



FITZGERALD ELEMENTARY



Parent & Student Handbook 2025 - 2026

Principal –Kimberly Rosas
Program Specialist - Julian Gutierrez
2568 W. Terra Vista Dr. – Rialto, CA 92377
Phone (909) 854-3800

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

Please keep this Handbook for future reference



2025-2026 Fitzgerald Parent Handbook

PARENT ACKNOWLEDGEMENT & SIGNATURE PAGE

PLEASE SIGN AND RETURN THIS SHEET TO YOUR CHILD'S TEACHER.

As my child's parent/guardian, I acknowledge that this handbook is the guide to Fitzgerald Elementary School policies and procedures. Fitzgerald Elementary School will uphold all policies and procedures detailed in this handbook and the Rialto USD's Parent Handbook. Should it become necessary to make changes or additions in policy or procedures as the year progresses, Fitzgerald Elementary School will ensure that parents and guardians are notified of the changes.

I WENT ONLINE TO THE FITZGERALD SCHOOL WEBSITE AT <https://kec.rialto.k12.ca.us/fitzgerald>. I CLICKED ON THE "SCHOOL INFORMATION" RED ICON AND THEN ON THE "2025-2026 PARENT & STUDENT HANDBOOK" LINK. I READ AND REVIEWED THE "2025-2026 PARENT & STUDENT HANDBOOK" WITH MY CHILD. I UNDERSTAND THAT THESE GUIDELINES WERE ESTABLISHED AND ARE NECESSARY TO HELP KEEP EDUCATION FAIR FOR ALL STUDENTS, AND OUR SCHOOL CAMPUS SAFE FOR ALL WHO WORK AND LEARN HERE.

Student's Name: _____

Teacher's Name: _____

Please indicate your child's grade level:

PS TK K 1 2 3 4 5

Parent's Signature: _____ Date: _____

RIALTO USD BOARD OF EDUCATION

President

Dr. Stephanie E. Lewis

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Member

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RIALTO UNIFIED SCHOOL DISTRICT MISSION

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

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

RIALTO UNIFIED SCHOOL DISTRICT BELIEFS

We believe that...

- | | |
|---|--|
| ❖ Everyone has unique talent | ❖ Common goals take priority over individual interest |
| ❖ There is unlimited power in all of us | ❖ Integrity is critical to trust |
| ❖ All people have equal inherent worth | ❖ Honest conversation leads to understanding |
| ❖ Each person deserves to be treated with respect | ❖ Music is the universal language |
| ❖ High expectations lead to high achievement | ❖ A strong community serves all of its members |
| ❖ Diversity is strength | ❖ Everyone can contribute to the good of the Community |
| ❖ Risk is essential for success | |

FITZGERALD ELEMENTARY MISSION STATEMENT

Our Mission at Dr. Edward M. Fitzgerald Elementary School, is to focus on a foundation for learning and support for each Student, Staff Member and Family to succeed academically, emotionally and socially at our school through a vital system distinguished by:

- High expectations and commensurate support for all Students, Staff, Families and Community Members
- Innovative, focused and relevant Standards Based instruction, training and support at every grade level, every day
- Finding unique ways to authentically involve our Families and their diverse backgrounds in all areas of our School community.
- Creating and Maintaining safe and suitable environments in our classrooms, playgrounds, lunch areas, after school programs and all areas of our school.

Strategic Plan Objective (What are our goals for our students?):

- Every Student will achieve individual academic success at the highest possible level each school year
- Every Student will be responsible for engaging in and contributing to our positive school environment by implementing our four core values: Respect, Responsibility, Integrity and Pride in the classroom and in all areas of our school on a daily basis
- Every Student will have an opportunity to engage in opportunities where the mind, body, soul will connect to student engagement

Strategic Plan Tactics (How will we accomplish our objective?):

- We will engage and support all Students in their individual academic learning and progress.
- Our Staff will help develop a school culture of high expectations for all students, staff and community members.
- We will authentically involve our Parents and Families with effective and relevant communications and activities at our school.

Parents and Community members,

We are continually seeking Parent and Community input during this school year. If you would like to get involved with Parent Planning groups, School Site Council, English Learner Advisory Committee, or our monthly Pastries with the Principal, please reach out to me by phone (909) 854-3800 or email me at Krosas@rialtousd.org

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WELCOME LETTER



Dr. Edward Fitzgerald Elementary School

*Kimberly Rosas, Principal
Julian Gutierrez, Program Specialist*

Dear Fitzgerald Students, Staff, Parents, and Community Members,

Welcome to the 2025–2026 school year at Fitzgerald Elementary School! Whether you're a returning member of our Fox Family or joining us for the first time, we are excited to have you as part of our community.

After stepping into the principal role mid-year, it has been a true privilege getting to know many of you. I'm thrilled to continue this journey and begin the new year with energy, purpose, and a shared commitment to helping every student feel seen, supported, and empowered to succeed.

This year, we will continue to place a strong emphasis on **academic excellence**, while also focusing on what we know is equally important—**building a caring, inclusive school community**. We are dedicated to creating a school culture where every student feels a sense of belonging and where kindness, respect, and responsibility are part of our everyday experience. We'll use tools like iReady to guide instruction from day one and ensure every child is making meaningful progress.

We know that a successful school year is built on **strong connections between school and home**. Your involvement and support are powerful! Whether you're able to volunteer, attend an event, or simply encourage your child's learning at home, your partnership makes a lasting impact. We'll have many opportunities for families to get involved, and we encourage you to participate in ways that work for you.

Safety remains a top priority at Fitzgerald. From arrival to dismissal, and every moment in between, our focus is to ensure that students feel secure, both physically and emotionally. Our school policies and procedures are designed with this in mind, and we ask that families continue to help us by following parking lot guidelines, arriving on time, and reinforcing safe and respectful behaviors at home and with school employees. Our partnership ensures that each child can concentrate on learning in a safe and supportive setting.

We're also excited to welcome **an outstanding group of new staff members** who are joining our school family this year. They bring fresh energy, innovative ideas, and a shared commitment to nurturing and supporting our students.

Please mark your calendars for two important dates:

- **The first day of school: Monday, August 11th, 2025**
- **Back to School Night: Thursday, August 14th, 2025**

Thank you for trusting us with your child's education. I look forward to seeing you soon and making this year one of growth, joy, and meaningful learning for all.

With appreciation and excitement,

Mrs. Kimberly Rosas
Principal

2568 West Terra Vista Drive • Rialto, CA 92377 • (909) 854-3800 • Fax (909) 854-3800

BELL SCHEDULE



Fitzgerald Elementary School Bell Schedule

2025-2026 School Year

Kindergarten - 3rd Grades: 8:00 AM - 2:06 PM/ 12:58 PM Minimum Day

4th and 5th Grades: 8:00 AM - 2:16 PM/ 1:04 PM Minimum Day

Campus Opens: 7:40am



Regular Day

Kindergarten (296 Instr. Min.)			
8:00 - 9:25	Instruction	85	Min
9:25 - 9:40	Recess	15	Min
9:40 - 10:40	Instruction	60	Min
10:40 - 11:05	Lunch	25	Min
11:05 - 11:20	Recess	15	Min
11:20 - 12:45	Instruction	85	Min
12:45 - 1:00	Recess	15	Min
1:00 - 2:06	Instruction	66	Min

1st Grade (296 Instr. Min.)			
8:00 - 9:25	Instruction	85	Min
9:25 - 9:40	Recess	15	Min
9:40 - 11:00	Instruction	80	Min
11:00 - 11:25	Lunch	25	Min
11:25 - 11:40	Recess	15	Min
11:40 - 1:05	Instruction	85	Min
1:05 - 1:20	Recess	15	Min
1:20 - 2:06	Instruction	46	Min

2nd Grade (296 Instr. Min.)			
8:00 - 9:25	Instruction	85	Min
9:25 - 9:40	Recess	15	Min
9:40 - 11:20	Instruction	100	Min
11:20 - 11:45	Lunch	25	Min
11:45 - 12:00	Recess	15	Min
12:00 - 1:05	Instruction	65	Min
1:05 - 1:20	Recess	15	Min
1:20 - 2:06	Instruction	46	Min

3rd Grade (296 Instr. Min.)			
8:00 - 9:25	Instruction	85	Min
9:25 - 9:40	Recess	15	Min
9:40 - 11:40	Instruction	120	Min
11:40 - 12:05	Lunch	25	Min
12:05 - 12:20	Recess	15	Min
12:20 - 1:05	Instruction	45	Min
1:05 - 1:20	Recess	15	Min
1:20 - 2:06	Instruction	46	Min

4th Grade (321 Instr. Min.)			
8:00 - 10:00	Instruction	120	Min
10:00 - 10:15	Recess	15	Min
10:15 - 12:00	Instruction	105	Min
12:00 - 12:25	Lunch	25	Min
12:25 - 12:40	Recess	15	Min
12:40 - 2:16	Instruction	96	Min

5th Grade (321 Instr. Min.)			
8:00 - 10:00	Instruction	120	Min
10:00 - 10:15	Recess	15	Min
10:15 - 12:20	Instruction	125	Min
12:20 - 12:45	Lunch	25	Min
12:45 - 1:00	Recess	15	Min
1:00 - 2:16	Instruction	76	Min

Preschool			
8:00 - 10:35	Preschool	155	Min
10:35 - 11:00	Lunch	25	Min

AM Transitional Kinder (205 Instr. Min.)			
7:45 - 9:00	Instruction	75	Min
9:00 - 9:15	Instr. Recess	15	Min
9:15 - 11:10	Instruction	115	Min
11:10 - 11:25	Recess	15	Min
11:25 - 11:50	Lunch	25	Min

PM Transitional Kinder (205 Instr. Min.)			
10:40 - 11:05	Lunch	25	Min
11:05 - 11:20	Recess	15	Min
11:20 - 12:55	Instruction	95	Min
12:55 - 1:10	Instr. Recess	15	Min
1:10 - 2:45	Instruction	95	Min

ELO Preschool			
7:45 - 10:40	ELO AM	175	Min
11:50 - 2:45	ELO PM	175	Min

Inclement Weather Lunch Schedule			
Times	Grade Level		
10:40 - 11:10	Kindergarten	30	Min
11:00 - 11:30	1st Grade	30	Min
11:20 - 11:50	2nd Grade	30	Min
11:40 - 12:10	3rd Grade	30	Min
12:00 - 12:30	4th Grade	30	Min
12:20 - 12:50	5th Grade	30	Min

Minimum Days			
2025		2026	
8/14	10/31	1/26	4/20
8/15	11/4	2/2	4/27
8/18	11/5	2/23	5/4
8/25	11/6	2/27	5/11
9/8	11/7	3/2	5/18
9/17	11/12	3/9	6/4
9/18	11/13	3/18	
9/19	11/14	3/19	
9/22	11/17	3/20	
9/29	12/1	3/30	
10/6	12/8	4/6	
10/20	12/19	4/13	

Minimum Day

Kindergarten (243 Instr. Min.)			
8:00 - 9:00	Instruction	60	Min
9:00 - 9:15	Recess	15	Min
9:15 - 10:10	Instruction	55	Min
10:10 - 10:50	Lunch	40	Min
10:50 - 12:58	Instruction	128	Min

1st Grade (243 Instr. Min.)			
8:00 - 9:25	Instruction	85	Min
9:25 - 9:40	Recess	15	Min
9:40 - 10:30	Instruction	50	Min
10:30 - 11:10	Lunch	40	Min
11:10 - 12:58	Instruction	108	Min

2nd Grade (243 Instr. Min.)			
8:00 - 9:25	Instruction	85	Min
9:25 - 9:40	Recess	15	Min
9:40 - 10:50	Instruction	70	Min
10:50 - 11:30	Lunch	40	Min
11:30 - 12:58	Instruction	88	Min

3rd Grade (243 Instr. Min.)			
8:00 - 9:25	Instruction	85	Min
9:25 - 9:40	Recess	15	Min
9:40 - 11:10	Instruction	90	Min
11:10 - 11:50	Lunch	40	Min
11:50 - 12:58	Instruction	68	Min

4th Grade (249 Instr. Min.)			
8:00 - 10:00	Instruction	120	Min
10:00 - 10:15	Recess	15	Min
10:15 - 11:30	Instruction	75	Min
11:30 - 12:10	Lunch	40	Min
12:10 - 1:04	Instruction	54	Min

