibility to determine if a student has a disability. If the student has more than one disability, the team must determine the primary disability impacts learning.

Upon administering tests and other assessment materials, an IEP team meeting that includes the parent/guardian or their representative shall meet as a team. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. In addition, a copy of the assessment report and the documentation of determination of eligibility shall be given to the family.

If the family disagrees with an assessment obtained by the District, the family has the right to request, at public expense, an Independent Educational Evaluation of the student from qualified specialists, in accordance with 34 CFR 300.502. If the family obtains an independent educational assessment at private expense, the results of the evaluation shall be considered by the District with respect to the provision of Free Appropriate Public Education to the student.

If the child is eligible to receive special education and related services, an Individualized Education Plan (IEP) will need to be developed.

Request for IEP Meeting

The District will hold an IEP meeting within 30 days of receipt of a written request from a parent or guardian to review their student's existing IEP. The request should be submitted in writing to the school principal.

Due Process (34 CFR 300.562)

A family or a non-conserved student 18 years or older, may request a due process hearing and/or mediation if they are in dispute regarding the IEP which has been proposed. Requests for Due Process should be mailed to: Office of Administrative Hearings, Special Education Unit, 1102 Q Street, 4th Floor, Sacramento, California, 95814.

Under AB 2580 a hearing officer in a due process hearing related to special education, may grant an extension of a decision one for good cause.

The District would like to work with you to resolve all complaints at the local level. We invite you to meet with the site principal to resolve your concerns informally before a complaint is filed. The principal will maintain confidentiality as permitted by law. Please contact Special Services at (909) 820-7700 ext. 2372 for any assistance.

State Academic Assessment/Student Level of Achievement

School districts shall provide each parent with information on the level of achievement of the family's child in each of the state academic assessments required under the law. This information will be provided to families annually upon receipt by the Assessment, Research, Data Analysis and Educational Technology Office. 20USCS & 6311 (h) (6) (B)

Student Attendance Support Panel (SASP; formerly SARB) EC 48263 and 48264

The school attendance supervisor, administrator or designee, a peace officer, or probation officer may assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse with the county, city or school district. A student who is truant may be referred to the Student Attendance Support Panel (SASP; formerly SARB).

Student Grievance Procedure Administrative Regulations 5145.3

Any student who feels that they have been subjected to discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the victim files a complaint. Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, they shall make a note of the report and encourage the student or family to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Suicide Prevention Policy BP5141.52

The Board of Education recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires educational partner engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance and in an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, and intervention, and postvention.

In developing policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community educational partners, school-employed mental health professionals, suicide prevention experts, and, in developing policy for grades K-12, the county mental health plan.

School and community educational partners and school mental health professionals with whom the Superintendent or designee shall consult may include District and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, families and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the District's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align District policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning (after-school) staff
2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.
4. The review of materials and resources used in awareness efforts and communications to ensure they are congruent with successful practices for safe and effective messaging about suicide

5. The provision of information to families and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the District's suicide prevention curriculum, the District's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention procedures for addressing suicide threats or attempts
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
9. Establishment of District and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other District practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215. In addition, each school shall identify at least one staff member to serve as the liaison to the District's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades K-12 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-12 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging District employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review District data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the District's web site, in a prominent location and in a manner that is easily accessible to families and students. (Education Code 234.6)

Suspension EC 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 (I). “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 (I). 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 (I) 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.

Discipline for Students with Exceptional Needs

In general, a student identified as an individual with exceptional needs pursuant to the IDEA and related state law is subject to the same grounds for suspension and expulsion that apply to students without disabilities, but specific protections and procedures apply. (34 C.F.R. § 300.530; Ed. Code, §§ 48900.5(a) and 48915.5.) Suspensions and expulsions of students with exceptional needs may require that special services and related services continue to be provided for the student to receive a FAPE. Moreover, under certain circumstances, a functional behavioral assessment (FBA) may need to be conducted, a behavioral intervention plan (BIP) be developed or modified, and an interim alternative education setting (IAES) be provided. When considering suspending or expelling a disabled student, the District must follow specific procedural safeguards.

