

RIALTO UNIFIED SCHOOL DISTRICT

CHARLOTTE N. WERNER ELEMENTARY SCHOOL

HANDBOOK 2026-2027



PRINCIPAL:
Tami Butler

ASSISTANT PRINCIPAL:
Daniel Cuevas

**WERNER ELEMENTARY SCHOOL
1050 WEST RIALTO AVENUE
RIALTO, CALIFORNIA 92376
PHONE (909) 820-6830 FAX (909) 562-0078**

Table of Contents

Principal Letter	Page 6
Mission Statement	Page 7
Bell Schedule	Page 9
School Calendar	Page 11
Procedures/Information	Page 12
Playground Expectations	Page 18
Attendance Policy	Page 20
Homework Philosophy	Page 22
Academic Supports / Programs	Page 24
Awards/Certificates	Page 27
Library	Page 29
Child Endangerment Policy	Page 31
Multi-Tiered Systems of Support	Page 32
Student Discipline	Page 39
Safe Storage of Firearms	Page 57
Title 1	Page 61
Parent Involvement	Page 62
Family School Compact	Page 66
Evacuation Map	Page 72

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Diane Romo, Associate Superintendent

Syeda Jafri, Director

SMOKE FREE, DRUG FREE ENVIRONMENT

Werner School provides a smoke free, drug free environment.

**ILLEGAL DRUGS AND TOBACCO PRODUCTS/SMOKING ARE NOT PERMITTED ON ANY
SCHOOL PROPERTY, AT ANY TIME, WITHIN THE STATE OF CALIFORNIA**

Welcome to the 2026-2027 School Year Werner Star Families and Students!

WERNER'S HANDBOOK *Acknowledgement*

I have received and have read the Werner Elementary School Handbook.

I expect my child to follow the Positive Behavior Intervention and Support (PBIS) school wide academic and behavior expectations.

I understand that regular, on-time attendance is of paramount importance to my child's education.

General Release for Newspaper, TV, Radio, and Internet: Please check one only:

Yes ☐ **No** ☐ **My child has permission to be photographed or audio/videotaped for school purposes.**

Yes ☐ **No** ☐ **My child has permission to be photographed or picture/work used in posts on District Internet Website/Publications.**

Child's Name:

Teacher's Name:

Date

Signature of Parent/Guardian

Please remove page and return signed to your child's teacher.



RIALTO UNIFIED SCHOOL DISTRICT

Charlotte N. Werner Elementary

1050 W. RIALTO AVENUE, RIALTO, CA 92376

TELEPHONE: 909.820.6830

FAX: 909.562.0078

WEBSITE: <http://werner.rialtoschools.org>

Dr. Alejandro Alvarez
Superintendent

Mrs. Tami Butler
Principal

Daniel Cuevas
Assistant Principal

Dear Werner Families,

Welcome to the 2026–2027 school year! I am excited to welcome both our returning and new families to Werner Elementary. It is truly an honor to continue serving as the proud principal of our amazing school community. I look forward to another year of working together with our dedicated staff, supportive families, and community partners to ensure every student grows academically, socially, and emotionally. At Werner Elementary, our highest priority is providing a safe, welcoming, and nurturing environment where every child feels valued and inspired to learn. We remain committed to developing the whole child while maintaining high academic expectations that prepare students for future success.

This year, we are excited to begin our implementation of AVID (Advancement Via Individual Determination) strategies throughout our school. AVID helps students develop the organizational skills, critical thinking, collaboration, communication, and confidence they need to become successful lifelong learners. Through goal setting, student ownership of learning, and engaging instructional practices, we will continue preparing our students to be college, career, and life ready.

Another important focus this year is our Strive for 5 attendance initiative. We encourage every family to help students miss five or fewer days of school throughout the year. Every day matters! Consistent attendance helps students build strong academic skills, develop meaningful relationships with their teachers and classmates, and fully participate in the learning experiences that support their success. By working together to prioritize attendance, we can ensure every student has the opportunity to reach their full potential.

Family partnerships remain an essential part of our success. I encourage you to become involved by attending school events and participating in our parent organizations, including School Site Council (SSC), English Learner Advisory Council (ELAC), African American Parent Advisory Council (AAPAC), and Coffee with the Principal. Your voice, support, and involvement make a tremendous difference in the success of our students and our school community. Communication between home and school is very important to us. Please continue to stay connected by visiting our school website and downloading the ParentSquare app to receive important updates and communicate with your child's teacher. As always, my door is open. If you have any questions, concerns, or ideas, please feel free to contact me at tbutler2@rialtousd.org or (909) 820-6830.

Thank you for entrusting us with your child's education. Together, we will make this an outstanding year of learning, growth, and success for every Werner Star!

In Partnership,

Tami M Butler
Principal, Werner Elementary

WERNER ELEMENTARY

~A Shining Example of Excellence~

WERNER ELEMENTARY MISSION

The Mission of Werner Elementary, the shining star of discovery, is to ensure each student is emotionally and academically equipped to be lifelong learners who are motivated to achieve their future aspirations through a vital system of distinguished by:

- hands on learning that allows each child to achieve high academic standards
- opportunities to discover intrinsic passions, talents, and purpose
- celebrating, embracing and cultivating diversity
- a positive and safe learning environment
- a culture of shared responsibility, trust, and strong relationships with community partners

... This Is The Way

Staff Directory

Theresa	Williams	Kindergarten
Genesis	Quinonez	Kindergarten
Rocio	Carlos	Kindergarten DLI
Shirley	Chen	Kindergarten
Justin	Fulmer	TK AM
Leticia	Macias	TK AM
Berenice	Torres	TK PM
Julie	Bigler	1st Grade
Elizabeth	Hague	1st Grade
Shannon	Grandia	1st Grade
Miriam	Carrillo	1st Grade DLI
Meghan	Miller	2nd Grade
Maritess	Carpenter	2nd Grade
Adriana	Alaniz	2nd Grade
Holly	Hunter	2nd Grade
Fernando	Chaidez	2nd Grade DLI
Robin	Jones	3rd Grade
Janet	Wences	3rd Grade DLI
Deanna	Cabrera	3rd Grade
Tanisha	Coleman	3rd Grade
Nora	Pedroza	4th Grade DLI
Tatiana	Marshall	4th Grade
Vanessa	McParland	4th Grade
Nicole	Ochoa	4th Grade
Keila	Topete	5th Grade DLI
Marleisha	Rubin	5th Grade
Camilia	Dababneh	5th Grade
Linda	Nieblas	5th Grade
Lourdes	Butman	Preschool
Alyssa	Espinal	PM Preschool SDC
Michelle	Sindar	SDC
Carolyn	Lillibridge	SDC
Carina	Sanchez	SDC
Eliot	Rodriguez	SDC
Jade	Sears	Inclusion
Michelle	Flinn	Inclusion
Eric	Yoshimitsu	Reading Specialist
Tracey	Baumann	Reading Specialist
Sheri	Garcia	Program Specialist

Bell Schedule



2026-2027
Werner Elementary School
Regular Day Bell Schedule

Office Hours 7:30am-4:00pm
1050 W. Rialto Ave.
Rialto, CA 92376
909-820-6830

PK & SDC PK AM

7:45-10:45

PK & SDC PK PM

11:45- 2:45

SDC TK AM

8:00 - 9:15	Arrival / Instruction	75 Minutes
9:15 - 9:30	Instructional Recess	15 Minutes
9:30 - 11:25	Instruction	115 Minutes
11:25 - 11:40	Recess	15 Minutes
11:40 - 12:05	Lunch/ Dismissal	25 Minutes

TK AM

7:45 - 9:30	Arrival / Instruction	105 Minutes
9:30 - 9:45	Instructional Recess	15 Minutes
9:45 - 11:10	Instruction	85 Minutes
11:10 - 11:25	Recess	15 Minutes
11:25 - 11:50	Lunch / Dismissal	25 Minutes

TK PM

11:10 - 11:35	Lunch/Arrival	25 Minutes
11:35 - 11:50	Recess	15 Minutes
11:50 - 1:35	Instruction	105 Minutes
1:35 - 1:50	Instructional Recess	15 Minutes
1:50 - 3:15	Instruction	85 Minutes
3:15	Dismissal	

Kindergarten A

8:00 - 9:00	Instruction	60 Minutes
9:00 - 9:15	Recess	15 Minutes
9:15 - 11:10	Instruction	115 minutes
11:10-11:35	Lunch	25 Minutes
11:35 - 11:50	Lunch Recess	15 Minutes
11:50 - 1:51	Instruction	121 minutes



Kindergarten B

8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 11:10	Instruction	95 Minutes
11:10-11:35	Lunch	25 Minutes
11:35 - 11:50	Lunch Recess	15 Minutes
11:50 - 1:51	Instruction	121 Minutes

First Grade

8:00 - 9:00	Instruction	60 Minutes
9:00 - 9:15	Recess	15 Minutes
9:15 - 10:30	Instruction	75 Minutes
10:30 - 10:55	Lunch	25 Minutes
10:55 - 11:10	Lunch Recess	15 Minutes
11:10-1:10	Instruction	120 Minutes
1:10 - 1:25	Recess	15 Minutes
1:25 - 2:06	Instruction	41 Minutes

Second Grade A

8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 10:30	Instruction	55 Minutes
10:30 - 10:55	Lunch	25 Minutes
10:55 - 11:10	Lunch Recess	15 Minutes
11:10 - 1:10	Instruction	120 minutes
1:10 - 1:25	Recess	15 Minutes
1:25 - 2:06	Instruction	41 Minutes

Second Grade B

8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 10:30	Instruction	55 Minutes
10:30 - 10:55	Lunch	25 Minutes
10:55 - 11:10	Lunch Recess	15 Minutes
11:10 - 1:30	Instruction	140 Minutes
1:30 - 1:45	Recess	15 Minutes
1:45 - 2:06	Instruction	21 Minutes

Third Grade

8:00 - 9:40	Instruction	100 Minutes
9:40 - 9:55	Recess	15 Minutes
9:55 - 11:40	Instruction	105 Minutes
11:40 - 12:05	Lunch	25 Minutes
12:05 - 12:20	Lunch Recess	15 Minutes
12:20 - 1:30	Instruction	70 Minutes
1:30 - 1:45	Recess	15 Minutes
1:45 - 2:06	Instruction	21 Minutes

Fourth Grade

8:00 - 10:00	Instruction	120 Minutes
10:00 - 10:15	Recess	15 Minutes
10:15 - 11:40	Instruction	85 Minutes
11:40 - 12:05	Lunch	25 Minutes
12:05 - 12:20	Lunch Recess	15 Minutes
12:20 - 2:16	Instruction	116 Minutes

Fifth Grade

8:00 - 10:20	Instruction	140 Minutes
10:20 - 10:35	Recess	15 Minutes
10:35 - 12:20	Instruction	105 Minutes
12:20 - 12:45	Lunch	25 Minutes
12:45 - 1:00	Lunch Recess	15 Minutes
1:00 - 2:16	Instruction	76 Minutes

Last Revised 7/28/26 SLG

7/29/26 F.S.



