



RIALTO

UNIFIED SCHOOL DISTRICT
BRIDGING FUTURE THROUGH INNOVATION

Hughbanks

Elementary School

Rialto Unified School District

2025-2026

Scholar and Parent Handbook

*Principal: Dr. Danielle Osonduagwuike
Program Specialist: Ms. April Gardner*

2241 North Apple Avenue

Rialto, CA 92377

(909) 820-7970



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Husky Pledge

As a Hughbanks' Husky, I pledge to do my best to follow the four expectations:

Be Kind,

Be Safe,

Be Responsible,

and Be Respectful.





RIALTO UNIFIED SCHOOL DISTRICT

2025-2026

Rialto Unified School District

Mission

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

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

Rialto Unified School District Board of Education

Dr. Stephanie E. Lewis, President
Joseph W. Martinez, Vice President
Evelyn P. Dominguez, LVN, Clerk
Edgar Montes, Board Clerk
Dakira R. Williams, Member

Innovation Team

Dr. Judy White, Interim Superintendent
Dr. Rhea McIver Gibbs, Deputy Superintendent
Dr. Jon Black, Associate Superintendent
Diane Romo, Associate Superintendent
Dr. Denise Ellis, Associate Superintendent
Gustavo Paiz, Chief of Safety and Security
Dr. Robin McMillon, Executive Director, Student Services
Dr. Sonya Scott, Executive Director, Special Services
Dr. Ingrid H. Lin, Executive Director, Multilingual Education & ELA
Dr. Manuel Burciaga, Executive Director, Education Services
Syeda Jafri, Director, Communication /Media Services
Beth Ann Scantlebury, Executive Director Tech. Services
Norberto Perez, Executive Director, ELOP
Roxanne Dominguez, Executive Director, Human Resources
Armando Urteaga, Executive Director, Human Resources

Hughbanks Elementary School



School Mission

The mission of Hughbanks Elementary School, the illuminating northern lights, is to inspire our Huskies to pursue a “PAWS-itive” future, to ensure all students have the foundation to become creative and productive individuals through a vital, inclusive system distinguished by:

- High expectations for student achievement (utilizing Positive Attitudes With Success-PAWS)
- Positive connections among school, students, and families
 - Active community engagement
 - Appreciation and acceptance of cultural diversity
- A safe, engaging, and respectful learning environment

PRINCIPAL'S MESSAGE

Good Morning Hughbanks Huskies!

Welcome to a brand new day at Hughbanks Elementary School, the Illuminating Northern Lights!

This year, our theme is Mission PAWSible! And I want you to hear this clearly — every single one of you is capable of amazing things. Your mission, should you choose to accept it, is to show up each day ready to learn, ready to grow, and ready to shine.

At Hughbanks, we believe in building a strong foundation so that all of our students become creative and productive individuals. That means:

- We have high expectations for every Husky because we know you can achieve great things.
- We build positive connections between our school, our students, and our families.
- We stay engaged with our community because we are stronger together.
- We celebrate and appreciate the cultural diversity that makes our school bright and beautiful.
- And we make sure our campus is always a safe, respectful, and engaging place to learn.

What does Mission PAWSible look like every day?

It looks like:

- Choosing a positive attitude even when something feels hard.
- Encouraging a classmate instead of putting them down.
- Taking responsibility for your learning.
- Showing kindness, respect, and courage.
- Believing that success is something you work toward step by step.

Huskies, success is not just about grades. It is about character. It is about effort. It is about resilience. When we put our PAWS together — Positive Attitudes With Success — there is nothing we cannot accomplish.

Remember, just like the northern lights brighten the sky, each of you brings your own light to Hughbanks. When we shine together, our whole school glows.

So let's accept the mission.

Let's lead with positivity.

Let's work with purpose.

Let's make this year truly **Mission PAWSible!**

I am proud to be your principal, and I cannot wait to see how each of you shines.

Go Huskies!

SCHOOL MOTTO:

**MISSION
“PAWSIBLE”**

2026 Theme:



WHAT'S new ?






RIALTO UNIFIED SCHOOL DISTRICT EXPANDED LEARNING PROGRAMS



- Sports, Literacy Media, Culinary Arts, Moxie Art, Quest
- DJ, STEMulate
- Wear Your CROWN



Expanded Learning Programs Transitional Kindergarten AM 7:45am Transitional Kindergarten PM 11:10am

 ARRIVAL & DISMISSAL PROCEDURES 2025-2026		
Grade	Instruction Time/ Entry Gate	Dismissal Time/ Exit Gate
TK ELO AM Ms. Palacios <small>Expanded Learning Opportunit</small>	7:45am Gate: K-1	TK PM- 10:45am <small>To lunch/Ms. Gutierrez</small>
Transitional Kinder (TK) AM	7:45am Gate: K-1	Mrs. Castrejon No ELO- 11:50am- Gate K-1 Ms. Palacios ELO PM- 2:45pm- Gate K-1
Transitional Kinder (TK) PM	10:30am-lunch 11:10am Instruction Gate: D	Mrs. Gutierrez TK PM- 2:35pm- Gate D
TK ELO PM Ms.. Palacios <small>Expanded Learning Opportunity</small>	11:45am <small>(from Mrs. Castrejon's class)</small>	TK PM- 2:45pm- Gate K-1
Kindergarten	8:00am Gate: A	2:06pm (Min. Day-12:58pm) Ruelas & Viveros- Gate E Ceballos - Gate K-1
EN Class (Anderson)  Bus Riders	8:00am Gate: D	EN Class (Anderson)- Gate K-2 2:06pm (Min. Day-12:58pm)  Bus Riders Gate D
1, 2, 3	8:00am Gate: A	2:06pm (Min. Day-12:58pm) Grades 1 & 2- Gate B Grade 3- Gate A
4 & 5	8:00am Gate: A	2:16pm (Min. Day-1:04pm) Grade 4- Gate A Grade 5- Huskies' Gate

STAFF DIRECTORY

 Hughbanks Elementary 					
STAFF DIRECTORY 2025-2026					
Grade	Teacher	Room	Ext.	ADMINISTRATORS	
TK	Gutierrez, Irene	F-2	2602	Osonduagwuike, Danielle Principal 1120	
TK	Castrejon, Marcella	F-1	2601	Gardner, April Program Specialist 1119	
TK	Sierra, Malinally	B-3	2203	CLERICAL STAFF	
ELO/TK	Palacios, Esmeralda	F-5	2605	Anderson, Mercedes School Administrative Assist. 1101	
EN-(Mod/Inv) K-2nd	Anderson, Allyson	K-2	2702	Martinez, Laura Categorical Project Assist. 1102	
K	Ceballos, Karen (SAI)	K-1	2701	Chavana, Nichole Office Assistant 1103	
K	Ruelas, Jennifer	F-4	2604	HEALTH OFFICE STAFF	
K	Viveros, Monica (SEI)	F-3	2603	Milian-Costello, Saddmy Health Services Assist. 1104	
1	Riat, Sarah (Inclusion)	E-1	2501	Flores, Claudia School Nurse 1105	
1	Sweet, Francesca	E-4	2504	Flores, Claudia School Nurse (909) 963-6203	
1/2	Brande, Alyssa (Combo)	E-3	2503	TECHS	
2	Rhoads, Julia (SEI)	E-2	2502	Mobley, Angel Library/Media Tech 1111	
2	Washa, Kendra (Inclusion)	D-1	2401	Ponce, Brandon Instructional Tech. Assist. (B-2) 2202	
3	Arratia, Engracia (Inclusion)	D-4	2404	CUSTODIANS	
3	Lugo, Elisa	D-2	2402	Reyes, Elvis AM Custodian 2802	
3	Williams, Colleen	D-3	2403	Alvarado, Cuauhtemoc PM Custodian	
4	Curry, Eric (Inclusion)	C-2	2302	Bernal-Soto, Josiah Split Custodian	
4	Enns, Mindy	C-1	2301	SUPPORT STAFF	
4/5	Munoz, David	C-4	2304	Alzammar, Ashley Reading Specialist (C-3) 2303	
5	Avila, Deanna (Inclusion)	P-5	2905	Van Hulle, Christina Reading Specialist (C-3) 2303	
5	Luna-Vargas, Dr. Juan	P-7	2907	Lampert, Michelle RSP Teacher-ALL (C-3) 2303	
ALL	Movement Room	P-6	2203	Kawahara, Mikaela Counselor (C-6) 2306	
ALL	Conference/Meeting Room	H-1	2801	Harbouche, Adnane TBS (C-6) 2306	
<p>Elizabeth T. Hughbanks 2241 N. Apple Ave. Rialto, CA 92377 Phone: (909) 820-7970 Fax: (909) 421-7607</p>				Harp, Summer Speech Therapist (A-2) 1106	
				Think Together-(Tanya) 909-240-3072 (B-1) 2201	
				NUTRITION SERVICES	
				Yvette Aguayo Cafeteria 1110	
				EMERGENCY SUPPORT SERVICES	
				Patrol Dispatch/Sonitrol 909-820-6892	
				Tiny Tots Pre-school 909-820-2525	
Rialto Fire Department 909-820-2620					
CPS: 1-800-827-8724 FAX: 909-891-3545					
Rialto Fire Department 909-820-2620					
Animal Control 909-820-2551					
WE TIP 800-782-7463					



2025-2026 RUSD Academic Calendar

2025-2026 RUSD Calendario Academico



RIALTO UNIFIED SCHOOL DISTRICT 2025-2026 ACADEMIC CALENDAR

August

S	M	T	W	T	F	S
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December

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January

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February

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March

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April

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May

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June

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KEY

- Elementary School Minimum Day
- Middle School Minimum Day
- High School Minimum Day
- △ Holiday
- Instructional Break
- Teacher Preparation Day

July

- 4 Independence Day - Offices Closed

August

- 7-8 Teachers Preparation Days
- 11 First Day of School
- 13 Middle School Back to School Night
- 14 Elementary School Back to School Night
- 28 High School Back to School Night

September

- 1 Labor Day - Offices Closed
- 17-19 Elementary School Parent Conferences

October

- 10 End of 1st Quarter for Middle and High Schools
- 13 Instructional Break
- 31 End of 1st Trimester for Elementary Schools

November

- 4-14 Elementary School Parent Conferences
- 10 Instructional Break
- 11 Veterans Day - Offices Closed
- 24-28 Fall Break
- 27-28 Thanksgiving Holiday - Offices Closed

December

- 19 End of 2nd Quarter for Middle and High Schools
- 22 Winter Break Starts
- 24 Christmas Eve - Offices Closed
- 25 Christmas - Offices Closed
- 31 New Year's Eve - Offices Closed

January

- 1 New Year's Day - Offices Closed
- 12 Teachers Preparation Day / Last Day of Winter Break
- 13 Students Return from Winter Break
- 19 Martin Luther King, Jr. Day - Offices Closed

February

- 9 Lincoln Day (Observed) - Offices Closed
- 16 President's Day - Offices Closed
- 27 End of 2nd Trimester for Elementary Schools

March

- 11 Middle School Open House
- 18 Elementary School Open House
- 20 End of 3rd Quarter for Middle and High Schools
- 23-27 Spring Break

May

- 25 Memorial Day - Offices Closed

June

- 4 End of 4th Quarter for Middle and High Schools / End of 3rd Trimester for Elementary Schools
- 4 Last Day for Students
- 5 Teachers Preparation Day
- TBA Middle School Completion Ceremonies
- TBA High School Graduation Day
- 19 Juneteenth - Offices Closed

Calendar revised June 2025



DISTRITO ESCOLAR UNIFICADO DE RIALTO
2025-2026
 CALENDARIO ACADÉMICO

Agosto

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Septiembre

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Octubre

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Noviembre

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Diciembre

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Enero

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Febrero

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Marzo

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Abril

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Mayo

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Junio

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CLAVES

- Día mínimo en la Escuela Primaria
- Día mínimo en la Escuela Intermedia
- Día mínimo en la Escuela Preparatoria
- △ Día festivo
- Descanso instructivo
- Día de preparación de maestros

Calendario revisado Junio de 2025

- Julio**
- 4 Día de la Independencia - Oficinas cerradas
- Agosto**
- 7-8 Días de preparación para maestros
 - 11 Primer día de clases
 - 13 Noche de regreso a clases de escuela intermedia
 - 14 Noche de regreso a clases de escuela primaria
 - 28 Noche de regreso a clases de escuela preparatoria
- Septiembre**
- 1 Día del Trabajo - Oficinas cerradas
 - 17-19 Reuniones con padres de estudiantes de primaria
- Octubre**
- 10 Fin del primer trimestre para escuelas intermedias y preparatorias
 - 13 Descanso instructivo
 - 31 Fin del primer trimestre para escuelas primarias
- Noviembre**
- 4-14 Reuniones con padres de estudiantes de primaria
 - 10 Descanso instructivo
 - 11 Día de los Veteranos - Oficinas cerradas
 - 24-28 Vacaciones de otoño
 - 27-28 Acción de Gracias - Oficinas cerradas
- Diciembre**
- 19 Fin del segundo trimestre de escuelas intermedias y preparatorias
 - 22 Comienzo vacaciones de invierno
 - 24 Nochebuena - Oficinas cerradas
 - 25 Navidad - Oficinas cerradas
 - 31 Noche de Fin de Año - Oficinas cerradas
- Enero**
- 1 Año Nuevo - Oficinas cerradas
 - 12 Día de preparación de maestros / Último día de las vacaciones de invierno
 - 13 Los estudiantes regresan de las vacaciones de invierno
 - 19 Día de Martin Luther King, Jr. - Oficinas cerradas
- Febrero**
- 9 Día de Lincoln (festivo) - Oficinas cerradas
 - 16 Día del Presidente - Oficinas cerradas
 - 27 Fin del segundo trimestre para escuelas primarias
- Marzo**
- 11 Día de puertas abiertas de escuelas intermedias
 - 18 Día de puertas abiertas de escuelas primarias
 - 20 Fin del tercer trimestre para escuelas intermedias y preparatorias
 - 23-27 Vacaciones de primavera
- Mayo**
- 25 Día de los Caídos - Oficinas cerradas
- Junio**
- 4 Fin del cuarto trimestre para escuelas intermedias y preparatorias / Fin del tercer trimestre para escuelas primarias
 - 4 Último día para los estudiantes
 - 5 Día de preparación para maestros
 - TBA Ceremonias de finalización de escuelas intermedias
 - TBA Día de graduación de escuelas preparatorias
 - 19 Juneteenth - Oficinas cerradas



HUGHBANKS ELEMENTARY

2025-2026

SCHOOL CALENDAR



JULY 2025	Principal	JANUARY 2026																																																																																																								
<table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td style="background-color: yellow;">4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			Danielle Osonduagwuike Program Specialist April Gardner DISTRICT HOLIDAYS July 4: Independence Day Sept 1: Labor Day Nov 11: Veterans' Day Nov 27-28: Thanksgiving Holiday Dec 24: Christmas Eve Dec 25: Christmas Day Dec 31: In lieu of Admissions Day Jan 1: New Year's Day Jan 19: Dr. Martin Luther King's Day Feb 9: Lincoln's Day Feb 16: Presidents' Day May 25: Memorial Day Jun. 19: Juneteenth Holiday	<table border="1" style="width: 100%; text-align: center;"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td style="background-color: yellow;">1</td><td>2</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td style="background-color: yellow;">19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	T	F	S						1	2	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																				
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ELIZABETH T. HUGHBANKS ELEMENTARY SCHOOL
2025 - 2026 BELL SCHEDULE

REGULAR DAY

KINDERGARTEN (296 Instr. Min.)