Suspension

The California Education Code provides that the superintendent or designee may suspend a student with exceptional needs for up to five (5) consecutive school days for a single incident of misconduct and up to 20 (twenty) school days in a school year. An additional ten (10) days is allowed for reassignment for purposes of readjustment. (Ed. Code §§ 48903(a) and 48911(a).) However, special considerations must be made when suspending a special with exceptional needs. When disciplining a student with exceptional needs for more than ten (10) days, an examination must be made as to whether the removal constitutes a change in placement.

A change in placement occurs if:

- (1) The removal is for more than ten (10) consecutive days;
- (2) The student has had a series of removals that constitutes a pattern, defined as (i) removal for a total of more than ten (10) cumulative days, (ii) the behavior is substantially similar to the previous incidents that resulted in the series of removals, and (iii) the removals are close in the amount of time and proximity of time.

RUSD determines on a case-by-case basis whether a pattern of removals constitutes a change in placement, and that decision is subject to review through due process procedures. (34 C.F.R. § 300.536(b))



Manifestation Determination

Within ten (10) school days of any decision to change the placement of a child with exceptional needs because of a violation of a code of student conduct, the District, the parent, and relevant members of the IEP Team (as determined by the parent and RUSD) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and all pertinent information provided by the parents to determine:

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- (2) If the conduct in question was the direct result of RUSD's failure to implement the IEP.

If the IEP Team determines that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If the IEP Team determines that neither of them applies, then the student can be disciplined like their non-disabled peer. If parents disagree with the decision regarding the manifestation determination, that decision can be reviewed through due process procedures.

Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive special education and related services as specified on the IEP during the period of suspension. Providing services will ensure the child participates in the general curriculum and progresses toward meeting their IEP. (34 C.F.R. § 300.530(b)(2).) The principal shall ensure an Education Specialist and related service provider continues special education services.

45-School Day Removal to Interim Alternative Education Setting (IAES) (Special Circumstances)

School personnel may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student:

- (1) Carries or possesses a weapon to or at school, on school premises, or at a school function under the jurisdiction of RUSD;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of RUSD; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or RUSD. (34 C.F.R. § 300.530(g).)
- (4) The IAES shall be determined by the IEP Team. (34 C.F.R. § 300.531.)

Sexual Harassment EC 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 EC 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/Intimidation/Threats EC 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.

EC 48900.5

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

EC 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.

EC 48911

A reasonable effort must be made by school officials to notify parents in person or by telephone at the time of suspension. Notification of suspension in writing is mandatory. The student and parent are entitled to an informal meeting with the school principal.

EC 48915

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

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- (D) Robbery or extortion.
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

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

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

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

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

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

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any

elementary school.

- (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
 - (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, “knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

With the passage of SB 419, Education Code 48901.1 was added which eliminated the suspension of students in grades K-8 for willfully defying the valid authority of school personnel-48900(k).

Involuntary Transfers (EC 48929 and 48432.5)

The Governing Board desires to enroll students in the school of their choice but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student’s academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

A Student may be transferred to another district school if they are convicted of a violent felony, as defined in Penal Code 667.5 (C) or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which they were convicted (Education Code 48929). The school site will attempt to resolve the conflict before transferring the pupil.

If a high school student commits an act enumerated in Education Code 48900 or is or is habitually truant or is chronically absentee as defined, they may be transferred to a continuation school. (Education Code 48432.5)

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and their family and an opportunity for the student and family to meet with the Superintendent or designee to discuss the transfer. The placement is up for review with the Superintendent or designee one calendar year after placement. The family has the right to appeal the recommendation to transfer to the board of education.

Transfer of a Pupil Convicted of Violent Felony or Misdemeanor

A student may be transferred to another school if convicted of a violent felony, as described in subdivision (C) of Section 667.5 of the Penal Code, or convicted of a misdemeanor listed in Section 29805 of the Penal Code if the pupil to be transferred and the victim of the crime for which the pupil was convicted are enrolled at the same school. School site will first attempt to resolve conflict before transferring a pupil. SB 1343.

Uniform Complaint Policy and Procedures 5CCR 4622, EC 234.1, 32289 and 49013

It is the goal of the Rialto Unified School District to ensure compliance with applicable state and federal regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to Uniform Complaint Procedures. The District has adopted policies and procedures for the investigation and resolution of complaints alleging failure to comply with applicable state and federal laws. The District is primarily responsible for compliance with federal and state laws and regulations.