2026-2027
Werner Elementary School
Minimum Day Bell Schedule

Minimum Days:

8/5, 8/13, 8/14, 8/17, 8/24, 8/31, 9/16, 9/17, 9/18, 9/21, 9/28, 10/5, 10/19, 10/30, 11/4, 11/5, 11/6, 11/9, 11/10, 11/12, 11/13, 11/16, 11/30, 12/7, 12/18
1/25, 2/1, 2/26, 3/1, 3/8, 3/15, 3/16, 3/29, 4/5, 4/12, 4/19, 4/26, 5/3, 5/10, 5/17, 5/24, 6/2



PK & TK Schedules remain the same



Kindergarten A		
8:00 - 9:00	Instruction	60 Minutes
9:00 - 9:15	Recess	15 Minutes
9:15 - 11:10	Instruction	115 Minutes
11:10-11:50	Lunch	40 Minutes
11:50 - 12:58	Instruction	68 Minutes

Kindergarten B		
8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 11:10	Instruction	95 Minutes
11:10-11:50	Lunch	40 Minutes
11:50 - 12:58	Instruction	68 Minutes

First Grade		
8:00 - 9:00	Instruction	60 Minutes
9:00 - 9:15	Recess	15 Minutes
9:15 - 10:30	Instruction	75 Minutes
10:30 - 11:10	Lunch	40 Minutes
11:10-12:58	Instruction	108 Minutes

Second Grade A		
8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 10:30	Instruction	55 Minutes
10:30 - 11:10	Lunch	40 Minutes
11:10 - 12:58	Instruction	108 Minutes

Second Grade B		
8:00 - 9:20	Instruction	80 Minutes
9:20 - 9:35	Recess	15 Minutes
9:35 - 10:30	Instruction	55 Minutes
10:30 - 11:10	Lunch	40 Minutes
11:10 - 12:58	Instruction	108 Minutes

Third Grade		
8:00 - 9:40	Instruction	100 Minutes
9:40 - 9:55	Recess	15 Minutes
9:55 - 11:40	Instruction	105 Minutes
11:40 - 12:20	Lunch	40 Minutes
12:20 - 12:58	Instruction	38 Minutes

Fourth Grade		
8:00 - 10:00	Instruction	120 Minutes
10:00 - 10:15	Recess	15 Minutes
10:15 - 11:40	Instruction	85 Minutes
11:40 - 12:20	Lunch	40 Minutes
12:20 - 1:04	Instruction	44 Minutes

Fifth Grade		
8:00 - 10:20	Instruction	140 Minutes
10:20 - 10:35	Recess	15 Minutes
10:35 - 12:20	Instruction	105 Minutes
12:20 - 1:00	Lunch	40 Minutes
1:00 - 1:04	Instruction	4 Minutes



Rainy Day Dismissal Procedure	
Kindergarten dismissed from Cafeteria	
First Grade dismissed from Front of School	
Second Grade dismissed from East Gate	
Third Grade dismissed from East Gate	
Fourth Grade dismissed from East Gate	
Fifth Grade dismissed from East Gate	

Inclement Weather Lunch Schedule		
Grade	Dismiss to Lunch	Return to Classroom
K	11:10	11:40
1st	10:30	11:00
2nd	10:30	11:00
3rd	11:40	12:10
4th	11:40	12:10
5th	12:20	12:50

07/29/26 F.S.



Tami Butler, Principal ♦ Daniel Cuevas, Assistant Principal

909-820-6830 phone ♦ 909-562-0078 fax

[Werner Elementary School](#)

2026-2027 School Calendar

LEGEND:
X-NO SCHOOL
X*-TEACHER PREP DAY
M-MINIMUM DAY
H-HOLIDAY-NO SCHOOL

Important Dates
First Day of School: August 5th
Back to School Night: August 13th
End of 1st Trimester: Oct 30th
PTCs: Sept 16th-18th & Nov 4th-Nov 13th
Fall Break: November 23rd-27th
Winter Break: December 21st-January 11th
End of 2nd Trimester: February 26th
Open House: March 15th
Spring Break: March 17th-26th
End of 3rd Trimester: June 2nd
Last Day of School: June 2nd

Minimum Days

Please be aware of all the **M** days on the calendar.

Holidays:

Jul 4th: Independence Day
Sep 7th: Labor Day
Nov 11th: Veterans Day
Nov 26th-27th: Thanksgiving Day
Dec 24th: Christmas Eve
Dec 25th: Christmas Day
Dec 31st: New Years Eve
Jan 1st: New Year's Day
Jan 18th: M L King Day
Feb 8th: Lincoln's Day
Feb 15th: Presidents' Day
May 31st: Memorial Day

School Calendar

July 2026							August 2026							September 2026							October 2026								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			X	X	X	4							1				1	2	3	4	5					1	2	3	
5	X	X	X	X	X	11	2	X	*	X	M	6	7	8	6	H	8	9	10	11	12	4	M	6	7	8	9	10	
12	X	X	X	X	X	18	9	10	11	12	M	M	15		13	14	15	M	M	19		11	X	13	14	15	16	17	
19	X	X	X	X	X	25	16	M	18	19	20	21	22		20	M	22	23	24	25	26	18	M	20	21	22	23	24	
26	X	X	X	X	X		23	M	25	26	27	28	29		27	M	29	30				25	26	27	28	29	M	31	
							30	M																					
November 2026							December 2026							January 2027							February 2027								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
1	2	3	M	M	M	7			1	2	3	4	5						H	2			M	2	3	4	5	6	
8	M	M	H	M	M	14	6	M	8	9	10	11	12		3	X	X	X	X	9		7	H	9	10	11	12	13	
15	M	17	18	19	20	21	13	14	15	16	17	M	19		10	X	*	12	13	14	15	16	14	H	16	17	18	19	20
22	H	H	H	H	H	28	20	X	X	X	H	H	26		17	H	19	20	21	22	23		21	22	23	24	25	M	27
29	M						27	X	X	X	H				24	M	26	27	28	29	30	28							
															31														
March 2027							April 2027							May 2027							June 2027								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
	M	2	3	4	5	6					1	2	3							1			1	M	X	*	X	5	
7	M	9	10	11	12	13	4	M	6	7	8	9	10		2	M	4	5	6	7	8	6	X	X	X	X	X	12	
14	M	M	X	X	X	20	11	M	13	14	15	16	17		9	M	11	12	13	14	15	13	X	X	X	X	H	19	
21	X	X	X	X	X	27	18	M	20	21	22	23	24		16	M	18	19	20	21	22	20	X	X	X	X	X	26	
28	M	30	31				25	M	27	28	29	30		23	M	25	26	27	28	29		27	X	X	X				
															30	H													

ROUTINE PROCEDURES AND INFORMATION

OFFICE HOURS

The school office is open **7:30 a.m. until 4:00 p.m.**, every school day. Office phone number: (909) 820 -6830.

SCHOOL HOURS

TK AM (Transitional Kindergarten)	7:45 a.m. - 10:45 a.m.
TK PM	11:45 a.m. - 2:45 p.m.
Kindergarten	8:00 a.m. - 1:51 p.m.
Grades 1st - 3rd	8:00 a.m. - 2:06 p.m.
Grades 4th - 5th	8:00 a.m. - 2:16 p.m.

MINIMUM DAY

Grades K - 3rd	8:00 a.m. - 12:58 p.m.
Grades 4th - 5th	8:00 a.m. - 1:04 p.m.

ARRIVAL TIME

Students in grades K – 5th may arrive at school **no earlier than 7:30 a.m.** in which the east gate will be opened. There is no supervision for students prior to this time. For the safety of our students, we are a closed campus, parents will not be allowed to walk their children beyond the east gates. Students line up in their designated area until 7:55 a.m. when their teacher will escort them to their classrooms.

DISMISSAL TIME

Kindergarten students will be released from the MPR/Cafeteria. The east gates will be opened just before the dismissal bell rings. 1st – 3rd grade teachers will escort the students to the east gates where they wait to be picked up by their ride. 4th-5th grade teachers will escort students to the east gate for dismissal. If your student walks home from school, the teacher will release them from the east gate. Students must leave campus when school is dismissed. **All students must be picked up at dismissal time as there is no supervision for them if you are late picking them up.**

INCLEMENT WEATHER ARRIVAL/DISMISSAL

In the event of rain or extreme weather conditions, students will follow a different dismissal procedure. During arrival, students will enter at the east gate and walk to the MPR/Cafeteria to wait for their teachers. During dismissal, Kindergarten and 1st grade will dismiss from the front of the school (MPR and Front Lobby). 2nd - 5th grade will dismiss from the east gate.

CLOSED CAMPUS

Werner's campus is closed to all visitors during school hours, including hallways and playground areas. Please check in at the office at all times. All gates accessing the campus will remain closed during the school day.