8:00 – 9:35	Instruction	95 MIN
9:35 – 9:50	Recess	15 MIN
9:50 – 11:25	Instruction	95 MIN
11:25 – 11:50	Lunch	25 MIN
11:50 – 12:05	Recess	15 MIN
12:05 – 1:00	Instruction	55 MIN
1:00 – 1:15	Recess	15 MIN
1:15 – 2:06	Instruction	51 MIN

1st GRADE (296 Instr. Min.)

8:00 – 9:35	Instruction	95 MIN
9:35 – 9:50	Recess	15 MIN
9:50 – 11:00	Instruction	70 MIN
11:00 – 11:15	Recess	15 MIN
11:15 – 11:40	Lunch	25 MIN
11:40 – 1:00	Instruction	80 MIN
1:00 – 1:15	Recess	15 MIN
1:15 – 2:06	Instruction	51 MIN

2nd GRADE (296 Instr. Min.)

8:00 – 9:35	Instruction	95 MIN
9:35 – 9:50	Recess	15 MIN
9:50 – 11:15	Instruction	85 MIN
11:15 – 11:30	Recess	15 MIN
11:30 – 11:55	Lunch	25 MIN
11:55 – 1:00	Instruction	65 MIN
1:00 – 1:15	Recess	15 MIN
1:15 – 2:06	Instruction	51 MIN

3rd GRADE (296 Instr. Min.)

8:00 – 9:35	Instruction	95 MIN
9:35 – 9:50	Recess	15 MIN
9:50 – 11:45	Instruction	115 MIN
11:45 – 12:10	Lunch	25 MIN
12:10 – 12:25	Recess	15 MIN
12:25 – 1:00	Instruction	35 MIN
1:00 – 1:15	Recess	15 MIN
1:15 – 2:06	Instruction	51 MIN

4th GRADE (321 Instr. Min.)

8:00 – 10:00	Instruction	120 MIN
10:00 – 10:15	Recess	15 MIN
10:15 – 12:10	Instruction	115 MIN
12:10 – 12:35	Lunch	25 MIN
12:35 – 12:50	Recess	15 MIN
12:50 – 2:16	Instruction	86 MIN

5th GRADE (321 Instr. Min.)

8:00 – 10:00	Instruction	120 MIN
10:00 – 10:15	Recess	15 MIN
10:15 – 12:15	Instruction	120 MIN
12:15 – 12:40	Lunch	25 MIN
12:40 – 12:55	Recess	15 MIN
12:55 – 2:16	Instruction	81 MIN

**Expanded Learning
Opportunity (ELO) Preschool**

(AM) ELO Preschool

7:45 AM-10:45 AM

(PM) ELO Preschool

11:45 AM-2:45 PM

**TRANSITIONAL
KINDERGARTEN**

**AM Session- TRANSITIONAL
KINDERGARTEN (205 Instr. Min.)**

7:45 – 9:00	Instruction	75 MIN
9:00 – 9:15	Instruction/Recess	15 MIN
9:15 – 10:30	Instruction	75 MIN
10:30 – 10:55	Lunch	25 MIN
10:55 – 11:10	Recess	15 MIN
11:10 – 11:50	Instruction	40 MIN

*TK schedule remains the same on
Minimum Days

**PM Session - TRANSITIONAL
KINDERGARTEN (205 Instr. Min.)**

10:30 – 10:55	Lunch/Arrival	25 MIN
10:55 – 11:10	Recess	15 MIN
11:10 – 12:45	Instruction	95 MIN
12:45 – 1:00	Instruction/Recess	15 MIN
1:00 – 2:35	Instruction	95 MIN

*TK schedule remains the same on
Minimum Days



MINIMUM DAY

KINDERGARTEN (243 Instr. Min.)

8:00 – 9:35	Instruction	95 MIN
9:35 – 9:50	Recess	15 MIN
9:50 – 11:25	Instruction	95 MIN
11:25 – 12:05	Lunch	40 MIN
12:05 – 12:58	Instruction	53 MIN

1st GRADE (243 Instr. Min.)

8:00 – 9:35	Instruction	95 MIN
9:35 – 9:50	Recess	15 MIN
9:50 – 11:00	Instruction	70 MIN
11:00 – 11:40	Lunch	40 MIN
11:40 – 12:58	Instruction	78 MIN

2nd GRADE (243 Instr. Min.)

8:00 – 9:35	Instruction	95 MIN
9:35 – 9:50	Recess	15 MIN
9:50 – 11:15	Instruction	85 MIN
11:15 – 11:55	Lunch	40 MIN
11:55 – 12:58	Instruction	63 MIN

3rd GRADE (243 Instr. Min.)

8:00 – 9:35	Instruction	95 MIN
9:35 – 9:50	Recess	15 MIN
9:50 – 11:45	Instruction	115 MIN
11:45 – 12:25	Lunch	40 MIN
12:25 – 12:58	Instruction	33 MIN

4th GRADE (249 Instr. Min.)

8:00 – 10:00	Instruction	120 MIN
10:00 – 10:15	Recess	15 MIN
10:15 – 12:10	Instruction	115 MIN
12:10 – 12:50	Lunch	40 MIN
12:50 – 1:04	Instruction	14 MIN

5th GRADE (249 Instr. Min.)

8:00 – 10:00	Instruction	120 MIN
10:00 – 10:15	Recess	15 MIN
10:15 – 12:15	Instruction	120 MIN
12:15 – 12:55	Lunch	40 MIN
12:55 – 1:04	Instruction	9 MIN

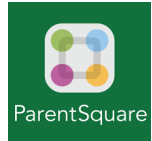
**INCLEMENT WEATHER
LUNCH SCHEDULE**

*10:30 – 10:55	PM Transitional Kindergarten
*11:10 – 11:35	AM Transition Kindergarten
11:25 – 11:55	Kindergarten
11:00 – 11:30	1 st Grade
11:30 – 12:00	2 nd Grade
11:45 – 12:15	3 rd Grade
12:10 – 12:40	4 th Grade
12:15 – 12:45	5 th Grade

8/07/2025

Communication Tools

Hughbanks Elementary School strives to provide current and continuous communication throughout the school year to include and raise awareness of our programs with the entire school community. Hughbanks' administration, teachers, and support staff members strongly encourage parents to:



- **Download the PARENTSQUARE application**
 - sign-up for communications from your scholar's classroom teacher
 - and sign up for communications for the school

- Listen to all **PARENT SQUARE** phone messages and/or read text messages
- Monitor the Hughbanks School Website for newsletters, monthly calendars, flyers to events, and additional information that pertains to your child's education and our school programs. (<https://kec.rialto.k12.ca.us/Domain/19>)



- Social Media-
 - Facebook- Like us at Elizabeth T. Hughbanks
 - Instagram- @hughbankshuskiesrusd



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 personnel and will not be released to the public. Please keep the school informed of any changes on the emergency card (emergency contacts, current address and phone numbers). California Education Code requires parents/guardians to keep active phone numbers on file with the school site.

Rialto Unified School District's Academic School Calendar

- This handbook contains the 2025-2026 Rialto USD's academic calendar on pages 5 and 6 (At a Glance). On this calendar, you will find the days in which school is in session, designated minimum days, parent-teacher conference days, Back to School Night and Open House Night.
- The school district also places this calendar on their website at: <https://kec.rialto.k12.ca.us/kec>. Refer to the "Families" section of the website and refer to "2025-2026 Academic Calendar".



SCHOOL POLICIES & PROCEDURES

OFFICE HOURS

The school's administration office is open from 7:30 a.m. to 4:00 p.m. (Monday through Friday)
 Closed on District holidays and the hours may vary when school is not in session.

LEGAL DOCUMENTS REGARDING STUDENTS

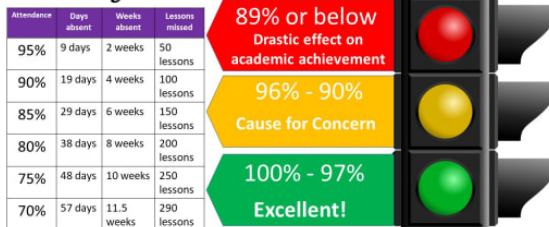
It is especially important that the teacher and administration at Hughbanks be made aware of any legal issues concerning Hughbanks students as soon as possible. Legal documents pertaining to custody, guardianship, restraining orders, or any other court orders that relate to who is allowed contact with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

MOVING DURING THE YEAR

If your family moves out of the Hughbanks 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 Hughbanks School for the remainder of the year. Failure to inform the school office may result in your child being dropped from enrollment at Hughbanks

ATTENDANCE

Why is it important?



SCHOOL ATTENDANCE AND ABSENCES

SCHOOL ATTENDANCE

Attendance is mandatory. Student absences are processed and monitored by the school staff.

ABSENCES

Please call the Main Office when your student is absent from school at 909-820-7970. You can also bring in a written note explaining the absence. Illness or injury, a doctor or dental appointment, attendance at a funeral of an immediate family member, or a medical quarantine are the only acceptable "excused absences" identified in the Education Code. We encourage you to schedule your student's doctor and dental appointments outside of school hours or when school is not in session. If this is not possible, please remember your students must be signed out from the Main Office.

If your child must be absent for an appointment, please bring him/her to school for the remaining portion of the day

TARDY Policy:

AM Transitional Kindergarten begins at 7:45AM. Students are tardy when they arrive after 7:45AM. At 7:55AM the morning bells will ring for Grades K-5.

K-5 Students who arrive on campus after instruction begins (after 8:00 AM) are considered **tardy and must have a pass from the office to be admitted to class.**

TK PM start time is 11:15AM (lunch 10:30AM). If a student arrives after 11:15AM, they are tardy and must enter in through the office.

EARLY PICK-UPS/EARLY DISMISSAL We encourage parents to schedule doctor and dental appointments around school hours or when school is not in session. Keep in mind that the last 30 minutes of the school day is extremely busy in our main office and classrooms. We have bell to bell instruction. Instructions are given and homework is confirmed during the end of the school day. If appointments are made during school hours, please remember your child must be signed out in the main office. Students who are picked up early will not be eligible for perfect attendance awards.

STEP-UP ABSENCE RECOVERY PROGRAM

We are pleased to be able to offer the STEP-UP Absence Recovery Program. This program is designed to allow students to make up an **absence** while funds are generated for both the school and the District. The STEP UP Absence Recovery Program is offered on specified Saturdays for Grades TK-5th from 8:00 a.m.– 12:00 p.m. Students must stay the duration of the program, and be signed in and signed out on the attendance sheets by a parent/guardian. The make-up day will be applied to the oldest absence on the student's attendance history for this school year.

*Tardies or parent initiated early dismissals cannot be recovered.

Attendance

Compulsory Attendance Law

According to Attendance Law 48260(a), any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for 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 to the superintendent of the school district.

Acceptable Reasons for Excused Absences

1. Personal illness (school may require a doctor's note verifying absence after 10 days).
2. Quarantine under the direction of a health officer.
3. Personal medical, dental, optometric, or chiropractic appointment.
4. Funeral services for a member of the immediate family (limited to one day in the state, and three days out of state).
5. Student serving on jury duty.
6. Exclusion for illness or medical appointment of a child of whom the pupil is the custodial parent.
7. Personal court appearance (requires verification).

8. Prior principal approval for employment conference.
9. Employment in the Entertainment Industry for a maximum of up to five absences per school year.
10. Observance of a religious holiday or ceremony (recommended three (3) days advance notice to school).
11. Religious retreat (limited to four (4) hours per semester).
12. Prior principal approval for reasons, which may not be included elsewhere, but are pursuant to uniform standards established by the governing board.
13. For the purpose of serving as a member of a precinct board for an election pursuant.
14. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the military service.
15. Other reasons that are within the discretion of school administrators and, based on the factors of the pupil's circumstances, are deemed to constitute a valid excuse.
16. Attendance at his/her naturalization ceremony.

California Education Codes for Attendance

Education Code 46014 – The following requires a Board-adopted resolution:

Religious observance or exercise for moral or religious instruction limited to four (4) days per month. Students must attend minimum school day hours.

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

Education Code 60901(c)(1) – a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

Student Attendance Support Panel (SASP)

The mission of the Student Attendance Support Panel (SASP) is to help students stay in school, attend school regularly and graduate. SASP is a community-based effort to bring together resources to assist families with attendance and truancy issues.

The following process is required per California Education Code Procedures:

1. Letter #1 - immediate notice after a student becomes eligible based upon EC 48260.
Education Code 48260 – Any pupil subject to full-time education or to compulsory education who is absent from school without a valid excuse for more than three days or tardy or absent for more than any 30-minute period during the school day without a valid excuse or three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance administrator or superintendent of the school district.
2. Letter #2 - School Attendance Review Team (SART) Required Meeting, NO excuses.
Letter to be sent upon five unexcused absences and/or tardies in excess of 30-minutes. A meeting will be conducted to address the absences and create an attendance plan for the student. All of the following should attend the meeting:
 - Teacher
 - Administrator
 - Counselor
 - Other Support Personnel (school social worker, probation officer, school resource officer, nurse, etc.)
 - Foster and Homeless site Liaison
3. Letter #3 - Student Attendance Support Panel (SASP) Referral

Referral must be made upon the 9th unexcused absence and/or tardies in excess of 30-minutes.

PERFECT ATTENDANCE

The District strongly encourages daily attendance, but not at the risk of our students' and staff's health and well-being. If your child is ill or experiencing symptoms related to an illness, please keep them home and notify the school for alternative ways of providing instructional support.

If a student misses a day of instruction, the student is eligible to attend our STEP UP Saturday school to make up the instructional day and be provided with grade level instruction from our teaching staff.

Examples of Cumulative Perfect Attendance Awards:

- * Perfect Attendance from TK/Kinder through 5th grade
 - *No absences
 - *No Tardies
 - *No Early Pickups
 - *Absences made up at STEP UP before the end of the trimester
- * Outstanding Attendance may be recognized for TK-5th grade students.



Student Arrival Procedures

Main Parking Lot Procedures

- **Enter/Exit-** 1 Entrance and 1 Exit
- **Enter traveling north on Apple Ave.** Right turn into entrance only.
- **The Main parking lot is specifically for staff and drivers who need the handicap labeled stalls.**
- Curbside drop off and pick up only. **Green curb**
- Drivers must remain in vehicles and follow traffic flow.
- Drivers must keep the flow of traffic going (carousel style).
- **Bus Loading Zone** is for busses and Daycare Vans only

Scholar Arrival Procedures

Parents are encouraged to assess their child's health prior to their children leaving the house. Supervision of scholars begins at 7:30am each morning.

