

JEHUE MIDDLE SCHOOL



STUDENT AND PARENT HANDBOOK

2024 - 2025

CAROLYN EIDE, PRINCIPAL
ANGEL ARRATIA, ASSISTANT PRINCIPAL
YOLANDA SMITH, ASSISTANT PRINCIPAL

JEHUE MIDDLE SCHOOL

Student Parent Handbook

2024 - 2025

HOME OF THE "JAGUARS"



CAROLYN EIDE
Principal

ANGEL ARRATIA
Assistant Principal

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Assistant Principal

DEPARTMENT TELEPHONE LIST

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Student Expectation Center	909.421.7377	Ext. 21112
Attendance Office	909.421.7377	Ext. 21107/21108
Records Office	909.421.7377	Ext. 21115
Health Office	909.421.7377	Ext. 21120

This handbook belongs to: _____

1500 N. Eucalyptus Avenue, Colton, CA 92324

 (909) 421-7377  (909) 421-7376

www.jms.rialto.k12.ca.us

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RANDALL STREET

JEHUE MIDDLE SCHOOL

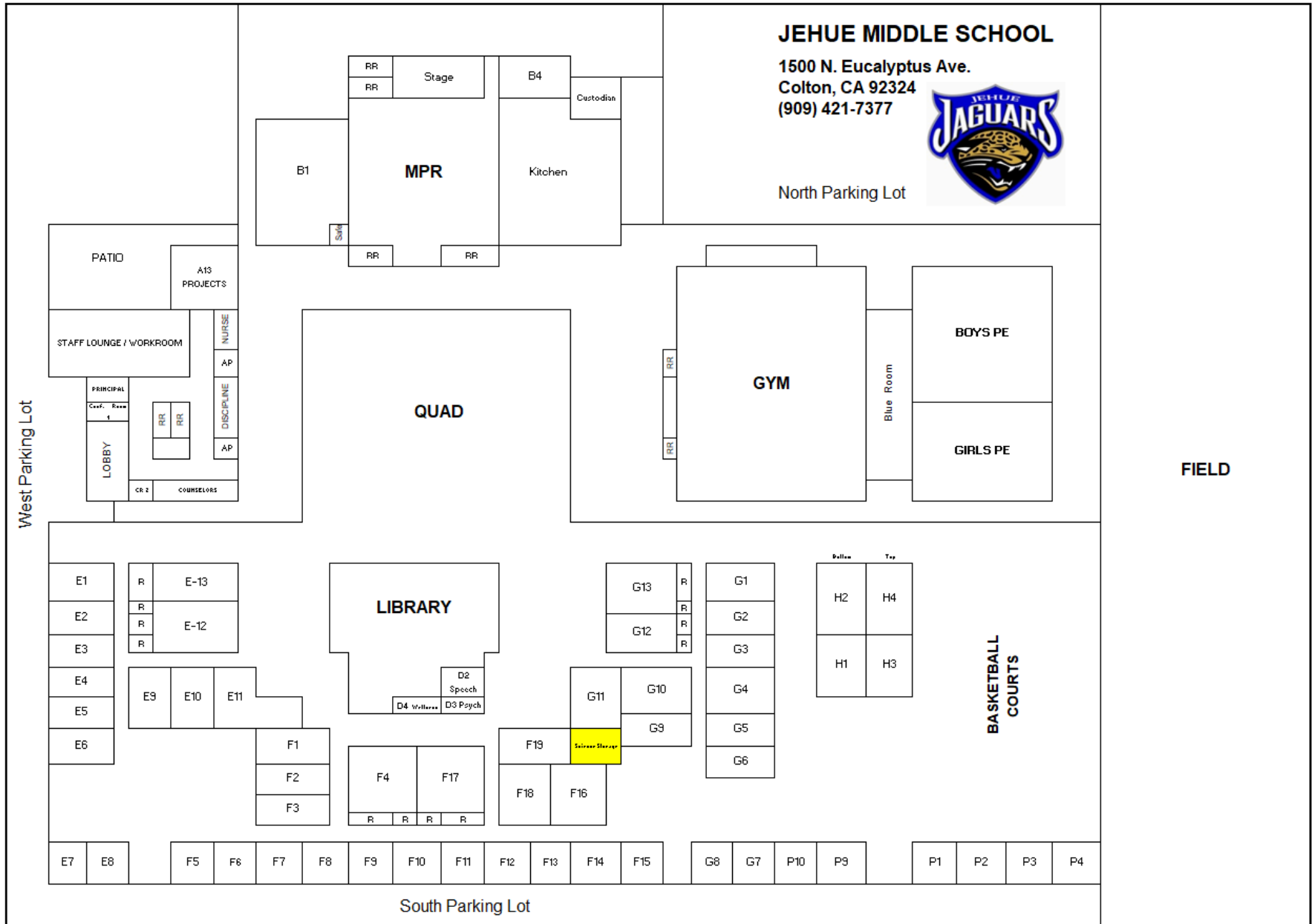
1500 N. Eucalyptus Ave.
Colton, CA 92324
(909) 421-7377



North Parking Lot

EUCALYPTUS AVE.

West Parking Lot



PEPPER AVE.

as of 7/11/24

JEHUE MIDDLE SCHOOL

Bell Schedule 2024/2025



Lunch is based on 4th period classroom

REGULAR DAY SCHEDULE

E1- E11, F2, F3, F5-F14, F16
P2, P10

1st Lunch		
Period	Start	End
passing	7:55	8:00
HR	8:00	8:13
1	8:18	9:13
2	9:18	10:13
3	10:18	11:13
Lunch	11:13	11:43
4	11:48	12:43
5	12:48	1:43
6	1:48	2:43

B1, B4, F4, F15, F17, F18, F19
G2-G12, P1, P3, P4, H, PE

2nd Lunch		
Period	Start	End
Passing	7:55	8:00
HR	8:00	8:13
1	8:18	9:13
2	9:18	10:13
3	10:18	11:13
4	11:18	12:13
Lunch	12:13	12:43
5	12:48	1:43
6	1:48	2:43

MINIMUM DAY SCHEDULE

E1- E11, F2, F3, F5-F14, F16
P2, P10

1st Lunch		
Period	Start	End
Passing	7:55	8:00
HR	8:00	8:12
1	8:17	8:50
2	8:55	9:28
3	9:33	10:06
Lunch	10:06	10:36
4	10:41	11:14
5	11:19	11:52
6	11:57	12:30

B1, B4, F4, F15, F17, F18, F19
G2-G12, P1, P3, P4, H, PE

2nd Lunch		
Period	Start	End
Passing	7:55	8:00
HR	8:00	8:12
1	8:17	8:50
2	8:55	9:28
3	9:33	10:06
4	10:11	10:44
Lunch	10:44	11:14
5	11:19	11:52
6	11:57	12:30

“Once a Jaguar, Always a Jaguar...”

WELCOME

MISSION STATEMENT

The mission of Jehue Middle School, the compass that guides students on their pathway to success, is to inspire creativity and learning through building relationships with all students, families, staff, and members of the community to enrich their foundations for lifelong learning, through a vital system distinguished by

- Providing a safe and welcoming environment that embraces cultural diversity
- Utilizing technology to promote creative learning
- Offering opportunities for parent and community involvement
- Increased student learning expectation
- Professional growth opportunities

Objectives:

- 1) All students will attain high levels of academic achievement
- 2) All students will be socially responsible
- 3) All students will pursue excellence in their future aspirations

MIDDLE SCHOOL PHILOSOPHY

The middle grades include 6th, 7th, and 8th. Middle grades represent the best chance for students to develop a personal commitment to educational goals. The middle school concept meets the academic and social needs of students. It is critical for middle school students to experience high standards of academic excellence in a school setting, which distinguishes the importance of personal growth and maturity. The most effective instruction at the middle grades emphasizes academic integrity while making an emotional connection with students. Students will have access to a common academic core and have access to support, enrichment or intervention as needed. In addition, all students will participate in physical education and an elective class.

GENERAL INFORMATION

SCHOOL HOURS

Student class hours are 8:00 a.m. to 2:43 p.m. Students are considered late if they are not in class at 8:00 am. The campus is open to students from 7:25 a.m. to 2:43 p.m. Minimum Days end at 12:30 p.m. Staff supervision begins at 7:40 a.m. every day. The school's main office closes at 3:30 pm daily. At that time all students should be off campus unless participating in a student activity.

MASCOT

The mascot for Jehue Middle School is the Jaguar. Our school colors are blue and gray. Our students are encouraged to take part in school activities and take pride in being JAGUARS!

ONLINE ENROLLMENT VERIFICATION REGISTRATION

Parents/guardians are required to complete an online Enrollment Verification Process. The online Enrollment Verification Process is found within the ParentVue portal, and requires the parents/guardians to electronically verify their students' emergency contact information and provide household size/income. This parent data is a requirement in order to provide adequate LCFF (Local Control Funding Formula) funding to our schools. This process will replace the annual emergency card update and school lunch application. **Students whose online verification process is not completed prior to the beginning of school will not be allowed to start school until it is done.**

Only the people listed as an emergency contact will be allowed to pick up students from school and/or have contact with a student during school hours. In the event that there are any changes to home or emergency contact information, please make those updates in the ParentVUE portal. However, changes to home address need to be made by visiting the front office and providing proof of address.

CLOSED CAMPUS

Jehue is a closed campus. All visitors must sign in at the front office to receive a visitor's pass using the *Lobby Guard* system. Students must assemble in the quad when arriving at school and remain on campus until dismissed.

BEFORE AND AFTER-SCHOOL LOITERING

Students are prohibited from loitering in nearby parks and housing complexes before and after school, unless they are accompanied by an adult who is a tenant. If students are waiting for transportation, they must stand on the designated areas as determined by Administration.

SCHOOL BUILDING HALLWAYS

Students are not allowed in any building hallway before school until the bell rings at 7:55 a.m. unless you have an appointment to meet with your teacher. In that case, the student will need a pass from that teacher to verify the appointment. Students are also not permitted in the hallways during lunch without a current hall pass. Students are expected to go directly from class to class and not socialize or loiter in the hallways during passing periods. Running, pushing, or defacement of school property will not be tolerated while in the hallways.

HALL PASSES

When outside the classroom, students must have a pass. Students without a pass are considered truant. Students who are delayed by a teacher or staff member should get a pass before leaving the area. Teachers will only write passes for valid reasons and bathroom passes will not be issued during the first 10 minutes or last 10 minutes of class unless it is an emergency.

RESTROOMS

Designated restrooms are open to all students before school, during passing periods, and at lunch, unless an emergency arises during class time, students must have a (teacher-issued) hall pass to use the restroom during class time.

BREAKFAST (IN THE CLASSROOM) AND LUNCH

All students' lunch and breakfast meals will be provided at no cost for the 2024/2025 school year due to the RUSD participation in the Community Eligibility Provision (CEP) program. Breakfast is provided every day in the classroom. Students may pick-up lunch at the Express Lane or they may purchase snack food items at the Snack Bar. Students must eat in designated areas and dispose of any litter in their area. No food items are allowed in the quad area.

A few rules to remember:

- No stealing- If caught stealing, disciplinary action will be taken.
- No rough housing/ horseplay.
- No cutting in line.
- No throwing, pinching, squeezing, or squirting the contents of opened condiment packets on others.
- Any student participating in a food fight or a disruption will receive disciplinary consequences.
- Please have your money ready when purchasing snack food items. No bills larger than a 20-dollar bill will be accepted. If you have a larger bill, you will have to clear it through the Principal's Office.

TRANSPORTATION

All transportation arrangements must always be made in advance. Telephones are available in the office to students only in the event of an emergency.

Student Identification Cards

Each student will be issued an ID card. It is essential that students wear their ID and show them as they enter the campus and while they are on campus. The ID card also serves as the student's bus pass. Replacement ID cards will be issued at the library between the hours of 8:00 AM to 2:30 PM. All students must have a current student ID to participate in on-campus and district extracurricular activities.