EARLY RELEASE OF STUDENT

If you need to take your child out of school during the school day, the parent, guardian or person authorized on the emergency card must come into the school office to sign out the student. **NO STUDENT WILL BE RELEASED TO ANYONE NOT ON THE CHILD'S**

EMERGENCY CARD. KEEP YOUR CHILD'S EMERGENCY CARD CURRENT. AUTHORIZED PERSONS MUST HAVE A CURRENT PICTURE ID IN ORDER TO VERIFY IDENTITY AND TO RELEASE THE STUDENT AND BE OVER THE AGE OF 18.

CONTACTING YOUR STUDENT DURING SCHOOL HOURS

If you have lunches, money, jackets, or other items to be delivered to your child, please leave these items **in the office**. Before your child leaves for school each day or the night before, **please** take the time to give instructions for lunch, clothing, and/or after school arrangements. We are unable to interrupt classroom instruction for these common occurrences.

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 cross 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 provided to the school. Students must follow all safety and traffic laws while riding to and from school, and **must wear a helmet according to California state law which states anyone 18 or under operating a bicycle, scooter, skateboard or using skates must legally wear a bicycle helmet. Students without a helmet will not be permitted to bring their bicycle, scooter, skateboard or skates to school.** 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. The school is not responsible for lost or stolen bicycles.

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/ or stored in the bike rack pen.

CLASS ASSIGNMENTS/TEACHER

Changes in class assignments need to be discussed with administration. Beginning of the year class change requests should not be submitted until after 30 days after the start of the new academic year.

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. In order to observe or volunteer in your students classroom the classroom teacher must have a minimum of 24 hour notice. **ALL VISITORS AND VOLUNTEERS MUST SIGN IN AT THE OFFICE TO VISIT A CLASSROOM AND MUST HAVE GONE THROUGH THE DISTRICT VOLUNTEER PROCESS.**

STUDY TRIPS

Siblings who are not scheduled to participate **may not** go on study trips with parents. We ask that permission slips be returned to the classroom teacher **within 3 days of the study trip**.

INTER and INTRA-DISTRICT TRANSFERS

Inter-district transfers are for those who live outside of the Rialto Unified School District boundaries. Intra-district transfers are transfers for those who reside within School District boundaries but wish to attend a school other than their school of residence. An electronic application is available on the RUSD Child Welfare and Attendance's web page. Transfers are reviewed and approved based on space availability, attendance, and discipline history. Parents/Guardians assume responsibility for all transportation. Bussing will not be provided. Students must maintain a 91% positive attendance rate (absences, tardies, early-release, and late pick-up will count against the attendance rate). Students must maintain proper behavior and citizenship at school and at school-related activities. Violation of these conditions may result in revocation of a transfer.

HEALTH OFFICE

The health clerk and school staff provide first aid for minor scratches/injuries. If a child has a temperature of 100 degrees or higher or throws up, the parent/guardian will be contacted for the child to be picked up to go home. The health office relies solely upon the student's emergency card to contact parents regarding their child's health. **AGAIN, PLEASE KEEP THE EMERGENCY CARD CURRENT FOR THE SAFETY AND PROTECTION OF YOUR CHILD!**

MEDICATION

State law forbids any student to have medication in his/her possession on school property. This includes all over-the-counter medicines such as aspirin, cough drops/syrup, ointments, etc., as well as prescription medications. The school may not give a student any medicine, including over the counter medication (aspirin, cough drops, medicated ointment, etc.), that is not prescribed by a doctor. If your child needs to take any type of medicine (over the counter medications included) during school hours, the medicine must have a written doctor's prescription and **the physician must complete the legally required form (S-64)** available in the school office. If a parent chooses to come to the school and administer medication, he or she may do so in the office. Please check with office personnel for the correct procedure.

The following California State Health Department guidelines must be followed:

1. A physician's authorization for medication must be signed and kept on file in the school health office.
2. Only 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.

INJURIES

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

ENVIRONMENTAL SAFETY

Due to concern for the safety of students and staff with specific allergies, students are not permitted to bring **Aerosol Dispensers (i.e. spray cans, body sprays, etc.)** on campus, or to use such products in excess during school hours. If a student is found with these products, parent/guardian will be contacted to address the concern. *(Administrative Regulation 3514-Business and Non-instructional Operations - Environmental Safety)*

FOOD SERVICES: BREAKFAST AND LUNCH PROGRAMS

Each day, breakfast and lunch are provided for every child at Werner at no cost to parents. Students eat breakfast in their classroom at the beginning of each school day. Breakfast is served promptly at 8:00 a.m. Students arriving after 8:10 may not receive breakfast. Students must remain on campus during lunch hours. Your child may bring a sack lunch from home. A calendar of breakfast and lunch is available on the Nutrition Services website.

Food Allergies: For students with specific food allergies, a medical statement must be completed by a physician and on file at the school. Please call the office for more information.

SNACKS AT SCHOOL

Students may bring a healthy snack, such as a piece of fruit or vegetables. Students should not share food from home with other students as there may be unknown allergies that can result in an emergency medical situation.

Celebrations: *It is up to the teacher's discretion whether or not to hold a celebration in class which may align to a holiday. If a celebration is planned by the teacher, it is to be held at lunch or during the last 10 minutes of the school day. The Rialto Unified School District Student Wellness Policy has developed nutritional guidelines that align with the tough federal nutrition standards. Nutrition Guidelines (Birthday Treats & Other): **Homemade goodies are NOT permitted as part of student birthday celebrations.** Children's birthdays are celebrated in class with each teacher acknowledging birthdays in a special way such as a birthday crown, singing happy birthday, allowing a child to share a special book with the class, or in another manner appropriate for their age and grade. This means no cakes, cupcakes, cookies or other non-nutritional sugary treats for birthdays or other celebrations. **Please speak with your child's teacher for ideas to arrange goody-gift bags that do not include food, and to get a count on the number of students in class.***

Additionally, large bags of chips are not a healthy source of nutrition. *Large bags of chips may not be shared.* We ask for parent/guardian support by not sending students to school with these items and for encouraging healthy food choices for our students.

ELECTRONIC DEVICES / CELL PHONES

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 recesses and lunch.

TOYS

Toys are not allowed at school. Toys include but are not limited to toy guns/squirt guns, fidgets of any kind (ex: fidget spinners), dolls, stuffed animals, cars, trading cards (Pokemon) or happy meal toys. **Any toys brought to school may be confiscated by a teacher, administrator or other school staff member and available for pick up at the end of the school year.**

ACTIVITIES: Students must be in good standing in order to participate in school extra curricular activities. This includes having good attendance, good behavior, and good grades.

LOST AND FOUND

The lost and found is located in the rear of the cafeteria. Valuable items are brought to the office. ***Please label all articles of clothing, backpacks, and lunch boxes with your child's name.*** Any unclaimed items will be donated periodically throughout the year.

SCHOOL PARKING LOT

Vehicle entry is limited in the school parking lot during morning arrival time or afternoon dismissal time, due to space constraints. Buses, vehicles with handicapped signs, and RUSD personnel will be given preferential parking during these times. **Double parking in the aisles along the marked spaces or parking in fire lanes is strictly prohibited.**

Please follow all traffic and safety rules when coming to and from school. We encourage you to use the sidewalks and crosswalks. Be safe at all times – do not jaywalk or jump over fences. If you need to park your vehicle, please park in unmarked/unreserved parking spots in the east parking lot. Do not double-park in the parking lot or on the street.

The following are important safety rules concerning student drop off and pick-up. Please help us in our endeavors and adhere to the following procedures:

- Do not park or wait in the red painted curb zones. These are designated no parking zones and need to be kept clear for emergency vehicles.
- Stay alert. Please keep your speed slow, your music low (or off), and stay off cell phones while driving through the parking lots and on the streets around the school.
- Students are to wait with their teachers in the east side of the school until they see their ride. **Students are not allowed to wait in the grass area in front of the school.**
- Please pull up to the curb if picking up students on the street. We will not allow students to cross in the middle of the street.
- Please demonstrate patience and respect for the crossing guards and other staff members in yellow safety vests on traffic duty when picking up and dropping off students in front of the school, and follow their directions at all times (they may see something you do not). Move all the way down along the curbside when possible.

PARENT INVOLVEMENT

Please contact the school office for a parent volunteer application. Approved volunteer applications are valid for the current school year. A new application must be submitted annually. Following your screening approval, you can meet with your child's teacher to discuss the best time and days for you to volunteer.

The law requires that all parent volunteers working on campus be fingerprinted, pass a TB test, and complete training provided by the District. Under California law, Senate Bill 848 (SB 848), all school district volunteers who interact with students must complete annual Mandated Reporter Training. This training ensures that everyone supporting our schools has the knowledge needed to help keep students safe and supported.

The entire process can take 1-4 weeks, so please start the process as soon as possible if you would like to be a volunteer on campus. The fingerprinting is completed through Rialto USD. Volunteers must also obtain a clear TB test from their health provider or a local clinic. Fingerprinting is valid for as long as you would like to volunteer in Rialto USD, it does not have to be conducted annually. TB test results must be resubmitted every four years, or as directed by your physician. Please note that per state and federal law, fingerprints are not transferable. If you were previously fingerprinted in a different district or through a different entity, in order to volunteer in Rialto USD, you must have them completed through the district office again.

Chaperones for all field trips and study trips will not be permitted unless they have been fingerprinted and completed the volunteer process.

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. We ask that you contact the teacher first to arrange an optimal time (E.C 51101). Parents must sign in at the front office and obtain a visitor pass before going to the classroom. *Teachers are not available for conferences or comments during the instructional day.*

Parent-Teacher Conferences

Parents are asked to attend at least one scheduled parent-teacher conference during the school year to discuss their child's academic progress. Early parent teacher conferences are scheduled for September 16 - 18, and following the end of Trimester 1, conferences will be held from November 4 - November 13. Each day during these conference periods will be a minimum day. Please make every attempt to attend the conference. If at any time during the school year, you feel the need to discuss your child's progress with the teacher, additional parent conferences can be arranged. It is Werner's goal to maintain open communication between the home and school at all times during the school year.