Bus Riders

- Buses shall be loaded from back to front. Age groupings will be considered while drivers and staff are seating scholars.
- Upon arrival, bus riders will enter through the "C" Gate

Grades TK AM and K

- All TK, K, 1st grade scholars will enter through the front of the school at the “K1” Gate by Kindergarten building.
 - TK & K Scholars will enter into the MPR and will be supervised until their teachers escort them to the classrooms.

Grade TK PM

- TK PM Students will enter onto campus through Gate D by the MPR.

Grades 1-5

- Drivers let students out at the **green curb** (loading/unloading zone).
- Scholars will enter from the front of the school at the “A” Gate.

TK AM Dismissal- Mrs. Castrejon- Gate K1

Mrs. Sierra- Gate B

TK PM Dismissal Mrs. Gutierrez- Gate C

Kindergarten Pick Up Procedures

- Drivers will use parking lot near K-playground and buildings (K1 & K2 Gates)
- Drivers may park in stalls or on the street. No parking at the curb.
- Parents/Guardians/Caretakers must park and walk up to pick up children from their teachers.

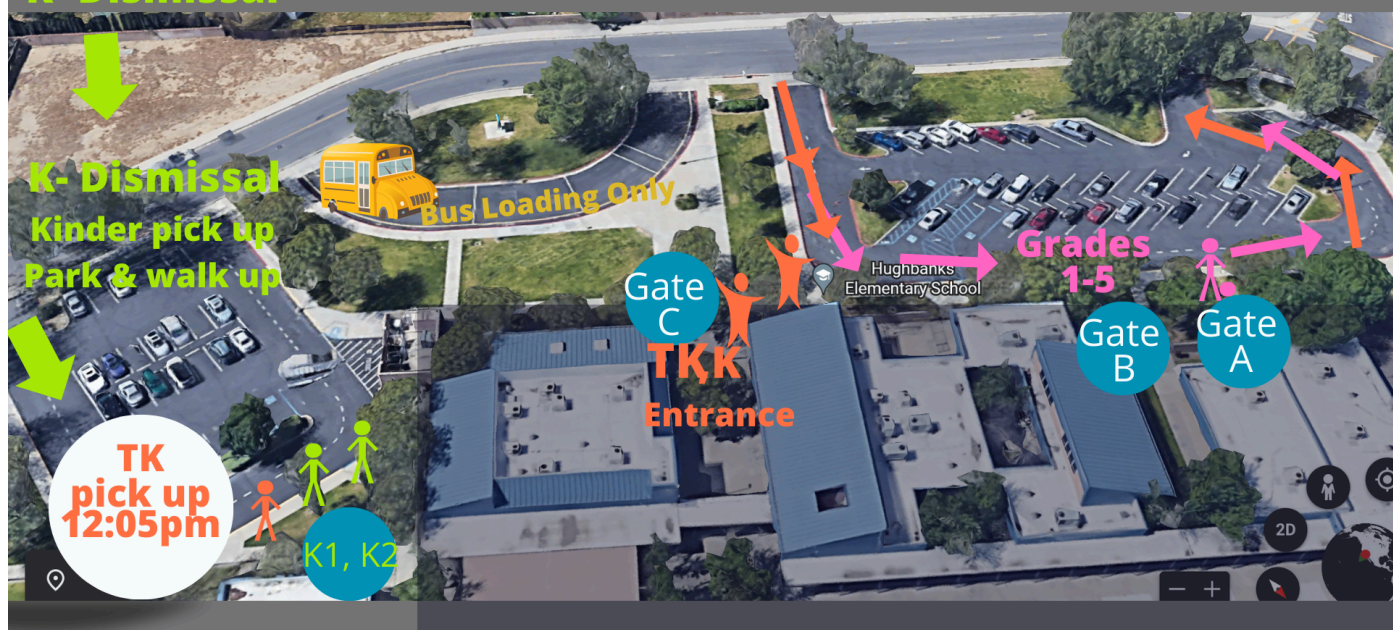
Grades 1-5 Pick Up Procedures

- Parents drive in 1 way into the main parking lot.
- Scholars will exit
 - Grades 1 & 2
 - Grades 3 & 4= Gate A
 - Grade 5 = Huskies Gate

Hughbanks Parking Lot Procedures

TK, K-5 Parent Entry & Drop Off

K- Dismissal



Transportation

Bus Transportation

- School District guidelines state that bus transportation will be provided for kindergarten students living more than one mile from school and students in grades 1-5 living more than one and a half (1 ½) miles from school.
- Bus riders are to ride their designated bus and may not ride another bus. Bus riders are expected to follow the bus rules to and from school and are responsible for their behavior on the bus.
- Each student who rides the bus will receive a Transportation Contract following enrollment. After reviewing the contract with your child, please sign, date and return the white copy to the school office. Keep the pink copy for your reference.
- Due to the California Education Code and for the students' best interest, students are expected to report directly to school or the bus stops when they leave their homes each morning and to go directly home after school or when they unload from the buses. If your child does not arrive at the bus stop at the expected time after school, please call the school.

Bus Expectations

The BUS EXPECTATIONS are as follows:

1. Rider will always wear bus tag to and from school.
2. Rider will always follow bus driver's directions.
3. Rider will stay seated and face the front of the bus.
4. Rider will keep hands, feet and all objects to self.
5. Rider will talk quietly.
6. Rider will not use foul language or vulgar gestures.
7. Rider will not eat or drink on the bus.
8. Rider will not refuse to share seating.



9. Rider will not agitate other students or driver.

Not following the BUS EXPECTATIONS enforced by the bus driver will be cause for the student to receive a bus citation and/or referral which can lead to the loss of bus privileges. **Safety is first!**

Supervision

Students must leave campus when school is dismissed. Supervision is not available for students after school. Students enrolled in the Think Together after-school program will go to the assigned Opening Activity area with the Think Together staff. If a child is not picked up at dismissal and there is no parent contact, the Rialto Police Department will be notified. Students are expected to go directly home after school.

Due to the distance involved with bus transportation, it can take up to 30 minutes for students to be dropped off. If your child is not home within a reasonable amount of time, please call transportation at (909) 820-7862. If the child is not at school, please check with friends or neighbors. If you still do not have any results, you may want to call the appropriate authorities. If you find your child, please notify the school, otherwise we will continue our search.

Safe Walking and Bicycling Routes to School

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

Bicycles, Scooters, and Skateboards

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

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

Think Together After School Program

The Think Together After School Program is available for Kindergarten – 5th grade students. If interested, parents can complete an online application (located on the school's website), or pick up an application in the school office.

- Application process: Complete the application. Once completed, you will receive a call from the site coordinator. If there is an opening your child will be placed. If not, you will be placed on a waiting list. This program is at no cost to the parents.

Classroom Visitation

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



Dress Code

Rialto Unified School District

DRESS CODE

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

RUSD believes that high expectations for students and a safe and engaging learning environment prepares students for academic success and their future. The student dress code should serve to support all students in developing a body-positive self-image. All students are expected to adhere to RUSD Student Dress and Grooming Board Policy 5132, which includes, but is not limited to, the three expectations.

“Big Three”

1. Clothing must cover and conceal undergarments; no private parts, including midriff, should be visible.

2. Appropriate shoes must be worn at all times.

3. Clothing, backpacks, and accessories must be free of images and content that are sexually suggestive, depict drugs, alcohol, or tobacco use, firearms, gang-related images, or other illegal activities.

- All RUSD staff will support students by reinforcing Dress and Grooming Board Policy 5132.

- Students who do not comply with the dress code expectations, may be subject to progressive discipline.

- Any student in need of appropriate clothing, will be referred to the RUSD Kindness Connection.

RIALTO UNIFIED SCHOOL DISTRICT
DRESS CODE

BIG THREE EXPECTATIONS

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.

THE MISSION
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 student expectations and a safe and engaging learning environment prepares students for academic success and their future. The student dress code should serve to support all students to develop a body-positive self-image. All students must adhere to RUSD Student Dress Code Board Policy 5132, which includes, but is not limited to, the three expectations above.

All RUSD staff will support students by reinforcing Dress Code Policy 5132. Students who do not comply with the above dress code expectations, may be subject to progressive discipline.

Any student in need of appropriate clothing, will be referred to the RUSD Kindness Connection.

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

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 present a health or safety hazard or is likely to cause a substantial disruption to the educational program .

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

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

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

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

(cf. 0415 – Equity)

(cf. 5145.2 – Freedom of Speech/Expression)

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

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

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

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action. (cf. 5144 - Discipline)

Gang-Related Apparel

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

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

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

Uniforms

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

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

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

—PE Attire— Student Services Memo, 9.20.22

Physical Education Attire

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

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

- 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.



LOST AND FOUND

Please use a permanent marker to label all articles of clothing backpacks, and lunch boxes with your child's name. Everyday, many items are found around campus. Despite efforts, the owners are not easily found! When lost, items are placed on the Lost and Found Rack near the Multi-Purpose Room. Items like glasses and jewelry are brought to the office.

*Every Friday, the lost and found rack will be placed outside the gates for families to retrieve their children's items.

*Please only grab what is your property.

Any unclaimed items will be donated at the end of each month to a service organization who distributes clothing to families in need.

NUTRITION SERVICES

BREAKFAST FOR ALL

All students at Hughbanks Elementary School are eligible to receive breakfast free of charge under the No Child Hungry initiative.

Breakfast at Hughbanks is served in the TK AM classrooms from 7:45am-8:00am and from 8:00am-8:15am for K-5 students. We recommend that your child arrives at school no later than 7:55 AM to walk into the classroom with their teacher and classmates in preparation for the breakfast program.

LUNCH SERVICE

All students at Hughbanks Elementary School receive breakfast and lunch free of charge. Lunch service is provided in the school's cafeteria and may also be served on our school's patio open-seating area on days with pleasant weather conditions.

School Lunch Reminders

TK & KINDERGARTEN LUNCH PROCEDURES

Transitional Kindergarten (TK) and Kindergarten classes will be served lunch in the Cafeteria/Multipurpose Room. School personnel and noon duty aides will assist and supervise all TK/K students during lunch service and recesses.

TK Teachers and their instructional assistants will supervise TK students after lunch.

REMINDERS FOR ALL STUDENTS

We promote nutrition and health and encourage our students to eat healthy snacks to maintain positive energy for learning. Students are asked to only bring individual, snack packs, or baggies of cookies, chips, or crackers in their lunches or for snacks. Students may **not**

- Share and/or trade food with other students
- Sell food to other students

FOOD AND SNACKS IN THE CLASSROOM

Students may be permitted by their teacher to eat a healthy snack or drink a bottle of water during a snack break.

School Policy and Procedures:

CLASSROOM CELEBRATIONS: Teachers plan and coordinate all classroom celebrations. Classroom celebrations may be held to enrich curriculum or acknowledge seasons. Our staff will follow the guidelines in the Student Wellness Policy. All items provided at classroom celebrations will follow those guidelines. Teachers will provide lists and correspondences for any special events in their classrooms.

STUDENT BIRTHDAY CELEBRATIONS

Highbanks Elementary School administrators and staff will find creative ways to celebrate each of our scholars' birthdays. Individual scholars' parties will not be held in the classrooms. Teachers may choose to acknowledge their scholars. All teachers will follow the RUSD Wellness Policy.

On the last Friday of each month, classes will acknowledge birthdays. Parents may choose to provide goodie bags with non-food items to share for their child's birthday for that month and must coordinate with the classroom teacher at least 24 hours before that Friday. No items will be accepted at the front office. Goodie bags may be sent with the student to school on that designated birthday celebration Friday.



The District's Student Wellness Policy (BP 5030) provides guidelines for food services and our nutrition services program and has been developed to promote health and wellness with our students.

Student Wellness Policy

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

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

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

SCHOOL POLICIES & PROCEDURE



OFFICE HOURS

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

ARRIVAL AND DEPARTURE

Please be advised that students are not allowed on campus prior to 7:30 a.m. (AM Session)/10:30AM (PM Session). Students should plan to arrive at school no earlier than 7:30 a.m. (AM Session)/10:30 a.m. (PM Session). Any student with a temperature of 100.4 or higher will be sent home. Please always have emergency contacts updated. Students **MUST** be picked up immediately by parent/guardian or emergency contact. Students sent home due to fever, must remain home for 24 hours of the onset of the fever.

Breakfast is served at 8:00 a.m. (AM Session)/10:30 a.m. (PM Session) in the classroom, so the cafeteria is closed. There is **no** supervision on campus before 7:30 a.m.

All students must be picked up immediately after their instruction time. 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 especially important that the teacher and administration at Hughbanks be made aware of any legal issues concerning Hughbanks 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 student's 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, etc.) with your child when they arrive for school in the morning.

If it becomes necessary to deliver an item to your child during the school day, please bring

the item to the front office. Your child will be called to the office, and you will be required to personally hand the item to them. This excludes medication of any kind. Arrangements for dispensing medication must be made with the health office.

Changes in pick up routine

Please make arrangements 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 message your teacher on Parent Square the day before or send a note with your child to advise your child’s teacher when he/she comes to school that morning.

If you call to leave a message for your student regarding a change in routine, we cannot guarantee delivery of any messages close to dismissal time. We are committed to minimizing classroom interruptions.

MOVING DURING THE YEAR

If your family moves out of the Hughbanks 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 to remain at Hughbanks School for the remainder of the year. Failure to inform the school office may result in your child being dropped from enrollment at Hughbanks.



SCHOOL ATTENDANCE AND ABSENCES



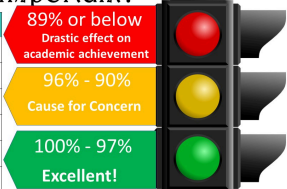
SCHOOL ATTENDANCE

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 for K-5. TK AM begins at 7:45 a.m.

K-5 Students are to be in their class lines at 7:55 a.m. . At 10:30 a.m. TK PM sessions begin.. Students who arrive on campus after their start time 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.

ATTENDANCE
Why is it important?

Attendance	Days absent	Weeks absent	Lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons



ABSENCES

Please call the Main Office when your student is absent from school at 909-820-7970. You can also send a written note explaining the absence. Illness or injury, a doctor or dental appointment, attendance at a funeral of an immediate family member, or a medical quarantine are the only acceptable "excused absences" identified in the

Education Code. We encourage you to try and schedule your student's doctor and dental appointments around school hours or when school is not in session. If this is not possible, please remember your students must be signed out from the Main 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 especially important!

Excessive Attendance Issues

Excessive tardiness and/or absences will prompt an Attendance Letter. If you receive an Attendance Letter, you **MUST** come in for a meeting with an administrator to discuss your child's attendance. Students with continued excessive absences and tardies will be referred to the Student Attendance Review Board 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.

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 or to compulsory continuing 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 and Review Board (SARB), 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.