5th Grade (249 Instr. Min.)			
8:00 - 10:00	Instruction	120	Min
10:00 - 10:15	Recess	15	Min
10:15 - 11:50	Instruction	95	Min
11:50 - 12:30	Lunch	40	Min
12:30 - 1:04	Instruction	34	Min



SCHOOL CALENDAR

July 2025						
S	M	T	W	TH	F	S
		X	X	X	X	H
6	X	X	X	X	X	12
13	X	X	X	X	X	19
20	X	X	X	X	X	26
27	X	X	X	X	X	
August 2025						
S	M	T	W	TH	F	S
					X	2
3	X	X	X	X	X	9
10	11	12	13	M	M	16
17	M	19	20	21	22	23
24	M	26	27	28	29	30
31						
September 2025						
S	M	T	W	TH	F	S
	H	2	3	4	5	6
7	M	9	10	11	12	13
14	15	16	M	M	M	20
21	M	23	24	25	26	27
28	M	30				
October 2025						
S	M	T	W	TH	F	S
			1	2	3	4
5	M	7	8	9	10	11
12	X	14	15	16	17	18
19	M	21	22	23	24	25
26	27	28	29	30	M	
November 2025						
S	M	T	W	TH	F	S
						1
2	3	M	M	M	M	8
9	X	H	M	M	M	15
16	M	18	19	20	21	22
23	X	X	X	H	H	29
30						
December 2025						
S	M	T	W	TH	F	S
	M	2	3	4	5	6
7	M	9	10	11	12	13
14	15	16	17	18	M	20
21	X	X	H	H	X	27
28	X	X	H			
Fitzgerald Elementary School 2025-2026						
						
Bell Schedule: Regular Day						
Kinder - 3rd 8:00 am - 2:06 pm						
4th- 5th 8:00 am - 2:16 pm						
Bell Schedule: Minimum Day						
Kinder - 3rd 8:00 am - 12:58 pm						
4th - 5th 8:00 am - 1:04 pm						
Transitional Kindergarten						
TK (AM) 7:45 am - 11:50 am						
TK (PM) 10:40 am - 2:45 pm						
ELO AM 7:45 am- 11:50 am/ELO PM 10:40 am-2:45 pm						
SDC Preschool						
8:00 am - 11:00 am						
Important Dates						
First day of School: August 11						
Back to School Night: August 14						
Parent Conferences: Sept 17-19						
Parent Conferences: Nov. 4 - Nov 14						
Fall Break: Nov 24-28						
Winter Break: Dec 22 - Jan 9						
Open House: March 19						
Spring Break: March 23 - 27						
Last Day of School: June 4						
District Holidays						
July 4: Independence Day						
September 2: Labor Day						
Nov 11: Veterans' Day						
Nov 28-29: Thanksgiving Holiday						
December 24: Christmas Eve						
December 25: Christmas Day						
December 31: In lieu of Admission Day						
January 1: New Year's Day						
January 19: Dr.Martin Luther King Jr's Day						
February 9: Lincoln's Day						
February 16: Presidents' Day						
May 25: Memorial Day						
June 19: Juneteeth Day						
Calendar Key						
H	Holiday- No School					
X	Non- School Day					
M	Minimum Day					
8/11	First Day of School					
January 2026						
S	M	T	W	TH	F	S
				H	X	3
4	X	X	X	X	X	10
11	X	13	14	15	16	17
18	H	20	21	22	23	24
25	M	27	28	29	30	31
February 2026						
S	M	T	W	TH	F	S
1	M	3	4	5	6	7
8	H	10	11	12	13	14
15	H	17	18	19	20	21
22	M	24	25	26	M	28
March 2026						
S	M	T	W	TH	F	S
1	M	3	4	5	6	7
8	M	10	11	12	13	14
15	16	17	M	M	M	21
22	X	X	X	X	X	28
29	M	31				
April 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	M	7	8	9	10	11
12	M	14	15	16	17	18
19	M	21	22	23	24	25
26	M	28	29	30		
May 202						

FITZGERALD ELEMENTARY - SCHOOL STAFF 2025/2026

First Name	Last Name	Current Grade/Position	Email
Leigh	Hale	SDC PS	lhale@rialtousd.org
Jose	Casas	SDC TK-K	jcasas2@rialtousd.org
Karen	Bernal	TK AM	kbernal@rialtousd.org
Navil	Anderson	TK PM	nanderso2@rialtousd.org
Karla	Aguilera	TK ELO	kaguilera@rialtousd.org
Stacy	Norman	Kinder	snorman@rialtousd.org
Cheryl	Farino	Kinder	cfarino@rialtousd.org
Antonio	Burgarin	SDC TK-1st	aburgarin@rialtousd.org
Genet	Gebremikael	1st	ggebremi@rialtousd.org
Desiree	Penilla	1st	dpenilla@rialtousd.org
Danielle	Finn	1st	dortiz3@rialtousd.org
Rigoberto	Correra	SDC 1st-2nd	rcorrera@rialtousd.org
Jenifer	Toth	2nd	jtoth@rialtousd.org
Stacy	Pineiros	2nd	spineiro@rialtousd.org
Mistic	Scott	SDC 2nd-3rd	mscott@rialtousd.org
Joshua	Holt	3rd	jholt@rialtousd.org
Megan	Orlando	3rd	morlando@rialtousd.org
Willow	Gomez	4th	wbrown3@rialtousd.org
Ediberto	Sanchez	4th	esanchez@rialtousd.org
Jennifer	Tuxford	4th	jtuxford@rialtousd.org
Faith	Campbelljones	SDC 4th - 5th	fcampbelljo@rialtousd.org
Geraldine	Masood	5th	gmasood@rialtousd.org
Brandon	Ruiz	5th	bruiz2@rialtousd.org
vacancy		5th	
Eva	Rashid	Reading Specialist	erashid@rialtousd.org
Melanie	Martinez	SPL	mmartinez@rialtousd.org
Elizabeth	Martinez	Ed. Specialist	emartine@rialtousd.org
Adnane	Harbouche	Therapeutic Behavior Strategist	aharbouche@rialtousd.org
Bibiana	Franks	Psychologist	bfranks@rialtousd.org
Stephanie	Monreal	School Counselor	smonreal@rialtousd.org
Noryeli	Anderson	School Nurse	nalderson@rialtousd.org
Kimberly	Rosas	Principal	krosas@rialtousd.org
Julian	Gutierrez	Program Specialist	jgutier2@rialtousd.org
Rose	Jarbigian	School Admin. Asst.	rjarbigian@rialtousd.org
Veronica	Pizarro	Office Assistant	vpizarro@rialtousd.org
Thalia	Rosales	Categorical Prog. Asst.	tandrade@rialtousd.org
Guadalupe	Garibay	Health Svcs Asst.	ggaribay@rialtousd.org

First Name	Last Name	Current Grade/Position	Email
Elena	Cisneros	Library/Media Tech	ecisnero@rialtousd.org
Amado	Ruvalcaba	Music Teacher	aruvalca@rialtousd.org
Paulina	Gomez	Instructional Tech Asst.	pgomez2@rialtousd.org
Priscilla	Bobadilla	Think Together Site Coordinator	fitzpl1@rialtousd.org
vacancy		Nutrition Svc Lead	
Erika	Latinwo	Nutrition Svc Worker	elatinwo@rialtousd.org
Martina	Ramirez Hernandez	Nutrition Svc Worker	mr Ramirez5@rialtousd.org
Attila	Caffey	AM Custodian	acaffey@rialtousd.org
David	Rios	PM Custodian	drios@rialtousd.org
Ana	Acevedo Garcia	SpEd Child Devel. IA	aagarcia@rialtousd.org
Soledad	Aguilar	IA II	saguiar3@rialtousd.org
Ashley	Avila-Huerta	IAIII	aahuerta@rialtousd.org
Gabriela	Crespo	BSA	gcrespo@rialtousd.org
Jessica	Flores	SpEd Child Devel. IA	jflores@rialtousd.org
Andrea	Garibay	BSA	agaribay2@rialtousd.org
Lauren	Gonzalez	IA I	lgonzalez@rialtousd.org
Valeria	Lara	BSA	vlara@rialtousd.org
Victoria	Leyva	IA III	vleyva@rialtousd.org
Angela	Nava	IA II/B.B.	anava2@rialtousd.org
Gabriela	Rodriguez	BSA	grodrigu4@rialtousd.org
Geraldine	Goudeau	Health Aide	ggoudeau@rialtousd.org
Maria	Estrada	Noon Duty Aide	mestrada@rialtousd.org
Catherine	Raza	Noon Duty Aide	craza@rialtousd.org
Raquel	Ibarra	Noon Duty Aide	ribarra@rialtousd.org

THINK Together After School Program
 Site Coordinator: Priscilla Bobadilla
 Program Hours: Directly after school – 6:00 p.m. daily

SCHOOL POLICIES & PROCEDURES



OFFICE HOURS

The school office is open 7:30 a.m. to 4:00 p.m. (Monday through Friday)

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 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.

ARRIVAL AND DEPARTURE

Please be advised that students should not arrive on campus prior to 7:40 a.m. There will be **NO** supervision on campus before 7:40 a.m. **There is no supervision available for students until 7:40, and your child's safety may be at risk if arriving prior to that time.**

All students must be picked up immediately after school unless they are attending after school intervention, school clubs, or Think Together. If a student is not picked-up on time and remains in the Main Office when the office is ready to close, the Rialto Police Department will be contacted.

Legal Documents Regarding Students

It is very important that the classroom teacher and administration at Fitzgerald are aware of any legal issues concerning Fitzgerald students as soon as possible. Legal documents pertaining to custody, guardianship, restraining orders, or any other court orders that relate to who is allowed contact with a child are required to be placed in the

students records. If you have a situation or concern that needs immediate attention, please contact our school office as soon as possible to inform us. We must work together to keep students safe and ensure that any legal orders are followed.

Contacting Your Child During School Hours

It is important that we minimize distractions and interruptions to instructional minutes each day. Please send all necessary items for the school day (lunches, money, jackets, music instruments, assignments, homework, Chromebooks, etc.) with your child when they arrive for school in the morning. If you must bring something during the school day, please clearly label the item(s) and leave it in the office. Your child will be responsible to check in the office at their recess or lunchtime to obtain their items.

- ***Critical items, like glasses, will be delivered to the child immediately.***

Changes in pick up routine

Please arrange with your child regarding any changes in childcare arrangements prior to arriving at school. If you make any change in your child's normal routine, please send a note with your child to advise your child's teacher when they come to school that morning or contact your child's teacher via the ParentSquare App. If you call to leave a message for your student regarding a change in routine, we cannot guarantee delivery of messages close to dismissal time. We are committed to minimizing classroom interruptions. ***Please know that only a person listed on the Student's Emergency Card will be allowed to pick up your child from school. Verbal authorization can not be given over the phone. The person must present a valid and acceptable form of identification such as Driver's Licence or Passport to verify their ID.***

Moving During the Year

If your family moves out of the Fitzgerald School attendance area, parents should notify the school office immediately. An intra-district transfer request (within the district) or an inter-district transfer request (outside of the district) must be completed in order to remain at Fitzgerald School for the remainder of the year. Failure to inform the school office may result in your child being dropped from enrollment at Fitzgerald.

SCHOOL ATTENDANCE AND ABSENCES



School Attendance

Attendance is extremely important for academic success and for building life skills that emphasize personal responsibility. It is important that your child arrive at school before the first bell at 7:55 a.m. every day.

Students are to be in their class lines at 7:55 a.m. Students who arrive on campus after the 8:00 a.m. bell are late. When students arrive after the 8:00 a.m. bell, they must enter the school through the front office and receive a tardy slip from the front office staff before proceeding to class.

The district strongly encourages daily attendance, but not at the risk of our students' and staff's health and well-being.

ABSENCES

Please call the Main Office when your student is absent from school at 909-854-3800. You can also send a written note explaining the absence. The only acceptable "excused absences" identified in the Education Code are: Illness or injury, a doctor or dental appointment, attendance at a funeral of an immediate family member, or a medical quarantine. We encourage you to schedule your child's medical and dental appointments when school is not in session or outside of regular school hours. If this is not possible, please remember your students must be signed out from the Main Office.