Adult Behavior

All staff, students and families are expected to follow our PBIS expectations of being responsible, respectful and safe while on campus, this includes our front office and in the parking lot. Disrespectful, aggressive or unprofessional behavior from adults will not be tolerated on our campus.

NOTICES for PARENTS

Always check with your child to see if there is a notice that has been sent home for parents and to check the School Monthly Calendar. We also are encouraging electronic communication through: the school website and Parent Square.

SCHOOL SUPPORT GROUPS

SSC (School Site Council), ELAC (English Language Advisory Committee), DELAC (District English Language Advisory Committee), AND African-American Parent Advisory Council (AAPAC). These school support groups are made up of parents and school staff. Our parent groups are very active and effective. If you would like to be a part of any of these groups, please call the office.

Werner Elementary Parent Meetings 2026-2027

English Learners Advisory Committee (ELAC) – 9:00 am

Pastries w/ the Principal (PWP) – 9:00 am

School Site Council (SSC) – 2:30 pm

African American Parent Advisory Council (AAPAC) – 2:30 pm

Special Education Parent Advisory Committee (SEPAC)- 9:00 am

Dual Language Immersion Committee (DLI)- 2:30 pm

ELAC

Thursday, September 10, 2026

Tuesday, November 3, 2026

Friday, January 15, 2027

Thursday, February 25, 2027

Thursday, April 15, 2027

Thursday, May 13, 2027*

SSC

Thursday, September 10, 2026

Tuesday, November 3, 2026

Friday, January 15, 2027

Thursday, February 25, 2027

Thursday, April 15, 2027

Thursday, May 13, 2027*

AAPAC

Thursday, September 22, 2026

Thursday, November 19, 2026

Thursday, January 28, 2027

Thursday, February 18, 2027

Thursday, April 22, 2027

Thursday, May 13, 2027*

PWP

Thursday, August 20, 2026

Thursday, September 17, 2026 🐾

Thursday, November 12, 2026

Thursday, January 21, 2027 🐾

Wednesday, February 17, 2027

Thursday, April 8, 2027 🐾

DLI

Tuesday, September 29, 2026

Tuesday, January 26, 2027

Tuesday, March 30, 2027

SEPAC

Monday, September 21, 2026

Monday, January 25, 2027

Wednesday, March 31, 2027

EMERGENCY PREPAREDNESS

Werner School practices monthly fire drills and quarterly earthquake, lock-down, or disaster drills, and all persons present must follow established drill procedures. During an actual emergency situation, a central student release station will be established, and no student will be released to anyone without proper and sufficient identification from the person requesting the student and/or until emergency authorities declare it safe to do so.

PLAYGROUND EXPECTATIONS

Students are expected to *Stay Safe, Take Responsibility, Have an Awesome Attitude and Be Respectful* while on the playground too!

BEHAVIOR

Students are to show respect for teachers, office staff, parents, aides and fellow students. Fighting, cursing and gross insubordination will not be tolerated.

Students will keep hands and feet to themselves at recess as well as in the cafeteria line. Wrestling, play fighting, etc. will not be permitted.

AT THE END OF RECESS

When the recess bell rings, all games are to stop immediately. Students will **freeze** until the whistle is blown. Equipment will be **carried** by hand (not bounced, kicked, thrown, etc.) to the class line and held there. Drinking fountains and restrooms will not be used after the bell as the recess period is for this purpose. Students will **walk** directly to class lines after the whistle is blown.

INJURIES

If a student is injured on the playground, he/she will be escorted to the office. The parent may be notified, depending on the injury (i.e. head injury = yes, scraped knee = no).

Personal Sport Balls

Students are not allowed to bring sport balls and/or equipment of any kind to school to be used during recess. Sport balls and/or equipment seen on campus will be confiscated and held in the office until a parent/guardian is able to pick them up.



PLAYGROUND GAME RULES

We want recess to be an enjoyable time for all of our students. The most important rule for the playground is to ***Stay Safe, Take Responsibility, Awesome Attitude and Be Respectful at all times***. All students must keep their hands and feet to themselves and conduct themselves in a way that will not harm themselves or others.

All students must be on the playground during recess. Students are not permitted in the halls, in the quad, or by the classrooms to ask if a teacher needs help.

FREEZE BELL

When the bell rings at the end of recess all students must “freeze” until the whistle is blown to line up. Every student **stops** all activity, holds their equipment, and climbs off of the play structure. When the whistle is blown, students walk to their line.

RESTROOMS

Students must use the playground restrooms and playground drinking fountains during recess and lunch time. No **DRINKS** or **BATHROOM USE** after the bell rings. The restrooms are to be used appropriately. All students who use the restrooms will be respectful of school property. Students will remember that the restrooms are not a place to play, socialize and/or eat.

PLAYGROUND GAMES

All games must be played fairly and according to the rules listed in this handbook. ***Students must keep their hands and feet to themselves at all times, especially during recess games.*** The following games are **not allowed** at any time on the playground:

- Tag
- Dodgeball
- Tackle Football
- War/gladiator/sword games
- Wrestling

All students must read and review the game's rules before playing them. If you do not understand the rules to a game, ask your teacher to explain them to you.

WERNER SCHOOL ATTENDANCE/TARDY POLICY

Line Up Bell rings at	7:45 a.m.
TARDY BELL rings at	8:00 a.m.

REPORTING STUDENT ABSENCES

When your child is going to be absent from school, it is important that you call the school at 909-820-6830 and let us know, so that your child's attendance record won't reflect any unverified absences. We request that you follow up your telephone call to us with a written note to your child's teacher. If the school does not hear from you, the school will call to inquire as to why your child was absent.

All students are responsible to be in front of their classroom when the tardy bell rings at 8:00 a.m. Any student who arrives at class after 8:00 a.m. is tardy.

SART/SASP PROCESS

Parents are notified each month if their student has been absent and/or tardy 15% of the time enrolled during the school year. The first two letters are intended to remind families of the importance of regular on-time attendance. A SART (School Attendance Review Team) meeting is required with the parent, teacher, and administrator if absences and/or tardies continue to exceed 15%. At the meeting, a contract is signed by the student, parent(s), and administrator. If attendance continues to be a problem, a referral will be made to the District SASP (Student Attendance Support Panel) for a meeting to be held in the Rialto Unified Office CWA.

TYPES OF ABSENCES/TARDIES:

Excused: Medical appointment; ill in the morning, then feeling well enough to attend school; funeral attendance (immediate family members only); religious reason, late school bus, or mandated court appearance of the student.

- **Unexcused:** Any other reason for not being in class when the tardy bell rings.
- **Truancy:** A student is legally truant after an unexcused tardy in excess of 30 minutes for the fourth time in one school year. Truant students will be referred to the School Attendance Review Team (SART) and/or to the District Student Attendance Support Panel (SASP). SASP is composed of the Rialto Director of Attendance, a representative of the Rialto Police Department, a representative of the District Attorney's office, the district nurse, and the principal or assistant principal. The student and the student's parent(s) must be present at this hearing. SASP hearings end in an attendance contract. SASP can cite parents and/or refer cases to the district attorney for prosecution. The judge can fine parents and impose other legal restrictions/requirements. We, as adults, need to realize that we are training our children and setting examples that can affect a child's future punctuality habits, which in turn affect performance in school and future jobs. It is important that children arrive at school on time every day.

NOTICE

TO ALL PARENTS AND STUDENTS AT RIALTO UNIFIED SCHOOL DISTRICT:

If you are:

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

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

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

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

HOMEWORK PHILOSOPHY

HOMEWORK PHILOSOPHY

Your child's teacher will provide you with a letter outlining the homework, classwork, and classroom discipline expectancies for the year. Homework is an important part of the educational program. Homework will be assigned on a regular basis, usually Monday-Thursday. They may be long-term or short-term assignments designed to emphasize critical thinking skills, practice skills taught in the classroom, develop good study habits and responsibility.

We plan homework that should take less than **30 minutes for kindergarten**, about **30-60 minutes for grades 1-3**, and about **90 minutes for grades 4-5**. We feel these are reasonable expectations, as the most recent research shows that students do better when they continue their learning at home through homework.

Teachers will be expected to:

1. Assign homework that reinforces or enriches the education program.
2. Explain the homework assignment.
3. Monitor and/or evaluate the completion of homework.

Parents will be expected to:

1. Check with their child on a daily basis to see what homework is due.
2. Provide a quiet place at home to do homework.
3. Monitor the completion of homework and make sure it is returned to school.

Students will be expected to:

1. Take homework home.
2. Do homework to the best of their ability.
3. Return homework on time to school.

Educating students requires cooperation on the part of the parents, student, and school personnel.

RIALTO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION HOMEWORK POLICY

When homework is assigned, the following guidelines should be followed:

- A. Homework must strengthen learning already partially acquired.
- B. Assignments as homework may be of two kinds:
 - 1. Review and reinforcement of work already covered in the classroom.
 - 2. New material, used to develop habits of independent study.
- C. Homework may facilitate certain learning which cannot take place in the classroom, such as interviews and visits to places of interest.
- D. Homework often allows students to participate in a variety of projects.
- E. Learning done at home should be followed up at school. Assigned homework should be checked in and assessed in some way.
- F. Homework should be dynamic and never carried beyond the limits of fatigue and the student's capacity. Interest and natural desire are of great importance.
- G. Adequate time should be given for the completion of homework.
- H. Homework should be tailored to individual needs when possible.

HOMEWORK – STATE RECOMMENDATIONS:

Class time shall be conserved for learning activities which benefit most from teacher interaction. Homework shall be used for work which the student is most able to do independently:

- Homework shall reinforce and extend classwork.
- Homework assignments shall be interesting and motivating.
- Students shall be assigned homework they can complete successfully.
- Before students are assigned independent practice and application as homework, they shall first have guided practice and application with supervision and feedback.
- The students shall explore selected topics in depth as homework projects, completed over a period of time. The proportion of learning time allocated to such projects and the average length of time per project shall increase from lower to upper grade levels.
- Reading, writing, and thinking experiences in literature, history, math, science, and fine arts shall be extended through homework.
- Students shall receive prompt and informative feedback on completed assignments, including re-teaching when needed.