TELEPHONES

A telephone is available in the back office *in case of an emergency*. However, students who have not been picked up on time will be allowed to use the telephone 15 minutes after dismissal. Due to the large number of students we are unable to relay personal messages to students. It is our goal to minimize the number of classroom disruptions so students can receive uninterrupted instruction.

PARENT VISITATIONS TO CAMPUS

Parents are always welcomed and encouraged to visit the campus. Parents must complete a "Classroom Visitation Request" form prior to visiting any classroom to allow teachers to be given a 24-hour notice. All parents are required to check in at the front office and be prepared to show proper identification for all campus visits. Parents are not allowed in the quad area during lunch, unless they are cleared by Rialto Unified School District through the volunteer program and have administrative permission.

BICYCLES/SKATEBOARDS

Riding bicycles and skateboards is prohibited and both must be walked while on campus –all property within the sidewalk closest to the street is considered school property. A bicycle/skateboard rack is located at the south end of the A Building. Students must lock their bicycle or skateboard in a secure manner. The school and district assume no responsibility for lost or stolen bicycles or skateboards. Any report of theft should be made immediately to the school and to the Colton Police Dept. Motor-driven scooters and skates are *not* permitted on campus.

BIKE HELMET LAW: It is California State law that every student who rides a bicycle to school wears a helmet. Students must wear a helmet if riding a bike to school.

PHYSICAL EDUCATION ATTIRE

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

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

- 1) Purchase the school's physical education clothing.
- 2) Wear their own clothing (as long as suitable).
- 3) Borrow the school's "loaner" physical education clothing.
- 4) Work with school administration to meet expectations.

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

To be excused from P.E. you must bring a note from your parent. A parent's note may be accepted for two days only. If a student needs to be excused for more than two days, he/she should bring a note from his/her licensed doctor to the school nurse who will write an excuse.

LOCKERS & LOCKER ROOM

Each student will be provided with a locker and a combination lock. It is the student's responsibility to keep this lock and return it at the end of the year, or when they check out of school. Students are to keep their lock and locker in good condition, or they will be charged for the cost of a new one. Individual lockers are provided to the students as a convenience.

(Board Policy JN). *Students should refrain from sharing locker combinations with other students, or permitting other students to access their assigned locker.* All locker combinations are changed on an annual basis or upon reassignment to another student during the same school year. **USE OF THE LOCKERS IS AT THE STUDENT'S OWN RISK AND THE DISTRICT ASSUMES NO LIABILITY FOR LOST, STOLEN, OR DAMAGED ARTICLES AS A RESULT OF SUCH USE.**

DO NOT SHARE LOCKERS OR LOCK COMBINATIONS!

NURSE

Students need to get a pass from a teacher prior to going to the Health Office. During a passing period, students need to report, first, to the teacher of their next class. Some students may possess special passes for regular health office visits. They must be in possession of the pass during each visit. Students who cannot participate in P.E. for more than two days, must bring a doctor's note. Students who are ill or have a temperature above 100.4 should stay home. Parents of students who require any medication must make the necessary arrangements, including a written doctor's note on file, through the Health Office. Students who are required to carry medication on their person such as inhalers or epi-pens, must have a doctor's note on file in the nurse's office.

STUDENT ACCIDENT & DENTAL ACCIDENT INSURANCE COVERAGE

This is to advise you that the Rialto Unified School District DOES NOT carry medical or dental insurance for students should they be injured on school premises, while on school grounds, or attending school-sponsored activities. However, the District has an insurance plan available to parents for their consideration. The application form describes the coverage, benefits, and limitations of the plan. If parents wish to utilize the plan, they must complete the application, enclose the appropriate payment, and mail directly to the insurance plan. These application forms are available in the front office throughout the school year. For further information, please call Pacific Educators, Inc. at (800)722-3365.

OUTSIDE DELIVERIES

No outside deliveries of flowers, balloons, stuffed animals, etc. for Jehue students will be accepted on campus. Per Rialto USD policy, school campuses are not permitted to accept third party deliveries of food from outside vendors (ie: GrubHub, DoorDash, etc.). Families are allowed to drop off lunch for their child in the front office but will be asked to remain in the office to hand it directly to their child. Students are not allowed to share their food or drinks with other students.

ASSOCIATED STUDENT BODY (ASB)

The ASB is an organization through which elected or appointed student representatives can express their opinions and assist in the functions of the school. Candidates for ASB office are selected by a panel of students and teachers. Selected candidates are then elected to serve as student body officers. Only ASB-sponsored sales are allowed on campus. No gum, candy, etc., is to be sold by students for personal profit or for outside organizations. These items will be confiscated and disciplinary action may be taken.

COUNSELING CENTER

Counselors can help students in a variety of ways. If you have concerns about scheduling classes, academic planning, or personal problems, a counselor is available to assist you.

If you need to see a counselor, you should fill out a Counselors' Appointment Google Form. It can be obtained by accessing the JMS website. Teachers will not release students during class to make an appointment. Inform an adult if it is an emergency. Counselors will always try to see students in a timely manner. However, students should not be in the office to see a counselor without permission and/or a hall pass from a teacher or another school official.

SCHEDULE CHANGE REQUESTS

Any parent inquiring about a schedule change will complete a schedule change request and take the following steps:

1. Parent will schedule a date/time to observe the class
2. Parent and teacher will have a follow-up meeting to discuss the observation and any further concerns

3. After a month, if necessary, another parent teacher conference, including the counselor and an administrator, will be held to determine whether or not a change will be made.

HOMEWORK POLICIES & RESPONSIBILITIES

Teachers will provide the expectations, discipline, and homework procedures for the year. Homework is given with the expectation that it will enhance classroom learning and provide students with reinforcement of concepts learned in class. Students are also expected to study (review class notes and study guides) every day.

The homework policy is designed to make students more responsible for improving their work and study habits.

- No more than 25 minutes a day of homework may be assigned in each academic subject: Science, Math, Soc. Studies, and English. Other subjects such as Band, P.E., etc., may require homework/practice as well.
- Students are expected to turn in homework as required by each teacher. All late papers or projects turned in during the period may receive a penalty as per teacher discretion.
- Ample notice is given for long range assignments: Projects, notebooks, book reports, science projects, etc. Due-date extensions are given at the discretion of each teacher.
- Students returning from an absence are responsible for getting any missed work from his/her teachers. The student must return the assignments within the allotted time to the teacher to receive full credit.

REPORT CARDS

Students will receive a report card at the end of each quarter, digitally, via ParentVUE. Teachers will also issue Poor Progress reports midway through each quarter. Students will earn grades of A, B, C, D, or F. These grades reflect mastery of the California State Standards in each content area. Parents are encouraged to review grades with their student and contact teachers for any additional information on how to assist their student in becoming proficient. Report cards are digitally posted on ParentVUE and StudentVUE after the grading period has ended. Poor Progress notices will also be posted on ParentVUE mid-quarter or when a student is in danger of failing. Parents may contact the teacher if a poor progress notice is received for their child to set up a Parent-Teacher Conference.

TUTORING

Several types of tutoring are offered during the school year. Tutoring schedules will be announced, posted, and/or sent home. Jehue Middle School is an RUSD Tutoring Hub. After school tutoring is available daily from 3:00-5:00 pm. Additionally, online tutoring is available through Varsity Tutors, 24 hours a day, seven days a week.

RETENTION POLICY

The Board of Education of the RUSD has adopted grade level standards in Reading/Language Arts (English) and Mathematics for all middle school students (grades 6-8). Each quarter parents of students who are not acquiring proficiency in these grade level standards are notified. In addition, the Board has approved a Promotion/Retention policy requiring students in grade 8 (or sooner) to be retained if proficiency is not attained in these designated areas. If your student has earned a 'D' or an 'F' in their classes, he/she has not acquired proficiency of grade level standards. These students may be in danger of retention. Parents are important partners in the educational process, and your active participation is necessary to help raise your child's achievement. *If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)*

HONORS AND AWARDS

Academic achievement is an important part of any school. Special awards are given for outstanding work done in all departments, which may include the following:

1. Honor Roll and Principal's Honor Roll Awards.
2. Perfect Attendance.

At the end of the year, students at all grade levels will be recognized at the academic awards assembly. The academic recognition assembly will include the trophies and awards that have been traditionally given at Jehue. Recognition will be given to students meeting the following criteria:

- **Principal's Honor Roll** (Add the total number of grade points earned in 3 quarters) Students must obtain a minimum of 63 grade points with no "D" or "F" grades in any subject area. Total GPA must be 3.5 and above.
- **Honor Roll** (Add the total number of grade points earned in 3 quarters) Students must obtain a minimum of 54 grade points with no "D" or "F" grades in any subject area. Total GPA must be between 3.0-3.4.
- **Perfect Attendance** In order to qualify, students may not have any absences, no more than one early dismissal/late arrival (due to medical reasons only), or no more than one tardy.

8TH GRADE PROMOTION CELEBRATION:

Promotion Celebration Participation Policy: All 8th grade students being promoted to the 9th grade may participate in the promotion celebration. However, students who have poor behavior/academic progress may have this privilege revoked by administration. Promotion Celebration will take place at Carter High School on (date and time) - TBD.* **Location and date/time are subject to change.*

8TH GRADE ACTIVITIES

Eighth-grade students must have positive attendance and citizenship in order to participate in all activities. Activities may include Field Day, Eighth Grade Breakfast, and Eighth Grade BBQ.

PAYMENTS

All payments for lost books, damaged technology, special activities, dances, etc., are to be made by cash, cashier's check, or credit card only. Personal checks will not be accepted for any payments. Students assume the loss, damage, or theft to their clothing, equipment, technology, books, or instruments. The school attempts to protect all personal property but is not responsible for replacing lost, stolen, damaged, or confiscated items. Large sums of money and articles of real or sentimental value should not be brought to school. Any lost or stolen item should be reported immediately to a classroom teacher or the Student Expectation Center. Students should write their names inside all clothing and personal property.

PERSONAL ITEMS

According to Board Policy 5131, the district will not be responsible for damage caused by any student to any item of personal property which another student brings to school. Students are responsible for lost articles brought to school. Personal electronic devices, such as recording devices, speakers, and video games are prohibited. The school assumes no responsibility for loss or theft of any unauthorized items.

LOST AND FOUND

Articles which have been found on campus are turned in to the school's Lost & Found located in the back office. If you have lost an item, please check with security or the back office for assistance. Any unclaimed items will be donated at the end of each semester.

BUS PASS & BUS RULES

Current Board Policy states that students can qualify for bus transportation by living 2 miles or more from the school. Students will have their bus route information listed on their ID once they receive it. If the ID is lost, they will be given a bus pass. Students who misplace or destroy their bus passes are responsible for obtaining a replacement before the end of the school day. Please come to the back office before school or during lunch to get a replacement. All students transported to or from school must show their school identification or bus passes to the driver each time they board.

Rules

Jehue Middle School's school-wide expectations must be followed at all times.

The bus rider shall:

1. Always follow the bus driver's directions.
2. Remain seated and face the front of the bus.
3. Keep hands, feet, and all objects inside the bus.
4. **Not** use foul language or obscene gestures.
5. **Not** eat or drink on the bus.
6. Share seating. Seating arrangements are at the discretion of the driver.
7. **Not** agitate other students or the driver.
8. **Not** carry animals, reptiles, or glass containers on the bus.
9. Show a bus pass when requested. The rider must **not** allow another person to use his/her bus pass.
10. Talk quietly.

Consequences

If a student breaks any of the above rules, the driver will use any of the following steps of remediation prior to placing the student on the formal warning steps:

- Counsel student.
- Move the student to another seat.
- Release the student last when exiting from the bus.

If a student continues to act in a disorderly manner, the following warning steps will be taken:

Step 1- Warning Letter

Step 2- Parent Contact

The bus driver will issue the second formal notice which cites infraction(s) and states that the student has been placed on the second warning step. At this point, it is required that the principal/designee counsels the student and contacts the parent.

Step 3- Administrative Action

The bus driver will issue the third warning. At this time, student's bus privileges may be suspended for up to five (5) school days; or the student may be suspended from school for up to five (5) days, or a meeting may be held with the student, parent/guardian, transportation representative and school administrator to establish a bus riding action plan for the student. The student shall not be allowed to ride the bus until a meeting is held.