Scope of Complaint Procedures

This procedure applies to the following programs administered by the State Department of Education:

Accommodations for Pregnant and Parenting Pupils (EC Section 46015)

Adult Education (EC sections 8500–8538, 52334.7, 52500–52616.4)

After School Education and Safety (EC sections 8482– 8484.65)

Agricultural Career Technical Education (EC sections 52460–52462)

Career Technical and Technical Education, Career Technical, Technical Training (state) (EC sections 52300– 52462)

Career Technical Education (federal) (EC Sections 51226–51226.1)

Child Care and Development (EC sections 8200–8493)

Compensatory Education (EDC Section 54400)

Course Periods without Educational Content (EC sections 51228.1–51228.3)

Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families (EC sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Every Student Succeeds Act (20 United States Code [20 U.S.C.] Section 6301; EC Section 52059)

Local Control and Accountability Plans (LCAP) (EC Section 52075, Government Code [GC] Section 17581.6(f)) Migrant Education (EC sections 54440– 54445)

Physical Education Instructional Minutes (EC sections 51210, 51223)

Pupil Fees (EC sections 49010– 49011)

Reasonable Accommodations to a Lactating Pupil (EC Section 222)

Regional Occupational Centers and Programs (EC sections 52300–52334.7)

School Plans for Student Achievement (EC Section 64001)

School Safety Plans (EC sections 32280–32289)

School Site Councils (EC Section 65000)

State Preschool (EC sections 8235–8239.1)

State Preschool Health and Safety Issues in LEAs Exempt from Licensing (EC sections 8235.5(a), 33315, GC Section 17581.6 (f)),

California Health and Safety Code [HSC] Section 1596.7925)

This procedure also applies to complaints which allege unlawful discrimination, harassment, intimidation, bullying, and charging pupil fees for participation in an educational activity.

Who May File a Complaint?

A complaint may be filed by any individual, including a duly authorized representative, interested third party, public agency, and/or organization. Individuals who may file complaints include District students, employees, and families. A complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint. Investigations are conducted in a manner that protects against retaliation and maintains confidentiality of all parties to the greatest extent possible.

Filing a Complaint

A written complaint alleging unlawful discrimination shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, or by one who believes an individual or any specific class of individuals has been subjected to prohibited discrimination and evidence relevant to the complaint can be presented during the process. A complaint alleging unlawful discrimination shall be filed with the office of Personnel Services 182 E. Walnut Ave Rialto Ave 92376, no later than six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination. A complainant may file a written request for an extension of time for filing a complaint of unlawful discrimination with the State Superintendent of Public Instruction. The District has 60 days from the date the complaint is received to investigate and render a decision.

Appeals

Any complainant(s) may appeal a District decision to the State Superintendent of Public Instruction by filing a written appeal with the Superintendent within 15 days of receiving the District decision. The complainant shall specify the reason(s) for appealing the District decision. The appeal shall include:

- A copy of the complaint; and
- A copy of the District decision

Civil Law Remedies

Please be advised that you are not required to exhaust the District Uniform Complaint Procedure prior to pursuing civil law remedies in Superior Court. Statutory authority for such actions includes, but is not limited to, the following:

1. California Education Code Section 200, et. seq. prohibition of sex discrimination.
2. California Government Code Section 11135 prohibition of discrimination in programs funded by the State.
3. Title VI Civil Rights Act of 1964 (42 U.S.C. section 2000d) prohibition of race, color, or national origin discrimination.
4. Title IX Education Amendments of 1972 (20 U.S.C. sections 1681, et. seq.) prohibition of sex discrimination.
5. Sections 504, Rehabilitation Act of 1973 (29 U.S.C. section 794) prohibition of disabled persons.
6. American with Disabilities Act (42 U.S.C. sections 12101, et. seq.) prohibitions of discrimination against disabled persons.

Direct State Intervention

A complaint may be filed directly with the California Department of Education, without first exhausting the District Uniform Complaint Procedure, if one or more of certain conditions exist (Title 5 California Code of Regulations Section 4650). For more information regarding the right to direct state intervention, please contact Howie DeLane, Categorical Complaints Management Unit, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720; telephone (916) 657-3630.