ACADEMIC SUPPORT SERVICES AND PROGRAMS FOR STUDENTS

AVID

Through the AVID (Advancement Via Individual Determination) a nationwide college and career readiness system designed to help students build the skills, habits, and confidence needed to succeed in high school, post-secondary education, and beyond; students will be introduced to organizational skills that lead to a lifetime of success.

What AVID's Organizational System Means for Students

Organization isn't just about keeping a clean backpack—it's about training your brain to think clearly, manage time, and reduce school-related stress. Through AVID, students master specific, repeatable routines that make keeping up with coursework manageable:

- **The AVID Binder System:** Students learn to maintain an organized physical or digital binder system, keeping all class materials, assignments, and notes systematically arranged so nothing gets lost.
- **Mastering the Agenda & Planner:** Daily use of a planner or digital calendar teaches students how to track deadlines, break large projects into daily tasks, and prioritize their time.
- **Focused Note-Taking:** Instead of passive note-taking, students practice a multi-step note system (summarizing, processing, and reviewing) that builds long-term retention and reduces last-minute test cramming.
- **Routine & Accountability:** Regular binder checks and organized portfolio reviews help students stay accountable and take pride in their work habits.

TITLE I

The TITLE I program is a federally funded program in which resources will be allocated to help target students with the most academic need. Resources will be used to help participating children meet the state's challenging student academic achievement standards with a focus on increasing student achievement and fluency, vocabulary, reading comprehension, spelling, writing and math problem solving. A portion of the TITLE I funding will be allocated to Parental involvement activities. These activities will include an annual Title I meeting for all parents of students who will be receiving Title I services as well as academic workshops in the areas of reading and math, and workshops on parenting skills.

STRUCTURED ENGLISH IMMERSION (SEI)/ENGLISH LANGUAGE DEVELOPMENT (ELD)

These classes/programs are for those students identified through state criteria (ELPAC) as being Limited English Proficient. These students are placed with teachers who have completed their CLAD training. Federal guidelines require these students to receive at least one half (½) hour per day of English Language Development. Werner's goal for all English Learners is reclassification before leaving for middle school.

GATE (Gifted and Talented Education)

Each identified student has the opportunity to participate in a qualitatively differentiated instruction. Testing to qualify for this program occurs in the 2nd grade and when referred by the student's teacher in grades 4th-5th. Students cannot have the test administered to them if they took the test the year prior.

SPECIAL EDUCATION

Werner services students with SAI through an Inclusion model that supports students in their general education classroom and a Primary and Intermediate MH Class (Multiple Handicapped Class) on site. These programs are for those students who have special needs identified by the Student Study Team (SST) process and Individual Education Plan (IEP). Please see the referral process for further information.

SDC (Special Day Class): Students identified through the IEP process as needing these services are placed in our Learning Handicapped Special Day Class (LH/SDC). This class is staffed by a specially credentialed teacher and two instructional assistants.

RSP (Resource Specialist Program): Students identified as eligible for this program receive instructional support for up to 49% of their school day in a small group setting provided by a specially trained teacher and two instructional assistants.

MH (Multiple Handicapped Special Day Class): Students identified through the IEP process as needing these services are placed in our Multiple Handicapped Special Day Class (MH/SDC). This class is staffed with a specially credentialed teacher and instructional assistants.

LSH (Language, Speech, and Hearing) services are provided to students who have been identified as needing special assistance in speech articulation and language development and/or processing. The students are taught on a pull-out basis by a speech pathologist through the IEP process.

APE (Adapted Physical Education) services are provided to students who have demonstrated that they have psychomotor difficulties in both fine and gross motor skills. They are serviced through the IEP process.

Footsteps 2 Brilliance- Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy solution that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create Model Innovation Cities.

BAND

Beginning and intermediate band is offered to 3rd, 4th, & 5th grade students. Information will be sent home in the month of September every school year.

SCIENCE FAIR

Students in all grades will have the opportunity to participate in Werner's Science Fair. They must follow District guidelines and use the Scientific Method. Site and District level criteria will be given to students.

SATURDAY TUTORIAL ENRICHMENT PREPARATION (STEP)- UPWARD PROGRAM (UP)

The STEP-UP is a wonderful opportunity for your child to receive extended educational support and enrichment through Saturday sessions from 8:00 am to 12:00 pm. The STEP-UP is for all students, grades K-5, especially those students wishing to achieve perfect attendance or recover absences. Lunch is offered to students attending STEP-UP, if prior arrangements are made. What a wonderful opportunity to enjoy enrichment activities while developing skill in mathematics, language arts, science, and social studies. Remember, attendance and learning are related. **STEP-UP will count towards end-of-the-year perfect attendance. It does improve your child's attendance record.**

DUAL LANGUAGE IMMERSION

The dual language immersion program is a form of education in which students learn content and develop literacy in two languages. The Dual Language Immersion Program in the Rialto Unified School District will provide instruction in English and Spanish.

Who can be a part of Dual Language Immersion?

- * Native English speakers, native Spanish speakers or bilingual students

What are the benefits of the Dual Language Immersion Program?

Current research shows that learning a second language can benefit students in the following ways:

- * Accelerate academic success
- * Enhance communication skills
- * Develop an appreciation for diversity
- * Gain future personal benefits such as enhanced career, business, and travel opportunities

At Werner Elementary, we currently have a K-4th grade program, every year a new grade level will be added.

STUDENT AWARDS AND CERTIFICATES

Exceptional Attendance Awards Each Trimester:

- **Perfect Attendance Certificate (0 absences and 2 or less tardies or early dismissals per trimester)**
- **Strive for 5 - 5 or fewer absences for the full year and 2 or less tardies or early dismissals per trimester.**

SEL/PBIS Awards (STAR) - Teacher Choice

- **S - Stay Safe - 2 per class**
- **T - Take Responsibility - 2 per class**
- **A - Awesome Attitude - 2 per class**
- **R - Respectful - 2 per class**
 - **2 students per criteria all 3 trimester**

Rising Star Awards

- **1 per strategist for 4th and 5th grades (2 awards total) - Strategist's Choice**
- **1 per specialist for 1st, 2nd, and 3rd grades (3 awards total) - Specialist's Choice**
- **1 per inclusion teacher per grade level (5 awards total) - Inclusion Teacher's Choice**
- **2 per general ed teacher for most improved - Teacher's Choice**

Academics

- **1st and 2nd Trimester**
 - **Star Students in Reading, Writing, Math**
 - **Rising Star (2 Students)**
- **3rd Trimester**
 - **Rock Star AP/P's**
 - **Super Star P's**

One student from each class is selected for Student of the Month. Students receive breakfast with the Principal from nutrition services and a certificate.

WERNER SCHOOL LIBRARY

The library will be open from 2:00 – 2:30 p.m. for parents and teachers. The library is closed from 11:30 a.m. – 12:30 p.m for lunch/shelving.

PARENTS MAY CHECK OUT BOOKS FROM THE LIBRARY!

Students have an opportunity to check out books at various times throughout the week. Books can be checked out by students for a period of two week. They are renewable if the student is not finished with them by the due date. Kindergarten and 1st grade students may check out one book at a time; while 2nd - 5th grades may check out three books at a time if there are no fines/overdue books. Parents are allowed to check out 3 books at a time. Any book may be renewed. To renew a book, the student must come in with the book.

Students should open books properly and turn pages carefully. If a student finds a torn or marked place in the book before he/she takes it, he/she should call it to the attention of the library technician so she can mend or clean it.

Overdue notices will be given to the teacher once a month. Any student with lost, damaged or overdue books may check out one book at a time until book(s) are returned or paid for. Partial payments are accepted. All payments are cash only. The student can still visit the library with his/her class.

E-Books for student devices will be made available to elementary students.

The media center/library is a reading, studying and browsing room, so for that reason, the students must be very careful about observing rules of good citizenship in order not to disturb others. They should speak in a low and pleasant voice, and walk and move quietly in the library. **RUNNING AND/ OR SHOUTING** is not allowed in the media center/library.

FINES

If a student damages or loses a book, a charge will be issued. Parents and guardians are responsible for paying all fines. The school will send home a letter to explain the policy for checking out books and the policy for student charges at the beginning of every school year. This letter/form will stress to students and their families the serious nature of the consequences resulting from owing charges to the school.

- Grades, transcripts, and diplomas are withheld.
- Library book privileges are restricted.
- Charges may be sent to a collection agency.
- Ineligibility to participate in certain extra-curricular activities.

Misuse of library materials is charged as follows:
Writing/Graffiti.....\$8.00 and up
Barcode removed/unreadable.....\$5.00
Cover or spine damage.....\$15.00
Torn pages.....\$3.00 and up
Excessive wear.....\$5.00 to \$15.00

Minor water damage.....	\$5.00 and up
Book destroyed, missing pages or unusable	Full replacement price
Lost book.....	Full replacement price

Only under the following circumstances can fees be waived:

- Foster youth no access to the materials
- Fire
- Theft
- Replacement of materials

CHILD ENDANGERMENT POLICY

CHILD PROTECTIVE SERVICES

If any staff personnel suspects that a child is being physically abused or neglected, or sexually abused or neglected, he or she is legally responsible for reporting that to Child Protective Services. (School employees are "mandated reporters.") All child abuse reports are confidential, by law; therefore, they may not discuss the report with anyone, except the police or C.P.S. worker.