Severe infractions are listed below but are not intended to be inclusive:

- Smoking.
- Hanging out the window (head & shoulders).
- Cursing at the driver.
- Cutting seats or damaging windows.
- Fighting.
- Hitting or throwing an object at the driver.
- Igniting any type of fire.
- Jumping out windows or emergency doors.

Disrespectful, defiant, and unsafe behavior will not be tolerated.

ACTIVITIES

Extracurricular activities are available before and after school. ASB-sponsored activities, such as dances and field trips, are also available. Students must have an I.D. card to purchase tickets and attend any ASB activity. Students must remain at ASB activities for the entire length of the activity and must be picked up at the designated time or may be restricted from participating in future events. Some of the activities available include: sports, clubs, tutoring, after school programs, school dances, and field trips. Details about clubs and activities will be periodically announced.

AFTER SCHOOL/ EVENING ACTIVITIES

Our school has a set calendar each year for after school activities. Students should arrive at the beginning of the activity and should be picked up promptly upon its completion. Students may not leave early unless called for by a parent. Only Jehue students may attend scheduled dances and activities.

ELIGIBILITY FOR PARTICIPATING IN EXTRACURRICULAR ACTIVITIES

To be eligible to participate in an extra-curricular activity, the following criteria must be met:

- Students must not be on the flag list
- Students must have no failing grades
- Students must have insurance coverage, if applicable
- Students must have parent permission slip on file for that event
- Students cannot have any outstanding failed to serve discipline assignments

**If a student is caught falsifying or forging information/documents (such as grade check, etc.) for eligibility, students will not be eligible to attend the event and receive appropriate discipline.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The SARC can be printed out from online or available in the office upon request.

LIBRARY PROCEDURES

Library hours are from 7:35 a.m. to 3:05 p.m., except on minimum days. Minimum day hours will be from 7:35 a.m. to 1:05 p.m. There are student chromebooks that may be used in the library for research or other school related activities. Students must have a current Acceptable Use Policy on file.

Reading Books:

- An ID or class schedule is required to check out library materials.
- Students will be limited to 3 books at a time.
- Library books are loaned out for a 2 week period.
- Students are allowed to renew each book once.
- Report any existing damage immediately to avoid charges.
- If a student owes books or has fines from previous school years, they will only be allowed one library book at a time until their account is cleared.

Library Availability:

- Students may come to the library before and after school, but space is limited. It operates on a first-come, first-served basis. Students are encouraged to plan ahead.
- Students may use the library during lunch without a pass if no classes are scheduled. Students are encouraged to check the library calendar and plan accordingly.
- Students may come to the library during class time on a pass from their teacher as long as no classes are scheduled. If classes are scheduled, the student will be sent back to class.

Textbooks:

Textbooks are available digitally. If a student desires to have a hard copy, they can check one out from the library and are responsible for it until it is returned to the library. If materials are not returned to the library, a book return form must be filled out.

- Books are to be used only by the student to whom it is assigned.
- Students are encouraged to write their name on the inside front cover of each textbook, cover each book (do not use tape to cover the book or use sticky covers), protect books from the rain, and treat books with care.

- Students are solely responsible for books and materials checked out to them until they are returned. Misuse of the book, including but not limited to writing, missing barcode, physical damage, water damage, and loss will result in fines that must be paid regardless of how it happened.
- It is the student's responsibility to check all their books for damage within the first week of receiving them. If any damage is found, they should report it to Ms. Berlin in the library immediately.
- Charges will be assessed for lost and/or damaged books, equipment, and any consumables not returned if you leave Jehue before the end of the school year.
- If students have a schedule change or withdraw from school, all books and consumables must be returned to the library. If a new book is required, it will be checked out through the library.
- Students are not to leave their textbooks in teachers' classrooms, the counseling office, the front office, P.E. lockers, or anywhere on campus unattended.

COMPUTER AND INTERNET USE

Use of computers, networks or electronic resources for illegal, inappropriate, or obscene purposes, or in support of such activities, is in violation of the district's philosophy and acceptable use standards. Illegal activities shall be defined as a violation of the intended use of the federal laws. Inappropriate use shall be defined as a violation of the intended use of the computer/network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly-owned and operated communication tools. Misuse of devices, including but not limited to physical damage, missing barcode, missing or broken charger, and loss of the device, may result in fines that must be paid regardless of the circumstances.

Examples of unethical unacceptable use of District technology equipment includes but is not limited to the following:

- Gains unauthorized access of others' files, or vandalizes the data of another user.
- User accesses obscene graphic or printed data and/or engages in transmitting graphics.
- Forges electronic mail messages, or uses an account owned by another user.
- Invades the privacy of individuals.
- Post anonymous messages via the internet.

Consequences of Violations

Consequences include but are not limited to:

- Suspension of internet access.
- Revocation of internet access.
- Suspension of network privileges.
- Revocation of network privileges.
- Suspension of computer access.
- Legal action and prosecution.

EMERGENCY DRILLS

Emergency drills are required by law and are an important safety precaution. When the first signal is given, evacuate as quickly as possible to the assembly area by the prescribed route. Your teacher will give you all the necessary information. Students must follow their teacher's directive immediately and be respectful to the classroom drill environment.

FIRE DRILLS

When there is a Fire Drill, your teacher will escort your class to an assigned area. Once outside the room, students will form one single file line and walk quietly and orderly to the assigned area. (See Disaster Drill Map for class locations during disaster drills pg 56.) It is necessary to remain quiet in order to receive directions from your teacher, assistant principal, or principal. You must wait to be released before returning to your class.

EARTHQUAKE PREPAREDNESS DRILL

There are two parts to the Earthquake Preparedness Drill:

1. **DUCK, HOLD AND COVER** - To avoid flying glass, falling books, and other debris. Position yourself under a desk as best you can, and cover your head with your hands cupped.
2. **EVACUATION** - Evacuate all rooms and gather at pre-planned areas on our football field (shown on the campus disaster map).

INTRUDER ON CAMPUS DRILL

Students, please watch for individuals on campus who you feel do not belong. Notify a staff member immediately if you see someone without a visitor's pass. Safety officers and/or an administrator will be sent to the location.

In the event of a lockdown announcement, teachers will lock their doors and turn off lights. Students should duck, cover, and remain quiet. If you are outside (in the quad or P.E. areas), immediately move to the nearest available room. Students in the quad should move to the multipurpose room. An administrator will come on the intercom to announce when the incident is over. Please remain in your classrooms unless otherwise directed.

In order to hear important directions and to ensure your safety, you must remain QUIET during the drill.

GIVING FALSE FIRE ALARM

Any person who sounds a false fire alarm "is guilty of a misdemeanor and upon conviction is punishable by imprisonment in a county jail, not exceeding one year, or by a fine not exceeding one thousand dollars (\$1,000), or both that fine and imprisonment". P.C. 148.4

Any student, who pulls a fire alarm station, sounding a false alarm, will be suspended and may be recommended for expulsion and reported to the police for prosecution.

In the event of an emergency, students may be picked up by adults listed on the emergency cards only with valid ID.

STUDENT-PARENTAL REUNIFICATION PLAN

The following information is for parents or persons picking up students within the Rialto Unified School District system following a Natural Disaster or Man-Made Event:

- If there is an incident at your child's school site, do not respond to the school for parental reunification unless contacted by the school, the school district, or alerted by a news or radio broadcast, Parent Square message, Ready SB County App., etc. Excessive calling to the District Office or school site can overload or delay needed communications.
- If notified of a student/parental reunification, calmly respond to the school to pick up your child or children. If driving, do not park your car in a manner that would block traffic or emergency vehicles ingress or egress.
- Look for signage indicating the "Student-Parent Reunification Area". You must check in with school staff prior to picking up the child. Please bring photo identification with you.
- Students will not be released to unauthorized persons, so please make sure all school records are up to date.
- After checking with school staff, please respond to the release point to pick up your child. A runner will retrieve your child from the Student Staging Area and accompany them to the release point.
- This could be a time-consuming process due to crowding, so please be prepared for a possible delay in picking up your child. If you are waiting and have not been notified of a problem by school officials, rest assured that your child is well and awaiting reunification in the Student Staging Area.
- After picking up your child, please leave the school site. You will be advised at a later time when the school will reopen.
- Students who can't be picked up in a timely manner will be transported to a centralized location in the district to await reunification in order to ensure their safety. The location of the centralized holding area will be displayed at the school site and all efforts will be made to contact the parents of the children to advise them where to go for reunification.

SCHOOL EXPECTATIONS

At Jehue Middle School, we believe that students have the right to learn and teachers have the right to teach. To maintain this environment, we have established expectations that will be enforced on campus and in every classroom. These expectations are designed to help you succeed in school. All students are expected to adhere to these school expectations and guidelines.

ATTENDANCE/ABSENCES

The California State Education Code requires school attendance for minors. Regular attendance and prompt arrival to class facilitates learning. Truancy is a violation of California's compulsory attendance laws which will be dealt with harshly. If a student is absent, parents **MUST** notify the school on the first day of the absence. Parents may call the Attendance Office at 421-7377 ext. 21108 or 21107 from 7:00 a.m. to 3:30 p.m. If parents are unable to call the school about an absence, the student **MUST** return with a written note from the parent or guardian. Any absence without a valid excuse will be recorded as truancy. If the school is not notified of excused absences, the parent or guardian will be notified.

SATURDAY TUTORIAL ENRICHMENT PREPARATION UPWARD PROGRAM (STEP-UP)

The STEP-UP provides an opportunity for your child to receive extended educational support and enrichment through Saturday sessions from 8:00 a.m. to 12:00 p.m. The STEP-UP is designed for students wishing to recover absences. Lunch is offered to students attending STEP-UP, if prior arrangements are made. It is a great opportunity to enjoy enrichment activities while developing skills in mathematics and language arts. Remember, attendance and learning are related. Please check with the attendance office to see when you can take advantage of this program.

TARDY POLICY

Each student is expected to be in class before the tardy bell rings. The five-minute passing period between classes is to be used for going from one class to another. Tardies disrupt class proceedings; distract other students from their learning tasks, and impede the student learning. In order to eliminate, or at least minimize, these unproductive situations, parent cooperation is needed. If students have a note from their parent stating they had a medical or dental appointment, the tardy will be excused. Students must bring a note clearing the tardy within 24 hours. If it is not cleared, the student may receive consequences as outlined in the Tardy Policy. Tardies are cumulative for each semester.

Period Tardies: Discipline will be handled by the individual teachers according to their classroom policies. Students who accumulate tardies will be assigned consequences according to the following guidelines:

- 1st and 2nd tardy – warning from the teacher
- 3rd tardy – phone call home by the teacher
- 4th tardy – teacher consequence (i.e. detention)
- 5th tardy – Lunch Detention
- 8th tardy – Monday Program
- 11th tardy – Wednesday Program
- 15th tardy – Saturday School

Tardy Sweeps: Tardy sweeps will be conducted periodically throughout the day. Students will receive appropriate consequences for habitual tardiness which include but are not limited to:

- Being assigned discipline, possible interventions include: lunch detentions, Monday/Wednesday program, community service, Saturday school, etc...
- Referral to the SART, and SASP and placed on an attendance contract
- A Student Study Team (SST/ITM) meeting report may also refer a student to administration or Child Welfare and Attendance for further intervention

NOTE: Tardy counting will start over at the semester break, except for students who are engaged in the SASP process.

TRUANCY

Student is considered truant when unaccounted for by a teacher for more than 30 minutes. In addition, when a student arrives more than 10 minutes late to class, the teacher will mark the student tardy and also notify the attendance office and it will be noted on the student's attendance record.