Questions

For more information regarding Uniform Complaint Procedures or assistance with the process, please call Rialto Unified School District, Lead Personnel Services Agent, (909) 820-7700 x2400. Copies of the District's complaint procedure are available free of charge by calling the above number, and the procedure is available on the internet at <https://kec.rialto.k12.ca.us/>

California Department of Education Contacts for Programs and Services Covered Under The Uniform Complaint Procedures

For additional general information on uniform complaint procedures, contact the Categorical Programs Complaints Management Unit, California Department of Education, School and District Accountability Division, 130 N Street, Sacramento, CA 95814-5901; telephone (916) 319-0929, or visit their website at:



Victim of a Violent Crime 20 USC 7912

A student who becomes a victim of a violent criminal offense while in or on the grounds of a

school that the student attends, has the right to transfer to another school within the district.

Williams Complaint Policy

This notice is provided to inform you of the following:

1. Every school must provide sufficient textbooks and instructional materials. Every student, including English Learners, must have textbooks or instructional materials, or both to use in class and to take home or use after class.
2. School facilities must be clean, safe, and maintained in good repair. School restrooms must be cleaned and maintained regularly, fully functional and stocked at all times with toilet paper, soap and paper towels or functional hand dryers in accordance with Education Code 35292.5.
3. There should be no teacher vacancies or misassignment. Each class should be assigned a teacher and not a series of substitutes or temporary teachers. The teacher should have the proper credential and subject matter training to teach the class, including training to teach English Learners, if present.
4. Teacher vacancy means a position which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, at the beginning of a semester for a one- semester course. Misassignment means the placement of a certificated employee in a position for which the employee is not legally authorized.
5. For the 2023-2024 school year, Rialto Unified School District will be providing students access to their core materials in a digital format. Although high schools are not currently monitored for Williams' requirements, Grades TK-12 will utilize core materials in a digital format in all subject areas with the following exceptions, which will use materials in a traditional, printed format: Dual Language Immersion and AP European History.
6. The digital core materials have interactive web-based components. Students will have access to digital core materials on the District website, in Google Classroom, or through Clever, a single sign-on portal. Internet is required to access digital core materials. Internet access is provided to students/families, as needed.

Williams Complaint Procedures EC 35186

1. Complaint files on Williams Uniform Complaint Form with the Principal who will notify the Superintendent's Office (Note: Complaint can be filed anonymously.). Complaint forms regarding any of the above matters can be obtained at the school site, the District Office, or downloaded from the District's website at <http://www.rialto.k12.ca.us>. You may also download a copy of the California Department of Education complaint form from the following website: <https://www.cde.ca.gov/re/cp/uc/>
2. Complaint is investigated and remedied within 30 days and, if requested, a report is given to the complainant within 45 days. Both the complaint and investigative reports are Public Records.
3. If dissatisfied with the remedy, the complainant can appeal to the District's Board of Education who will respond within 30 days.
4. If a perceived emergency or urgent threat to student safety is not resolved to the complainant's satisfaction, an appeal may be filed directly with the State of California Superintendent of Public Instruction (SPI). The SPI will provide a written report to the State Board of Education describing the complaint and proposed remedy. The complainant shall be notified of any additional action taken by the State or local Governing Board.
5. If parents have questions about their child's teacher's credential or authorization, please contact your site principal or Personnel Services.

Withholding Grades EC 48904.3

Districts may hold families liable and withhold grades, diplomas, or transcripts from students for willfully destroying school property or not returning school property. If students lose or damage District books, payment is required. The District shall notify the parent or guardian, in writing, of any damages before

withholding grades, diplomas, or transcripts. When the student and parent/guardian pay for the damages, the grades, diplomas, or transcripts will be released to the student. If the parent/guardian or student is unable to pay for the damages, the District shall provide a program of voluntary work for the student in place of payment. When a student transfers to another school district, that district will also withhold grades, diplomas, or transcripts from the student and family.

Please read and acknowledge that you have received an electronic copy of the Letter for Annual Notice

Education Code 48982 requires an acknowledgment of receipt for each student.

Letter for Annual Notice

Dear Families:

The federal Family Educational Rights and Privacy Act (FERPA) gives parents the right to know about Rialto Unified School District's collection and sharing of student educational data. In general, the district must obtain your consent before it discloses personally identifiable information from your child's educational record to any individual or organization. This letter explains what student data the district collects and why, describes how the district protects the privacy of student data, and lists the student data that the district plans to share with programs and services that help students learn and achieve college and career goals. It is important you read this letter, sign at the bottom and return the signed document to your child's school.

What Kinds of Student Data Do We Collect and Why?