Please know that only a person listed on the Student's Emergency Card will be allowed to pick up your child from school. Verbal authorization can not be given over the phone. Please be prepared to present a valid and acceptable form of identification such as Driver's Licence or Passport to verify yourself each time you come to pick up a Student from the Office.

Illness

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

Excessive Attendance Issues

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

Please note the following board regulations regarding attendance:

Truant

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

truant and shall be reported to the attendance supervisor or superintendent of the school district.”

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

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

Habitual Truant

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

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

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

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

When your child is eligible to attend STEP UP, they will receive a STEP UP letter. All letters must be signed and returned to your child’s teacher no later than the Thursday before the Saturday STEP UP session. Absences recovered through Saturday STEP UP count towards perfect attendance awards, if recovered at least 2 weeks before the

next awards assembly. ***Late Arrivals and Early Releases cannot be made up though STEP UP and affect perfect attendance awards.***

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

The curriculum activities will be aligned with the current state standards for your child's grade level. It is expected that students attending the Saturday session will arrive on time and cooperate during the session. Please note that all regular school rules including the dress code will be enforced. If there is any violation of the school rules or policies during STEP-UP Sessions, a student may lose their opportunity to attend.

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

Independent Study

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

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

Early Release of Students

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

Students will **ONLY** be released to adults authorized to pick up the student as indicated on the student's emergency card. Authorized adults **MUST SHOW A GOVERNMENT ISSUED PHOTO ID (DRIVER'S LICENSE, PASSPORT)** to office personnel when picking up a student before the end of the school day. Verbal authorization may not be given over the phone for a person not on the Emergency Card to pick up a Student from school. Students will not be released to anyone who is not on the emergency card, unless the office receives prior written parent consent using the appropriate school form.

Emergency Cards

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

Parent Concerns Guidelines

There may be times when parents may need to address concerns regarding their child's course work or situations that have occurred at school. There are two types of concerns that may arise, concerns regarding discrimination as defined by state and federal laws (see the section concerning Uniform Complaint Procedures), or concerns with general school operations. This section explains the Rialto USD guidelines for resolving concerns with general school site operations.

The purpose of these guidelines is to provide parents a structured process to resolve concerns in a timely manner. It is important to know that the staff at that school site should resolve concerns that originate at a school site. In order to improve our operations and service to our families, we must always work together to determine the best resolutions in all cases. This becomes possible when everyone resolves to communicate accurate information to those who are responsible for addressing the issues that may arise at the school site.

For any of the levels below, parents should contact the identified person via phone, email, or in person. Additionally, it is recommended that parents complete the RUSD Complaint Statement Form, which can be obtained in the school office.

1. **1st Level** - Always contact the student's teacher to advise them of your concerns, no matter what the situation. The teacher is your first point of contact to address issues. It is necessary to allow the teacher an opportunity to gather information and determine the best method to resolve the concern before proceeding to the next level.
2. **2nd Level** – Contact the school site administrator. If the teacher has not addressed the concern, or has not provided you the requested information to address your concern, then the next step is to contact the school's principal or assistant principal/program specialist. As with step one, it is necessary to allow the administrator time to gather information and respond accordingly to any concerns.
3. **3rd Level** – Contact the supervising District Level administrator for the school site. This information can be obtained by contacting the school office.

These guidelines have been established to assist parents and community members with appropriately addressing concerns that arise at school sites. Contacting any persons other than those identified in the steps above can result in a delay in getting concerns addressed in a timely manner.

SAFETY at Drop off and Dismissal Times

Pick Up and Drop Off

At all times, the safety of students and other pedestrians on our campus before and after school is a primary concern. Please help keep all students and staff safe on campus and on all surrounding streets when dropping or picking your child up from school. Traffic is typically heavy in the mornings and at dismissal. Allow yourself extra time so that students can arrive and depart school in a safe manner.

We ask that you:

- Obey all traffic laws and any signs posted around campus.
- Drive slowly (5MPH) and constantly be on the lookout for other Students, Staff and Family Members.
- Drop Off and Pick Up Students at the green or yellow curbs only when on campus. Students may not be dropped off or picked up by vehicles in any lanes in the parking lots.
- Respect the guidance provided by our crossing guards and school staff during morning drop off and dismissal times.
- Park in open, marked parking spaces only. DO NOT Double Park, block other parked vehicles, or enter the bus pick up area at any time.
- Do not pass other vehicles in the parking lots when there is a single lane of traffic, especially in the parking lot.
- PLEASE walk to designated pick up areas to meet your child once you have parked in a parking stall or on the street. DO NOT motion for your child to cross active traffic areas by themselves to meet you.
- Use the marked crosswalks only when crossing with students to the opposite side of the street or the parking lot.
- Students may not walk through the parking lot alone, they must be dropped off at the curbs or walked to and from the parking lot with an adult at all times.
- Leave the drop off area once your child has exited your vehicle in the mornings. If you wish to see/watch your child walk all the way to the front door of the school, please park in a parking stall and walk with your child to the door so that the flow of traffic is not impeded.
- Make a right turn only when leaving the school.

In general, the following guidelines must be followed, and will be strictly enforced:

1. **There is no drop off or pick up of Students when driving through any area of the parking lot. We will utilize the main loop of the drop off and pick up only. The first and second row of parking will be blocked off during these**

times and only vehicles with official handicap placards or license plates will be allowed to enter this area.

2. **There is no parking and leaving vehicles at any time at the curb area on campus that begins in front of the kindergarten playground area and extends to the area exiting the parking area.** If you need to get out of your vehicle, please park in marked parking stalls or on Terra Vista Ave. Visitors may wait in their vehicle for their child, under the direction of staff, at dismissal time only.
3. When students are dropped off or picked up on campus, they MUST be dropped off and picked up ONLY in the lane next to the curb area described above. The vehicle MUST be parallel to the curb so as to not block traffic in the passing lane, and so that the child can safely enter or exit the vehicle. Students may only enter or exit the vehicle for the right side doors so they are not exiting the vehicle into traffic.
4. Students ARE NOT to be released or picked up in between the parking stalls areas. It is unsafe and extremely dangerous for children.

School Dismissal Procedures

- All students are dismissed from the front of the school facing Terra Vista Drive.
- Students must wait for their ride with their teacher or a staff member in the classes' designated grass area to the west end of the front of the school.
- Students who ride the bus home must wait with staff members in the designated bus area at the west end of the school until the bus arrives.
- Students who walk home must leave campus immediately when school is dismissed.
- Students must go directly home after dismissal, unless attending Think Together.
- Students not picked up **within 15 minutes** after dismissal time will be returned to the school office. Parents and/or Family Members must come into the Office to pick up their Students. ***Please know that only a person listed on the Student's Emergency Card will be allowed to pick up your child from school. Verbal authorization can not be given over the phone. The person must present a valid and acceptable form of identification such as Driver's Licence or Passport to verify their ID.***
- When students are continually not picked up by 2:30 p.m. each day, school administration may address the concern with parents and determine appropriate alternatives.
- Students must remain on the grass area and pay attention and look for their parents/family members/guardians/vehicles during dismissal times.
- Students may not run or play on the grass during dismissal times, this includes when parents are present or have already picked them up.

Bus Transportation

Our District provides busing for Kindergarten students living more than one mile from school and students in grades 1-5 living more than one and a half miles from school. Students are expected to follow bus rules and follow the instructions of the bus driver when riding the bus at all times. Riding the school bus is a privilege that may be revoked if the bus rules are not followed. If bus privileges are revoked, it will be the parent's responsibility to provide transportation to and from school.

Students are required to have their bus pass with them when riding the bus to school in the morning and after school when going home. If after three times, your child does not have their bus pass, their bus privilege will be revoked for one week and parents will need to arrange for their child's transportation to and from school.

Kindergarten or eligible special needs students must be met by a parent or adult designated by the parent at the home bus stop. Parents or legal guardians must notify the school office in writing when a student(s) may be permitted to depart unattended. Otherwise, if the parent is not at the bus stop, the driver will radio the school to notify the parent. If the driver is unable to deliver students safely to the designated responsible adult at the bus stop, the student will be returned to the school. *Parents will then have to pick up their child from school.*

Animals on Campus

Animals are not permitted on school grounds at any time. If you walk your child to school with an animal, the animal may not be walked or brought onto campus at any time.

Bicycles

Students in grades 3-5 are allowed to ride a bicycle to school unsupervised. Students in Grades K-2 may ride their bicycle only if accompanied by an adult. Students must walk bikes once on campus. All students with permission to ride a bicycle **MUST WEAR A HELMET**. If a student arrives at the school with their bicycle, but without a helmet, they will have their bike held in the office and only a parent will be permitted to pick up the bicycle. Any violation of bicycle safety and/or the helmet law will result in the privilege of riding a bicycle being revoked. Students are responsible to lock up their bike. The school is not responsible for damaged or stolen bicycles.

- ***Skateboards, roller skates, and scooters are not permitted on campus at any time.*** Neither the office nor the classroom teachers will house any transportation devices during the school day.

Drug-Free Campus

District Policy states that the use of tobacco products, e-vapor products, alcohol, or any other substances deemed inappropriate shall always be prohibited in all district facilities and vehicles and on District grounds. This prohibition applies to all employees,

students, visitors, and other persons at any activity, or athletic event on property owned, leased, or rented by or from the District.

Lost and Found

Please use a permanent marker to label all articles of clothing, backpacks, and lunch boxes with your child's name. Each month, many items are found around campus. Despite efforts, the owners are not easily found! When lost, items are placed in the west hallway. Valuable items are brought to the office. This way, we can return any lost or misplaced items. **Any unclaimed items will be donated at the end of each month to a service organization who distributes clothing to families in need.**

Emergency Preparedness

Both fire and disaster drills (earthquake drills) are practiced regularly. A site Disaster Plan is aligned with the District Disaster Plan. During an actual emergency, students will be released only to adults with proper identification and who are listed on the student's emergency card. **PLEASE KEEP ALL EMERGENCY CARD INFORMATION UP TO DATE THROUGHOUT THE SCHOOL YEAR.**



ALL STUDENTS RECEIVE FREE BREAKFAST & LUNCH

All students in the Rialto Unified School District will receive free breakfast and lunch. In order to provide this program to all students, all parents are required to provide updated demographic information annually through ParentVue, as part of the enrollment and registration process.

BREAKFAST IN THE CLASSROOM

Breakfast is an essential part of a student's day. The Universal Breakfast Program is for all students at no cost to parents. All students will receive free breakfast served in the classroom. Breakfast is served from 8:00 a.m. to 8:15 a.m. It is important for your child to arrive on time to receive and have time to eat their breakfast before instruction begins.

FRESH FRUITS AND VEGETABLE PROGRAM

Fitzgerald Elementary has been selected to participate in the fresh fruits and vegetables program. This program will allow students to try various fresh fruits and vegetables during their recess periods. Students are encouraged to try the various offerings made available to them daily.

LUNCH

Please refer to the bell schedule for the lunchtime for your child if you are bringing their lunch from home. Please deliver lunches to the office at least 15 minutes prior to the lunch period. Please remember to pack a healthy lunch. We discourage candy, soda, and other unhealthy food choices. A nutritious lunch consists of a main protein item (sandwich, meat, etc.) or salad, fruit or side items, and a drink. Students who come to school with only snack items (cookies, chips, etc.) will be offered a school lunch. When bringing lunch from home, please seal the food items securely and do not forget to label all personal items.

Special Dietary Needs

Students who have food allergies or specific diets due to health reasons may be provided lunches in accordance with the needs. If your child needs alternate food choices, please obtain the request form from the school health office. It must be authorized by the child's physician and returned to the school office. The lead nutrition services person will ensure the appropriate lunch items are provided daily.

Snacks at School

Students may bring an individual size nutritious snack to school. **Students are not allowed to share food from home with other students.** Food must be eaten in the cafeteria or on the benches in the quad area. Food is not allowed on the playground. Gum is not allowed at school. In addition, we strongly recommend that parents do not bring fast food for students at lunchtime. Whenever possible, we encourage healthy food choices for students.