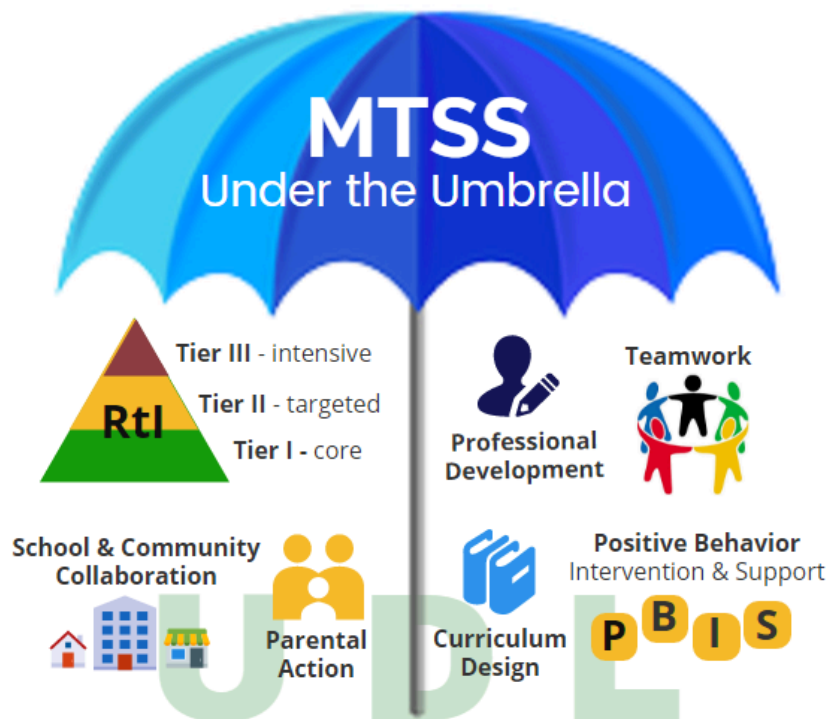
DISTRICT REGULATIONS FOR THE REPORTING OF CHILD ABUSE

All administrative, certificated, and classified employees of the Rialto Unified School District must report all instances of known or suspected child abuse. The report is to be made immediately, or as soon as possible, by telephone to a Child Protective Agency (Police, Sheriff, Probation, and County Welfare) followed by a written report to the same agency.

The law provides that any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist is guilty of a misdemeanor. All administrative, certificated, and classified personnel of the Rialto Unified School District **must** report all instances of known or suspected child abuse.

Multi-Tiered Systems of Support

Our Werner family believes that our students are smart and capable of being excellent students. Students' should develop skills and responsibility for their academic progress and their behavior. **We, as a collaborative school community, believe it is our awesome responsibility to provide them with a safe environment in which we nurture the whole child, academics and socio-emotional learning.**



WERNER POSITIVE BEHAVIOR INTERVENTION and SUPPORTS (PBIS) POLICY AND PROCEDURES

S-Stay Safe
T-Take Responsibility
A-Awesome Attitude
R- Respectful

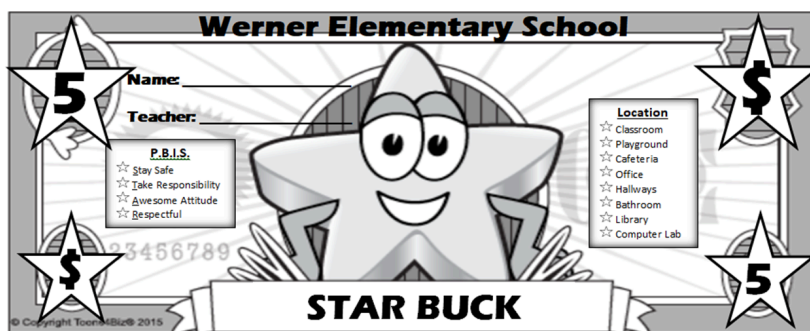
At Werner, our students are STAR Scholars and All STARS Shine.

Our Werner School Wide Expectations:

Expectations	Classroom	Cafeteria	Bathrooms	Computer Lab	Playground	Office	Library
Stay Safe	-keep hands, feet, and objects to yourself -Walk at all times -Keep your chair on all fours	-Stay seated until released -Always walk -Stay inside lunch area boundaries	-Keep hands, feet, and objects to yourself -Report concerns with other students to adults -Go to the closest open bathroom and drinking fountain	- Keep hands, feet, and objects to yourself -Walk at all times -sit appropriately In chairs	- Keep hands, feet, and objects to yourself -Use equipment correctly and for its intended use -Keep food away from the playground -Freeze and put hands on your knees after the bell rings	-Sit quietly - Keep hands, feet, and objects to yourself -Follow staff instructions	- Keep hands, feet, and objects to yourself -Walk at all times -Use step stools appropriately
Take Responsibility	-Be prepared to learn with all needed materials -Follow directions the first time given -Keep personal area and classroom clean -Keep hats and cellphones put away	-Pick up after yourself -Take only what you will eat -Wait your turn in line -Ask permission to leave the cafeteria for any reason	-Wash your hands with soap -Keep area clean -Use bathroom supplies wisely	-Keep your area neat and clean -Keep water bottles on floor and away from computers -Go only to approved websites	-Line up on time -Clean up after yourself -Use the restroom and get drinks before the bell rings	-Be honest -Have a pass -Stay in designated area	-Use space savers correctly -Get books quickly (a max. of 10 minutes in library) -Turn in books by the due date
Awesome Attitude	-Use kind words -Have an "I can do it attitude -Think positive, be positive	-Be gracious -Focus on positive behavior -Encourage others	-Use kind words -Report maintenance issues to adults	- Have a smile on your face -Always do your best (Think "I can do this") -Be helpful	- Be a good sport -Help peers in need -Share equipment	- Use polite words "Excuse me" and "Thank you" -Be considerate of others	-Have a smile on your face -Use kind words "Please" "Thank you" when asking for help
Respectful	-Raise your hand before speaking -Give your full attention to the speaker -Accept others' answers and opinions (be open minded)	-Quiet voices -Say "Please" and "Thank you" -Listen to adults	-Give people privacy -Use quiet voices -Wait your turn	-Use computers correctly -Use whisper voices -Use headphones when necessary pr keep volume off	-Use positive words -Follow all directions given by adults -Be kind to equipment and structures	-Wait your turn -Stay in front of counter until invited in by staff -Inside voices	-Use whisper voices -Treat books with care -Follow directions given by adults

Positive Progressive Steps

Our policy at Werner School is to develop the WHOLE Child. It is our goal to build scholars and practice a positive approach that creates a nurturing learning environment. Our progressive response model means that we attempt to **correct the behavior** with a **positive approach**. Each referral to the office may result in more severe consequences than the referral before. This also means that two children may be sent to the office for the same offense, yet receive different consequences. Administration reserves the right to skip or modify steps depending on the severity of the infraction.



Our Werner students are rewarded with a “Star” Bucks or PBIS Reward points when they follow the schoolwide expectations. Our “Star” Bucks or reward points can be earned during the day by any staff member anywhere on the campus. We collect data on where the expectations are followed and which expectations are followed to ensure that we are creating a positive culture throughout the campus.

They can redeem those “Star” Bucks/Reward Points in the following ways:

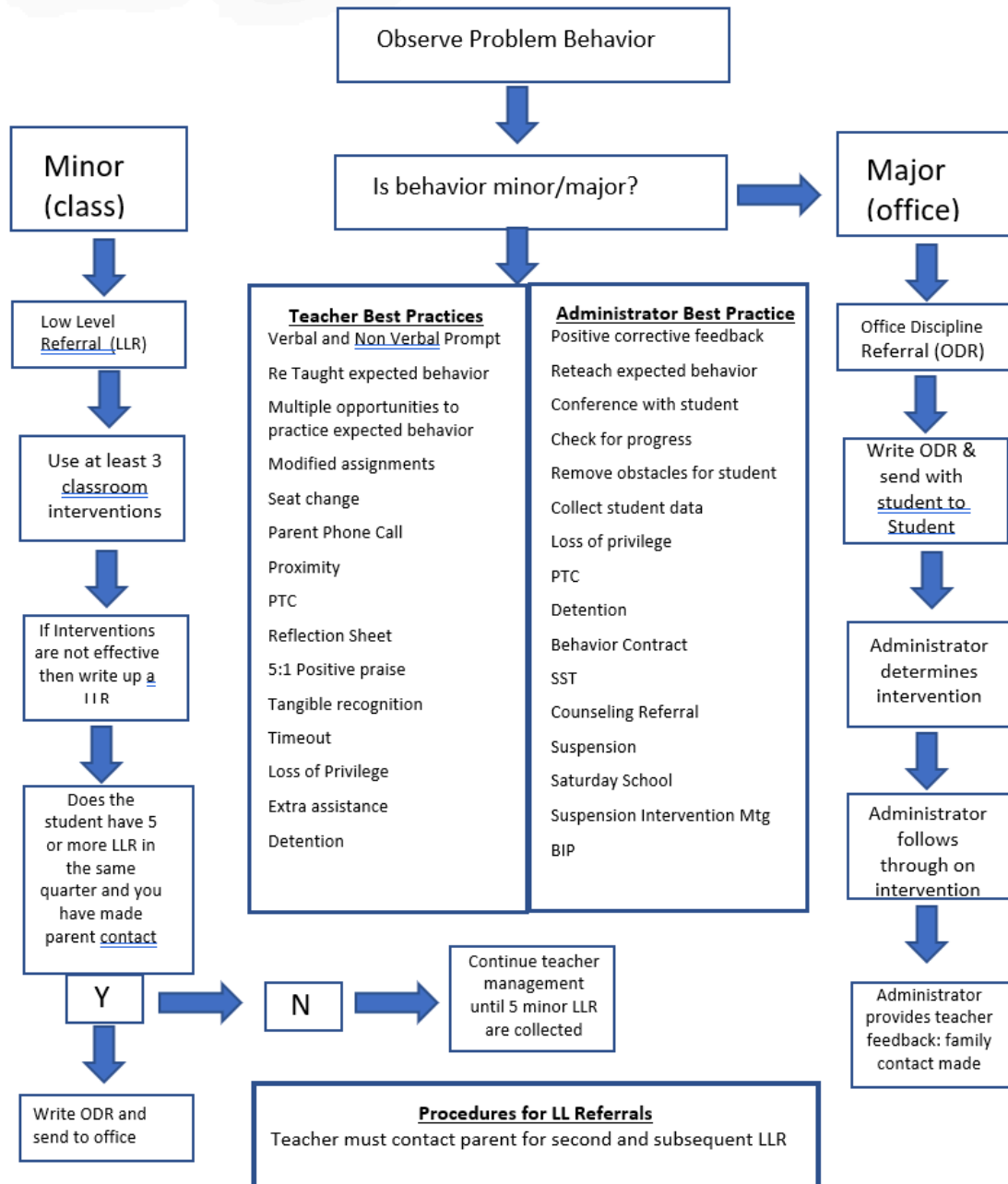
1. Student Store
2. Werner “Star” Buck activities
3. Weekly Drawings in the cafeteria
4. Extra recess
5. Classroom incentives
6. Teacher classroom rewards

Positive Consequences

1. Verbal Praise
2. Werner Starbucks – They can earn them ANYWHERE: Classroom, cafeteria, playground, library, computer lab, Quad area, office and for various reasons.
3. Special recess
4. Weekly drawings
5. Event Invitation



Charlotte N. Werner Elementary Behavior Flowchart



Corrective Consequences

Using the following steps and the **Werner Behavior Flowchart**, each staff member decides the consequence of our Stars. Violation of Ed Code 48900, 48900.2, 48900.3 and/or 48900.4, even on first occurrence, can result in the immediate removal of a student from the classroom, an Office Discipline Referral (ODR) and possible suspension from school.