School Operations – We collect data such as address, phone number, gender, and age as well emergency contact information. Additionally, we annually collect an image of your student for their identification badge. We collect these kinds of data to ensure student safety and to help run our schools efficiently.

Student Participation – We maintain data such as attendance and participation in school-sponsored extracurricular activities to ensure that students have opportunities to learn and pursue their interests.

Student Needs and Goals– We administer assessments to students in order to measure children's growth and achievement. Teachers, administrators, and parents use such data to better address student needs and goals.

Student Voice – We sometimes conduct student surveys to collect student views on ways to improve our educational programs and services.

How is Student Data Protected?

The Rialto Unified School District follows student data privacy laws and adheres to security policies to safeguard student data. When we use online service providers that collect, process or store student data, we ensure that they adhere to applicable student data privacy laws and have security policies in place to protect student data.

Why is Student Data Shared?

Primarily we share your student's data with online programs to help teachers provide students with instruction tailored to their needs.

If you DO NOT give consent to any of the items below, please print and complete these two (2) pages, and return to your child’s school. If you do not have access to a printer, please pick up this opt-form at your child’s school.

1. If you do not give the district consent to share data about your child to participate in one or more online educational programs or services, then you may do so.

2. College Scholarships for 12th Grade Students

A new California law called AB 2160 requires the Rialto Unified School District to provide the grade point averages (GPAs) of 12th-grade students to the California Student Aid Commission. The commission considers the GPAs in its review of applications for CalGrants that are submitted by 12-grade students. CalGrants are college scholarships.

☐ In order to assist high school seniors in applying for CalGrants, the Rialto Unified School District plans to electronically submit your 12th-grade child’s GPA at the end of the fall semester to the California Student Aid Commission.

If you do not wish to give consent, then check the following box.

I do **NOT** wish RUSD to submit my 12th-grade child’s GPA to the Cal Grants Program.

3. College Enrollment and Graduation

Rialto Unified School District uses the services of The National Student Clearinghouse to obtain and provide data about the postsecondary experiences of our high school graduates. The district uses the information to improve our efforts to prepare your child for success in college.

The Rialto Unified School District plans to share the following information about your child with the National Student Clearinghouse so that it can collect and report on data about your child’s post-secondary education:

<input type="checkbox"/>	High School Name	District Student ID or State Educational ID	First & Last Name	Date of Birth
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If you do not wish to give permission, then check the following box:

I do **NOT** wish RUSD to release the information listed above about my child to the National Student Clearinghouse.

4. Student Directory Information

The federal Family Educational Rights and Privacy Act (FERPA) and California State Education Code 49073 allow the Rialto Unified School District to release “student directory” information upon request, unless the parent notifies the school that such information shall not be released. Students who are 18 years old may opt out as well. Under Rialto Unified School District Board Policy 5125, the district defines “student directory” information as the following:

- Student’s name
- Address
- Telephone number, Date, and place of birth

- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- Most recent previous school attended

The district has determined that the following individuals, officials, or organizations may receive “student directory” information if requested: school personnel with legitimate educational interests, schools of intended enrollment, federal and state educational administrators, those who provide financial or student aide, employers, prospective employers, representatives of organized parent groups, and military representatives.

If you do not wish to give permission, then check the following boxes:

☐ I do **NOT** wish to have any student directory information released to any individual or organization.

I do **NOT** wish to release any student directory information to those that I check below:

PTA
Health Department
Elected Officials
United States Armed Forces (20 USC 7908)
Universities or Other Institutions of Higher Education

5. Photos/Videos

The Rialto Unified School District may photograph or video-record your child for district-related educational purposes. For example, photographs may be needed for student identification badges, school yearbooks, and/or district brochures. As another example, video-recordings of students engaged in classroom activities may be shown to teachers learning a new instructional strategy.

If you do not give consent, then check one or both of the following boxes:

☐ I do **NOT** wish to have my child’s photograph and/or any video of my child posted to any school or district website and/or social media platform.

☐ I do **NOT** wish to have my child’s picture appear in any district publication, including the school newspaper, the school yearbook, and district informational materials.

Student Information and Parent Signature

Please provide the following information about your child, then sign this letter, and return it to your child’s school.

Thank you for your consent.

School Name:	Grade:
Student School I.D. Number:	Date of Birth:
Student Name:	Street Address
City:	Zip Code:
Home Telephone Number:	Cell Number:
Parent/Guardian Email Address:	