All families receiving Cal-WORKS benefits (Formerly AFDC) should note that if your child(ren) are not attending school regularly, your assistance may be reduced. It is a requirement that to get your full check, all school-aged children must be attending school regularly and on time.

STEP-UP Saturday School (Rialto USD Attendance Recovery Program) **When deemed safe by RUSD and Health and Safety Guidelines to implement**

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. ***Tardies and Early Releases cannot be made up though STEP UP.***

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 in school rules or policies for attending 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 that your child will be out of school for 3 or more days due to a family emergency or an unforeseen event, you may request an Independent Study contract. Independent Study Contracts should be requested at least two weeks in advance of the expected absence. The **maximum** number of days a student can be placed on Independent Study in grades TK-5 is 14.

Your child will receive schoolwork which must be completed and turned in upon return 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 him/her back into school. Please be mindful that the last 30 minutes of the instructional day is a busy time for your child, we recommend that all students remain in school to ensure they receive their daily maximum instructional minutes.

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 PHOTO ID** to office personnel when picking up a student before the end of the school day. Students will not be released to anyone who is not on the emergency card unless the office receives prior parent consent.

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 concerns that originate at a school site should be resolved by the staff at that school site. 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. 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.



ALL STUDENTS RECEIVE FREE LUNCH

All students in the Rialto Unified School District will receive free lunch. 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 PROGRAM

All students will receive a free breakfast every morning in the classroom. Breakfast is served in the classroom during the first 15 minutes of class time. The Universal Breakfast Program is for all students at no cost to parents.

LUNCH PROCEDURES

Students must remain on campus for lunch. Students may bring a nutritious sack lunch from home. 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 a bag of snack items (cookies, chips, etc) will be instructed to obtain a school lunch.

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.** Large bags of snack items will be taken from students and returned at the end of the school day. Food must be eaten in the cafeteria or on the benches in the quad area. Food is not allowed on the playground. Gum is never allowed at school. Also, we strongly recommend that parents do not bring fast food for students at lunch time. 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, foods provided to students must be prepared by a food services establishment. Homemade items cannot be given to students during the school day. A list of acceptable foods is always available in the school office for parents and staff. If there is something not listed, please obtain administrator approval before bringing items to school.

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 Wellness Policy. No food or snack shall be served between breakfast and lunch times 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.

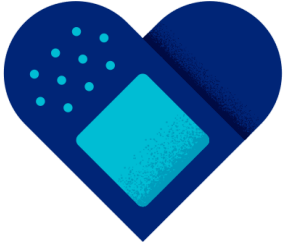
HEALTH AND SAFETY

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.

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 only be released to adults with proper identification and who is listed on the student's emergency card. PLEASE update emergency contact information when changes occur. You may also use Parent Vue to revise student information.



School Health Office

The school nurse is at Hughbanks 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 he/she can return to class.

Injuries: If your child is injured and requires 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 play time.

MEDICATIONS

State law forbids any student to have any medication in his/her 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. Please make prior arrangements with the classroom teacher. ALL GUEST 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

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 volunteering 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. There is a fee that 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.

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. Board Policy dictates that teachers are contacted at least 24 hours before the anticipated visit to determine the best time 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). Hughbanks also needs active and committed participants to help run our Parent Teacher Organization (PTO). Hughbanks needs our parents and community members to help keep our school focused on student achievement. We cannot raise achievement without your support and participation!

School Site Council

What is A School Site Council?

It is a legally binding required decision-making body for any school receiving federal funds (Title I). A group of teachers, parents, students (at the secondary level), administrators, other staff, and interested community members who work together to develop and monitor a school's improvement plan.

The School Site Council

The School Site Council is generally responsible for:

- Assessing needs of students and using data to set goals
- Gathering information from the school's English Learners Advisory Committee and other advisory groups on campus
- Revising the Single Plan for Student Achievement with budgetary allocations
- Evaluating the effectiveness of the school plan
- Revising the Home-School Compact and Parent Involvement Guidelines, as needed
- Revising School Site Council By-laws, as needed

English Language Advisory Committee

What is the English Language Advisory Committee?

Each California Public School from Kindergarten through grade 12, with 21 or more English learners must form a functional English Learner Advisory Committee (ELAC). The ELAC is a committee for parents or other community members who want to advocate for English Learners.

English Language Advisory Committee (ELAC)

The role of ELAC is to advise the principal and school staff on programs and services for English learners and the School Site Council (SSC) on the development of the School Plan for Student Achievement. The ELAC also assists the school on other tasks listed below:

- The school's program for English learners.
- The school's needs assessment.
- The school's annual language census or R-30.
- Efforts to make parents aware of the importance of regular school attendance.

Hughbanks African American Parent Advisory Council (AAPAC)

What is The African American Parent Advisory Council?

A Parent Advisory Council that will educate, empower, and engage the African American population within the school district, and improve the quality of education for African American students.

The African American Parent Advisory Council

The Purpose of the African American Parent Advisory Council is to:

- Build and strengthen the bridge between the African American community and academic success.

Hughbanks AAPAC Mission Statement

Build and strengthen the bridge between the African American community and academic success.

Purpose:

The Hughbanks' AAPAC is to work collaboratively with all parents, educators in the school community increasing parent/family engagement to foster scholar success. AAPAC is open to all parents.

*To increase community and parent engagement with our African American scholars to aid academic and social emotional success.

*To improve the quality of education for African American students by raising the level of awareness in our community about cultural learning differences and promoting an understanding among parents.

GOALS:

1. To provide resources and support to our African American families and scholars.
2. To assure all families and scholars' voices are heard to build resiliency to prevail and for barriers to be broken.
3. Engaging parents of African-American scholars in the process of working collaboratively with the school and District in establishing program goals and objectives of African American scholars

Parents United for Students with Special Services at Hughbanks (PUSSSH)

The Mission of this parent group is to work collaboratively with the school to inform families and support students with special service.

PARENT-TEACHER CONFERENCE AND REPORT CARDS

PARENT-TEACHER CONFERENCES

Parents will be asked to attend at least one parent-teacher conference during the school year to discuss their child's progress. Please make every effort to attend these conferences. Teachers will schedule parent-teacher conferences on minimum days. We encourage you to contact your child's teacher; call the school at (909) 820-7970 to schedule a parent-teacher conference at any time during the school year. Bridge Academy and Hybrid Model meetings will be held virtually.

WHAT TO DO IF YOUR CHILD IS HAVING A PROBLEM AT SCHOOL If 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 has tried several solutions, then please make an appointment with the school site's administration.

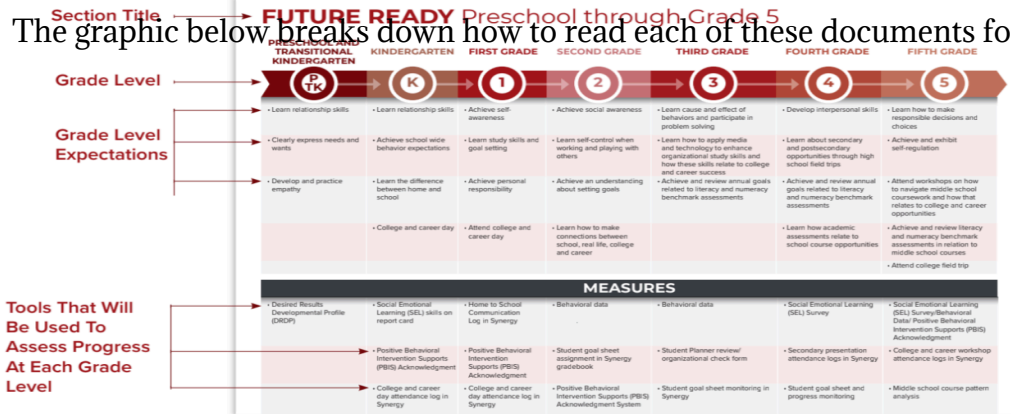
FOUNDATIONS FOR EXCELLENCE

Becoming Future Ready

As students begin their path in education, it is important to know what the expectations during their schooling career will look like. Education is a continuous process that starts from the beginning. In the Rialto Unified School District, it is important for us to relay the skills and expectations necessary for your student to be successful. Below you will find two documents that explain the literacy and numeracy skills necessary for students to be successful in each grade level while they are here at Hughbanks, Preschool through Grade 5. You will see skills in Reading, Writing, Speaking/Listening, and Math, along with the measures that are being used to track student progress across the continuum.

HOW TO READ THIS DOCUMENT

The graphic below breaks down how to read each of these documents for your reference.



ACRONYMS and TERMS KEY

A-G	University of California (UC) and California State University (CSU) student course requirements. Minimum completion of 15 college-preparatory courses with a letter grade of "C" or better.	IAB	Interim Assessment Block
ACT	American College Test	PBIS	Positive Behavior Intervention Support
ASVAB	Armed Services Vocational Aptitude Battery Test	PSAT	Preliminary Scholastic Aptitude Test
AVID	Advancement Via Individual Determination	Q	Quarter
CSU	California State University (Example: Cal State University <i>San Bernardino</i>)	S	Semester
DRDP	Desired Results Developmental Profile	SAT	Scholastic Aptitude Test
ESGI	Education Software for Guiding Instruction - Reading and Math assessment based on foundational skills	SEL	Social Emotional Learning
FAFSA	Free Application For Federal Student Aid	T	Trimester
FIAB	Focused Interim Assessment Block	UC	University of California (Example: University of California <i>Riverside</i>)

LITERACY SKILLS Preschool through Grade 5

PRESCHOOL	TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE
Reading: • Understand that letters and sounds have meaning	Reading: • Name letters and produce their sounds	Reading: • Know letters and sounds	Reading: • Read, comprehend and retell with details	Reading: • Read, comprehend and retell with sequencing	Reading: • Comprehend grade level text independently	Reading: • Compare and contrast texts and draw inferences	Reading: • Summarize texts from various sources
Writing: • Make marks to represent words	Writing: • Write, progressing from pictures to letters	Writing: • Spell and write simple words	Writing: • Write sentences to explain events or facts	Writing: • Write multiple sentences to explain events or facts in order	Writing: • Use the writing process to write a paragraph with detail and reasoning	Writing: • Produce multi-paragraph writing that is appropriate to genre	Writing: • Produce multi-paragraph writing that integrates multiple sources
Speaking/Listening: • Use short oral phrases to communicate	Speaking/Listening: • Combine oral sentences to communicate ideas	Speaking/Listening: • Ask and answer questions	Speaking/Listening: • Have discussions that build on others' ideas	Speaking/Listening: • Have discussions that build on others' ideas and ask clarifying questions	Speaking/Listening: • Express ideas clearly and build on others' ideas	Speaking/Listening: • Summarize others' ideas and orally report on a topic	Speaking/Listening: • Orally report on a topic sequencing facts and details
MEASURES							
• Desired Results Developmental Profile (DRDPs) T1, T2	• Desired Results Developmental Profile (DRDPs) T1, T2	• Education Software for Guiding Instruction (ESGI) Reading Screener T1, T2, T3	• Reading Running Records and i-Ready Diagnostic Reading Comprehension T1, T2, T3	• Reading Running Records and i-Ready Diagnostic Reading Comprehension T1, T2, T3	• Reading Running Records and i-Ready Diagnostic Reading Comprehension T1, T2, T3	• Reading and Writing Expository Performance Task Rubric T2	• Reading and Writing Expository Performance Task Rubric T2
		• Writing Expository Prompt Rubric T3	• Writing Expository Prompt Rubric T2	• Writing Expository Prompt Rubric T3	• Writing Expository Performance Task Rubric T2	• Writing Expository Prompt Rubric T2	• Writing Expository Prompt Rubric T2
		• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3	• Speaking/Listening Rubric T1, T2, T3

EXCEPTIONAL GRADING PRACTICES

During the 2023-2024 school year, all RUSD elementary schools implemented Standards-Based Grading (SBG) in congruence with equitable and exceptional grading practices (EGP).

REPORT CARDS-

Report cards are given out 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 his/her report cards. If a form was not completed, report cards will be mailed home.

Decisions regarding promotion in grades K-5 are based on meeting expected grade level standards. Student acquisition of grade level standards shall be described using five performance or achievement levels.

Exceptional Grading Practices (EGP)

How are we Reporting Progress Towards Proficiency?

Students will no longer be receiving traditional A, B, C, D, F grades and percentages will not be used to assess student progress towards proficiency. The goal for students will be to **reach proficiency by the end of the year** on all grade-level standards. **This is a year-long learning journey.** Your students' progress **towards proficiency** will be reported each trimester. The language used will be according to the following graphic:

Proficiency Level Descriptors			
P Proficient	AP Approaching Proficiency	EP Emerging Proficiency	IE Insufficient Evidence of Proficiency
Demonstrates full mastery of the standard(s). Can perform all portions of the standard(s) independently.	Demonstrates partial understanding or can perform portions of the standard(s). Occasional support may be given.	Beginning to show some mastery. Requires support to perform the standard(s).	No evidence of mastery of any part of the standard(s).

How will student's progress be tracked?

Teachers will print out a rubric for each essential standard being assessed in math and reading. Teachers will use student work samples to mark criteria listed on the rubric that students are able to successfully demonstrate on assessments. That criteria will then help teachers determine what level of proficiency students are at for that standard. This will allow teachers to relay to parents exactly what skills students have mastered, and which ones they are still developing. Students will have multiple opportunities throughout the school year to show progress towards each of the essential standards.

What are some Options to Assess Student Learning?

Teachers will provide multiple ways for students to show progress towards standard proficiency including but not limited to:

- Student Portfolios (samples of student work)
- Engagement with Math Routines
- Math entry tasks and review tasks
- Student writing samples
- Running Records/Guided Reading
- Phonics Screener
- Projects
- Presentations
- Research/Experiments
- Contributions to class discussions
- Teacher observations

RETENTION

There are times when students may not master the skills necessary at their grade level. Students in grades 2 or 3 who are earning a final achievement mark “Insufficient Evidence of Proficiency (IE)” IE 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 final achievement mark of a “Insufficient Evidence of Proficiency (IE)” in reading, languages 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.

STUDENT STUDY TEAM PURPOSE AND FUNCTION

If a student is having trouble with class work, 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 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 that your child may need an SST meeting, please contact an administrator to arrange a meeting. Bridge Academy and Hybrid Model meetings will be held virtually.

Special Education/504 Plan

What Should I Do if I Suspect My Child Has a Disability?

As a parent, you are uniquely qualified to know your child’s learning strengths and challenges. If you suspect that your child has a disability, speak to your child’s teacher about your concerns. Children with disabilities who are not eligible for special education may qualify for accommodations in the general classroom under Section 504 of the Rehabilitation Act of 1973.

Who Can I Talk to Regarding Special Education in My Child's School?

Within the school, parents can talk to their child's teacher or ask to speak with the principal.

What is An IEP?

An IEP is an Individualized Education Program written for a student who has a qualifying disability based on an evaluation. The IEP is based on the individual student's needs and describes the special help the student will receive in school.

What is A Special Education Placement?