Rialto USD Nutrition Policy for Food Provided During the School Day

The Rialto USD adheres to federal and state regulations for school nutrition. Guidelines require schools to regulate **ALL** foods provided to students during the school day. **Anything provided for students during the school day must meet federal nutrition guidelines – this includes birthday celebrations and class parties during the school day.** Additionally, a food services establishment must prepare foods provided to students. Homemade items cannot be given to students during the school day. California Bill SB 12:

SEC. 3. Section 49431 of the Education Code is amended to read:

49431. (a) (1) Commencing July 1, 2007, at each elementary school, the only food that may be sold to a pupil during the school day are full meals and individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes.

(2) An individually sold dairy or whole grain food item may be sold to pupils at an elementary school, except food sold as part of a USDA meal program, if it meets all of the following standards:

(A) Not more than 35 percent of its total calories shall be from fat.

(B) Not more than 10 percent of its total calories shall be from saturated fat.

(C) Not more than 35 percent of its total weight shall be composed of sugar, including naturally occurring and added sugar.

(D) Not more than 175 calories per individual food item.

(b) An elementary school may permit the sale of food items that do not comply with subdivision (a) as part of a school fundraising event in any of the following circumstances:

(1) The items are sold by pupils of the school and the sale of those items takes place off of and away from school premises.

(2) The items are sold by pupils of the school and the sale of those items takes place at least one-half hour after the end of the school day.

(c) It is the intent of the Legislature that the governing board of a school district annually review its compliance with the nutrition standards described in this section and Section 49431.5.

BIRTHDAY AND OTHER CELEBRATIONS

All foods and beverages sold or served during school hours shall meet nutritional standards and other guidelines set by the Federal and State Government and the School District. See the district Student Wellness Policy 5030. No food or snack shall be served between breakfast and lunch times during the school day, with the exception of the fresh fruits and vegetable program. Due to Student food allergy concerns, no food may be shared among Students during the school day. Some approved snacks may be purchased through the Nutritional Services Department. **Your child's education is important and maximizing instructional minutes is a vital component; therefore, classroom birthday celebrations will not be allowed.**

Celebrations:. *The Rialto Unified School District Student Wellness Policy has developed nutritional guidelines that align with the tough federal nutrition standards. Nutrition Guidelines (Birthday Treats & Other): Homemade goodies are NOT permitted as part of student birthday celebrations. Children's birthdays are celebrated in class with each teacher acknowledging birthdays in a special way such as a birthday crown, singing happy birthday, allowing a child to share a special book with the class, or in another manner appropriate for their age and grade. This means no cakes, cupcakes, cookies or other non-nutritional sugary treats for birthdays or other celebrations.* **Please speak with your child's teacher for ideas to arrange goody-gift bags that do not include food, and to get a count on the number of students in class.**

NUTRITIONAL GUIDELINES AND STANDARDS

Eating healthy and participating in regular physical activity is an important part of a child's overall health. In order to promote wellness, students who bring their own lunch and other snacks during the school day are encouraged to bring healthy food and drink choices. Students encouraged not to bring soda, caffeinated energy drinks, hot chips (i.e. Taki's, Hot Cheetos, etc.), candy and other unhealthy food choices. Our school provides many healthy food options for students each day. Please contact the school for healthy food, drink and snack alternatives.

Policy 5030: Student Wellness

Original Adopted Date: 09/25/2019 | Last Revised Date: 04/25/2024 | Last Reviewed Date: 04/25/2024

The Board of Education recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for District students. The Superintendent or designee shall coordinate and align District efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

School Wellness Council

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, community stakeholders, community-based organizations, and 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. (42 USC 1758b; 7 CFR 210.31)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other District committee and a wellness council coordinator. The council may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

Schools are also encouraged to establish ongoing school-level wellness committees to focus on the needs of students and staff in specific school buildings and implement programs and activities to meet and comply with the District wellness policy.

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The wellness council shall advise the District on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing

such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; CFR 210-31)

The District's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. All school levels should receive sequential and comprehensive nutrition education.

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs. Nutrition education is also encouraged during meals and classroom snack times.

To reinforce the District's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, give-aways, or other means. (7 CFR 210.31)

Non-nutritious food is defined as any food or beverage that does not meet the federal Smart Snacks Standards.

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

The District's comprehensive, written physical education curriculum identifies the progression of skill development in grades P-12 and will be aligned with established State of California physical education standards. Physical education for grades K-12 will be taught by a certified/licensed teacher who is endorsed to teach physical education. Staff will be provided with annual professional development opportunities. Exemptions/substitutions will not be allowed, and alternative opportunities will be provided to all students to receive their physical education hours.

Time allotted for physical education and physical activity will be consistent with the State of California Standards.

Teachers will encourage movement by providing students with activity breaks throughout the day and will not use physical activity as a form of punishment. Physical activity may not be assigned to students as a consequence of poor behavior or

punishment for any reason. Recess, PE or other physical activities will not be withheld from students as a punishment for poor behavior or incomplete class work.

The Board may enter into a joint use agreement or memorandum of understanding to make District facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

In order to ensure that students have access to comprehensive health services, the District may provide access to health services at or near District schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutrition Guidelines for All Foods Available at School

For all foods and beverages available on each campus during the school day, the District shall adopt nutrition guidelines which are consistent with 42 USC 1773, 1758, 1766, and 1779 and federal regulations which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

In order to maximize the District's ability to provide nutritious meals and snacks, all District schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the District may sponsor a summer meal program. The District will take steps to ensure that students qualifying for free or reduced-priced meals are not overtly identified in any way.

Snacks in aftercare are served via the Child and Adult Care Food Program and will meet the requirements of that program. All snacks sold or served to students during after-school programs will meet the same nutrition standards as foods sold/served during the school day.

Whenever possible, school meals will include fresh, locally grown foods in meals from farms and/or school gardens engaged in sustainable practices. The District shall use the USDA Smarter Lunchroom tools and other resources available on the USDA

website to encourage students to make healthy choices. Students may have the opportunity to provide input on local, cultural, and ethnic favorites. Nutrition Services shall provide periodic food promotions to encourage taste testing of healthy new foods and locally grown products being introduced on the menu.

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times beyond drinking fountains, such as access to cups or other drinking containers, in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

Free, potable water will also be available throughout the school day and beyond regular school hours. Drinking water sources must be in or near high-traffic and common areas, including but not limited to hallways, cafeterias, gymnasiums, outdoor physical activity spaces, and faculty lounges. Pre-K and Kindergarten students must have water freely available throughout the day, including but not limited to appropriately sized drinking fountains, water dispensers, and pitchers of water and cups. During school-sponsored outdoor activities on campus, schools must ensure that there is an easily accessible drinking water source in or near the outdoor space.

Drinking water sources must be regularly cleaned to maintain sanitary conditions and maintained on a regular basis to ensure they function properly. Drinking water sources should provide water that is filtered and cooled to encourage consumption. Students, teachers, and staff must be allowed to bring and carry approved water bottles.

The Board believes that all foods and beverages sold to students at District schools, including those available outside the District's reimbursable food services program, should support the health curriculum and promote optimal health. The District will follow the Smart Snacks Standards for all food and beverages sold to students on the school campus during the school day.

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

Food rewards are discouraged, and teachers will be provided with a list of alternative ideas. It is recommended that staff use physical activity as a reward when feasible.

School staff shall encourage parent/guardians or other volunteers to support the District's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties.

Program Implementation and Evaluation

The Superintendent or designee designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the District's wellness policy (42 USC 1758b; 7 CFR 210.31)

Coordinator, Health Services

(909) 820-8150 ext. 1146

cgutier2@rialtousd.org

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.31)

The assessment shall include the extent to which District schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on District and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after- school program staff, and/or other appropriate persons.

The Wellness Council shall meet no less than three times per school year. All meetings will be open to the public and meeting dates and times shall be posted on District website.

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the District's activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the District's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all District programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards
6. Results of the State's physical fitness test at applicable grade levels
7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
8. A description of the District's efforts to provide additional opportunities for physical activity outside the physical education program

9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of District data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the District's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the District and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus District resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

The Superintendent or designee shall inform the public about the content and implementation of the District's wellness policy and shall make the policy, and any updates to the policy, available to the public on an annual basis. He/she shall also inform the public of the District's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7CFR 210.31)

The Superintendent or designee shall distribute this information through the most effective methods of communication, including District or school newsletters, handouts, parent/guardian meetings, District and school websites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

Records

The Superintendent or designee shall retain records that document compliance with 7 CFR 210-31, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.31)

HEALTH AND SAFETY



The School Nurse is at Fitzgerald School once a week and is on call for emergencies. Our Health Clerk provides first aid for minor injuries. If a child has a temperature of 99.0 or higher, has vomited, or is otherwise considered contagious or ill, the parent/guardian will be contacted for the child to be picked up to go home. The Health Clerk relies on the student's emergency card to contact parents regarding their child's health. **PLEASE KEEP YOUR CHILD'S EMERGENCY CARD CURRENT FOR THE SAFETY AND PROTECTION OF YOUR CHILD.** Sick children will not be allowed to walk home and they must be picked up in a timely manner.

Head lice (pediculosis): Anytime a child in a classroom is found to have head lice, that child may not return to school until that condition is cleared up. Any child that has been out of school because of head lice must be cleared through the school health office before they are allowed to return to class.

Injuries: If your child becomes injured and needs medical attention, a doctor's note with permission to return to school is required prior to returning to school. For the safety of all students, students with an arm or leg brace, cast, or crutches will not be allowed on the playground during recess without a Doctor's clearance. The injured student will be allowed to sit in the library or office during playtime.

IMMUNIZATIONS

The California School Immunization Law requires that children be up to date on their immunizations (shots) to attend school. Diseases like measles spread quickly, so children need to be protected before they enter. California schools are required to check immunization records for all new student admissions at Kindergarten or Transitional Kindergarten through 12th grade and all students advancing to 7th grade before entry. (Health and Safety Code, Division 105, Part 2, Chapter 1, Sections 120325-120380; California Code of Regulations, Title 17, Division 1, Chapter 4, Subchapter 8, Sections 6000-6075)

To attend school, your child's Immunization Record must show the date for each required shot above. If you do not have an Immunization Record, or your child has not received all required shots, call your doctor now for an appointment. If a licensed physician determines a vaccine should not be given to your child because of medical reasons, submit a written statement from the physician for a medical exemption for the missing shot(s), including the duration of the medical exemption. A personal beliefs

exemption is no longer an option for entry into school; however, a valid personal beliefs exemption filed with a school before January 1, 2016 is valid until entry into the next grade span (7th through 12th grade).

Medications

State law forbids any student to have any medication in their possession on school property. This includes all over-the-counter medicines as well as prescription medications. If a child needs to take prescribed medicine during school hours, parents must follow established school procedures for maintaining medications at school. The California State Health Department guidelines are:

1. Physician's authorization for medication must be signed and kept on file in the school health office.
2. Only current (not expired), prescription medication will be administered.
3. The prescription must be in the child's name.
4. Medicine must be in the original container with the prescription label attached.

Physician's authorization for medication at school must be renewed at the beginning of every school year. The appropriate forms can be obtained in the school Health Office.

CLASSROOM VISITATION AND PARENT VOLUNTEERS



SIGN IN PROCEDURES

We enjoy and appreciate having parents visit the classrooms. All visitors make prior arrangements with the classroom teacher and/or receive permission from the Teacher and Administration prior to entering campus without an appointment. Teachers will not be able to meet with parents during the school day, when classes are in session. **ALL GUESTS ON CAMPUS MUST SIGN IN AND OBTAIN A VISITOR'S PASS AT THE MAIN OFFICE PRIOR TO VISITING THE CLASSROOM OR WALKING THROUGH OUR CAMPUS.** This includes daily morning drop off/arrival of students. Parents are not allowed to wait in the hallway or near the classrooms without signing in first.

Parent Volunteer Process

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

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

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

Parents may not supervise or be on the playground or the multi-purpose room/cafeteria during the school day unless they are directly under the supervision of the Classroom Teacher. All parents on the playground must obtain prior written permission to do so from the Site Administration.

Parent Volunteers may not take pictures nor take any video recordings of Staff, Students or the School Grounds at any time without the prior written permission of Site Administration.

Parent Volunteers may not be in the Staff Lounge at any time while on Campus.