NOTE: Truancy is a crime. The Rialto City Council passed a Truancy Prevention Ordinance (1230) which became effective Sept. 1, 1995. This ordinance prohibits any minor to loiter, idle, wander, stroll, or play in or upon public streets, highways, roads, alleys, parks, playgrounds, parking areas, or other public grounds, public places, places of amusement and eating places, vacant lots or other unsupervised places, or any place open to the public between the hours of 8:30 a.m. and 2:30 p.m. of the days when said minor's school is in session. The Rialto Police Dept. is enforcing this ordinance. Students in violation of this ordinance will be cited and subject to a fine not to exceed \$250 and/or be required to perform community service. It is unlawful for the parent, guardian, or other adult person having the care and custody of a minor to permit the student to violate the above ordinance. Parents, guardians, or other adult persons having the care and custody of a minor found in violation of this ordinance will be subject to a fine not to exceed \$1,000 and/or be required to perform community service.

SCHOOL ATTENDANCE REVIEW TEAM (SART)

When students have excessive absences and/or tardies, or have been truant, they are subject to a SART referral prior to going to SASP. Parents are required by law to have their children in school on time. The SART panel will discuss interventions and establish an attendance contract to assist the improving of the student's absenteeism. If conditions fail to be met, a recommendation will be made to the School Attendance Support Panel. (SASP)

SCHOOL ATTENDANCE SUPPORT PANEL (SASP)

When students have excessive absences and/or tardies or have been truant, they are subject to a SASP referral. Parents are required to have their children in school by law. Parents and students may be required to appear before a panel composed of Child Welfare and Attendance, the District Attorney and other community members. Parents/students may be cited and held financially liable. Other consequences may be imposed. The SASP panel will determine the consequences of poor attendance.

INAPPROPRIATE DISPLAYS OF AFFECTION

Inappropriate displays of affection by students (kissing, holding hands, hugging, etc.) are strictly prohibited. Students will be assigned consequences if any such behavior is observed, and parent will be contacted.

DRESS AND GROOMING (POLICY 5132)

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

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

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

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular

viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 0415 – Equity)
(cf. 5145.2 – Freedom of Speech/Expression)

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

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

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

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

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

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5136 - Gangs)

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

Uniforms

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

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

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

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

student expectations and a safe and engaging learning environment prepares students for academic success and their future. The student dress code should serve to support all students to develop a body-positive self-image. In alignment with RUSD Student Dress Code Policy 5132, all RUSD students are expected to adhere to the following “Big Three” Dress Code Expectations:

“Big Three”

- **Clothing must cover/conceal undergarments**
- **Clothing must cover/conceal private body parts and midriff**
- **Clothing, backpacks and accessories must be free of images and content that display/promote sex, drug, alcohol, or tobacco use, firearms or gang related images**

All RUSD staff will support students by reinforcing Dress Code Policy 5132. Students who do not comply with the above dress code expectations, may be subject to progressive discipline. Any student in need of appropriate clothing, will be referred to the RUSD Kindness Connections.

Non-Discrimination

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

ENVIRONMENTAL SAFETY

Due to concern for the safety of students and staff with specific allergies, students are not permitted to bring **Aerosol Dispensers (i.e. spray cans, body sprays, etc.)** on campus, or to use such products in excess during school hours. If a student is found with these products, parent/guardian will be contacted to address the concern.

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

UNACCEPTABLE ITEMS

The following items **ARE NOT** permitted on campus and will be confiscated:

- E-cigarettes, wax pens, vape pens or any item containing an intoxicant. These items will also result in disciplinary action.
- Outside beverages that are NOT sealed or have already been opened. (i.e. opened bottles, cups from home, coffee or other beverage cups with lids, etc.) This is a safety concern.
- iPods, MP3's, tablets, other (*non-school issued*) electronic devices
- Headphones or earbuds (*non-school issued*)
- Radios/Recorders (audio and video)
- Handheld electronic games (Nintendo Switch, PSP, VR Goggles, etc.)
- Laser pointers. These may result in disciplinary action.
- Permanent markers/Chalk markers/Paint or White out/Liquid Paper
- Sports equipment, toys, cards, dice, or any gambling item
- Pacifiers or baby bottles
- Noise makers
- Squirt guns/water balloons, shaving cream/confetti/confetti eggs
- Body sprays and/or aerosol sprays
- Any glass bottles (such as colognes, etc.)
- Any sprays that can bring a health concern
- Items which violate the Dress Code
- Any type of camera (disposable, digital, etc.) Cameras will be confiscated from any student caught taking pictures.

- Any item deemed inappropriate/disruptive by the Principal/designee

Students will be allowed to pick up confiscated items after school unless the item is classified as “parent pick-up”.

CELL PHONE POLICY

Students may use cell phones, smart watches, pagers, or other mobile communication devices before school begins and after the regular school day ends (Outside the school gates). Devices must be turned off and not visible during the school day - stored inside the student’s backpack- which includes passing periods, recesses, and lunch.

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

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

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

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

THREATS

Threats of violence, in any form, towards the school, staff, or students will not be tolerated. Students who make threats will be subject to disciplinary action. All students are responsible for reporting such threats to school officials. Recent school tragedies nationwide have alerted all school communities to the potential impact of threats made by students. School Officials cannot and will not overlook or minimize threatening remarks made by students.

OTHER LAWS:

California Penal Code S71: Threatening public officers, employees, and school officials.

Every person who, with intent to cause, attempts to cause, or causes any officer or employee of any public or private educational institution or any public officer or employee to do, or refrain from doing, any act in the performance of his duties, by means of threat, directly communicated to such persons, to inflict an unlawful injury upon any person or property, and it reasonably appears to the recipient of the threat that such threat could be carried out, is guilty of the public offense, punishable as follows:

1. Upon first conviction, such person is punishable by a fine not exceeding \$10,000 or by imprisonment in the state prison, or in the county jail not exceeding one year, or by both such fine and imprisonment.
2. If such person has been previously convicted of a violation of this section, such previous convictions shall be charged in the accusatory pleading, and if such previous conviction is found to be true by the jury, upon a jury trial, or by the court, upon a court trial, or is admitted by the defendant, he is punished by imprisonment in the state prison.

As is used in this section, “directly communicated” includes, but is not limited to, a communication to the recipient of the threat by telephone, telegraph or letter.

STUDENT WELLNESS POLICY

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

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

If you are interested in participating on the RUSD Wellness Council, please contact Health Services at 909-820-8150.

MISSION

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

RESPONSIBILITIES

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

NUTRITION EDUCATION

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

PHYSICAL EDUCATION

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

OTHER SCHOOL BASED ACTIVITIES

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

NUTRITION GUIDELINES FOR ALL FOODS ON CAMPUS

- All foods and beverages sold or served during school hours shall meet nutritional standards and other guidelines set by the Federal and State Government and the School Board.
- Nutrition Services will take every measure to ensure that student access to foods and beverages meets federal, state, and local laws and guidelines. Nutrition Services will offer a variety of age appropriate healthy food and beverage selections for elementary schools, middle schools, and high schools.
- Food items served and sold shall reflect the cultural diversity of the student body.
- Nutritious and appealing foods such as fruits, vegetables, and whole grain products shall be available during the school day.
- Nutrition information for products offered in snack bars, a la carte, and vending machines is readily available.
- The sale of soft drinks, candy, and any non-compliant food items are not allowed from midnight to 30 minutes after school.
- Nutrition education is encouraged during classroom snack times, not just during meals.
- Advertising of foods or beverages must be consistent with the established nutrition environment standards.
- All food and beverage items sold or given away by school organizations must have prior School Board approval.

EATING ENVIRONMENT

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

CHILD NUTRITION OPERATIONS

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

FOOD SAFETY/FOOD SECURITY

- All foods made available on campus comply with the State and local food safety and sanitation regulations. Plans and guidelines of the Hazard Analysis and Critical Control Points (HACCP) are implemented to prevent food illness in schools.
- For the safety and security of the food and facility, access to the food service operations is limited to Nutrition Services staff and other authorized personnel.

ANNUAL REVIEW

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

This institution is an equal opportunity provider.



WHAT IS PBIS?

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral support and social culture needed for all students in a school to achieve social, emotional and academic success. ***For more information about PBIS at Jehue refer to pages 55-64.***

SCHOOL-WIDE EXPECTATIONS

- *BE RESPECTFUL*
- *BE RESPONSIBLE*
- *BE SAFE*

PBIS EXPECTATION MATRIX

Jehue has created an expectation matrix for students, staff and families to be aware of the behavior expectations while on the Jehue campus. These expectations define what it looks like to be respectful, responsible and safe in the identified areas on campus. The Matrix signs are posted in the area they are referring to for visual reference. A complete matrix for Jehue PBIS expectations in all areas can be located on page 47.

IMPLEMENTATION

To implement PBIS strategies throughout Jehue Middle School we conduct a school-wide roll out, hold Expectation Assemblies each semester, conduct monthly “Booster Meetings” for staff, and have Expectation Matrices posted in every classroom and at strategic areas across the campus. Within the classroom setting, student expectations are reviewed frequently to foster a socially responsible school climate. Teachers acknowledge positive behaviors rather than focusing on negative conduct which often results in disrupting student learning. Cooperation from students, staff, as well as community members in a collaborative setting is encouraged to ensure the success of PBIS.

REWARDS

Rewards are utilized to recognize positive choices and behaviors between students. Some of these rewards include:

- PAW Events
- Perfect Attendance
- Student of the Month
- Jaguar Jem Points
- Front of the Lunch Line Passes

DISCIPLINE POLICY/PROCEDURES

STUDENT EXPECTATIONS

Students are expected to abide by the school-wide behavior expectations of being respectful, responsible, and safe. When students do not conduct themselves in this manner, there are a variety of interventions and supports that will be utilized, ultimately resulting in consequences if students do not change their behavior choices. At Jehue we use a model of progressive discipline ranging from counseling to eventually suspensions/expulsions, depending on the severity and frequency of the Ed Code violations. Each situation is reviewed on an individual/case-by-case basis.

Resources available for students include, but are not limited to:

- Jehue referrals:
 - Academic Tutoring
 - Anger management/Decision making counseling
 - Boys or Girls Circles
 - Drug and alcohol counseling
 - Graffiti counseling
 - Weapons Diversion
- Requests for Assistance (RFAs) from Therapeutic Behavioral Strategists and/or Emotional Health Therapists

These resources are intended to provide a range of counseling, mentoring, and therapeutic services for students who demonstrate a pattern of behavior that can be destructive, to self or others, as well as those who are experiencing a range of traumas that interfere with their educational experience. They are intended to equip students with the necessary tools and skills to make better choices and find the support needed to experience academic and social-emotional success in school.

DEALING WITH STUDENT CONFLICTS

- Do not spread rumors. Quite often conflicts between students begin because of rumors. Do not be a participant in rumor spreading.
- If a conflict should arise between you and another student(s), **seek** the **assistance** of an adult school official. Your teachers, counselors, security officers, administrators, and other staff members can assist you in finding a solution to the conflict.
- Be ready to talk, listen, and compromise.

REPORTING INCIDENTS

- See a Campus Security Officer, Counselor, or the Assistant Principals, or go to the Student Expectation Center (SEC) to make an official report of an incident. Incident Report forms are located in the Student Expectation Center.

WAYS TO AVOID A FIGHT

It takes two to fight. Most students are able to make correct choices in order to avoid getting into a fight. For those who have trouble making the right decision, here are some ideas:

- If someone says he/she wants to fight you, "**walk away**" and report this to your teacher, counselor, security, or an administrator.
- If you do not report a problem, then you are indicating that you have decided to handle the situation yourself, and therefore you must accept the consequences of your actions.
- If someone says, someone else wants to fight you ("he said ... she said"), **report the person who told you** to your teacher, counselor, security, or an administrator.
- If you are having a problem with another student that you think might lead to a fight, report it to your teacher, counselor, security, or administrator.

DEALING WITH TEACHER/STAFF CONFLICTS

When disagreeing with a person of authority (teacher/other staff member), as a student, you need to remain calm and in control when discussing issues. You have certain *rights* to remember.