- STEP One: Verbal Warning/Counseling by the teacher
- STEP Two: Time Out – within the classroom
- STEP Three: Parent Contact
- STEP Four: Low Level Referral (LLR)
- STEP Five: Office Discipline Referral (ODR) to Admin. Team

Mandatory Discipline for WEAPONS AND DRUGS:

Because Werner is an **MTSS** (Multi-Tiered System of Support) and a **PBIS** (Positive Behavior Intervention Support) campus, the objective of corrective discipline is to **ALWAYS** correct the behavior and **Restore** harm. Per California State law, if a student has a weapon or drugs on campus, he or she **must** be **recommended for suspension or expulsion**. This is called the “Zero Tolerance” law. However, depending on the situation, it is at the discretion of the administrator what discipline is assigned.

POSSESSION AND USE OF CELLULAR PHONES AND OTHER ELECTRONIC SIGNALING DEVICES

The following is the official policy, as adopted by the Rialto Unified School District Board of Education:

Cell Phone Policy (Mobile Communication Devices) Rialto Unified School District

Elementary and Middle School

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

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

- Early Intervention includes conducting restorative conversations with the student.
- If a student does not follow the expectation of the policy after the restorative conversations, the consequence 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 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.**

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.

Dress and Grooming

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

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

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

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonable 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, Board Policy Manual Rialto Unified School District 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)

Student Discipline & Suspension Procedures

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.

BULLYING AND HARASSMENT PREVENTION

The Rialto Unified School District is committed to providing a safe working and learning environment; takes seriously bullying or any behavior that infringes on the safety or the well-being of students, employees, or any other persons within the district’s authority; 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.

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

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

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

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

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

Definition of Harassment and Bullying

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

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

- Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property.

- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.
- Has the effect of substantially disrupting the orderly operation of school.

“Bullying,” means *systematically* and *chronically* inflicting physical hurt or psychological distress on one or more students or school employees. It is unwanted and repeated written, verbal, or physical behavior, including any

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

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

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

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

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

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

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

- Any student who engages in bullying 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 are encouraged to help fellow students resolve problems peaceably. • Students can rely on staff to intervene in any dispute likely to result in violence. • Students needing help in resolving a disagreement, or students observing conflict may contact an adult in the school office

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

- District-wide training is 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.



BULLYING/HARASSMENT COMPLAINT FORM

(Students May Report Anonymously)

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

Address: _____ Phone #: _____

Please identify yourself:

☐ Student ☐ Parent/Guardian ☐ Employee ☐ Volunteer ☐ Other

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

Verbal Abuse ☐

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

Physical ☐

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

Extortion ☐

(verbal or physical bullying for money
or personal items)

Hazing ☐

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

Indirect Bullying ☐

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

Cyberbullying ☐

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

Bullying/ Harassment on the basis of:

☐ Race, color or nationality
☐ Gender or Gender Identity

☐ Disability
☐ Other

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

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

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

Names of Witnesses: _____

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

Signature of Reporting Person _____ Date _____

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

Rev: 3.7.23



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.

Conflict Resolution

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

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

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

SEXUAL HARASSMENT

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

COMPLAINT PROCEDURES

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

The Rialto Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. In compliance with Title V of the California Code of Regulations, Uniform Complaint Procedures, the District is committed to providing an internal

process for any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, to file a written complaint alleging violation by the District of federal or state law or regulations, including allegations of discrimination in programs and activities funded directly by the state or receiving any financial assistance from the state.

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six(6)months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six(6)months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within sixty (60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.
4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language

of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainant's right to appeal the LEA's Decision to CDE (g) Procedure to be followed for initiating an appeal to CDE (see #5).

5. The complainant has the right to appeal and/or review the Senior Director of Personnel Services' decision through the appeal process by notifying the Board within five (5) days of the Director's decision. Any complainant may appeal the District's decision to the Superintendent of Public Instruction, State Department of Education, within fifteen (15) days of receiving the District's decision. The appeal must include a copy of the complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.
6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.
8. If you are alleging that you are a victim of discrimination, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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

STUDENT WELLNESS POLICY

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.

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.

Nutrition Education

- Nutrition education that is ethnically appropriate will be integrated into other areas of the curriculum such as math, science, language arts and Social Studies.
- The staff responsible for nutrition education will have the opportunity to participate regularly in professional development activities to deliver an effective nutrition education program as planned.
- Nutrition education curriculum will meet the standards set by the Health and P.E. Framework.
- Nutrition education will involve sharing information with families and broader communities 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 instruct their children about nutrition.

Physical Education

- Physical activity will be integrated across curricula and throughout the day. Physical movement can be made a part of science, math, Social Studies, and Language Arts.
- Physical Education courses will promote an environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge of nutrition and health.
- Time allotted for physical activity will be consistent with State Standards.
- A daily recess period will be provided in grades P-5.

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

Other School Based Activities

- After-school programs will encourage physical activity and healthy habits.
- Support for the health of all students is demonstrated by providing health clinics, health screenings, and help to enroll eligible children in Medi-Cal and other state children’s health insurance programs. • The 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.

CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS



Norberto Perez
Chief Lead Agent
Expanded Learning Programs
& Safety Innovation



SAFETY SERVICES MEMORANDUM 002/2024-2025

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).



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- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.^[3]

- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.^[4]

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

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

Sincerely,

Norberto Perez

Date published: July 1, 2024
California Department of Education

^[3] See California Civil Code Section 29805.

^[4] See California Civil Code Section 1714.3.

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

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

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.

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
- Alejate del edificio y sigue las instrucciones de los equipos de emergencia

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

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 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)

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

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the District's parent involvement program for schools that receive Title I funding. He/She shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code [11503](#))
(cf. [6171](#) - Title I Programs)

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

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

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

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

Non-Title I Schools

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

Legal Reference:

EDUCATION CODE

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

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

[51101](#) Parent rights and responsibilities

[64001](#) Single plan for student achievement

LABOR CODE

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

UNITED STATES CODE, TITLE 20

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

[6312](#) Local educational agency plan

[6314](#) School-wide programs

[6316](#) School improvement

[6318](#) Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

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

[35.160](#) Communications

Rialto Unified School District
Werner Elementary School
Title I School-Level Family Involvement Policy 2025-2026

Werner Elementary School has reviewed and developed a written Title I parental involvement policy with actively sought input from Title I parents/guardians and teachers. This policy promotes two-way communication and participation of educators and parents/guardians in the educational program to improve student achievement.

This policy is distributed to parents/guardians of Title I students in the student/parent handbook, as well as shared at Back to School Night, School Site Council (SSC), English Language Advisory Committee (ELAC) and African American Parent Advisory Committee (AAPAC) meetings. It is available in English and Spanish.

Werner Elementary School's policy describes the means for carrying out the following Title I parental involvement requirement per NCLB, Title I Parental Involvement, 20 USC 6318(a)-(f):

1. Involvement of Parents/Guardians in the Title I Program

- a. Convenes an annual meeting, at a convenient time, to which all parents/guardians shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I, and to explain Title I requirements and the right of parents/guardians to be involved.
 - *Werner Elementary will hold an annual Title I meeting at the family involvement meetings (CWP, ELAC, SSC, AAPAC) that take place at the beginning of the school year to inform parents/guardians of the site's and their child's participation in education, explain programs offered, purpose, requirements, and parents/guardians' rights to be involved.*
- b. Offers a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement.
 - *Werner will hold a flexible number of meetings for parents/guardians of participating students at varying times including in the morning, after school, and in the evening. The school will provide childcare with Title I funding as long as these services relate to parental involvement.*
- c. Involves parents/guardians of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs, the school's Title I parental involvement policy, and the joint development of the plan for school-wide programs incorporated into the Single Plan for Student Achievement.
 - *Werner will collaborate with parents/guardians to jointly develop the School's Title I Parent Involvement Policy, the Family-School Compact, and the School Plan during the School Site Council (SSC) Meetings, English Language Advisory Committee (ELAC) Meetings, and African American Parent Advisory Council (AAPAC) Meetings.*
 - *Werner will solicit parent opinions of school-wide programs and services through an annual parent survey, which will be distributed to all parents/guardians of Title I students. The school will share the results of this survey as SSC and ELAC meetings to determine needs related to the School Plan, School Parent Involvement Policy, Family-School Compact, and parent notices.*

- d. Provides parents/guardians of Title I students with timely information about Title I programs.
 - *Werner will provide updated information about Title I programs including tutoring, parent training, parent meetings, and school events through flyers, school calendars, ParentSquare messages, on-line communication and personal phone calls.*
 - *All communication will be translated in English and Spanish.*
- e. Provides parents/guardians of Title I students with an explanation of the school's curriculum, assessments, and proficiency levels students are expected to meet.
 - *Werner will provide all parents/guardians 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 CWP, annual Title I parent meeting, SSC, ELAC, and AAPAC meetings, parent/teacher conferences, and training.*
- f. Provides parents/guardians of Title I students, if requested with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - *Werner will meet regularly to educate parents/guardians regarding programs and to plan, review, and provide suggestions to improve programs and related parent involvement.*