Parent volunteers who do not follow Education Code, District and/or School policies and/or direction of Staff will have a conference with the Site Administration. Subsequent violation of the District and/or Site Volunteer and School policies will result in the removal of volunteer privileges for a designated period of time that could be part or all of the remainder of the school year.

Classroom Observations

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

Parent Advisory Committees

Parent involvement is important to the academic success of students. Besides volunteering in the classroom, parents may join our School Site Council (SSC) and/or the English Language Advisory Committee (ELAC) and/or the African American Advisory Committee (AAPAC). Fitzgerald also needs active and committed participants to help run our Fall and Spring Festivals. We also seek the input of our community at

our monthly Pastries with the Principal. Fitzgerald needs our parents and community members to help keep our school focused on student achievement. We cannot raise achievement without your support and participation!

PARENT-TEACHER CONFERENCE & REPORT CARDS

OPEN HOUSE, BACK TO SCHOOL NIGHT AND PARENT-TEACHER CONFERENCES

Parents will be asked to attend an Open House, Back to School Night and at least one parent-teacher conference during the school year to learn about our school policies and procedures, celebrate student's progress and discuss their child's progress. Please make every effort to attend these important school events. Teachers will schedule parent-teacher conferences on minimum days. We encourage you to contact your child's teacher by calling the school at (909) 854-3800 or sending a message via ParentSquare App or email to schedule a parent-teacher conference at any time during the school year.

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

In the event that you develop concerns over a problem occurring in school, please make an appointment to discuss the situation with the classroom teacher first. If the problem should continue after you and the teacher have tried several solutions, then please make an appointment with the school site's administration.

REPORT CARDS

Report cards are completed three times a year, once at the end of each trimester. After six weeks of every trimester, progress reports will be sent home for students not meeting grade level standards or regarding behavior concerns. California Education Code 49069 allows parents to access student records, if you would like the report cards to be sent home with your student, you will need to complete a form and submit to your child's teacher granting permission for your child to receive their report cards. If a form is not completed, report cards will be uploaded and accessible through ParentVue in Synergy.

Decisions regarding promotion in grades K-5 are based on meeting expected grade level standards. Student acquisition of grade level standards shall be described and communicated with parents/guardians using District Policy and report cards.

RETENTION

There are times when students may not master the skills necessary at their grade level. Students in grades K-3 who are below grade level on their report card in Reading and/or Language Arts may be retained in their present grade. Students in grades 4 and 5 receiving a below grade level mark in reading, language arts and/or mathematics may be retained in their present grade. Students may only be retained once during their elementary education. Notices will be sent and meetings should be scheduled as soon as the teacher notices a deficit in learning or skills, so that proper interventions can be initiated to prevent retention at the end of the school year. You will receive notification

from your child's teacher by the end of April if the teacher feels your child may benefit from retention. A meeting must be held with the Parents, Teacher and Administration in order to approve any retention for the following school year.

STUDENT STUDY TEAM PURPOSE AND FUNCTION

If a student is experiencing difficulty with class work, frequent, unwanted behavior, or attendance, the teacher or an administrator may refer the child for a Student Study Team Meeting (SST). The SST team consists of the parent or guardian, the classroom teacher, an administrator, and/or other invited participants. The purpose of the team is to discuss current performance levels and come up with additional interventions to implement at school ***and*** at home. After the initial SST meeting, a follow-up meeting may be scheduled approximately 6-8 weeks later in order to evaluate the progress of the student after consistently implementing the suggested interventions at home and at school. ***Students must be referred through the SST process for Special Education testing or services.*** If you have any questions or feel your child may need an SST meeting, please contact an administrator to arrange a meeting.

504 PLAN

Students are eligible for a 504 Plan in accordance with section 504 of the Individuals with Disabilities Educational Improvement Act (IDEIA) if the student has a diagnosed "physical or mental impairment (disability) that substantially limits one or more major life activities", but does not require special education services. A 504 plan ensures "reasonable classroom/educational accommodations" to ensure student success. If you feel your child may qualify for a 504 Plan, please ask to speak with an administrator as soon as possible to arrange a meeting.

IEP

Students who are eligible to receive Special Education services will have an Individualized Education Program (IEP). In order for a child to qualify for special education services, a child must have one of the 13 disabilities as defined by IDEA and the impact of the disability must create a need for services. IEP Team members, who include parents, meet annually to review the progress and identify supports and services to meet the specific needs of the child.

HOMework PHILOSOPHY



Your child's teacher will provide you with information outlining the homework, classwork, and classroom discipline expectations for the year. Homework is given with the understanding that it will enhance classroom learning and provide students with reinforcement of material learned in class. Homework is required as stated in the Board of Education policy. **Homework should take approximately 30 minutes for**

Kindergarten, 30-60 minutes for grades 1-3 and up to 90 minutes for grades 4 and 5. Students should be read to or read independently for a minimum of 20 minutes beyond their homework time. If your child is absent, you may contact the office and make arrangements with your child's teacher to obtain homework. If homework is not completed, teachers may provide the child with an extra opportunity during recess to complete any unfinished homework.

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

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

TEXTBOOKS AND MATERIALS

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

SUPPORT SERVICES

LIBRARY

We encourage all parents to visit the school library to support the importance of reading to and with their children. Books may be checked out for 1 week. Parents may visit the Library at the following times:

Monday through Friday: 7:30 – 7:45 a.m.

There are only 10 library passes for parents to enter the library at designated times. Please limit visits to about 15 minutes. Once you check out or return books with your child, please return the library pass to the front office so that other parents have an opportunity to use the library. This policy will be strictly enforced so that as many parents as possible have the opportunity to benefit from the library.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

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

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

GIFTED AND TALENTED EDUCATION (GATE)

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

STUDENT ACTIVITIES & AWARDS

TRIMESTER STUDENT AWARDS

Each trimester, teachers select students to receive the recognition for academic excellence, improvement, attendance and/or exemplary citizenship. An awards assembly will be held to honor those students. Parents will be notified and invited to attend the awards assembly.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Support (PBIS) is a team-based systematic approach in teaching behavioral expectations throughout Dr. Edward Fitzgerald Elementary School. The team approach is what truly makes this system work and we really need every family's support to help us be successful. Instead of using a patchwork of individual behavioral management plans, we have moved to a school-wide discipline system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, cafeteria, playground/school grounds, etc.). It is based on a proactive model, which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. These behaviors and expectations can be viewed on <https://kec.rialto.k12.ca.us/Fitzgerald>. We ask that you review these and make yourself familiar so that you can support these goals at home. Every person who works in the school is aware of the behavioral expectations and works to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they meet. Below are the Matrices for the different areas throughout the school site.

CORE VALUES/ EXPECTATIONS

Responsibility

Being accountable for one's actions, choices and positive attitude and focus each day. Come to school on time, ready to learn and support everyone in having a positive day at school each day.

Respect

Showing regard for others, their abilities, their feelings and views even if you don't agree with them. Giving others the same consideration and treatment that you would expect for yourself.


Integrity

The quality of being honest and showing a consistent and uncompromising focus to strong moral principles and values. Following all school rules and encouraging others to do the same at all times.


Pride

A feeling that you respect yourself and others at all times. A feeling of personal positivity and gratefulness for a job well done and achievement at your personal level in all areas of your life at school.

SCHOOL-WIDE EXPECTATION MATRIX

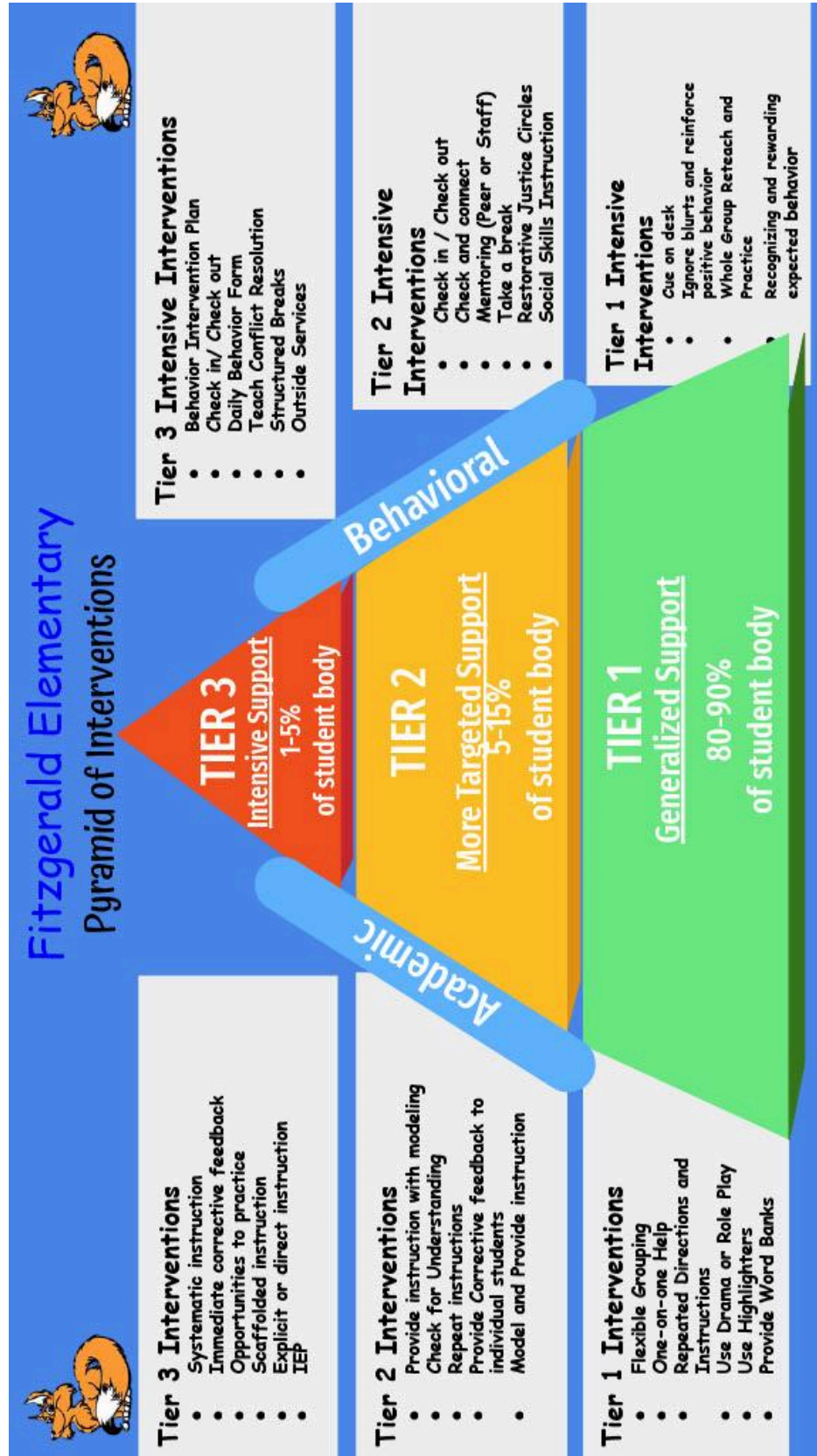


Fitzgerald Elementary School PBIS Expectations



	Hallway	Cafeteria/Eating	Playground	Bathroom	Dismissal
Noise Level	1	2	4	1	3: outside 2: on the bus
Responsibility	<ul style="list-style-type: none"> walk quickly walk quietly 	<ul style="list-style-type: none"> be clean be courteous food is for eating use time wisely enter and exit safely 	<ul style="list-style-type: none"> stay in the play area follow all playground rules. play safely play school-appropriate games only eat snacks in designated areas 	<ul style="list-style-type: none"> go, flush, wash, leave be quiet be quick dispose of toilet paper in the toilet 	<ul style="list-style-type: none"> Bus: have my bus pass ready. Stay in my correct bus line Grass: face the parking lot wait and watch for your ride cross in the crosswalk with an adult
Respect	<ul style="list-style-type: none"> keep my body to myself. listen to and respond politely to all adults 	<ul style="list-style-type: none"> listen speak kindly 	<ul style="list-style-type: none"> treat others the way I want to be treated. take turns comply with all adult directions 	<ul style="list-style-type: none"> give people privacy. 	<ul style="list-style-type: none"> keep my body to myself comply with all adult directions
Integrity	<ul style="list-style-type: none"> only go where I am supposed to go 	<ul style="list-style-type: none"> only eat my own food. only take what I will eat. report problems to an adult 	<ul style="list-style-type: none"> be fair and honest keep my body to myself turn in lost items to Lost and Found 	<ul style="list-style-type: none"> only ask to go to the bathroom when I really need to. 	<ul style="list-style-type: none"> be fair and honest bus: proper behavior all the way home
Pride	<ul style="list-style-type: none"> take care of the hallway environment. report problems to an adult. 	<ul style="list-style-type: none"> keep the cafeteria clean be helpful 	<ul style="list-style-type: none"> use equipment appropriately. keep the playground clean report problems to an adult immediately 	<ul style="list-style-type: none"> keep the bathroom clean report problems to an adult. 	<ul style="list-style-type: none"> keep the area clean report problems to an adult immediately

SCHOOL-WIDE PYRAMID OF INTERVENTIONS



DISCIPLINE POLICY AND PROCEDURES

Philosophy Statement

Fitzgerald Elementary School's philosophy mirrors the district's focus of developing Positive Behavior Interventions and supports (PBIS) at all school sites. The purpose of a PBIS system is to teach behavioral expectations through modeling appropriate behaviors and focused positive reinforcement. We expect positive and wanted behaviors from all Staff, Students, Parents, Family Members and our Community at Fitzgerald at all times.