A "placement" refers to the type and intensity of services needed as outlined in a child's IEP. Special education services can often be delivered in the child's existing class or school. Qualification for special education services do not necessarily mean a change in school or even a change in class.

What is Response to Intervention (RTI)?

RTI is a problem solving approach schools often use to identify and support students with learning and behavior needs. Both the special education and the RTI processes begin with a review of existing information. However, the use of RTI strategies cannot be used to deny or delay an evaluation for special education.

Knowing Your Rights

Schools share your goal for success, but sometimes challenges arise. As a parent, you have certain rights under the law, known as procedural safeguards. These rights are designed to ensure that parents are fully informed and can be partners in making decisions. For example, you have the right to:

- Receive notice about steps your child's school is taking related to services, and request a meeting to discuss your child's IEP at any time
- Observe your child in the classroom
- Receive a copy of any document regarding your child that will be discussed at an IEP meeting before the meeting
- Receive a copy of the IEP after the IEP meeting
- Refuse the delivery of services and obtain external evaluations if you disagree with results
- Bring individuals who understand your child's strengths and needs to meetings
- Seek assistance in resolving disagreements through mediation or through more formal procedures

The Special Education Process

- Referral – A verbal or written request is made. The school documents the referral in its system and lets you know in writing about the referral and what steps it is taking.
- Evaluation – The school brings together a team to review existing information and decide if additional information is needed to determine if your child has a qualifying disability.
- Eligibility – A team of professionals will meet with you to discuss evaluation results to determine if your child has a qualifying disability and requires special education services.
- Individualized Education Program – If your child is found eligible for special education, an Individualized Education Program (IEP) will be developed that will include specific goals and objectives to address your child's strengths and needs

IEP

- Students who are eligible to receive Special Education services will have an individualized Education Program (IEP). 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 support and services to meet the specific needs of the child. Bridge Academy and Hybrid Model meetings will be held virtually.

What is A 504 Plan?

A 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access at school. That covers any condition that limits daily activities in a major way. These plans prevent discrimination and protect the rights of students with disabilities in school. They're covered under Section 504 of the Rehabilitation Act . This is a civil rights law.

504 plans aren't part of special education. So, they're different from IEPs. 504 plans and IEPs are covered by different laws and work in different ways. But the end goal is the same: to help students thrive in school.

What Is In A 504 Plan?

504 plans often include accommodations. These can include:

- Changes to the environment (like taking tests in a quiet space)
- Changes to instruction (like checking in frequently on key concepts)
- Changes to how curriculum is presented (like getting outlines of lessons)

Accommodations don't change what kids learn, just how they learn it.

Legal Rights Under 504 Plan

504 plans are covered by Section 504 of the Rehabilitation Act. Under this civil rights law, students have the right to a free appropriate public education (FAPE). And that's the whole point of 504 plans: to give students access to the same education their peers are getting.

TEXTBOOKS AND MATERIALS

Students are provided with textbooks 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 student.

All core subject textbooks are available online for student convenience and reference.

LIBRARY

Library Expectations

1. The library is to be used for three purposes- quiet reading, quiet studying or selecting books. It is not a recreational center.
2. If there is misbehavior or excessive noise in the library, you will be sent back to class. If you do not do so, a pink ticket with your name will be issued and sent to your teacher.
3. If you are using the library for written work, please bring supplies with you.
4. Everyone must bring their barcode/card to the library to check out books. If you forget it, you will be asked to go back to class and get it.
5. When taking a book from the shelf, always use a space-saver. This helps keep the books in proper order.
6. Books are checked out for one or two weeks. The books may be renewed if you need them longer. Bring them in on or before the due date.
7. Please choose your books carefully. **DO NOT RETURN A BOOK THE SAME DAY YOU CHECK IT OUT.**
8. You may take library books home and bring them back to class the next day. Remember you are responsible for the books. If a book is lost or damaged, you will be charged for them.
9. Do not remove anything from a book including the book jacket, barcode, or AR labels. If a book is damaged in some way, return it to the library. Do not try to repair it yourself.
10. When returning books please scan them in at the check-in station and place your returned books on the cart provided.
11. An overdue list will be given to the teachers each Friday. If you have an overdue book or an outstanding bill you may not take another book home until the book is returned or the charges are paid. It is your responsibility to see that your books are brought back on time.

****When deemed safe by RUSD and Health and Safety Guidelines to be implement****

Cell Phone Policy (Mobile Communication Devices)

Rialto Unified School District



CELL PHONE
POLICY AT
SCHOOL

Elementary and Middle School

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

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

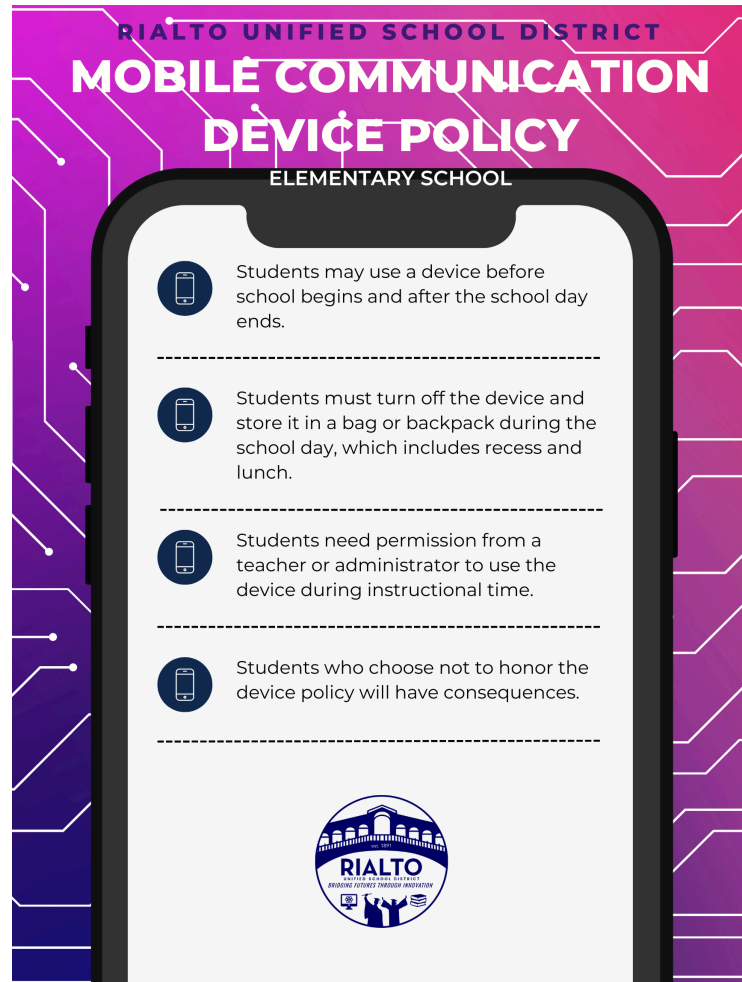
Early Intervention includes conducting restorative conversations with the student.

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

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

- *In the case of an emergency, or in response to a perceived threat of danger*

- *When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator*
- *When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being*
- *When the possession or use is required by the student's individualized education program.*



Rialto Unified School District
Mobile Communication Device Contract

Elementary School

/

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

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

District Mobile Communication Device Policy 5131.8 is as follows:

Elementary School (K-5)

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

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

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

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

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

Student Signature

Date

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

Parent Signature

Date

Transportation to and From School – Traffic Issues



At Hughbanks, safety is one of our primary concerns. Please consider the following items:

* Students who live on the northside of Riverside Avenue **must always** take the bus to school. The size and speed of cars and trucks that come down Riverside Avenue make it a dangerous street to cross.

* Students who take their bikes to school need to bring them to school with a license, strong padlock and, by law, need to have a helmet. After they walk the bikes on campus, they are to take them and lock them in the bicycle racks. No one can park or loiter around the bicycle racks.

* Parents who wish to transport their children to and from school should ensure that children are released in a safe manner. When bringing children to school they should be released so the children do **NOT** have to cross the street to enter school. It is suggested that you designate a spot to pick up children. This spot should be away from the congestion of the parking lot. **If you must use the parking lot, please do not double-park or block the lot.**

* Please follow pick up/drop off zone markings. Students are to be picked up or dropped off **ONLY IN THE GREEN LOADING ZONE AREA.**

* Students are to walk on the sidewalks (not the grass) and use the painted crosswalks on the street.

* The most important thing to remember is that if everyone is patient and courteous, all our children will be able to come to school and leave safely.

* **If your child takes the school bus to school, it is important that they have their bus ID with them when they board the bus.**

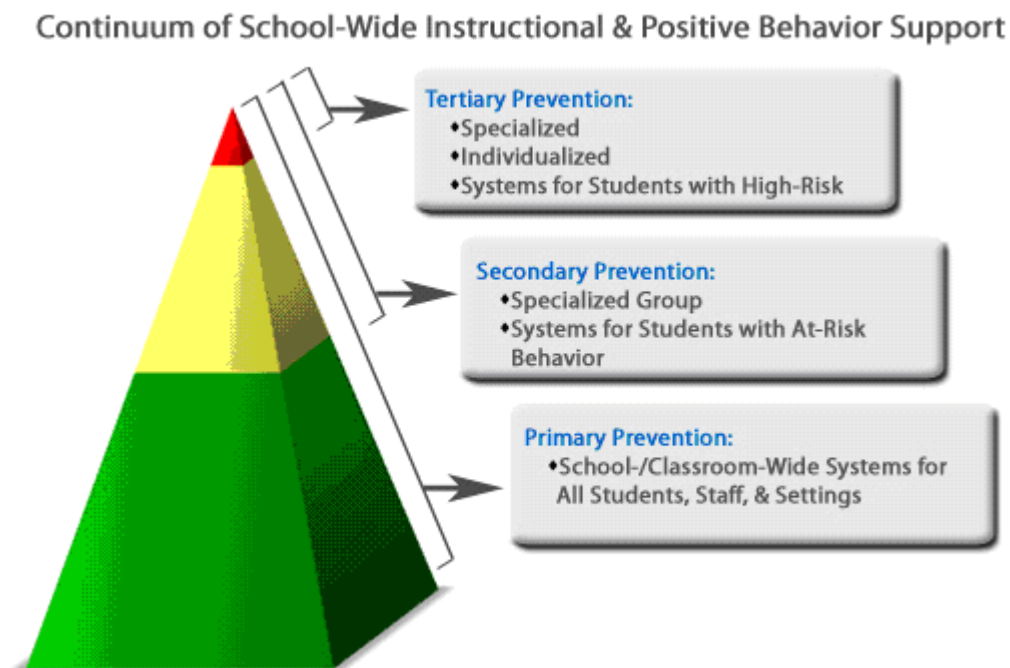
Please take some time to discuss school safety with your children.

Positive Behavior Intervention Support (PBIS)

WHAT IS PBIS?

Positive Behavior Interventions and Supports (PBIS) is a structured, data-informed framework designed to promote positive behavior across school environments. It incorporates evidence-based interventions and strategies that support both school-wide practices and individualized behavior plans. PBIS is implemented through a tiered system of support:

- **Tier 1 (Universal):** School-wide practices that promote positive behavior for all students.
- **Tier 2 (Secondary):** Targeted supports for individuals or groups of students identified as at risk.
- **Tier 3 (Tertiary):** Intensive, individualized interventions for students with significant behavioral challenges that impact their functioning at school, home, or in the community.



WHY IS IT SO IMPORTANT TO FOCUS ON TEACHING POSITIVE SOCIAL BEHAVIORS?

Today’s educators face increasing challenges related to student behavior, making the integration of social skills into daily instruction an essential part of teaching. While some teachers may question the need to teach positive behavior—asking, “Shouldn’t students already know how to behave?” or “Isn’t it the family’s job to teach kids to be respectful?”—the reality is that relying solely on expectations without explicit instruction often leads to inconsistent results. As one popular saying goes, “How’s that working out for you?”

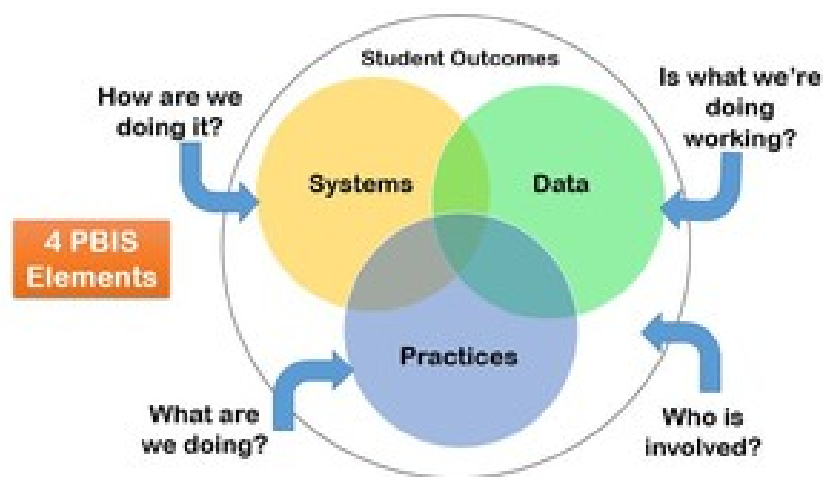
Historically, school discipline has centered around reactive, punishment-based strategies such as reprimands, loss of privileges, office referrals, suspensions, and expulsions. However, research has shown that punishment alone—particularly when applied inconsistently and without proactive supports—fails to effectively change behavior.

Instead, explicitly teaching, modeling, and reinforcing positive social behaviors is a vital part of a student's overall education. Embedding these expectations into the school culture helps create a positive learning environment where appropriate behavior is taught, practiced, and celebrated—just like academic skills.

Schoolwide Positive Behavior Interventions and Supports (PBIS) focuses on creating a consistent, proactive approach that fosters a climate where respectful, responsible, and safe behavior becomes the norm.

WHAT IS A SYSTEMS APPROACH IN SCHOOL WIDE PBIS?

In any organization—such as a school—individuals work together toward a shared goal. To ensure lasting success, systems must be in place to support the consistent use of best practices by everyone involved. Within the framework of School-Wide Positive Behavior Interventions and Supports (PBIS), a systems approach focuses on building structures that support the adoption and long-term implementation of evidence-based strategies aligned with broader school improvement efforts.



PBIS uses an interactive, continuous improvement model centered on four interconnected elements:

1. **Outcomes:** These are the academic and behavioral goals prioritized by the school community, including students, staff, and families. Outcomes reflect what matters most to each learning environment.
2. **Practices:** These include the specific strategies and interventions used to achieve the desired outcomes. All practices are rooted in research and evidence-based methods.
3. **Data:** Data is essential for decision-making. Schools use data to assess current status, monitor progress, and determine whether interventions are effective. It also helps identify when changes are needed and what barriers may exist.
4. **Systems:** These are the supports and infrastructure needed to implement PBIS practices with fidelity and consistency. Strong systems help ensure that effective practices are sustained over time and integrated into the school's culture.