2. School-Family Compact

Werner Elementary School has jointly developed and distributed to parents/guardians of Title I students a school-family compact that outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents/guardians will develop a partnership to help children reach proficiency on the Core Content Standards. The school-family compact describes the following items in addition to items added by parents/guardians of Title I students:

- a. The school's responsibility to provide high-quality curriculum and instruction.
- b. The parents/guardians' responsibility to support their children's learning.
- c. The importance of ongoing communication between parents/guardians and teacher.
- d. Opportunities to volunteer, participate in, and observe the educational program.
 - *Werner will jointly develop and/or review with parents/guardians of Title I students and our school community members a Family-School Compact during flexible SSC, ELAC and AAPAC meetings.*
 - *Werner will distribute the Family-School Compact to all parents/guardians of Title I students of participating children at the beginning of each school year in our school handbook and at parent/teacher conferences.*

3. Building Capacity for Involvement

Werner Elementary School engages parents/guardians of Title I students in meaningful interactions with the school. It supports a partnership among staff, parents/guardians, and

the community to improve student academic achievement. To help reach these goals, the school does the following:

- a. Assists Title I parents/guardians in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - *Teachers will hold annual parent-teacher conferences for Title I students to discuss academic content standards, assessments, and how to help their child at home.*
 - *Werner will sponsor Family engagement opportunities, including English Language Arts, Math, and Science where parents/guardians may make site visits to their child's classroom, participate in academic activities with their children, and conference with teachers/staff.*
 - *Parent trainings to parents/guardians of Title I students will be overseen by the school's administrators. Consultants will be provided with contracts in which to conduct trainings. Topics may include health and wellness, homework support, childcare strategies, and strategies for communicating and working with teachers.*
 - *Workshops will be conducted throughout the year under the supervision of the site administrators with parents/guardians on topics including preparing students for tests, preparing for parent/teacher conferences, understanding the ELPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.*
 - *Parent volunteers will be solicited throughout the year and called upon to assist the school in conducting school events and assisting teachers and students in the classroom. Communications of these opportunities will also be made through the use of informational posters and flyers. All volunteers will complete a volunteer application and be approved by the District prior to working in the classroom.*
 - *Parent participation will be solicited through activities that promote and celebrate the cultural diversity of Werner students and of the Werner community.*
- b. Provides materials and training to help Title I parents/guardians develop techniques and strategies to use at home that support with children's academic achievement and to ensure their children's physical, social, and emotional well-being and healthy development in preparation for a productive future.
 - *Werner will sponsor Family engagement opportunities, including English Language Arts, Math and Science where parents/guardians may make site visits to their children's classroom, participate in academic activities with their children, and conference with teachers/staff.*
 - *Parent trainings to parents/guardians of Title I students will be overseen by the school's administrators. Consultants will be provided with contracts in which to conduct trainings. Topics may include health and wellness support, childcare strategies, and strategies for communicating and working with teachers.*
 - *District conferences and meetings will be offered to parents/guardians of participating children with topics that include student achievement and school improvements efforts.*
- c. Educates staff, with the assistance of Title I parents/guardians, in the value of parent contributions, how to communicate effectively with parents/guardians and how to work with parents/guardians as equal partners.

- *Werner will coordinate trainings for school personnel on topics that include working with EL students, communicating with parents/guardians through classroom technology, and student engagement.*
- d. Coordinates and integrates parental involvement with other programs and conducts other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in the education of their children.
 - *Werner will coordinate parent involvement activities offered through a variety of state, federal, and community programs, and encourage participation of community organizations and businesses through flyers, Parent Link messages, on-line communication, and student invitations.*
- e. Distributes to Title I parents/guardians information related to school and parent programs, meetings, and other activities in a formal and language that the parents/guardians understand.
 - *Flyers, letters, ParentSquare messages and on-line communication will be used to communicate with parents/guardians and will be translated into Spanish whenever it is practicably possible.*
- f. Provides support for parental involvement activities requested by Title I parents/guardians.
 - *Strategists and Specialists will provide parents/guardians with workshops and participate during parent conferences to provide ideas for teachers.*

4. Accessibility

Werner Elementary School provides opportunities for all parents/guardians to participate, including parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students.

- *Werner will offer a school-wide parent volunteer program to open opportunities for parents/guardians to assist teachers and staff in organizing school events and preparing for classroom activities.*

5. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon, with parents/guardians in Title I programs, as evidenced by minutes submitted for the School Site Council meeting held September 11, 2024. This policy was adopted by the Werner Elementary School Site Council on September 11, 2024 and will be in effect for the period of the 2024-2025 school-year. The school will distribute this policy to all parents/guardians of participating Title I children. Werner Elementary School's notification to parents/guardians of this policy will be in an understandable and uniform format and, to the extent possible, a copy of this policy will be provided to parents/guardians in a language the parents/guardians can understand.

Principal's Signature

School Site Council President's Signature

Last adopted on: January 18, 2023

Last revised on: November 16, 2022

Last reviewed on: January 18, 2023

Last reviewed on: September 11, 2024

**RIALTO UNIFIED SCHOOL DISTRICT
CHARLOTTE N. WERNER ELEMENTARY SCHOOL
TITLE 1 FAMILY/SCHOOL COMPACT 2025-2026**

STAFF PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction for learning.
- Follow CDC Guidelines for in-person settings.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring environment.
- Provide age appropriate homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families.
- Help each student achieve the school's high academic standards.
- Use data to direct the best instruction for all students.
- Respect the school, students, staff, and families.

Teacher's Signature: _____ Date: _____

STUDENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- **Abide by STAR Expectations: Stay Safe, Take Responsibility, Awesome Attitude, Be Respectful**
- Come to school ready to learn and actively participate.
- Follow all CDC Guidelines for in-person settings.
- Bring necessary materials, completed assignments and homework.
- Know and follow classroom and school-wide behavior expectations..
- Ask for help when I need it.
- Communicate regularly with my parents, guardians and teachers about school experiences so they can help me be successful in school.
- Read nightly by checking out books from the library or from a virtual library.
- Practice school-wide online programs nightly.
- Respect the school, students, staff, and families.

Student's Signature: _____ Date: _____

PARENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Encourage your child to follow STAR Expectations.
- Provide a quiet time and place for homework.
- Check/review my child's homework nightly.
- Read to my child or encourage my child to read every day (20 minutes K-3 and 30 minutes for 4&5).
- Bring my child to the school library after school to check out books. (1:45-2:30 pm) or read from a virtual, city, home or school library.
- Ensure my child attends school every day on-time, gets adequate sleep, regular medical attention and proper nutrition.
- If my child is absent, I will bring him/her to STEP-UP on Saturday to make-up his/her absence or complete independent study.
- Meet or communicate with the teacher on a regular basis to discuss my child's progress in school.
- Participate in school activities such as school decision making, volunteering, attending parent/teacher conferences, and attending parent trainings/workshops focused on strategies for support at home.
- Parents will create a Parent Vue and ParentSquare account by asking their child's teacher for an access code.
- Review, sign and return Progress Reports as they are sent home.
- Communicate with the teacher first, when I have a concern.
- Respect the school, students, staff and families.

PARENT COMPLAINT PROCEDURE

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

Sometimes problems arise that need to be resolved by utilizing the **Parent Complaint Form**. This form can be picked up in the Werner school office. You need to briefly state your complaint and then follow these steps:

1. Step One: Make an appointment with the classroom teacher to explain the problem. If it is not resolved satisfactorily, go to Step Two.
2. Step Two: Make an appointment with the administrator and teacher to explain the problem. If it is not resolved satisfactorily, go to Step Three.
3. Step Three: Call the Rialto Unified School District at (909) 421-7609

UNIFORM COMPLAINT PROCEDURES

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

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

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

association with a person or group with one or more of these actual or perceived characteristics.

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six (6) months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.

2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.

3. The investigation of the complaint will be initiated and completed within sixty (60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.

4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainant's right to appeal the LEA's Decision to CDE (g) Procedure to be followed for initiating an appeal to CDE (see #5).

5. The complainant has the right to appeal and/or review the Senior Director of Personnel Services' decision through the appeal process by notifying the Board within five (5) days of the Director's decision. Any complainant may appeal the District's decision to the Superintendent of Public Instruction, State Department of Education, within fifteen (15) days of receiving the District's decision. The appeal must include a copy of the complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.

6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.

8. If you are alleging that you are a victim of discrimination, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

The District shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186)

1. Instructional Materials

a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state or district-adopted textbooks or other required instructional materials to use in class.

b. A student does not have access to instructional materials to use at home or after school in order to complete required homework assignments.

c. Textbooks or instructional materials are in poor or unstable condition, have missing pages, or are unreadable due to damage.

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

2. Teacher Vacancy or misassignment

a. A semester begins and a certificated teacher is not assigned to teach the class.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (Education Code 33126)

b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.

(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)

c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

(Education Code 35186)

(cf. 4112.2 – Certification)

(cf. 4113 – Assignment)

3. Facilities

A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks, non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition. (Education Code 17592.72)

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee. The principal or designee shall forward the complaint about problems beyond his/her authority to the Superintendent or designee within 10 working days. (Education Code 35186)

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to his/her complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186)

If a complainant is not satisfied with the resolution of the complaint, he/she may describe the complaint to the Board of Education at a regularly scheduled hearing. (Education Code 36186)

For complaints concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3 above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction. (Education Code 35186)

Complaints and written responses shall be public records. (Education Code 35186) (cf. 1340 – Access to District Records)

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting (Education Code 35186)

Forms and Notices

The Superintendent or designee shall ensure that the District's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

Education Code

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency

Repair Account

33126 School Accountability Report Card

35186 Alternative uniform complaint procedure

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4500-4571 Uniform complaint procedures