Fitzgerald Elementary school believes that a safe and respectful learning environment is essential to student success. Students are empowered when rules are fair, consistent, and focus on positive reinforcement of appropriate behaviors and interactions. We believe that building each student's capacity to develop responsible and positive behavioral skills enables students to develop into positive contributors to our community overall. All students will succeed because of an overall positive school environment driven by positive student behaviors. The result is realized by each student's ability to rise to a higher and more productive level of performance, thus developing his or her maximum academic potential.

The Rialto Unified School District Board of Education believes that all students have the right to be educated in a positive learning environment, free from disruptions. Students at Fitzgerald Elementary shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to and from school, while at school activities, and while on District transportation.

Fitzgerald Behavior Expectations

As a rule, we expect Fitzgerald students to demonstrate appropriate, positive, helpful, wanted behaviors at all times. Teachers and staff will work with students to help them learn all class and area routines and expectations. This involves teaching, modeling, providing feedback, providing think time and reflection journals to be completed during the school day and at home and offering positive encouragement to help all students be as successful as possible. Consequences are assigned to redirect attention away from inappropriate behavior and are structured to help our students refocus on learning and demonstrating appropriate behavior. Our Staff will implement the Other Means of Correction Steps (attached) as appropriate to help Students and Families support our School Policies. Our goal is to help all students enjoy school in the safest environment possible.

Fitzgerald Behavior Definitions

	Minor: Stop the Flow of Instruction	Major: Send to Administrator
Bullying Cyberbullying	<p><i>ALL instances of bullying need to be immediately and directly reported</i></p>	<p><i>Use of superior strength or influence to intimidate, harm, coerce, or threaten others including but not limited to</i></p> <ul style="list-style-type: none"> • Inappropriate gestures or suggestive sounds • Hacking into others digital accounts • Direct or indirect threats • Harmful, coercive or intimidating contact • Spreading libelous or slanderous information •
Defiance Disrespect Disruptive Non-compliance	<p><i>Low-intensity failure to respond to adult directives including but not limited to</i></p> <ul style="list-style-type: none"> • Not following expectations • Extensive time out of class • Failing to abide by a reasonable request • Not doing work after redirection • Distracting Other Students • Disrupting Class/School Activities 	<p><i>Repeated refusal after intervention to follow directions or overt and socially rude behavior including but not limited to</i></p> <ul style="list-style-type: none"> • Challenging authority (in reference to behavior) • Escalating minor behaviors after intervention
Dishonesty Forgery Cheating	<p><i>The conveyance of an intentionally false message or submission of work that is not authentic including but not limited to</i></p> <ul style="list-style-type: none"> • Copying homework, classwork, or other assignments • Portraying AI as original work 	<p><i>The conveyance of an intentionally false message or submission of work that is not authentic including but not limited to</i></p> <ul style="list-style-type: none"> • Forgery of parent or teacher signature • Plagiarism
Disruption	<p><i>Repeatedly engages in low-intensity, inappropriate disruption including but not limited to</i></p> <ul style="list-style-type: none"> • Talking to neighbor during direct instruction • Bothering another student • Wandering around room without permission at inappropriate times 	<p><i>Behavior causing an interruption in a class or activity including but not limited to</i></p> <ul style="list-style-type: none"> • Yelling, screaming • Throwing objects

Dress Code	<i>ALL instances of Dress Code need to be immediately and directly reported</i>	<p><i>Administration will review and make parent contact if necessary</i></p> <p>“Big Three”</p> <ol style="list-style-type: none"> 1. Clothing must cover and conceal undergarments; no private parts, including midriff, should be visible. 2. Appropriate shoes must be worn at all times. 3. Clothing, backpacks, and accessories must be free of images and content that are sexually suggestive, depict drugs, alcohol, or tobacco use, firearms, gang-related images, or other illegal activities.
Drugs/ Tobacco	<i>ALL instances of Drug/Tabacco need to be immediately and directly reported</i>	<p><i>Use or possession of tobacco/drug Paraphernalia/ unlawful possession of/ solicitation but not limited to</i></p> <ul style="list-style-type: none"> • Vape/cigarette/cigar • Pills
Harassment Tease Taunt	<p><i>Isolated instances of disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes including but not limited to</i></p> <ul style="list-style-type: none"> • Teasing • Name calling • Dirty looks • Rumors/Gossip • Taking photos or video without permission 	<p><i>Intense, sustained, or repeated disrespectful messages (verbal or gestural) that includes threats and intimidation, obscene gestures, pictures, or written notes including but not limited to</i></p> <ul style="list-style-type: none"> • Systematic exclusion • Stalking • Organizing a group to intimidate • Spreading rumors with malicious intent • Sharing photos or video of an explicit nature • Sexual statements; comments about looks • Inappropriate touching
Inappropriate Language	<p><i>Low-intensity instance of inappropriate language including but not limited to</i></p> <ul style="list-style-type: none"> • Name calling • Use of profane language • Insulting a peer 	<p><i>Delivers verbal messages that include swearing, name calling or inappropriate words including but not limited to</i></p> <ul style="list-style-type: none"> • Direct insults to a staff member • Hate speech • Oral, written comments, or pictures meant to insult, intimidate, or threaten • Repeated use of profane and/or vulgar language after redirection

Physical Contact Public Displays of Affection Aggression Fighting	<i>Non-serious, but inappropriate physical contact including but not limited to</i> <ul style="list-style-type: none"> • Horseplay • Pushing/Shoving/Kicking • Biting (no marks) • Spitting • Extended embraces • Hand holding • Kissing 	<i>Actions involving serious physical contact where injury may occur including but not limited to</i> <ul style="list-style-type: none"> • Spitting on someone • Throwing objects at someone • Punching or knocking someone to the ground/wall • Instigating a fight • Unwelcome touching • Physical contact of a sexual nature
Property Misuse Vandalism	<i>Low-intensity misuse of property including but not limited to</i> <ul style="list-style-type: none"> • Drawing or writing on someone else's paper or possessions • Defacing or drawing on school desks, tables, laptops, walls (reversible) • Damage to low-value classroom materials (pencils, crayons, erasers, etc.) 	<i>An activity that results in destruction or disfigurement of property including but not limited to</i> <ul style="list-style-type: none"> • Graffiti • Facility damage • Intentional damage/breaking of classroom materials or to school or personal property
Theft	<i>Isolated instances including but not limited to</i> <ul style="list-style-type: none"> • Taking something without permission but returning it to the owner 	<i>Possession of, passing on, or is responsible for removing someone's property without permission including but not limited to</i> <ul style="list-style-type: none"> • Failing to return someone's property or damaging it • Substantial monetary value • Repeatedly taking materials
Weapons/Dangerous Objects	<i>ALL instances of Weapons/Dangerous Objects need to be immediately and directly reported</i>	<i>Reported or observed weapons or dangerous objects including but not limited to</i> <ul style="list-style-type: none"> • Knife/Box Cutter • Lighter • Bat



FITZGERALD ELEMENTARY

PROGRESSIVE DISCIPLINE FLOWCHART

Tier 1 Proactive Behavior Supports for ALL Students

- Building Relationships
- Clear and consistent use of classroom expectations
- Use of PBIS points
- Use of structured routines
- 5:1 Positive praise
- Monitoring, scanning, and proximity control of room
- Allow multiple opportunities to practice expected behavior
- Allow wait time for student to correct the behavior
- Specific corrective feedback
- Verbal & nonverbal cues
- Provide student choice
- Allow multiple opportunities and ways for students to respond

IF BEHAVIOR INCIDENT OCCURS...

DETERMINE LEVEL OF INFRACTION

Minor Behaviors Classroom Managed

- *Not following instructions
- *Off Task
- *Horseplay
- *Name Calling
- *Misuse of hall pass
- *Cheating
- *Wandering around class/out of designated space
- *Pushing
- *Talking during instruction
- *Eating/chewing gum in class
- *Running
- *Inappropriate language
- *Class disruption
- *Throwing objects
- *Disrespecting other students
- *Spreading Gossip

Or any other small behaviors which do not meet school or Ed. Code expectations

Intervention

If a student engages in disruptive minor behaviors follow the steps below

- Check-in with the student regarding their wellbeing
- Review appropriate behavior expectation
- Determine an intervention strategy*
- Document intervention use and effectiveness

*Intervention is determined by the function of the behavior. Consult the PBIS team if you need assistance in choosing an intervention

Did the Behavior Improve?

Yes

Reinforce the corrected behavior and offer praise

No

Fill out a Minor Referral
Contact Parent/Guardian regarding the student's behavior and **restart** process with a new intervention

Major Behaviors Office Managed

- *Fighting/Assault
- *Stealing/Possession of stolen property
- *Weapons
- *Bullying/Harassment of any kind
- *Racial, Sexual, Cultural, or other discriminatory language that violates Ed. Code
- *Threats
- *Vandalism
- *Destruction of school property
- *Obscene acts
- *Profanity directed towards an adult
- *Drug/Alcohol use or possession
- *Use of obscene websites

Or 4th repeated violation of a Minor offense
Or other violations of Ed. Code

Submit Office Referral

If a student behaves in any of the ways indicated above follow the steps below

- Fill out a Major Referral
- Include documentation of all previous interventions and conversation notes with parent/guardian
- If necessary, include the names of any witnesses

Administration will determine the best course of action
Request a restorative meeting if necessary

Did the Behavior Improve?

Yes

Reinforce the corrected behavior and offer praise

No

Fill out a
another Major Referral
Contact Parent/Guardian regarding the student's behavior and follow up with administration

Fitzgerald Elementary Discipline Steps



MINOR

STEP 1: CHECK IN WITH THE STUDENT TO SEE HOW THEY ARE DOING

STEP 2: SPEAK TO THE STUDENT ABOUT THE PROBLEM BEHAVIOR AND RETEACH/MODEL THE DESIRED BEHAVIOR

STEP 3: IF STUDENT BEHAVIOR CHANGES, GIVE POSITIVE VERBAL ACKNOWLEDGMENT AND MOVE ON. FOLLOW UP WITH PARENT CONTACT.

STEP 4: IF NON-COMPLIANT, DOCUMENT THE INFRACTION, CONSEQUENCE, AND PARENT CONTACT IN THE APPROPRIATE AREA OF THE REFERRAL FORM.

STEP 5: STEP 5: AFTER 4 DOCUMENTED MINOR INFRACTIONS, THE ISSUE MAY BE ESCALATED TO A MAJOR INCIDENT. FILL OUT THE APPROPRIATE REFERRAL

SUBMIT OFFICE REFERRAL

- IF MINOR INFRACTIONS HAVE BEEN DOCUMENTED, THE MAJOR REFERRAL CAN BE COMPLETED ON THE SAME FORM
- PREVIOUS INTERVENTIONS, CONSEQUENCES, AND PARENT CONTACT ALL NEEDS TO BE DOCUMENTED. ATTACH COPIES OF INTERVENTIONS, IF APPLICABLE.
- INCLUDE ANY WITNESS NAMES, IF NECESSARY

MAJOR

And remember....