Together, these four components create a cohesive, school-wide approach that improves behavior and academic outcomes, fosters a positive school climate, and ensures that best practices are maintained for the long term.

Elizabeth T. Hughbanks' PBIS Mission Statement:

Hughbanks Elementary School is a community of kind, safe, respectful, and responsible learners. We strive to achieve high academic standards and outstanding citizenship.

ELIZABETH T. HUGHBANKS ELEMENTARY PBIS TEAM:

- Dr. Danielle Osonduagwuike-Administrator (Tier I & II & III)
- Ms. Deanna Avila- Internal Coach (Tier I & II)
- Mrs. Mindy Enns-Teacher 3-5 (Tier I)
- Ms. April Gardner-Program Specialist (Tier II & III)
- Mr. Anthony Brown- External Coach (Tier III)
- Ms. Michelle Lampert- Education Specialist- Specialized Academic Instruction (Tier II & III)
- Mrs. Ashley Alzammar- Reading Specialist (Tier II & III)
- Ms. Van Hulle- Reading Specialist (Tier II & III)

OVERVIEW OF HUGHBANKS' PBIS

TIER 1:

At Hughbanks, our PBIS (Positive Behavior Interventions and Supports) system is a proactive, tiered approach designed to support all students' behavioral and social-emotional development. The framework emphasizes preventative strategies, high-quality instruction, and consistent behavioral expectations at three levels of support: **Tier 1 (Universal)**, **Tier 2 (Targeted)**, and **Tier 3 (Intensive)**.

Tier 1: Universal Support (for All Students)

Tier 1 provides foundational behavioral and instructional support for more than 80% of students. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback. Including establishing a positive home/school communication system that begins in the classroom. This includes:

- Daily **Social-Emotional Learning (SEL)** instruction embedded in classroom routines
- Clear behavioral expectations centered around respect, responsibility, and safety
- Proactive feedback and positive reinforcement
- Strong home-school communication systems initiated by teachers

When a student struggles to meet expectations, teachers will implement and adjust evidence-based interventions by:

- Modifying instructional or behavioral strategies

- Increasing the **intensity**, **duration**, or **frequency** of support (e.g., adding or extending small group instruction)
- Conducting private conferences to identify behavioral triggers and providing reflection opportunities

If multiple interventions prove ineffective, the student is referred to the **Tier 2 Student Study Team (SST)** for further review and support planning.

Tier 1 provides quality instruction and behavioral support for all students in general education. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback. It also includes establishing a positive home/school communication system that begins in the classroom. Teachers will implement daily Social Emotional Learning (SEL) skills lessons. If a student struggles to learn at a level/ rate like his/her classmates, the teacher will:

- ❖ change the type of instructional or behavioral strategy (**intervention**)
- ❖ increase the level of **intensity** of the intervention (for example, adding small group instruction to whole group instruction)
- ❖ increase the **duration** of the intervention (for example, increase small group instruction from 15 to 30 minutes)
- ❖ increase the **frequency** of the intervention (for example, from twice per week to four times per week)
- ❖ speak with the student in a private conference and use questioning techniques to **discover the source** (the trigger) of the student's behavior and/or implement the use of a reflection sheet

Once several interventions have been unsuccessful, and the student is not responding adequately, ***the student will be referred to the Tier 2 Student Study Team to discuss further interventions.***

TIER 2:

Tier 2: Targeted Support (for Some Students)

Tier 2 supports approximately 10% of students who require additional help beyond Tier 1. These students continue to receive universal support but also benefit from **targeted interventions** based on data and individual or small-group needs. Supports may include:

- **Check-In/Check-Out (CICO) systems**
- **Incentive charts** and goal setting
- **Silent mentoring** or assigned staff mentors
- **Therapeutic Behavioral Services (TBS)**
- **Social Stories** for behavior modeling
- **Reflection sheets** and guided problem-solving
- **Specialized groups** (SEL sessions, peer support groups)

Tier II provides quality instruction and behavioral support for all students in general education. Tier II services support less than 10% of school enrollment. Classroom management and individual student behavior is based on expectations,

responsibility, and proactive feedback. *In addition to receiving Tier I services,* students will have targeted specific interventions based on individual/ or small group needs based off of student data.

Which can include the following supports:

- ❖ Therapeutic Behavioral Services (TBS)
- ❖ Silent Mentoring
- ❖ Check in/Check Out forms
- ❖ Incentive Charts
- ❖ Other specialized groupings (S.E.L, peer groups)
- ❖ Social Stories
- ❖ Reflection Sheets

TIER 3:

Tier III provides quality instruction and behavioral support for all students in general education. Tier III services support less than 5% of school enrollment. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback. *In addition to receiving Tier I & II services,* students will have targeted specific interventions based on individual/ or small group needs based off of student data.

Which can include the following supports:

- ❖ Therapeutic Behavioral Services (TBS)
- ❖ Silent Mentoring
- ❖ Check in/Check Out forms
- ❖ Incentive Charts
- ❖ Other specialized groupings (S.E.L, peer groups)
- ❖ Behavior Meetings and Behavior Contracts
- ❖ Social Stories
- ❖ Structured Breaks
- ❖ Reflection Sheets

Hughbanks' PBIS Assessments

SELF- ASSESSMENT SURVEY (SAS):

The SAS determines the status of PBIS as perceived by all staff members and guides the action plan for implementing /improving PBIS.

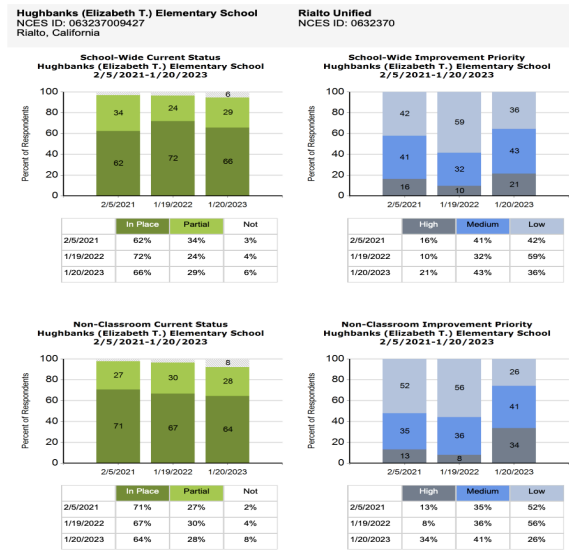
- Completed annually in the **winter** by **ALL staff and parents.**
- Fidelity is an average of **80%** or greater.

Hughbanks Scores:

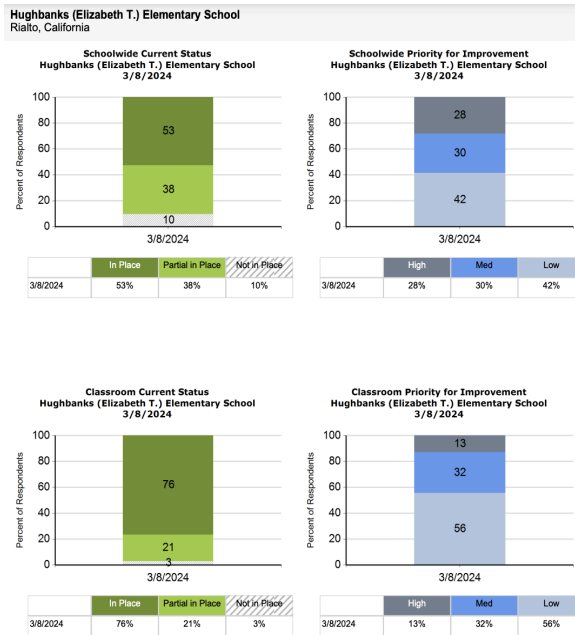
- 2018-2019 61%
- 2019-2020 55%

**** Scores below are for the 2020-2021, 2021-2022, 2022-2023 school year.****

Self-Assessment Survey Total Score



2023-2024 Results



TIERED FIDELITY INVENTORY (TFI):

The TFI is also used to guide the action plan for improving PBIS implementation. ● Completed by the **PBIS Team** until the score reaches 70% or greater. ● Fidelity is an average of **80%** or greater.

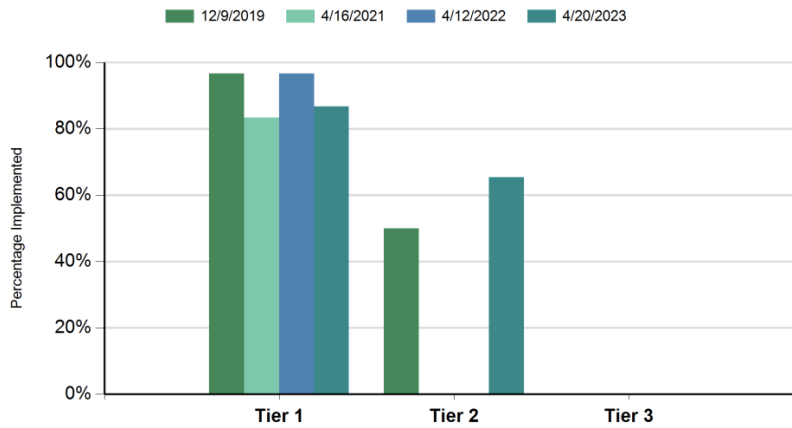
Hughbanks Tier 1 Scores:

- 2017-2018 83%
- 2018-2019 87%

**** Scores below are for the 2019-2022, 2020-2021, 2021-2022, and 2022-2023 school year.****

Hughbanks (Elizabeth T.) Elementary School
 Rialto, California

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
 Hughbanks (Elizabeth T.) Elementary School
 12/9/2019 - 4/20/2023



Husky Pledge

As a Hughbanks' Husky, I pledge to do my best to follow the four expectations:

Be Kind, Be Safe,

Be Responsible, and Be Respectful.



SYSTEM OF CORRECTING INAPPROPRIATE BEHAVIOR

ACKNOWLEDGE SYSTEM

CLASSROOM ACKNOWLEDGEMENT: (TEACHER LED)

This acknowledgement is based on students earning Positive Attitudes With Success (P.A.W.S) points for demonstrating school-wide expectations. All staff will give out P.A.W.S points to students who are “caught” following the expectations/expected behaviors. A student may not ask for points. A different expectation will be focused on at various designated time periods. The first of the two weeks of school Highbanks will be teaching the expectations daily and recognizing our students frequently by giving verbal praise, stating exactly what the student is doing correctly, and awarding paw points. Each teacher will decide with their class a goal to reach and an incentive to work towards. Once that goal is reached, the class can have their incentive and a new goal will be set.

Possible Classroom Incentives:

<ul style="list-style-type: none">• Pajama Day• Free Choice Time• Extra Gym Time• Lunch In The Classroom •• Extra Recess Time •• Computer Use	<ul style="list-style-type: none">• Teach A Lesson Outside• Popcorn And A Movie• Game Time• Dance To Music• Hot Chocolate	<ul style="list-style-type: none">• Crazy Day• Take A Walk• Mentor/ Read To Another Class• Bring A Stuffed Animal For The Day
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PBIS REWARDS: (SCHOOLWIDE)

Students will have the opportunity to accumulate points throughout the year. They will be eligible to make purchases with their points in the electronic school store for prizes at least once a week. Students will also be eligible to participate in the school’s electronic raffles for major prizes or privileges. Points do not roll over to the next year. Students should spend all of the points by the designated date at the end of the school year.

Student Store: (schoolwide)

Students can earn P.A.W.S points daily. Points can be earned in numerous ways. Points can be awarded for displaying behaviors that align with the school-wide expectations, classroom expectations, and for attending school activities or events.

Brag Tags (schoolwide)

Students earn little tags with different images for a variety of reasons. Students can earn a tag for grades, good behaviors, display of leadership, being kind, or for being helpful. Each student will receive a tag for their first day of school, on their birthday, and when they lose a tooth. The tags will remain at school on display in their classroom until the end of the year. Students will bring home their collection on the last day of school.

HUGHBANKS' BEHAVIOR DEFINITIONS

MINOR BEHAVIORS	DEFINITION
Inappropriate Language	Student engages in low-intensity instances of inappropriate language that is not directed at someone. Student uses replacement words such as “fricking”, “stupid”, “retarded”, “shut your mouth”, etc.
Physical Contact	Student engages in non-serious, but inappropriate physical contact such as not keeping hands and feet to themselves, pushing/shoving, picking up other students, hugging in line, etc.
Not Following Directions	Student engages in brief or low-intensity failure to respond to adult requests. Example: If a student is asked to complete an assignment and responds, “No, I don’t want to”.
Lack of Respect	Student engages in brief or low-intensity verbal or non-verbal displays of rudeness or discourtesy. Example: arguing, tone of voice, eye rolling, etc.
Interfering behavior	Student engages in low intensity, but inappropriate disruption such as noises, rocking chair, tapping pencil, etc.
Dress Code	Student wears clothing that is not within the dress code guidelines outlined in the student handbook such as wearing a hat, hood up, pants low, clothes with offensive designs or writing, etc.
Property Misuse	Student engages in low-intensity misuse of property such as writing on books, writing on walls, tipping chairs back, destroying pencils, damaging school electronic devices, etc.
Minor Stealing	Student engages in minor acts of stealing. Example: takes pencils from another student.
Other	Student engages in any other minor problem behaviors that do not fall within the above categories. Example: running, inappropriate volume, inappropriate seeking teacher’s attention, declining criticism/feedback, and off-task
MAJOR BEHAVIORS	DEFINITION
Profanity	Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way that is directed at someone.
Fighting/ Physical Aggression	Student engages in actions involving serious physical contact where injury may occur. Examples: hitting, punching, biting, hitting with an object, kicking, hair pulling, scratching, throwing chairs or other objects, etc.
Confrontational Oppositional Unruly	Student engages in refusal, or continuous refusal, to follow directions, talk back and/or deliver socially rude interactions.

Lack of Respect	Student engaged in continuous verbal or non-verbal displays of rudeness or discourtesy such as inappropriate gestures, arguing, yelling, etc.
Harassment/ Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negative comments based on race, religion, gender, age, body, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.

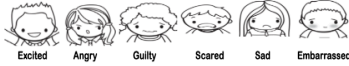
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property without that person's permission.
Not Honest /Cheating	Student delivers a message that is untrue and/or deliberately violates the rules.
Other	Student engages in problem behavior that is not listed above such as destruction of property, possession of a weapon, or inappropriate use of technology (non-approved school websites), etc.



Name _____ Teacher: _____ Reporting Staff Member: _____
 Location _____ Date _____ Time _____

Reflection Think Sheet

1. I am feeling:



2. What happened?

3. I hurt _____ when I _____
 (Name) (hit, pushed, yelled name called) (her or him)

4. _____ might feel.