Carefully read them:

1. **You have the right to politely ask to speak to your teacher after class to discuss a problem or to obtain clarification on an issue. Class time is not the time to discuss the incident.**
2. If you are not satisfied with the results, see one of the Assistant Principals, or a Counselor for assistance. Administrators and Counselors are here to help you. Please use their services.
3. You have the right to ask your parent/guardian to set-up a parent/teacher conference to discuss your concerns.

See the Principal if you feel that steps 1-3 did not meet your needs.

NOTIFICATION OF ASSIGNED CONSEQUENCES

Teachers and/or administrators will make a good-faith effort to contact parents during school hours via a phone call or written notice regarding consequences that are assigned to their student(s) during after-school hours. Students are also expected to inform their parents/guardians of any consequences assigned to them as a result of their poor behavior choices.

STUDENT CONSEQUENCE PROTOCOL

Failure to serve consequences may result in more progressive discipline and placement on the school flag list prohibiting them from participating in any school activities and events.

- **MONDAY PROGRAM:** Students who are assigned to Monday Program must report immediately to a designated room by 2:48 p.m. They will remain in detention until 3:30 p.m.
- **WEDNESDAY PROGRAM:** Students who are assigned to Wednesday Program must report immediately to a designated room at 12:35 p.m. (the end of the minimum day). They will remain in detention until 2:35 p.m.
- **HOME SUSPENSION:** A student who has been suspended from school is not permitted to be on any Rialto Unified School District campus during the period of suspension. No classes or activities may be attended during the period of the suspension. Students will be provided with the assignments while on the suspension for three days or more.
- **PARENT VISIT/SHADOW:** The administration may offer parent(s) the opportunity to come to school to visit or shadow his or her child. Parent(s) must check in with the Front Office to pre-schedule an observation date and be prepared to show proper identification.

- **EXPULSION:** Expulsion means that a student is permanently removed from the Rialto Unified School District by the Board of Education, for a specified period of time. The District will provide parents and students with copies of their rights and provide due process prior to expulsion.

STUDENT DISCIPLINE/SUSPENSION

Education Code 48900

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

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Please note that with the passage of AB 424 no one has the authority to grant permission to possess a firearm on school grounds.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

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

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

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

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

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

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

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

(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

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

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

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

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

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

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

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

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

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

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

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

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

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

Sexual Harassment EDC 48900.2

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Hate Violence EDC 48900.3

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

Harassment EDC 48900.4

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

Terroristic Threat EDC 48900.7

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

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

Recommendation for Expulsion: Education Code 48915

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

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

(D) Robbery or extortion.

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

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

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

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

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

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

(2) Brandishing a knife at another person.

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

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

(5) Possession of an explosive.

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

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

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

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

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

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

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

CONFISCATED ITEMS

Any item confiscated from a student by staff will require parent/guardian pick-up (proper ID is required). Pick-up will be from 7:25-7:50 a.m. and 2:48 pm-3:18 p.m. If a student repeatedly violates the cell phone policy, the student may be restricted from bringing a cell phone onto campus and will be subject to discipline.

VANDALISM/THEFT/GRAFFITI

Community service may be assigned either during the school day (after eating lunch) or after school hours.

Community service is a restorative practice whereby students who have violated another person, their property, or school property may pay restitution by helping through acts of service.

DANGEROUS OBJECTS/ACTIONS

The following are considered dangerous and are not permitted on campus:

- Explosives
- Firecrackers
- Incendiaries
- Laser Pointers
- Lighters
- Matches
- Mace/Pepper Spray
- Setting Fires

- Setting False Fire Alarm
- Stink Bombs
- Sharp objects
- Taser/Stun Gun
- Weapon or imitation weapon

NOTE: Possession of a “stink bomb” is considered a crime, (P.C.375 a misdemeanor/felony) and may be considered an expellable offense (E.C.48900, B/E.C.48915.2). Depending on the circumstances, the appropriate interventions, supports, or consequences will be assigned. Stink bombs are extremely hazardous to the health and safety of both students and staff alike. Under certain circumstances, the police or fire marshal may be notified.

SEARCHES

Searches may be conducted when there is a reasonable suspicion that a student is in possession of items that are illegal and/or prohibited on campus. Education Code allows for students to be searched without the presence and permission of the parent/guardian. Areas that may be searched include, but are not limited to PE lockers, desks, purses, backpacks, pockets, shoes, and socks. General search may be conducted in emergency situations. In order to provide a safe and secure learning environment, the RUSD Board of Education has implemented a Random Search Program. The program is conducted on a random, “no-notice” basis at all secondary schools. A team of School Safety Officers (both male and female), along with a school administrator conduct the searches (See page 40). The Random Search Program will continue at all secondary schools. The procedure involves our trained campus security officers and an administrator to search students on a “no notice” basis. Specific detail as to actual search procedures will be thoroughly explained to each student.

SAFETY MEASURES

The Rialto Unified School District, the Rialto Police Dept., The Colton Police Department, and the San Bernardino Police Dept. are committed to a safe environment for all students and staff. Some of our safety measures include trained school security officers, counselors, psychologists and nurses, the Random Search Policy, and an individual school site Safety Plan. Two policies that support the safety of students and staff and that should be discussed by parents/students are:

Zero tolerance policy

Students involved with weapons, implements or substances used as weapons, unauthorized drugs, violence, gang activity, or vandalism on campus on the way to and from school, or at any school activity, or otherwise under the authority of school personnel shall be subject to suspension and/or recommendation for expulsion. A citation may be issued or an arrest may be made by law enforcement. Specifics of these offenses are:

- ***Weapons & Dangerous Objects:*** These include, but are not limited to, guns, “look-alike” weapons, any size knife, martial arts tools, razor blades, Mace or any weapons specified in Penal Code Sections 626.9, 626.10, 12001, 12020, 12025, 12220, 653K, 12303.2, 12030.3. Explosives and other dangerous objects are also included.
- ***Illegal Drugs and Alcohol:*** Any student selling, possessing, using or under the influence of an intoxicant of any kind.
- ***Assault:*** Any student causing and/or whose actions result in serious physical injury to others, attack on a school employee and sexual assault.
- ***Robbery or Extortion***

Other serious infractions covered under Education Codes 48900 and 48915. The Education Codes are included in your Parent Information Booklet.

RUSD POLICIES

ANTI-DISCRIMINATION POLICY

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

MENTAL HEALTH SERVICES FOR STUDENTS

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

Crisis Walk-In Clinic, 909-421-9495
850 East Foothill Blvd., Rialto, CA 92376

- **211 San Bernardino County, 2-1-1**
- **Suicide and Crisis Lifeline: CALL 9-8-8**
- **The Crisis Text Line: text HOME to 741741**
- **California Youth Crisis Hotline: 1-800-843-5200**
- **National Domestic Violence Hotline: 1-800-799-7233**
- **Trevor Project (LGBTQ+): Text 678678**
- **Rialto Unified Safety Office: 1-909-820-6892**

ANTI-BULLYING POLICY

The Rialto Unified School District is committed to providing a safe working and learning environment; takes bullying seriously or any behavior that infringes on the safety or the well-being of students, employees or any other persons within the District's jurisdiction; and will not condone retaliation in any form when bullying has been reported. District policy continues to require all schools and personnel to promote among students and staff mutual respect, tolerance, and acceptance. The California Department of Education (CDE) has developed and made available to school districts a policy model on the prevention of bullying and on conflict resolution. These policies are developed for the purpose of incorporating them into a district wide school safety plan. The following documents are a sample policy for Bullying Prevention & Conflict Resolution, and Student Code of Conduct for Rialto Unified School District.

Rialto Unified School District

Bullying (Cyberbullying) Prevention (Policy model)

(Ed. Code 48900(a),(k),(o),(r),(s))

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

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

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

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

DEFINITION OF HARASSMENT, BULLYING, AND CYBERBULLYING

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

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

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

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

- Destruction of Property
- Intimidation
- Physical Violence
- Public Humiliation
- Sexual, Religious, or Racial/Ethnic Harassment
- Social Exclusion
- Stalking
- Theft
- Threat
- Unwanted Teasing or Taunting (Verbal/Non-Verbal)

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

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

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

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

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

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

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

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

Conflict Resolution

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

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

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

SEXUAL HARASSMENT POLICY

The District recognizes that harassment on the basis of sex is a violation of law and is a form of gender discrimination. Students and employees have the right to work and study in an environment that is equitable to all and free of sexual harassment. (Policy Code JGEB, ACAB)

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

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

SEXUAL HARASSMENT COMPLAINT PROCEDURE (JGEB-P)

1. Formal Written Procedure

- (A) If a student believes that he/she has been a victim of sexual harassment, the student shall report the incident to his/her principal, site administrator, or the District Title IX Coordinator (Students).
- (B) If a staff member becomes aware of an incident of sexual harassment involving students, it is the staff member's responsibility to notify an administrator who will insure that the incident is investigated promptly and notify the principal or District Title IX Coord. (Students).
- (C) A complaint may be filed using the District's Sexual Harassment Complaint Form (Students).
- (D) The principal will notify the complainant of the name and phone number of the District Title IX Coordinator, Senior Director of Personnel Services, at 820-7700 ext. 2431.
- (E) Upon receipt of a written sexual harassment formal complaint, the principal or an administrator designated by the District Title IX Coordinator shall promptly and thoroughly investigate the complaint, render a conclusion, and complete that investigation as soon as feasible but no later than 45 days of receipt of complaint. A written report of findings and disposition of the complaint will be given to the complainant in a timely manner.
- (F) The complainant may appeal disposition to the Supt/designee or the Calif. Dept. of Education within 15 days of receipt.
- (G) No student or staff member shall suffer any reprisals for reporting any incident of sexual harassment or for making any complaint. In all cases involving sexual harassment, confidentiality will be maintained.
- (H) The complainant will be advised that if he/she desires to file a discrimination complaint, then the Uniform Complaint Policy (KLE) Procedure (KLE-P) will be made available.
- (I) Discrimination complaints must be filed within 6 months of the alleged occurrence or when knowledge was first obtained.

2. Disciplinary Action

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

3. Local Remedies

Persons seeking assistance in these matters may:

- a. Contact the coordinator who will explain the complaint/appeal process; or
- b. Counsel with a local civil law agency such as:
 - *Legal Aid Clinic*
354 W. 6th St.
San Bernardino, CA
(909) 889-7328
 - *Inland Co. Legal Service*
570 W. 4th St., Ste. 104
San Bernardino, CA
(909) 884-8615

The site administrator should be contacted to investigate all complaints that are not submitted in writing. The case will be investigated promptly and thoroughly with appropriate disciplinary action and parent notification.

UNIFORM COMPLAINT PROCEDURE

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

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six (6) months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within sixty (60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.
4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainant's right to appeal the LEA's Decision to CDE (g) Procedure to be followed for initiating an appeal to CDE (see #5).
5. The complainant has the right to appeal and/or review the Senior Director of Personnel Services' decision through the appeal process by notifying the Board within five (5) days of the Director's decision. Any complainant may appeal the District's decision to the Superintendent of Public Instruction, State Department of Education, within fifteen (15) days of receiving the District's decision. The appeal must include a copy of the complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.

6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.
8. If you are alleging that you are a victim of discrimination, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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

TITLE I SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY

Jehue Middle School has developed a written Title I parental involvement policy with input from Title I parents. The Parent Involvement Policy is developed jointly during School Site Council meetings, ELAC meetings and parent functions. The policy is available in this handbook, on the school website, and upon request. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

The English Learner Advisory Committee is made up of parents of English Learner students and school personnel. They work together to create measures for the improvement, academic success, and achievement of English proficiency for English Learners. Parents are also informed about ELPAC testing, reclassification criteria, student monitoring for reclassification, ELD/SEI curriculum and various strategies used to teach English learners. The committee meets at least five times per school year.

SCHOOL SITE COUNCIL (SSC)

The School Site Council is made up of parents who join teachers and administration to give site support and provide a venue for collaboration on effective practices. Together they review achievement data, conduct sessions focusing on increasing the level of core instruction, and align resources to meet students' academic needs. The Special Programs Agent supports and assists in this process. There are at least five meetings per school year.