- All minor infractions should be addressed in the classroom with interventions, consequences, parent contact, documented in Synergy.
- Discipline needs to be **PROGRESSIVE**, so students have the opportunity to learn from their mistakes.
- Recognize positive behaviors. 5 positives to every 1 negative correction

Every day starts with a clean state!

Work with our students to improve and meet the expected behavior.

General Safety Expectations

The goal is for our students to learn and enjoy themselves each day without injuring themselves or others. Students are expected to comply with guidelines for play, socialize with other students in a respectful manner, and utilize our school equipment in a respectful and safe manner.

Cafeteria/Lunch Area Expectations

Lunchtime is a time for eating, socializing and playing with friends. At Fitzgerald, we want students to enter the cafeteria understanding that their presence and behavior should resemble that of being in a restaurant environment. Enjoy the food and conversations and use an appropriate, inside voice (Level 1) when eating in the cafeteria. Student lunch times are supervised by our Noon Aides. They are present to ensure student safety and orderliness in the cafeteria and on the playground. Students are expected to follow the Noon Aides instructions and maintain respect at all times.

Think Together, After School Care Program

Our Students are expected to follow the same school rules and guidelines during their attendance at Think Together as detailed in this handbook. We expect our students to be safe, thoughtful and to care for others in the same manner that they do during the regular school day. Fitzgerald Staff will work with the Think Together Staff to ensure that this consistency is maintained during all hours and days of operation of the Think Together Program. This free, after school program is a great benefit to our school community and we expect our Students to show the same level of respect to the Think Together Staff and to each other that they do during the regular school day. Students that do not uphold these standards may be subject to school disciplinary consequences and could be suspended and or removed from the Think Together Program if they do not follow and adhere to the same school rules, policies and procedures detailed in this handbook.

Playground Rules

All teachers will review playground guidelines with all students at the beginning of the school year. Students are expected to enjoy our play areas while remaining safe at all times. Play activities are designed to offer students time to socialize and exercise with classmates in a respectful and safe manner. Our Noon Aides, Staff, and Teachers will always be present to supervise students as they play. We expect all students to follow all guidelines for safe and respectful play at Fitzgerald. These rules include:

*** Students should leave the classroom and use the restroom before going to the playground. RECESS IS THEIR BATHROOM BREAK TIME. ***

Ramp to the Playground

- Students will wait at the top of the ramp until a teacher or the noon aid releases them to the playground.
- Students must walk up and down the ramp at all times. No running on the playground ramp is allowed

- Students may not bounce or throw balls on the playground ramp.

Ramp to the Upper Field

- Students will wait in a line at the bottom of the ramp until a teacher or the noon aid guides them up the ramp. Students may not be on the upper field without a Teacher.
- Students will walk up and down the ramp.
- Students are not allowed to walk on the curb or the hill.
- Students may not bounce or throw balls on the ramp to the upper field.

Lower Playground Rules

- NO RUNNING on the playground.
- NO RUNNING on or through the play structure.
- No tag or chase games may be played on the play structure.
- If students have a snack, students MUST eat the snack at the tables by the playground.
- Students may NOT BE ON THE LOWER GRASS area at all. If they want to run they can go to Upper Field. If they want shade, they can sit at the blue tables.
- Students are not allowed to be in the amphitheater area behind the cafeteria.
- Students may not be in the hallways during recess or lunch times unless supervised by Fitzgerald Staff or a Classroom Teacher.
- Students may not go behind the storage units at any time. (On the 3/4/5 grade side, that means not going past the red line.)
- Students may not go on the concrete/dirt hill behind the play structure.
- Students may not kick balls on the lower playground, unless they are kicked, from the ground towards the ball walls.
- No throwing rocks, sticks, or other objects at any time - lower or upper playground
- Students must freeze when the bell rings, locate the closest adult on duty and not talk until a Staff Member blows an all clear whistle.
- Students may not make whistle sounds during this time as it may cause an unsafe release of students.
- After the Staff Member blows an all clear whistle, Students must walk to their lines and follow all directions of Staff. Students may not remain on the upper or lower field, play on or with any equipment after the all clear whistle has been blown by a Staff member.

Swings

- Students must wait their turn at the white curb, out of the way of those swinging.

- Students will count to 20, each count is when the students see the bottoms of the swinging student's feet.
- Countbacks DO NOT exist! Once a student has gotten off of the swing they can count on ANY swinging student.
- Students may not play, walk or run in front or or behind the swinging area.

Slides

- No climbing up the slide.
- Only one student at a time down the slide.
- Students may only go feet first down the slide, on their backsides. No head first, or backwards slides are allowed

Spinner

- Only two students are allowed on the spinner at a time.
- Students must be on the inside of the bar.
- Students may use one foot to get the swing started, then students must use their body to keep the spinner going.
- Students waiting a turn must wait on the white curb closest to the fire hydrant.
- Students waiting for a turn will count to 20.

Handball

- Students must either use a flat hand or the side of their fist to hit the ball.
- The ball must hit above the line on the wall or that player is out. The player who hit the ball outside the court lines is out. If the ball bounces more than once, the person who did not hit the ball before it bounces again is out.
- The ball must bounce on the ground before it hits the wall, and it must bounce on the ground before the next student may hit the ball.
- The student next in line is the referee.
- When a dispute over the rule(s) happens, both players will use "rock, paper, scissors" to determine the outcome. The winner of this contest will make the final decision on the outcome/rule.

Four Square

- Server must put one foot behind the service line
- Everyone must Hit UNDERHAND
- Ball must bounce ONCE and only ONCE in your square before your strike it (including on the serve)
- If someone makes a mistake you rotate up and that person goes to the back of the line (outside the #1 square) (order: square 1 moves right, square 2 moves up, square 3 moves left to take over the server position)
- The first person in line is the referee (play rock paper scissors)

- If a ball lands on the lines, the student who hit the ball is out
- You can move anywhere outside the square or in your section of the square
- If it bounces in your square you **MUST** strike it
- Server Must Ask “Are you Ready” before serving
- No Carrying, Stalling, Throwing or Holding – you must Strike or Hit the ball
- When a dispute over the rule(s) happens, both players will use “rock, paper, scissors” to determine the outcome. The winner of this contest will make the final decision on the outcome/rule.

Four Corners

- The person at the front of the line is the referee
- There should be one person at each corner of the square.
- There should be one person in the middle of the square. (The person in the middle of the square is trying to get one of the corners from someone else as they switch.)
- Switch: the first person to the corner stays
- If the person in the middle is not able to get a corner after three switches, they are out and the next person in line goes to the middle.

Upper Field Rules

- Students can play on the WESTSIDE grass area (solar panel side) and the blacktop.
- Students should NOT be playing near the trees on the northside grass (wall area).
- Students may not bring balls from home, football, soccer and basketball may not be played without Staff Supervision

Tether Ball

- Students can find the rules on the court.
- The first person in line is the referee.

END OF RECESS PROCEDURE - Upper Field

- When the bell rings, students must freeze and locate the nearest adult on duty for further instructions. After the all clear whistle is blown by a Staff Member, Students will then walk down the ramp to their classroom lines. Upper Playground staff will monitor students walking down the ramp.
- When all students are frozen and ready to walk to line, the Upper Playground staff will signal to the Lower Playground staff that they are ready with a thumbs up. Then, Lower Playground East Staff will blow the whistle. Once the whistle has been blown, the Upper Playground duty teacher will supervise Students as

they walk down the ramp. Students will walk down the ramp ON THE WHITE LINE.

- The Playground Rover will be at the base of the ramp monitoring students walking. Students will be walking to their classroom lines. Rover will move with the students to the westside to monitor until teachers collect their students.

END OF RECESS PROCEDURE - Lower Field

- When the bell rings, students freeze and locate the nearest adult on duty. The students on the playground equipment will get off the structure and walk to the white curb of the playground facing the class line area and freeze on the curb.
- Upper Playground staff will give the Lower Playground staff a thumbs up when they are ready. Then, Lower Playground East Staff will blow the whistle. Students will walk to their classroom lines.

FOLLOW UP ON RULES:

Students displaying wanted behaviors on the playground may receive:

- Brag Tags
- Positive Confirmation from Supervisors, Staff and Teachers
- Fabulous Fox Recognition Ticket - Plus PBIS Points if awarded
- Recognition in Monthly and Trimester Assemblies
- Parent meeting/phone calls home - positive conference
- PBIS Points awarded

Students displaying unwanted behaviors on the playground may receive:

- Verbal Warning, reminder of rules during recess time
- Yellow Playground Ticket
- Students who display unsafe behaviors will receive a Referral to the Principal/Program Specialist to review and reflect on unwanted behavior with a Think Sheet
- Parent meeting/phone calls home - follow up and review at home

ELECTRONIC DEVICES / CELL PHONES

Cell Phone Policy (Mobile Communication Devices)

Rialto Unified School District

Elementary and Middle School

Students may use cell phones, smart watches, pagers, or other mobile communication devices

before school begins and after the regular school day ends. Devices must be turned off and not

visible during the school day which includes passing periods, recesses, and lunch.

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

- Early Intervention includes conducting restorative conversations with the student.
- If a student does not follow the expectation of the policy after the restorative conversations, the consequence may 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. The Staff Members who confiscate an electronic device will contact the parent via phone or in person to discuss the circumstances involved.
- A parental pick-up of the device at the end of the school day may be required for students who have not followed the expectations of the policy on multiple occasions.
- If a student continues to not meet expectations of the policy, the student shall have his/her cell phone privileges revoked for the remainder of the quarter/semester/trimester.
- In cases of severe incidents, such as distribution of pornography, severe cyber bullying, or terroristic threats; the student shall be prohibited from possessing cell phones, smart watches, or pagers while on school grounds for the remainder of the current school year.

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

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

Dress Code Policy

The mission of the Rialto Unified School District (RUSD), the bridge that connects students to their future aspirations, is to ensure each student achieves personal and career fulfillment within a global society. RUSD believes that high expectations and a safe and engaging learning environment prepares students for academic success and their future. The student dress code should serve to all students to develop a body-positive self-image. All students are expected to adhere to RUSD Student Dress Code Policy 5132 (attached), which includes but **is not limited to** the three expectations below:

“Big Three”

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

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 his Board Policy that students are expected to wear to attire that is suitable for the physical activity an 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:

- *Purchase the school’s physical education clothing*
- *Wear their own clothing (as long as suitable)*
- *Borrow the school’s “loaner” physical education clothing*

- *Work with school administration to meet expectation*

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

Non-Discrimination Policy

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

Policy 5132: Dress And Grooming ^{Status: ADOPTED} Original Adopted Date: 08/25/1999 |

Last Revised Date: 10/09/2019 | Last Reviewed Date: 10/09/2019

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that 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.

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)

Toys and Non-Educational items at School

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

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

learning may be confiscated by a teacher, administrator, or other school staff member. School staff members reserve the right to determine what is acceptable to have on campus. When items are confiscated, the items will only be returned to the parent. The Staff member who confiscates an item will make contact with the parent to discuss the circumstances involved.

New Guideline Regarding Environmental Safety

ENVIRONMENTAL SAFETY

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

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

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



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 backside of student Identification cards for students in grades 6 through 12. Please also see the following resources:

Crisis Walk-In Clinic, 909-421-9495

850 East Foothill Blvd., Rialto, CA 92376

211 San Bernardino County, 2-1-1

National Suicide Prevention Lifeline, 1-800-273-8255

The Crisis Text Line, which can be accessed by texting HOME to 741741

Rialto Unified Safety Office, 909-820-6892

BULLYING AND CYBERBULLYING POLICY

Bullying and Harassment Prevention

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 attached documents are a sample policy for Bullying Prevention & Conflict Resolution, and Student Code of Conduct for Rialto Unified School District.

Rialto Unified School District

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

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

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

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

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

Definition of Harassment and Bullying

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

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

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

"Bullying," means *systematically* and *chronically* inflicting physical hurt or psychological distress on one or more students or school employees. It is unwanted and

repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; is carried out repeatedly and is often characterized by an imbalance of power; or unreasonable interference with the individual's school performance or participation; and may involve but is not limited to:

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

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

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

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

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

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

- Any student who engages in bullying will be subject to progressive disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff to intervene in any dispute likely to result in violence.