5. I should:



6. Now I feel:



 Student Signature Parent/Guardian Signature Date Inputted into Synergy by

White= Teacher Copy Yellow= Parent/Guardian Copy Pink= Office Copy



Name _____ Teacher: _____ Reporting Staff Member: _____
 Location _____ Date _____ Time _____

1st & 2nd Reflection Think Sheet

1. I feel _____.

- sad alone scared
- embarrassed angry
- guilty/worried tired

2. What happened was I _____.

- hit or pushed someone
- took something that did not belong to me
- refused to listen to an adult
- disrupted the class
- other (explain)

3. I affected the other person with my actions and made them feel _____.

- sad alone scared
- embarrassed angry
- guilty/worried tired

4. What needs to happen now?

Now I need to _____.

5. Now I feel _____.

- sad alone scared
- embarrassed angry
- guilty/worried tired

 Student Signature Parent/Guardian Signature Date Inputted into Synergy by

White= Teacher Copy Yellow= Parent/Guardian Copy Pink= Office Copy



Name _____ Teacher: _____ Reporting Staff Member: _____
 Location _____ Date _____ Time _____

Reflection Think Sheet

What was the problem?	What did I do?
	What did the other person do?

During the incident... After the incident...

I felt:	The other person felt:	I felt:	The other person felt:
---------	------------------------	---------	------------------------

Was this a good behavior choice? Why or why not?

What do I need to do to make it right?

NEXT TIME I WILL DO THINGS DIFFERENTLY!

If I feel upset with someone, I can...	If I don't agree with someone, I can...
--	---

This will make others feel...

 Student Signature Parent/Guardian Signature Date Inputted into Synergy by



Name _____ Teacher: _____ Reporting Staff Member: _____
 Location _____ Date _____ Time _____

4th-5th Reflection Think Sheet

1. What happened?

2. What were you feeling when this happened? (Continue on back if needed.)

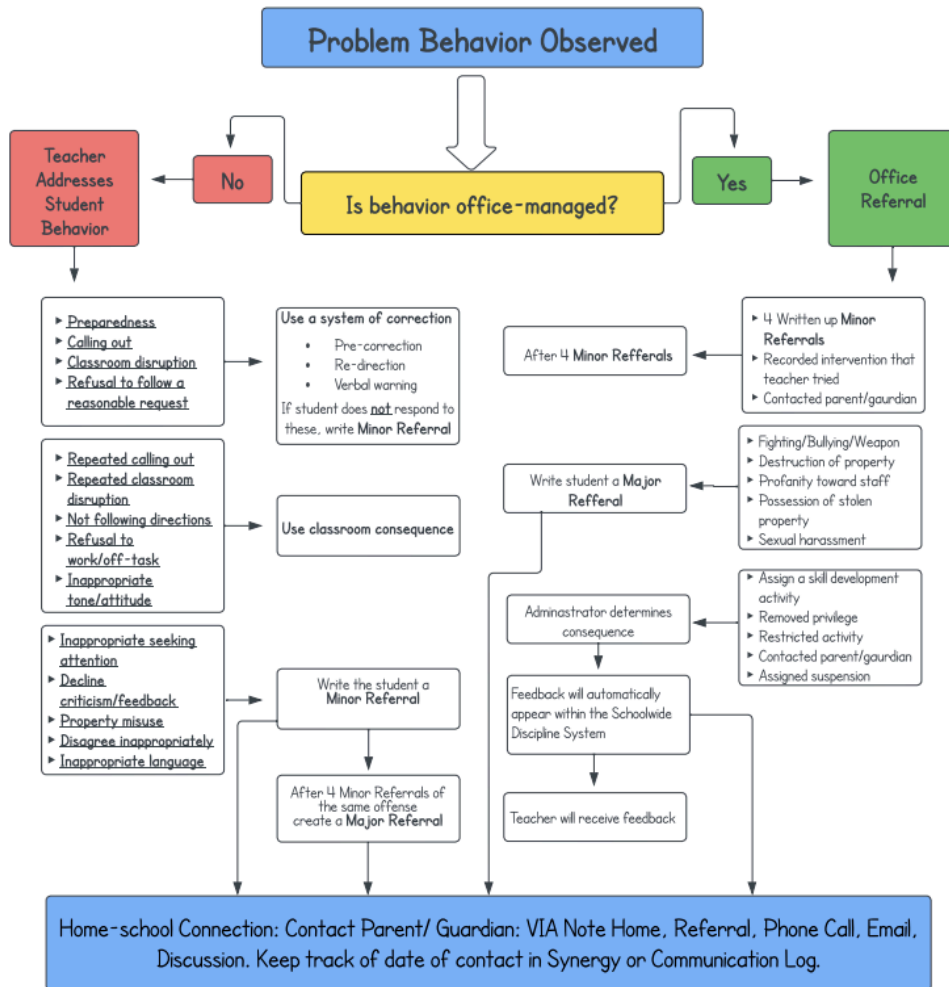
3. Who did you affect with your actions? How do you think they feel? (Continue on back if needed.)

4. Why did you select this person/place?

5. What needs to happen now? (how to fix it?)

 Student Signature Parent/Guardian Signature Date Inputted into Synergy by

White= Teacher Copy Yellow= Parent/Guardian Copy Pink= Office Copy



Just a Note about Minor Referrals

- Keep track of your concrete action to correct behavior
- Collect and record data on the observable behavior
- Make sure that you notify the parent/guardian for every incident entered into the system.
- Suggestion: Print out a copy of the completed Minor Referral for your records.

HUGHBANKS' SCHOOLWIDE MATRIX



Hughbanks Elementary School School-Wide Expectations

	All Settings	The Cafeteria (MPR)	The Hallways	The Playground	The Restroom
Be Kind	<ul style="list-style-type: none"> ★ Be Kind to others ★ Be patient ★ Be courteous 	<ul style="list-style-type: none"> ★ Say please ★ Say thank you ★ Listen to staff 	<ul style="list-style-type: none"> ★ Use quiet voice ★ Allow others to pass ★ Be courteous 	<ul style="list-style-type: none"> ★ Take turns ★ Be fair ★ Include others 	<ul style="list-style-type: none"> ★ Wait your turn ★ Leave it clean
Be Safe	<ul style="list-style-type: none"> ★ Keep hands, feet and objects to yourself ★ Walk quietly, facing forward 	<ul style="list-style-type: none"> ★ Hold your tray with both hands ★ Swallow food before speaking ★ Keep floor clean 	<ul style="list-style-type: none"> ★ Follow the school rules ★ Stay clear of doors 	<ul style="list-style-type: none"> ★ Stay within the boundaries ★ Listen to staff speaking ★ Use equipment properly 	<ul style="list-style-type: none"> ★ Wash your hands ★ Keep water in sinks ★ Use restroom items properly
Be Respectful	<ul style="list-style-type: none"> ★ Enter quietly ★ Wait your turn ★ Have a hall pass 	<ul style="list-style-type: none"> ★ Use inside voice ★ Use table manners 	<ul style="list-style-type: none"> ★ Line up quietly ★ Respect others' property ★ Walk quietly 	<ul style="list-style-type: none"> ★ Be a good sport ★ Follow the game rules ★ Share equipment 	<ul style="list-style-type: none"> ★ Wait your turn ★ Make it quick ★ Use inside voice
Be Responsible	<ul style="list-style-type: none"> ★ Allow others to complete assignments independently 	<ul style="list-style-type: none"> ★ Stay in line ★ Ask permission to leave ★ Report problems to staff ★ Clean up after yourself 	<ul style="list-style-type: none"> ★ Go directly to your destination ★ Keep hallway clean ★ Have a hall pass 	<ul style="list-style-type: none"> ★ Eat at the tables ★ Freeze when the freeze bell rings ★ Return all equipment 	<ul style="list-style-type: none"> ★ Keep restroom clean ★ Report problems ★ Flush the toilet

Clean Sweep Policy: School officials may cite students for the following infractions which will require an appearance before a Hearing Officer in Juvenile Traffic Court:

- * Tobacco related offenses
- * Disturbing the peace and fighting
- * Alcohol, paraphernalia, and illegal substances
- * Vandalism, graffiti, and aerosol paint
- * Petty theft
- * Daytime loitering

Students may be suspended and/or recommended for expulsion, assigned counseling, diversion programs, community service and/or monetary fines. A student may also be denied his/her driver's license until the age of twenty-five.

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

***Weapons and dangerous objects:** These include, but are not limited to guns, "look-alike" weapons, any size knife, martial arts tools, razor blades, Mace or any weapons specified in Penal Code sections

626.9, 626.10, 12001, 12020, 12025, 12220, 653K, 12303.2, 12030.3. Explosives and other dangerous objects are also included.

***Illegal drugs and alcohol:** any student selling, possessing, using or under the influence of an intoxicant of any kind.

***Assault:** Any student causing and/or whose actions result in serious physical injury to others, attack on school employee and sexual assault.

***Robbery or extortion**

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

***Bullying:** Any student who treats another in a cruel, boastful manner, or with petty cruelty.

We ask that you support our “Clean Sweep Policy” and our “Zero Tolerance Policy” for the safety of all students and staff in the Rialto Unified School District.

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.

Firearms Safety Memorandum



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



Norberto Perez
Chief Lead Agent
Expanded Learning Programs
& Safety Innovation

TO: Parents and Guardians of Students in the Rialto Unified School District
FROM: Lead Agent, Expanded Learning Programs & Safety Innovation Norberto Perez
DATE: July 1, 2024

SUBJECT: CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

Bryan Harper
Safety Operations Supervisor

Victor Ramirez
Safety Operations Supervisor

Alex Rodriguez
Emergency Operations
Specialist

Magali Nuñez
Secretary III

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

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

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

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

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

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

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

EMERGENCY PROCEDURES

THIS NOTICE IS TO INFORM YOU ABOUT OUR PROCEDURES FOR THE FOLLOWING:

FIRE DRILL:

When the fire bell rings all classes exit their classroom and line up on the playground. The teacher makes sure each student is accounted for and an all-clear bell will ring when the drill is completed.

EARTHQUAKE DRILL:

A special bell rings or an announcement is made informing of an earthquake drill. The students “duck and cover” underneath their desks. When it is safe, they leave the classroom and line-up on the playground. The teachers make sure each student is accounted for. Teachers perform their assignments (First Aid, Search and Rescue, Release Team Assembly/Dormitory and Food and Supply) and an all clear bell will ring when the drill is completed.

INTRUDER ALERT DRILL:

A signal is given from the office notifying the teachers and students of an intruder. The teachers and staff begin a lock down procedure by summoning all students to their classrooms and locking doors. Any students on the playground will lie on the ground in a prone position until it is safe to go to the nearest classroom. The office will announce an all clear signal when it is safe.

*****During an actual earthquake, your student will not be released to anyone NOT LISTED on the emergency card*****

DID YOU KNOW THAT YOUR CHILD IS ALSO A TRUANT WHEN HE/SHE IS LATE?

Education Code Section 48260 defines a “truant” as:

“Any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is a truant...”

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 (Appendix A), by any reasonable means, of the following:

1. That the student is truant.
2. That the parent or guardian is obligated to compel the attendance of the student at school.
3. 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.

BULLYING /CYBERBULLYING POLICY

The Rialto Unified School District is committed to providing a safe working and learning environment; takes bullying or any behavior that infringes on the safety or the well-being of students, employees or any other persons within the District's jurisdiction; and will not condone retaliation in any form when bullying has been reported. District policy continues to require all schools and personnel to promote among students and staff mutual respect, tolerance, and acceptance.

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

Rialto Unified School District **Bullying (Cyberbullying) Prevention (Policy model)** *(Ed. Code 48900(a),(k),(o),(r),(s))*

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

The **Rialto Unified School District** will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another through words or actions. Such behavior 33 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 a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

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

DEFINITION OF HARASSMENT AND BULLYING

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

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

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

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

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

“Cyberbullying,” sometimes referred to as internet bullying or electronic bullying, is defined as the “willful and repeated harm inflicted through the medium of electronic text”. It may involve: ● Sending mean, vulgar, or threatening messages or images;

- Posting sensitive, private information about another person;
- Pretending to be someone else to make that person look bad; and
- Intentionally excluding someone from an online group.

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

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

THE STUDENT CODE OF CONDUCT INCLUDES, BUT IS NOT LIMITED TO:

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

THE PROCEDURES FOR INTERVENING IN BULLYING INCLUDE, BUT ARE NOT LIMITED TO:

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

SEXUAL HARASSMENT POLICY

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

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

(a) Decisions involving academic status, honors, programs, and activities for students. (b) Conduct or gestures that have the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile or offensive school environment. (c) Verbal harassment, such as derogatory comments, jokes, or slurs.

(d) Physical harassment, such as unnecessary or offensive touching or impeding or blocking movement.

(e) Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings, or gestures.

SEXUAL HARASSMENT COMPLAINT PROCEDURE (JGEB-P)

1. Formal Written Procedure

(A) If a student believes that he/she has been a victim of sexual harassment, the student shall report the incident to his/her principal, site administrator, or the District Title IX Coordinator (Students).

(B) If a staff member becomes aware of an incident of sexual harassment involving students, it is the staff member's responsibility to notify an administrator who will insure that the incident is investigated promptly and notify the principal or District Title IX Coord. (Students). (C) A complaint may be filed using the District's Sexual Harassment Complaint Form (Students). (D) The principal will notify the complainant of the name and phone number of the District Title IX Coordinator, Senior Director of Personnel, at 820-7700 ext. 2431.

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(E) Upon receipt of a written sexual harassment formal complaint, the principal or an administrator designated by the District Title IX Coordinator shall promptly and thoroughly investigate the complaint, render a conclusion, and complete that investigation as soon as feasible but no later than 45 days of receipt of complaint. A written report of findings and disposition of the complaint will be given to the complainant in a timely manner.

(F) The complainant may appeal disposition to the Supt/designee or the Calif. Dept. of Education within 15 days of receipt.

(G) No student or staff member shall suffer any reprisals for reporting any incident of sexual harassment or for making any complaint. In all cases involving sexual harassment, confidentiality will be maintained.

(H) The complainant will be advised that if he/she desires to file a discrimination complaint, then the Uniform Complaint Policy (KLE) Procedure (KLE-P) will be made available. (I) Discrimination complaints must be filed within 6 months of the alleged occurrence or when knowledge was first obtained.

2. Disciplinary Action

Any student, grades 4 through 12, who is found to be responsible for sexual harassment will be subject to

appropriate discipline up to and including expulsion. The severity of the disciplinary action will be based upon the circumstances of the infraction.

(Ed. Code 48900)

3. Local Remedies

Persons seeking assistance in these matters may: a) Contact the coordinator who will explain the complaint/appeal process; or b) Counsel with a local civil law agency such as:

Legal Aid Clinic Inland Co. Legal Service
354 W. 6th St. 570 W. 4th St., Ste. 104
San Bernardino, CA San Bernardino, CA
(909) 889-7328 (909) 884-8615

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

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 disagrees with the outcome of the investigation, an appeal can be filed at the Department of Student Services located at 260 S. Willow Ave., Rialto, CA 92376.