School Site Council members are selected through peer selection, not appointment. Parents, teachers, and other school personnel members are eligible to be elected. Representation on, and responsibilities of the School Site Council is explained and reviewed with each group prior to a ballot election. All members of the council shall serve for a two-year term. An alternate replaces the council position that is left vacant. If there are no alternates, an election will be held to fill the position.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

- To involve parents in the Title I program at Jehue Middle School, the following practices have been established:
- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The meeting is held in the fall in conjunction with Back to School Night.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings are held quarterly in conjunction with various parent functions such as Back to School Night, Open House, Science Night, Coffee with the Principal, Fine Arts Night, ELAC meetings, etc. These functions are scheduled at various times including morning and evening.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy. Input and joint development is facilitated through meetings, surveys, phone calls, flyers, on-line and available upon request.
- The school provides parents of Title I students with timely information about Title I programs. Information is disseminated through mail, phone calls, and flyers, through Home Room, on-line and available in the Front Office.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is conducted through an annual meeting in the fall.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

The Parent Involvement Policy is reviewed annually in conjunction with the Single Plan for Student Achievement.

***The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c)(3)]*

SCHOOL-PARENT COMPACT

Jehue Middle School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact is developed jointly in the fall during School Site Council meetings, ELAC meetings and parent functions. The policy is available on this handbook (See page 30).

BUILDING CAPACITY FOR INVOLVEMENT

Jehue Middle School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Administration is available to assist parents.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Parent workshops and seminars are available through the District.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners. This is facilitated through scheduled staff development, parent-teacher meetings, parent-teacher conferences and the collaborative efforts of the PTSA.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents. Translation services are available on site and information and school reports are provided in a format and language that parents understand.

- The school provides support for parental involvement activities requested by Title I parents. The District Parent Center, bi-lingual staff members, and on-site support services are available to assist and support parental involvement.

ACCESSIBILITY

Jehue Middle School provides opportunities for the participation of all Title I parents. Information and school reports are provided in a clear-cut format Translation services are available at the school site and through District assistance to accommodate parents with limited English proficiency, parents with disabilities, and parents of migratory students.

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

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

Board Policy 5131

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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



BULLYING/HARASSMENT COMPLAINT FORM
(Students May Report Anonymously)

Date Filed: _____ Name of student being bullied/ harassed: _____

Address: _____ Phone #: _____

Please identify yourself:

Student Parent/Guardian Employee Volunteer Other

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

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

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

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

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

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

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

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

School Site: _____ Dates of alleged bullying or harassment(s): _____

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

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

Names of Witnesses: _____

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

Signature of Reporting Person _____ Date _____

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

JEHUE SCHOOL-PARENT COMPACT

Jehue Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2024-2025

School Responsibilities

Jehue Middle School will:

- *Provide high-quality standards-based curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.*
- *Hold parent-teacher meetings during which this compact may be discussed.*
- *Provide parents with access to their children's progress through StudentVUE and ParentVUE.*
- *Provide parents reasonable access to staff.*
- *Promote PBIS.*

Parent Responsibilities

We, as parents, will support our children's learning by:

- *Having read and understood the Parent-Student Handbook.*
- *Monitoring attendance.*
- *Making sure that homework and unfinished classwork is completed.*
- *Monitoring the amount of television/video games/social media that our child/children engage in.*
- *Participating in decisions relating to my child's/children's education.*
- *Promoting positive use of my child's/children's extracurricular time.*
- *Staying informed about my child's/children's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child/children or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being a parent representative on the school's School Site Council or the English Learners Advisory Committee.*
- *To the extent possible, ensure that my child/children have a nutritious breakfast prior to the start of the school day.*
- *Support PBIS.*

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and to achieve the State's high standards. Specifically, I will:

- *Do my homework and complete unfinished classwork every day, ask for help when I need it, and be actively involved in tutoring and attending Step-Up when necessary.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents, or the adult who is responsible for my welfare, all notices and information received by me from my school every day.*
- *Not just help myself, but also help others as I strive to become a positive citizen in my community.*
- *Take responsibility for my education.*
- *Abide by PBIS.*

<p>A copy of this document will be given to your student the first week of school. Please sign and have your student return it to his/her homeroom teacher.</p>

Student Searches (Policy & Procedures)

"...As necessary to protect the health and welfare of students and staff, school officials may search students, their property and /or District property under their control and may seize illegal, unsafe, or otherwise prohibited items. School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the District or the school..." (BP/AR 5145.11)

Notification to Parents

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

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

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

Procedure for Random Searches & Use of Metal Detectors

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

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

- Security team will enter the classroom, first make contact with the teacher, then give a prepared announcement and basic instructions to students before conducting the random search procedures.
- Each student will walk past the random selection device. A light will flash "red" for search or "green" for no search.
- Students selected for scanning will be asked to empty their pockets and belongings of any metallic objects, and place items in a container provided. The container with items will be placed on a table in plain view of the student and officer.
- Next, the student (including their backpacks, purses, etc.) will be scanned with a hand held metal detector (wand).
- If there is no activation of the metal detector when the student is scanned, then he/she will not be searched.
- However, if an initial metal detector or wand activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry). Student(s) will then be scanned a second time.
- If a second activation occurs, a metal detector or wand shall be used for a third time.
- If the activation is not eliminated or explained by the student, then an officer shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another District employee. (EC 49050 Article 8. Searches by School employees)
- The search shall be limited to the detection of the cause of the activation

Use of Contraband Detection Dogs

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

Students

Prohibited student conduct includes the use of a mobile communication device during instructional time.

Elementary (K-5) and Middle School (6-8)

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

It is the student's responsibility to ensure that his/her electronic devices are turned off and secured at all times within the above specified time period. The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

School sites may utilize mass storage containers for mobile communication devices during the school day or during an instructional period.

Mobile communication devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program (cf. 6159 - Individualized Education Program)

Smartphones and other mobile communication devices with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Search and seizure of a student's mobile communication device shall be conducted in accordance with law.

(cf. 5145.12 - Search and Seizure)

(cf. 5145.2 - Freedom of Speech/Expression)

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

- Early Intervention includes conducting a restorative conversation with the student.

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

A student shall be subject to discipline for unauthorized use of an electronic device during a school or state assessment.

A student shall also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device, including bus transportation to and from school, which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district's cell phone policy and supporting documentation shall be distributed annually to parents/guardians and staff and will be posted in all classrooms and prominent areas of the school. The Board seeks to partner with parents in the development of a cohesive message regarding the appropriate use of electronic devices.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion, especially:

48901.5 Regulation of possession or use of electronic signaling devices

48901.7 Limitation or prohibition of student use of cell phones

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

1546-1546.4 California Electronic Communications Privacy Act ("ECPA")

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness

COURT DECISIONS

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

New Jersey v. T.L.O. (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://www.ewa.org/organization/center-safe-and-responsible-internet-use>

National School Safety Center: <http://www.schoolsafety.us>

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

Parent Involvement

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

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

(cf. [0420.1](#) - School-Based Program Coordination)

(cf. [0420.5](#) - School-Based Decision Making)

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

(cf. [0520.2](#) - Title I Program Improvement Schools)

(cf. [1220](#) - Citizen Advisory Committees)

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

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

(cf. [1250](#) - Visitors/Outsiders)

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

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

(cf. [5145.6](#) - Parental Notifications)

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

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

Title I Schools

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

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

The Superintendent or designee shall ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity listed in 20 USC [6318](#). (20 USC [6318](#))

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

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

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

Non-Title I Schools

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

Legal Reference:

EDUCATION CODE

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

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

[51101](#) Parent rights and responsibilities

[64001](#) Single plan for student achievement

LABOR CODE

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

UNITED STATES CODE, TITLE 20

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

[6312](#) Local educational agency plan

[6314](#) Schoolwide programs

[6316](#) School improvement

[6318](#) Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

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

[35.160](#) Communications

Management Resources:

CSBA PUBLICATIONS

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

STATE BOARD OF EDUCATION POLICIES

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

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

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

WEB SITES

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

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

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

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

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

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

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

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

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

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

POLICY RIALTO UNIFIED SCHOOL DISTRICT

adopted: September 22, 1999 Rialto, California

revised: November 20, 2006

Rialto USD | 6000 | AR 6020 Instruction

Parent Involvement

District Strategies for Title I Schools

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

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

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

The Superintendent or designee may:

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

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

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

(cf. [1220](#) - Citizen Advisory Committees)

c. Communicate with parents/guardians through the District newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.

d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parent/guardians can understand.

e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.

f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

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

The Superintendent or designee may:

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

b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist 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. (20 USC [6318](#))

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

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

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

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

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

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

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

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

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

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

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

d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education.

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.

f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

- a. Involve 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.

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

- j. Provide a master calendar of District activities and District meetings.
- k. Provide information about opportunities for parent involvement through the District newsletter, web site, or other written or electronic means.
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.

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

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed.
- n. Provide training and information to members of District and school site councils and advisory committees to help them fulfill their functions.
- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement.
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations.

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

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

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

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

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

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements.
 - b. Involve District and school site representatives from other programs to assist in identifying specific population needs.
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs.
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals.
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I. (20 USC [6318](#))

The Superintendent or designee shall:

- a. Ensure that the evaluation 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. (20 USC [6318](#))
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy. (20 USC [6318](#))
- c. Assess the District's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parent/guardians upon their request. (Education Code [11503](#))

The Superintendent or designee may:

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

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

The Superintendent or designee may:

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

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

(cf. [5145.6](#) - Parental Notifications)

School-Level Policies for Title I Schools

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

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

(cf. [5121](#) - Grades/Evaluation of Student Achievement)

(cf. [5123](#) - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.

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

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

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

This compact shall address:

a. The school's responsibility 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

District Strategies for Non-Title I Schools

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

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

The Superintendent or designee may:

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

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

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

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

The Superintendent or designee may:

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

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

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

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

The Superintendent or designee may:

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

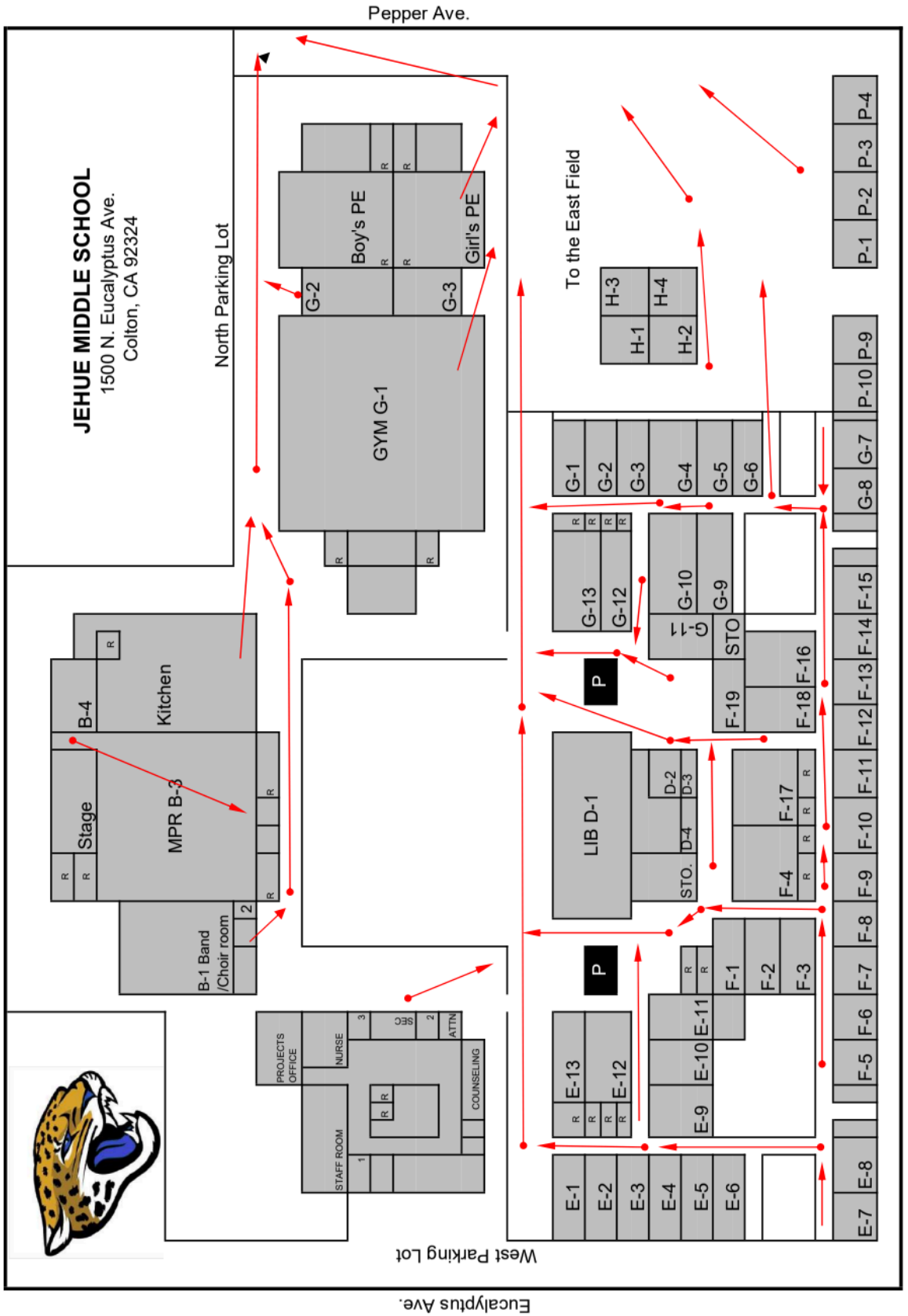
- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining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