- Students needing help in resolving a disagreement, or students observing conflict may contact an adult in the school office

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

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

Conflict Resolution

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

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

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

Rialto Unified School District

Legal Notices for Pupils and Parents/Guardians

Bullying and Harassment

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

Board Policy 5131

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

DISTRICT LIAISON

Department of Student Services

Lead Student Services Agent or Agent: Child Welfare & Attendance

260 S. Willow Ave., Rialto, CA 92376

(909) 873-4336



BULLYING/HARASSMENT COMPLAINT FORM
(Students May Report Anonymously)

Date Filed: _____ Name 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.

Sexual Harassment (Students)

The Rialto Unified School District Board of Education recognizes that harassment on the basis of sex is a violation of the law. The district believes that students have the right to attend school in an environment, which promotes an equal educational opportunity free of sexual harassment. In keeping with this policy, the District will not tolerate sexual harassment by or to any of its students. Students found guilty of sexual harassment will be suspended. If a student feels that they are being sexually harassed, they must immediately report the incident to an adult. The adult is to send the student to the principal or assistant principal. The site administrator will investigate the complaint, determine the validity of the complaint, and take appropriate action.

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.

RIALTO UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT PROCEDURES

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

UNIFORM COMPLAINT PROCEDURES

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 Programs, 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 no later than six (6) months from the date of the alleged violation(s) of federal or state law 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 complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.
6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.
8. If you are alleging that you are a victim of discrimination, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State

Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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

RIALTO UNIFIED SCHOOL DISTRICT COMPLAINT PROCEDURES

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

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

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six (6) months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment, intimidation, and bullying (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 thirty (30) 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, harassment, intimidation or bullying, 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.
9. The Uniform Complaint Procedures shall be used to address any complaint alleging the District's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities and for failure to comply with the requirements for the development and adoption of a school safety plan.

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

Revised: 7/17/13



RIALTO UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT FORM

DATE: _____

NAME OF PERSON FILING THIS COMPLAINT:

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

PUPIL'S NAME _____

ADDRESS _____

CITY & STATE _____

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

2. NAME OF PERSON YOU ARE COMPLAINING AGAINST:

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

JOB TITLE _____

LOCATION _____

PHONE: WORK _____
(AREA CODE)

3. NATURE OF COMPLAINT:

CHECK ONE OR MORE AND SPECIFY EACH ITEM CHECKED

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

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

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

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

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

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

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

☐ YES ☐ NO

IF YES, WHO DID YOU SPEAK TO?

NAME:

JOB TITLE:

LOCATION:

DATE OF DISCUSSION:

WHAT WAS THE RESULT OF THE DISCUSSION?

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

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

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

WITNESS #1

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

WITNESS #2

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

WITNESS #3

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ABLE TO PROVIDE.

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

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

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

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

Executed this _____ day of _____

20_____, at _____, California

Signature

Date

PLEASE SUBMIT COMPLETED FORM TO:

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

Revised 9/25/13

RIALTO USD PARENT INVOLVEMENT POLICY

Rialto USD | 6000 | BP 6020 Instruction

Parent Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

Non-Title I Schools

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

Legal Reference:

EDUCATION CODE

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

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

[51101](#) Parent rights and responsibilities

[64001](#) Single plan for student achievement

LABOR CODE

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

UNITED STATES CODE, TITLE 20

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

[6312](#) Local educational agency plan

[6314](#) Schoolwide programs

[6316](#) School improvement

[6318](#) Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

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

[35.160](#) Communications

Management Resources:

CSBA PUBLICATIONS

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

STATE BOARD OF EDUCATION POLICIES

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

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

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

WEB SITES

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

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

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

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

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

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

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

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

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

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

Policy RIALTO UNIFIED SCHOOL DISTRICT

adopted: September 22, 1999 Rialto, California

revised: November 20, 2006

Rialto USD | 6000 | AR 6020 Instruction

Parent Involvement

District Strategies for Title I Schools

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

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

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

The Superintendent or designee may:

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

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

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

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

d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parent/guardians can understand. e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan. f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

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

The Superintendent or designee may:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In addition, the Superintendent or designee may:

a. Involve 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 District wide parent advisory council to provide advice on all matters related to parent involvement in Title I programs.

h. Develop appropriate roles for community-based organizations and business in parent involvement activities.

i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.

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

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

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

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

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

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

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

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

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

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

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

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

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool

Youngsters, Parents as Teachers Program, public preschool, and other programs. (20 USC [6318](#))

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

The Superintendent or designee may:

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

The Superintendent or designee shall:

- a. Ensure that the evaluation 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 school wide programs pursuant to 20 USC 6314>

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

4. Provide the parents/guardians of participating students all of the following:

a. Timely information about Title I programs.

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

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

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

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

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

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

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

This compact shall address:

a. The school's responsibility 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/Co-curricular Activities)

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

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

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

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

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

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

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

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

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

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

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

District Strategies for Non-Title I Schools

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

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

The Superintendent or designee may:

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

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

The Superintendent or designee may:

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

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

The Superintendent or designee may:

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

FITZGERALD PARENT ENGAGEMENT POLICY



Dr. Edward Fitzgerald Elementary School

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116(b)(1))?

Parents are notified of the Title I, Parent and Family Engagement Policy, in both English and Spanish, using a variety of methods that include: School Website, SSC Meetings, Parent Workshops/Meetings, and Student/Parent Handbook.

The Title I, Parent and Family Engagement Policy is made available to the local community by posting a copy on the School Website and having a copy available in the office for review.

The Title I, Parent and Family Engagement Policy is reviewed during the School Site Council meetings and updated as needed to reflect the current needs of the parents and the school.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Back to School Night*
- Coffee with the Principal*
- Family Literacy/Math/Science Nights*
- Open House*
- Parent Workshops*

*Meetings, workshops, and events could be in-person or virtually.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116(c)(1)). Add details about the annual meetings in the box below:

The annual meeting to inform parents about Title I, Part A requirements are held during

Back to School Nights and during at least one parent meeting/workshop.*

*Meetings, workshops, and events could be in-person or virtually.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below :

- Morning Meetings for Coffee with the Principal*
- Family Engagement Nights*
- SSC/ ELAC/ AAPAC meetings held during the morning and afterschool*
- Parent Workshops held during the regular school day and post school hours*

*Meetings, workshops, and events could be in-person or virtually.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parent Event Planning Meetings/Groups
- SSC/ ELAC/ AAPAC*
- Back to School Night*
- Coffee with the Principal*

*Meetings, workshops, and events could be in-person or virtually.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- Website
- Parent Communication Application (Phone and Text Messaging Services)
- Posted in and outside school grounds
- Electronic Marquee
- Flyers
- Emails
- Letters

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c)(4)[B]). How does the school provide the information?

- Open House*
- Back to School Night*
- Parent/ Teacher Conference*
- Parent Workshops*

*Meetings, workshops, and events could be in-person or virtually.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Safety Meetings*
- SSC/ ELAC/ AAPAC Meetings*
- Coffee with the Principal*
- Parent Surveys

*Meetings, workshops, and events could be in-person or virtually.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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:

- Parent involvement/ Engagement Opportunities*
- Parent Workshops*
- Family Engagement Activities*
- Parent Advisory Groups*

*Meetings, workshops, and events could be in-person or virtually.

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Family Engagement Night*
- Back to School Nights*
- Parent/Teacher Conferences*
- Parent Workshops*

*Meetings, workshops, and events could be in-person or virtually.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Raising A Reader*
- Parent Workshops*
- Family Engagement Seminars*
- Parent Conferences*
- Parent Newsletter

*Meetings, workshops, and events could be in-person or virtually.

With the assistance of Title I, Part A parents , the school educates staff members in the value of parent contributions , and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Parent Planning Meetings/Group*
- Staff Meetings*
- Professional Development*
- Professional Learning Communities*
- Leadership Team Meetings*

*Meetings, workshops, and events could be in-person or virtually.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- Parent Volunteer Workshops*
- Parent Summit*
- District Parent Involvement Center

*Meetings, workshops, and events could be in-person or virtually.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- All school correspondence is distributed in both English and Spanish
- Posted on School Website with ability to change languages
- Interpreters are available at all school functions/meetings for parents.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parent Training⁸ ex. Literacy and Numeracy Programs
- Parent Workshops*
- Family Engagement Opportunities*

*Meetings, workshops, and events could be in-person or virtually.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Dr. Edward Fitzgerald Elementary School on November 14, 2024 and will be in effect for the period of the entire 2024-2025 school year.









The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: December 1, 2024

Kimberly Rosas, Principal
Signature of Authorized Official

Date: November 14, 2024

California Department of Education July
2018

CRITICAL INCIDENT RESPONSE PLAN

<div> EMERGENCY DIAL: 911 </div> <div>  EMERGENCY PROCEDURES </div> <div>  RUSD SAFETY SERVICES & OPERATIONS <small>OFFICE: (909) 421-7609</small> <small>DISPATCH: (909) 820-6892</small> </div>		
<div> Active Shooter/Lockdown  </div> <ul style="list-style-type: none"> • Call 911 • Run: Get into a building, lock and barricade doors, shut off lights, silence cell phone • Prepare to Defend: Be ready to protect and defend yourself using any item available • Remain in Place: Wait for all clear from authorities before evacuating your area 	<div> Earthquake  </div> <p><i>Drop, Cover, and Hold...</i></p> <ul style="list-style-type: none"> • Under a table or desk or against an interior wall until shaking stops (do not stand in the doorway) • After shaking stops, check yourself and others around you for injuries • Evacuate, if directed by Emergency Personnel and/or authorized District staff 	<div> Bomb Threat  </div> <p><i>If you receive a Bomb Threat</i></p> <ul style="list-style-type: none"> • Stay calm/pay attention • Obtain vital information • Call 911 and provide information <p>Important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures</p> <ul style="list-style-type: none"> • Check your work area for unfamiliar items. Do not touch suspicious items; report them to authorities • Take personal belongings with you when you leave • Leave doors and windows open; do not turn light switches on or off • Use stairs, <u>not</u> elevators • Move far away from the building and follow the instructions from emergency responders
<div> Fire/Evacuation  </div> <ul style="list-style-type: none"> • Call 911 • Activate nearest fire alarm • Proceed to nearest exit • Use stairs, not elevators • Assist persons with disabilities • Meet at a designated area • Account for individuals • Re-enter area only when authorized by emergency personnel <p>Fire Extinguisher Instructions:</p> <p>P - Pull Safety pin from handle A - Aim nozzle at base of fire S - Squeeze the trigger of the handle S - Sweep from side to side</p>	<div> Medical Emergency  </div> <ul style="list-style-type: none"> • Call 911 and/or Safety Control Dispatch at (909) 820-6892 • <i>Remain Calm</i> - provide comfort to the sick or injured person, if you are able • Provide name, location, and type of emergency • Stay on phone for instructions • Provide first aid, if you are certified • Follow the directions from the Emergency Personnel • Move victim <i>only</i> if danger is imminent • Designate a proactive, willing person to meet first responders 	<div> Suicide Threat or Attempt </div> <p>What: When a person makes a verbal or physical gesture to inflict self-harm, follow these steps</p> <p>If threat is imminent, do not delay, call 911</p> <p>Actions to take:</p> <ol style="list-style-type: none"> 1. Make every effort to clear others from the area 2. Remain calm and listen attentively 3. Get the individual to talk (remember vital information) 4. Stay with the individual 5. Notify staff resources for assistance (i.e. principal, counselor, nurse, crisis team)
<div> Chemical/Hazardous Spill  </div> <ul style="list-style-type: none"> • Call 911 - Give a description of the type of chemical, size or possible exposures • Evacuate the area and/or building • Wait for all clear indications from Emergency Personnel • Call RUSD Risk Management at (909) 820-7700 ext. 2110 		

FIREARMS SAFETY MEMORANDUM



SAFETY SERVICES MEMORANDUM 002/2024-2025



Norberto Perez
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Magali Nuñez
Secretary III

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

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).



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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.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

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

<https://www.sarconline.org/public/summary/36678506111728/2019%E2%80%932020>

Accessibility

Fitzgerald Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- Information and school reports are provided in a format and language that parents understand.
- Establish a school-wide parent volunteer program to open opportunities for parents to assist teachers and staff in organizing school events and preparing for classroom activities.