TRANSFER REQUEST

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

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



FORMULARIO DE QUEJA POR ACOSO/INTIMIDACIÓN

(Estudiantes pueden reportar anónimamente)

Fecha presentada: _____ Nombre: _____

Dirección: _____ Teléfono#: _____

Por favor identificarse usted mismo como:

Estudiante _____ Padres/tutores _____ Empleado _____ Voluntario _____ Otro _____

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

Abuso verbal

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

Físico

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

Chantaje

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

Humillación o ritos de iniciación

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

Acoso indirecto

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

Ciber acoso

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

Acoso/Intimidación sobre la base de:

raza, color, nacionalidad discapacidad

género o identidad de género

otro

Escuela: _____ Fechas del alegado acoso o intimidación: _____

Personas que se alegan haber cometido el acoso o intimidación:

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

Nombres de testigos: _____

¿Ha reportado esto a alguien más?: Si ___ No ___ Si es sí ¿a quién? _____

Firma de persona que presenta queja: _____ Fecha _____

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

MENTAL HEALTH SERVICES FOR STUDENTS

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

Crisis Walk-In Clinic, 909-421-9495
850 East Foothill Blvd., Rialto, CA 92376
211 San Bernardino County, 2-1-1

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

**The Crisis Text Line, which can be accessed by texting HOME to 741741 Rialto
Unified Safety Office, 909-820-6892**

California Youth Crisis Hotline, 1-800-843-5200

SERVICIOS DE SALUD MENTAL PARA ESTUDIANTES

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

Clínica de crisis sin cita, 909-421-9495
850 East Foothill Blvd., Rialto, CA 92376
211 San Bernardino County, 2-1-1
Línea de Prevención contra el Suicidio, 1-800-273-8255
**Línea de Crisis en texto, acceder enviando un texto a HOME a
741741 Oficina de Seguridad de Rialto Unificado, 909-820-6892**
Línea directa de Crisis Juvenil de California, 1-800-843-5200



HUGHBANKS

ELEMENTARY SCHOOL

TITLE I PARENTAL

INVOLVEMENT

POLICY

Title I School-Level Parental Involvement Policy

Hughbanks Elementary School has developed a written Title I parental involvement policy with input from Title I parents. Through SSC and ELAC the parent involvement policy was jointly developed. The policy was placed on the agenda, and the agenda was then posted at least 72 hours in advance. After the joint development of the parent involvement policy, it was distributed to parents of all students in their welcome folders as a separate piece, and included in the 2023-2024 Parent/Student Handbook. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Hughbanks Elementary School, the following practices have been established:

- a) The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Hughbanks will hold an annual Title I meeting in late August to inform parents of the site's and their child's participation in education, explain programs offered, purpose, requirements, and parents' rights to be involved.
- b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Hughbanks will hold a flexible number of meetings for parents of participating students at varying times including in the morning, after school, and in the evening. The school will provide child care with Title I funding as long as these services relate to parental involvement.
- c) The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
 - Hughbanks will collaborate with parents to jointly develop the School's Title I Parent Involvement Policy, the Family-School Compact, and the Single Plan for Student Achievement during School Site Council (SSC) Meetings and English Language Advisory Committee (ELAC) Meetings.
 - Hughbanks will solicit parent opinions of school-wide programs and services through an annual parent survey which will be distributed to all parents of Title I students. The school will share the results of this survey at SSC and ELAC meetings to determine needs related to the Single Plan for Student Achievement, School Parent Involvement Policy, Family-School Compact, and parent notices.
- d) The school provides parents of Title I students with timely information about Title I programs.
 - Hughbanks will provide updated information about Title I programs including tutoring, parent trainings, parent meetings, and school events through flyers, Hughbanks' website, Remind messages, Parent Square and personal phone calls.
 - All communication will be translated in English and Spanish.
- e) The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Hughbanks will provide all parents including those of Title I students with opportunities to obtain a description and explanation of the state curriculum, standards, and assessments used at the site along with expected proficiency levels. This information will be disseminated at Back to School Night, annual Title I parent meeting, SSC and ELAC meetings, and parent/teacher conferences.
- f) If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - Hughbanks will meet regularly to educate parents regarding programs and to plan, review, and provide suggestions to improve programs and related parent involvement.

School-Parent Compact

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

- a) The school's responsibility to provide high-quality curriculum and instruction
- b) The ways parents will be responsible for supporting their children's learning
- c) The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
 - Hughbanks will jointly develop and/or review with parents of Title I students and our school community members a School-Family Compact during SSC and ELAC meetings.
 - Hughbanks will distribute the School-Family Compact to all parents of Title I students of participating children at the beginning of each school year in the student welcome packet and in the Student Handbook.

Building Capacity for Involvement

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

- a) The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Teachers hold annual parent-teacher conferences for Title I students to discuss academic content standards, assessments, and how to help their child at home.
 - Family Nights or Workshops will be conducted throughout the year on topics which may include preparing students for the CAASPP, understanding the ELPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.
 - Parent volunteers will be solicited at Back-to-School night and throughout the year and called upon to assist the school in conducting school events and assisting teachers in the classroom. All volunteers will complete a volunteer application and be approved by the District prior to working in the classroom.
- b) The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- c) Family Nights or Workshops will be conducted throughout the year on topics which may include preparing students for the CAASPP, understanding the ELPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.
 - Parents will be encouraged to attend district conferences and meetings offered to parents of participating children with topics that include raising student achievement and school improvement efforts, including courses offered by the Parent University.
- d) With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
 - Coordinating trainings for school personnel on topics that include working with ELL students, communicating with parents through classroom technology, and student engagement.
- e) The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children.

- Coordinate parent involvement activities offered through a variety of state, federal, and community programs, and encourage participation of community organizations and business through flyers, Remind App, Parent Square messages, and student invitations.
- f) The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - Flyers, letters, and Parent Link messages will be used to communicate with parents and will be translated into Spanish whenever possible.
- g) The school provides support for parental involvement activities requested by Title I parents.
 - The school provides regular opportunities for parents to meet with administration to voice concerns or to have questions answered that will assist all stakeholders to work together for each child's academic achievement.

Accessibility

Hughbanks 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 teacher and staff in organizing school events and preparing for classroom activities



Hughbanks Elementary School Student/ Teacher/Parent Compact

The various programs at our school are designed to develop each student's potential for intellectual, emotional, and physical growth. In order to achieve this, the home and school must be willing to recognize and agree upon the responsibilities of each part of the learning process.

AS A STUDENT, I WILL BE RESPONSIBLE FOR:

1. Believing that I can learn and achieve my goals.
2. Coming to class on time with a positive attitude and being prepared to work.
3. Respecting the rights of others to learn without distraction and disruption.
4. Showing respect for people and property while in school.
5. Completing all assignments to the best of my ability.
6. Giving my parents/guardians all school notices that are sent home daily.
7. Spending time at home daily studying or reading.
8. Getting a minimum of eight hours of sleep each night.

Student Signature _____ Date _____

AS A PARENT, I WILL BE RESPONSIBLE FOR:

1. Seeing that my child attends school regularly, on time, and ready to learn.
2. Reading and reviewing all notices sent from the school/district and sign and return notices before deadlines.
3. Encouraging my child to do their best at home and at school.
4. Making sure that my child completes their homework daily.
5. Communicating with my child's teacher on a continuous basis and attending conferences with the teacher.
6. Ensuring that my child gets a minimum of eight hours of sleep each night.
7. Being flexible, receptive, and responsive to school communications

Parent Signature _____ Date _____

AS A TEACHER, I WILL BE RESPONSIBLE FOR:

1. Helping each student grow to his/her highest personal level of achievement.
2. Providing an inclusive environment of a caring culture conducive to learning.
3. Coming to class prepared to teach.
4. Model expectations and endeavor to motivate my students to learn.
5. Providing high-quality curriculum and instruction.
6. Communicating regularly with families concerning their child's academic or behavioral progress at school.
7. Provide assistance to families on what they can do to support their child's learning.
8. Participate in shared decision making with other school staff and families for the benefit of all students.

Teacher Signature _____ Date _____

- Hughbanks Elementary School will provide parents timely information about: 1. Title I, School Site Council, English Learners Advisory Committee, parent training workshops, Back to School Night, Open House, and Time with the Principal meetings. 2. Individual student's CAASPP results as well as report card grades.

3. State Standards by grade level in English and Spanish.

4. Descriptions and explanations of current curriculum, materials, instructional programs, and students' proficiency levels.

5. English language progress: English Language Proficiency Assessment for California (ELPAC)

- Hughbanks Elementary School will work to assist parents to understand: 1. Every Student Succeeds Act (ESSA), California Dashboard and Metrics, Local Control Accountability Plan (LCAP), Local Control Funding Formula (LCFF), 2. Academic content, District-adopted curriculum, achievement standards, and assessments. 3. Federal Program Monitoring (FPM) procedures and regulations.

4. Title I programs offered at the school site.

5. Hughbanks Title I Parent Involvement activities will be coordinated or integrated with other federal, state, and community programs offered on site.

6. Promote Parent workshops offered by the District.

7. Promote GATE Parent workshops.

8. Promote Family Science night at the District level as well as site level.

- Hughbanks Elementary School will maintain an active School Site Council (SSC) and English Learners Advisory Committee (ELAC):

1. Composed of the Principal, Elementary Administrator, teachers, support staff, and parents.

2. By-laws will be in place for each group.

3. Translation will be provided.

4. Meetings will be held at least 6 times during the year.

5. Agendas will be posted in the front office window by the door for a minimum of 72 hours prior to the meeting in English and Spanish.

6. Parent Link will be utilized to remind parents of meetings.

7. Representatives from each committee will be sent to the District level committees: District Advisory Committee (DAC) and District English Learner's Advisory Committee (DELAC).

- To further encourage parental involvement and develop a collaborative relationship with parents, Hughbanks will:

1. Involve parents in an organized, ongoing, and timely way in the planning and improvement of its Title I programs, parental involvement policy, and the joint development of the Single Plan for Student Achievement.

2. Support a safe, secure, and drug and tobacco free school and involve parents in the safety/disaster committee.
3. Ensure that communication sent home about parental involvement is translated into Spanish as well as English.
4. Provide an environment that encourages respect, acceptance, and understanding among all members of the school community.
5. Hold students, parents, and school staff responsible for high behavioral and academic expectations.
6. Provide time for parents to meet and participate in decisions related to their children, such as administrative conferences and Intervention Team Meetings.
7. Mail invitations to parents.
8. Use ParentSquare to inform parents of important school events.
9. Monthly school calendar of events will be distributed to families in English and Spanish. 10. Post important information and meeting agendas on the school website.
11. Educate staff in how to reach out to, communicate with, and work with parents as equal partners.
12. Encourage parents to become involved in district wide parent advisory councils.

ACCESSIBILITY:

Hughbanks Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

1. Agendas, minutes, and handbooks are provided in both English and Spanish
2. Written communication is provided in English and Spanish
3. Parent Square communications are sent in English and Spanish
4. Translation services are available for all meetings
5. Accommodations are made for parents with disabilities
6. Information is posted on our school website

Parent Resource Center:

Hughbanks Elementary School and its parents have jointly developed a Parent Resource Center on campus with a goal to:

1. Have computers with internet so that parents may access the school website, educational websites, and information to help their children at home.
2. A meeting place for SSC, ELAC, PTO, and parent workshops.

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.

Student Wellness Policy

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

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

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

MISSION

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

RESPONSIBILITIES

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

NUTRITION EDUCATION

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

PHYSICAL EDUCATION

- Physical activity will be integrated across curricula and throughout the day. Physical movement can be made a part of science, math, Social Studies and Language Arts.
- Physical Education courses will promote an environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge of

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nutrition and health.

- Time allotted for physical activity will be consistent with State Standards.
- A daily recess period will be provided in grades P-5.
- Physical Education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Equipment is available for all students to participate in Physical Education. Facilities on school grounds will be safe and well maintained.
- The school provides a physical and social environment that encourages safe and enjoyable activities for all students, including those who are not athletically gifted and/or interested in athletics.
- Students will work toward performing within their “fitness zone” to achieve and maintain physical active lifestyles.

OTHER SCHOOL BASED ACTIVITIES

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

NUTRITION GUIDELINES FOR ALL FOODS ON CAMPUS

- All foods and beverages sold or served during school hours shall meet nutritional standards and other guidelines set by the Federal and State Government and the School Board.
- Nutrition Services will take every measure to ensure that student access to foods and beverages meets federal, state, and local laws and guidelines. Nutrition Services will offer a variety of age appropriate healthy food and beverage selections for elementary schools, middle

schools, and high schools.

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

EATING ENVIRONMENT

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

CHILD NUTRITION OPERATIONS

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

FOOD SAFETY/FOOD SECURITY

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

ANNUAL REVIEW

- The Wellness Committee shall evaluate the established District-wide Wellness Policy and report the findings annually to the Superintendent.
 - The District will revise and update the Wellness Policy as needed.
- This institution is an equal opportunity provider.

EMERGENCY

DIAL: 911



EMERGENCY PROCEDURES



RUSD SAFETY SERVICES & OPERATIONS

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

Active Shooter/Lockdown



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

Earthquake

Drop, Cover, and Hold...

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

Bomb Threat

If you receive a Bomb Threat

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

Important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures

- Check your work area for unfamiliar items. Do not touch suspicious items; report them to authorities
- Take personal belongings with you when you leave
- Leave doors and windows open; do not turn light switches on or off
- Use stairs, not elevators
- Move far away from the building and follow the instructions from emergency responders

Fire/Evacuation



- Call 911
- Activate nearest fire alarm
- Proceed to nearest exit
- Use stairs, not elevators
- Assist persons with disabilities
- Meet at a designated area
- Account for individuals
- Re-enter area only when authorized by emergency personnel

Fire Extinguisher Instructions:

P - Pull Safety pin from handle
A - Aim nozzle at base of fire
S - Squeeze the trigger of the handle
S - Sweep from side to side

Medical Emergency



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

Suicide Threat or Attempt

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

If threat is imminent, do not delay, call 911

Actions to take:

1. Make every effort to clear others from the area
2. Remain calm and listen attentively
3. Get the individual to talk (remember vital information)
4. Stay with the individual
5. Notify staff resources for assistance (i.e. principal, counselor, nurse, crisis team)

Chemical/Hazardous Spill

- Call 911 - Give a description of the type of chemical, size or possible exposures
- Evacuate the area and/or building
- Wait for all clear indications from Emergency Personnel
- Call RUSD Risk Management at (909) 820-7700 ext. 2110



EMERGENCIA

MARCA: 911



PROCEDIMIENTOS DE
EMERGENCIA



SERVICIOS DE SEGURIDAD Y OPERACIONES DE RUSD

OFICINA: (909) 421-7609

OPERADOR: (909) 820-6892

Tirador activo/encierro de emergencia



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

Incendio/evacuación



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

Instrucciones para el extintor de incendios:

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

Derrame químico/peligroso

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



Terremoto

Agáchate, Cúbrete, y Sujétate...



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

Emergencias médicas



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

Amenaza de bomba

Si recibes una amenaza de bomba



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

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

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

Amenaza o intento de suicidio

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

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

Acciones a tomar:

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