Regulation RIALTO UNIFIED SCHOOL DISTRICT
approved: November 20, 2006 Rialto, California

EVACUATION MAP





Expectations by Location

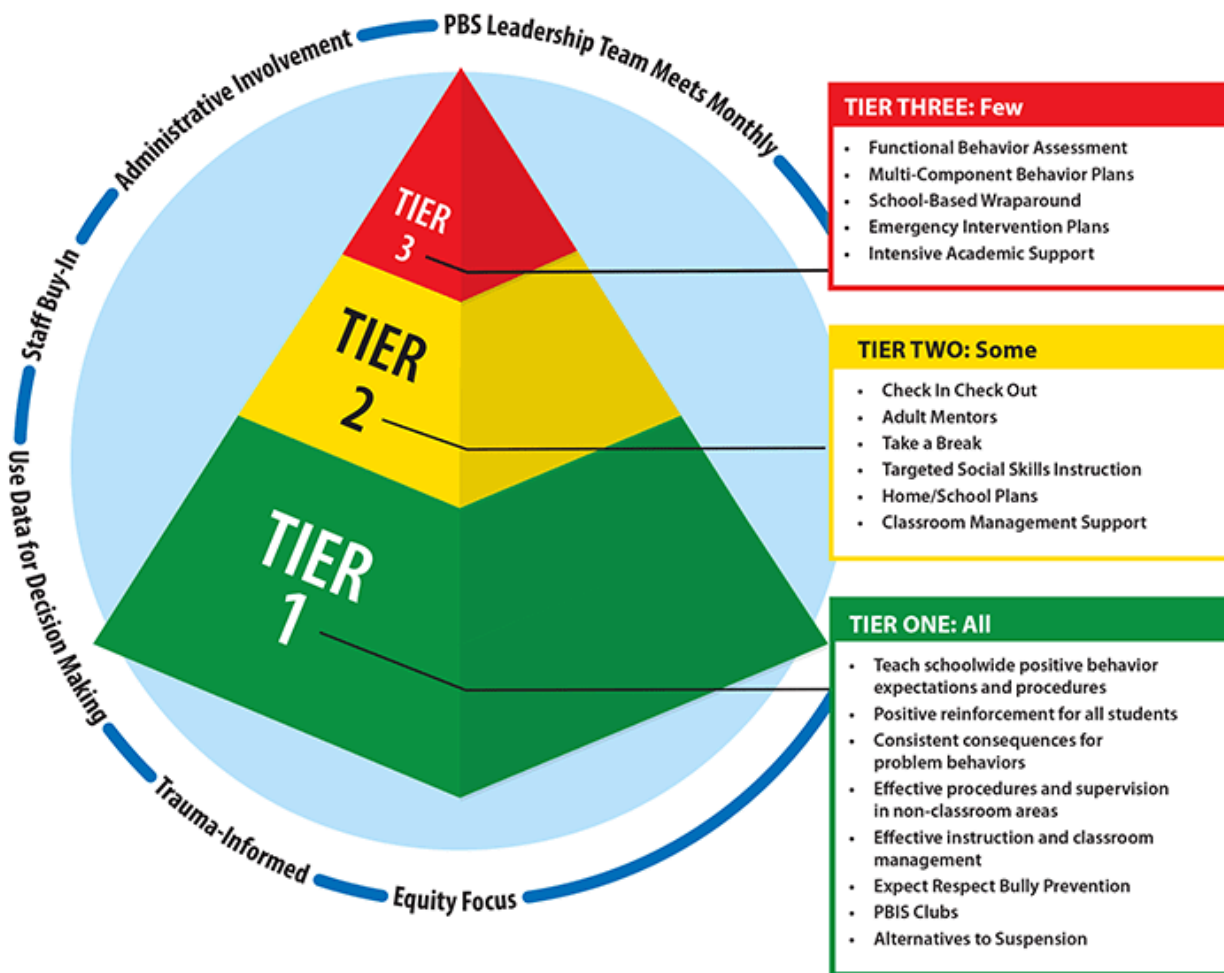
Routine/Setting

	HALLWAY	MPR/QUAD	RESTROOM	BACK OFFICE	LIBRARY	CLASSROOM	Locker Rooms
BE RESPECTFUL	<p>*Be polite and considerate of others and their property</p> <p>*Use appropriate language at all times</p> <p>*STOP, LOOK & LISTEN immediately when spoken to by adults</p>	<p>*Be polite and considerate of others and their property</p> <p>*Use appropriate language at all times</p> <p>*Listen to all adults</p>	<p>*Give people privacy</p> <p>*Use quiet voices</p> <p>*Wait your turn</p>	<p>*This is a work environment so be polite & Considerate</p> <p>*Use appropriate volume and language at all times</p> <p>*Wait quietly and patiently for your turn (use your inside voice)</p>	<p>*Leave your area clean and neat</p> <p>*Use appropriate volume and language at all times</p>	<p>*Be polite and considerate of others and their property</p> <p>*Use appropriate volume and language at all times</p> <p>*Raise your hand and wait to be recognized</p> <p>*Raise your hand and wait to be recognized</p> <p>*Follow directions immediately</p> <p>* Use positive social interactions</p>	<p>*Be polite and considerate</p> <p>*Be respectful of others and their property</p> <p>*Keep hands, feet, and objects to yourself</p>
BE RESPONSIBLE	<p>*Be in your seat before the tardy bell rings</p> <p>*Positive social interaction</p> <p>*Keep halls clean, pick up trash around you, this is a food and gum-free zone</p>	<p>*Arrive on time</p> <p>*Positive social interaction</p> <p>*Food must stay in appropriate eating areas</p> <p>*Clean up your area: table and floor</p>	<p>*Flush toilets</p> <p>*Wash your hands</p> <p>*Put trash in garbage cans</p> <p>*Use all equipment appropriately</p>	<p>*Turn in paperwork to the appropriate staff member</p> <p>*Follow ALL staff instructions immediately</p> <p>*Bring appropriate material and work quietly at all times</p>	<p>*Return materials on time</p> <p>*Have your ID or schedule</p> <p>*Clean all areas after use</p>	<p>*Be hardworking</p> <p>*Arrive on time (in your seat before the bell rings) and start working immediately.</p> <p>*Bring proper materials to class</p> <p>*Turn in completed assignments on time</p> <p>*Leave the area clean and orderly</p>	<p>Be in the appropriate area on time</p> <p>*Follow staff instructions</p> <p>*Bring appropriate PE uniform or have loaners on in proper time frame</p>
BE SAFE	<p>Keep hands, feet, and objects to yourself (horseplay)</p> <p>*Walk at all times</p> <p>*Move with the flow of traffic (Keep to the right of the hallway)</p>	<p>*Keep hands, feet, and objects to yourself. (Horseplay)</p> <p>*Walk at all times</p> <p>*Remain seated appropriately while eating</p> <p>*Stay within the designated boundaries</p>	<p>*Report problems: sink/toilet/ problematic behavior</p> <p>*Use facility for intended purposes in a timely fashion</p>	<p>*Keep hands feet and objects to yourself</p> <p>*Sit appropriately</p> <p>*Leave the area clean and orderly</p>	<p>*Walk at all times</p> <p>*Sit properly in chairs and use furniture appropriately</p> <p>*Use shelf markers only for their intended use</p>	<p>*Keep your hands, feet, and objects to yourself (Horseplay)</p> <p>*Sit appropriately and attentively</p> <p>*Walk at all time</p> <p>*Properly wear masks while on campus</p> <p>*Maintain social distance when possible</p>	<p>Practice self-Control</p> <p>*Leave the area clean and orderly</p> <p>*Be quick, quiet and clean</p>

What is PBIS?

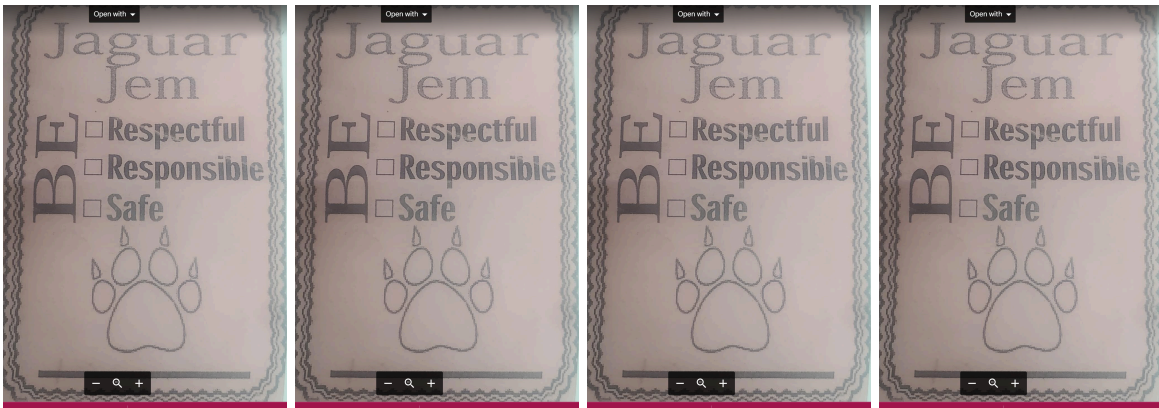
Positive Behavior Interventions & Supports is a proactive approach to establishing the behavioral supports and social culture needed for all students on a school site to achieve social, emotional, and academic success. PBIS is a framework implemented by explicitly teaching expected behaviors, acknowledging appropriate behaviors, and re-teaching when behavioral errors are made. There are 3 tiers or levels of intervention and support. Currently Jehue Middle School is fully operating at Tier I, Tier II, & Tier III.

Three-Tiered Model of Positive Behavioral Interventions and Support



PBIS at JMS

We have three school-wide expectations - **Be Respectful, Be Responsible, and Be Safe**. Students are explicitly taught our expectations during our School-Wide Roll Out the first week of school, within the context of classroom expectations and throughout the year through our SEL/Character Development Lessons. We use our Jaguar Jems or electronic points as a Tier 1 support; **ALL** students, regardless of what tier they may fall in (whether Tier I, Tier II, or Tier III) are able to receive Jaguar Jems/electronic points for demonstrating the expected behavior. For redemption purposes, **ALL** Jems must have the deserving behavior marked and initiated/signed by staff.



JEHUE'S SCHOOL – WIDE REWARDS

Earn **Jaguar Jems** / **Electronic Points** for Being:

✓ Respectful ✓ Responsible ✓ Safe

Jaguar Jems & Electronic Points are redeemable in 2 ways:

JEHUE'S STUDENT STORE

(Prices available in store – F-17)

- Pencils, lead, erasers, pens
- Notebooks, folders, rulers
- School spirit gear, Jehue Jersey
- Slushies, brownies, cookies...
- Dance Tickets (various packages)
- Pep Rally VIP Section
- Lunch Music Requests
- Birthday Shout Outs
- Year Books (limited number)
- Etc.

VARIOUS CLASSROOM STORES



***Students can also redeem items with their Jaguar Jems and electronic points through the School Store, the PBIS Specialty Store (Window A13) after school on Thursdays & Fridays, and in their teachers' classroom stores.**

How Can I Get Jaguar Jems/Points?

By being **RESPONSIBLE, RESPECTFUL & SAFE!**

WHO GIVES OUT THE JAGUAR JEMS? All Staff On Campus!

WHAT DO I DO WITH THE JAGUAR JEMS/ELECTRONIC POINTS? Use the Jems and electronic points to shop in the School Store, the PBIS Specialty Store, and/or in your teachers' classroom stores.

WHEN CAN I GET JAGUAR JEMS? Anytime you are on campus

WHERE DO I SEE MY ELECTRONIC POINT AND ORDER MY PRIZES? Your electronic points will be in Student View.

MAKE SURE YOU ARE WEARING YOUR STUDENT ID TO BE ELIGIBLE TO MAKE PURCHASES FROM STUDENT STORE AND THE PBIS SPECIALTY STORE!

P.A.W. Award

The Jehue P.A.W. (Positive Attitude Winner) Award is open to **ALL** students at Jehue, regardless of what Tier (I, II, or III) they may be in. To qualify for the award, students must have a 2.5 G.P.A or higher, perfect attendance, no D's or F's, and no behavioral problems in that qualifying quarter. The P.A.W. Award is given out once a quarter and is commemorated with outdoor activities for the 2nd & 4th Quarter recipients.

Tardy Free Quarterly Acknowledgement

Each quarter we have tardy-free acknowledgements. Acknowledgements can be awarded through certification, plaque, trophy, drawing, or shout outs to qualified winners during announcements. To qualify, students need to be tardy free in their **1st through 6th period classes** that entire quarter.

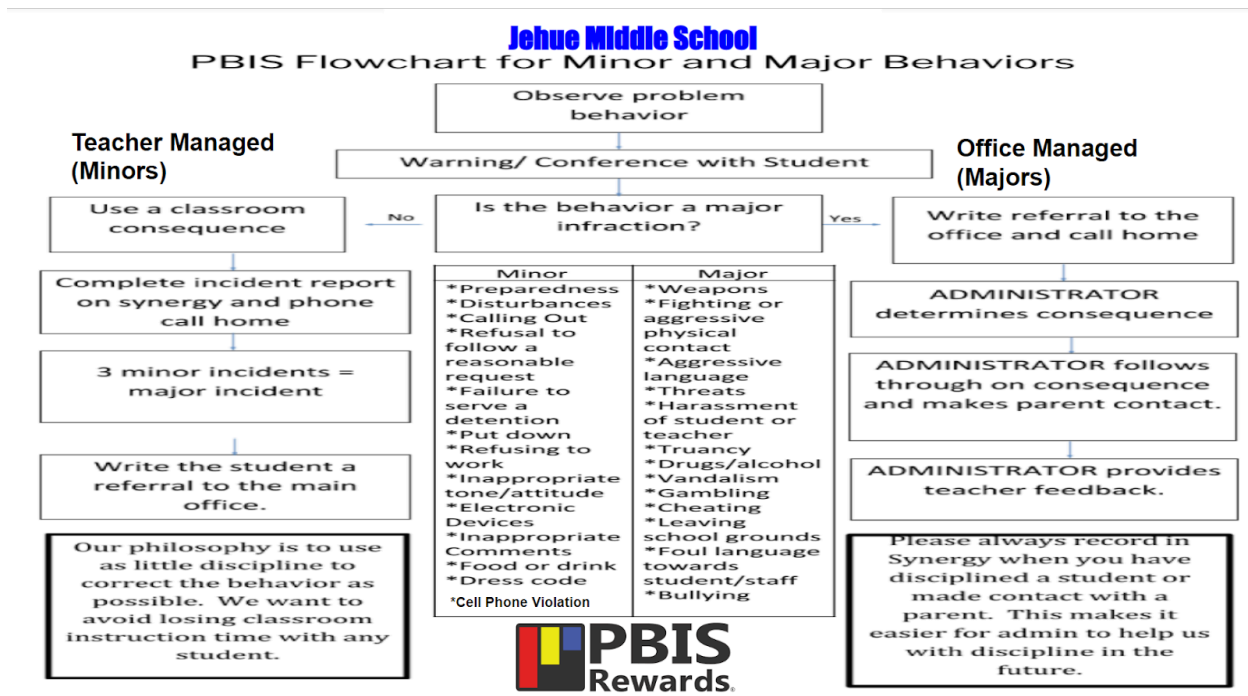
Diamond Level Tardy Free Acknowledgement

Every 2nd and 4th Quarter we have our Extreme Tardy Free Acknowledgment. Acknowledgements can be awarded by the above methods and with high ticket items like Nintendo Switches, Mini Instax Cameras, movie tickets, tablets, etc. (dependent on availability at the time). To qualify, students need to be tardy free starting in **Homerom through 6th period** for that entire quarter.

Positive Behavioral Interventions and Supports at Jehue Middle School

PBIS is designed to help create an environment to prevent the development and occurrence of problem behaviors and, more importantly, to teach and encourage prosocial skills and behaviors to students. The staff at Jehue Middle School understands the need for a safe and positive learning environment. At Jehue Middle School, student expectations for behavior are categorized under our three school expectations: **Be Respectful, Be Responsible, and Be Safe**. Our students are given explicit instruction and lessons on how to follow school expectations in order to help them practice the skills necessary to be successful students and citizens at Jehue Middle School.

When students violate community norms, we implement restorative practices & reteach school wide expectations to help restore them to the community. The attached Student Behavior Management Process and Discipline Referral Levels chart help provide a picture of our discipline program.



Behavior Referral Levels

	Classroom Incident	Classroom/Office Referral	Office Referral
	Level 1	Level 2	Level 3
A C T I O N	Expectation Violation Unapproved Cell Phone Use Running Loud Voices/Yelling Off-Task Behavior Out of Seat Missing Home/Classwork Not Being Prepared Minor Disruption Minor Aggression Off-Task Use of Electronic Devices Dress Code Violation Tardy Gum Chewing	Repeated Level 1 Violations Inappropriate Language Physical Contact Disrespect Disruption Inappropriate Use of Technology Property Damage/Misuse Skipping Class	Repeated Level 2 Violations Abusive/Inappropriate Language Fighting/Serious Physical Aggression Major Disrespect Major Disruption Harassment - Teasing/Taunting Harassment - Racial/Religious Harassment - Sexual/Gender Harassment - Cyber Forgery/Theft/Lying/Cheating Tobacco/Alcohol/Drugs Vandalism/Property Damage Weapons
C O N S E Q U E N C E	Verbal Warning Re-direct Move Seat Parent/Guardian Call Proximity Other Per Discipline Plan	Behavior Reflection Form Parent/Guardian Call Parent/Guardian Email/Contact Teacher Detention Class Suspension Referral to Office Restorative Student/Admin - Created Plan Parent/Guardian Conference Counselor Referral	Admin Assigned Lunch Detention Restorative Student/Admin Created Plan Parent/Guardian Conference Counselor Referral Class Suspension Suspension

JEHUE MIDDLE SCHOOL



Check - In Check - Out – Week of

Name _____ How many times was I on time to classes this week?

Check - In Check - Out Staff _____ / 30

Goal:	Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. <input type="button" value="v"/>
BE ON TIME TO CLASS	Teacher _____ Subject _____	Teacher _____ Subject _____	Teacher _____ Subject _____	Teacher _____ Subject _____	Teacher _____ Subject _____	Teacher _____ Subject _____
Monday	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____
Tuesday	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____
Wednesday	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____
Thursday	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____
Friday	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____	Yes / No Initials:_____

Request for Assistance

If you would like us to contact you about your student,(regarding social, emotional, academic or other) please visit our Jehue Middle School online website and click on PBIS and then click on the Request for Assistance Drop down box and fill out the electronic form.

Note: Below are resources available should you find yourself or someone else in a situation where immediate mental health services are needed.

National Suicide Prevention Hotline - 1-800-273-8255 or 988

Central Crisis & Suicide Prevention Hotline - 1-800-506-5991

Crisis Text Line - Text Home to 741741

Please understand that confidentiality cannot be guaranteed in our meetings/communication. JMS counselors will make every effort to ensure a confidential conversation. However, if there is a concern/report that your child may harm themselves, your child may harm someone else, or someone is harming your child, outside support services will be contacted.

Rialto Unified School District
Mobile Communication Device Contract

Middle School

The District recognizes that the use of cell phones and other mobile communication devices on school grounds may be beneficial to student learning and well-being. The District also recognizes that many students struggle to exercise sound judgment related to the use of cellphones and social media, which often leads to students neglecting their studies and participating in inappropriate behaviors that include classroom disruptions, bullying, recording and promoting fights, and participation in senseless challenges on social media platforms.

District schools do provide access to computers and the internet during the school day. Students who need to call their parents during the school day should do so using a District phone or using a personal device consistent with District Mobile Communication Device Policy 5131.8.

District Mobile Communication Device Policy 5131.8 is as follows:

Middle School (6-8)

Students may use mobile communication devices (e.g., cellphones and smart watches) before school begins and after the school day ends. Devices shall be turned off and not be visible (stored in the student's backpack) during the school day, which includes passing period, recess, and lunch.

When students choose not to honor the above policy, the following actions, in no particular order, will be taken to help them develop personal responsibility:

- Counseling on proper use of mobile communication devices and social media
- Reminder of Mobile Communication Device Policy 5131.8
- Confiscation of mobile device (to be retrieved by parent or legal guardian only)
- Loss of privileges to participate in extra-curricular activities
- Possible suspension from school (last resort)

Mobile communication devices brought to school by students will be the responsibility of each student. District staff will not assume responsibility for damaged, lost, or stolen devices while in the possession of the student.

- Student: I, _____, have read, understand and agree to follow the stipulations of this contract. I understand that my failure to honor this contract may result in corrective actions for me to develop personal responsibility.

Student Signature

Date

- Parent/Guardian: I, _____, have read and understand the stipulations of this contract. I further understand that my child's failure to honor this contract may result in corrective actions for him/her to develop personal responsibility.

Parent Signature

Date

NOTICE

TO ALL PARENTS AND STUDENTS AT RIALTO UNIFIED SCHOOL DISTRICT:

If you are:

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

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

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

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



SAFETY SERVICES MEMORANDUM 002/2024-2025



Norberto Perez
Chief Lead Agent
Expanded Learning Programs
& Safety Innovation

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

Bryan Harper
Safety Operations Supervisor

Victor Ramirez
Safety Operations Supervisor

Alex Rodriguez
Emergency Operations
Specialist

Magali Nuñez
Secretary III

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.^[1]

- **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.^[2]

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

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



Norberto Perez
 Chief Lead Agent
 Expanded Learning Programs
 & Safety Innovation

Bryan Harper
 Safety Operations Supervisor

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

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

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

Sincerely,

Norberto Perez

Date published: July 1, 2024
 California Department of Education

^[3] See California Civil Code Section 29805.

^[4] See California Civil Code Section 1714.3.

**SAFETY SERVICES
MEMORANDUM
002/2024-2025**



Norberto Perez
Chief Lead Agent
Expanded Learning Programs
& Safety Innovation

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Safety Operations Supervisor

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

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

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

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

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

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



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

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

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

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

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

Atentamente,

Norberto Perez

Fecha de publicación: : July 1, 2024

Departamento de Educación de California

^[3] See California Civil Code Section 29805.

^[4] See California Civil Code Section 1714.3.