



**The Blueprint
for Excellence:
Parent/Student
Handbook**

BUILDING EXCELLENCE

Laying the Foundation for Lifelong Success

— 2026-2027 —



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2026-2027

Parent Guide Acknowledgement

This form MUST be signed by the parent/guardian and returned to the school (teacher) as soon as possible. By signing this you are acknowledging that you have read, understand, and are willing to adhere to the policies listed within the handbook. Also, you understand that the handbook contains information that you and your child will need during the school year. You will be notified of any changes in policies and /or procedures.

Student

Name: _____

Teacher: _____

Parent/Guardian

Name: _____

Signature: _____

Date: _____

*Note: This signed acknowledgement form is required to be returned to teacher.



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WELCOME MESSAGE

Welcome to Morris Elementary!

Dear Morris Mountain Lion Families,

Welcome to the **2026–2027 school year** at **Morris Elementary Environmental Literacy Academy!**

This year, our school theme is:

Building Excellence

Laying the Foundation for Lifelong Success

At Morris, excellence is not something we simply strive for, it is something we intentionally build every day. Through high-quality instruction, meaningful relationships, environmental stewardship, and strong family partnerships, we are laying the foundation for lifelong success for every student.

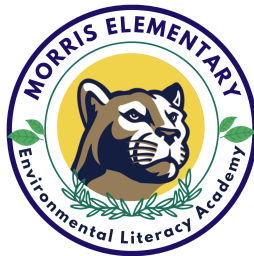
As a proud **California Green Gold Level Ribbon School**, **PBIS Platinum School**, and **Dual Language Immersion School**, we are committed to providing a safe, engaging, and innovative learning environment where every child feels valued, challenged, and inspired to succeed.

This **Parent & Student Guide** serves as your **Blueprint for Excellence** and contains important information about school procedures, expectations, attendance, communication, safety, and the many opportunities available to our students and families. We encourage you to review it together and keep it as a resource throughout the school year.

We know that the strongest schools are built through strong partnerships between home and school. Thank you for trusting us with your child's education and for working alongside us to help every Mountain Lion reach their fullest potential.

Together, we will continue **Building Excellence**, one student, one family, and one opportunity at a time.

We are honored to serve your family and look forward to an incredible school year!



Please follow us on Instagram [@morriselementary](https://www.instagram.com/morriselementary) and visit our school website <https://morris.rialto.k12.ca.us/>

MISSION

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

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

BRIDGING
futures
THROUGH
INNOVATION



MORRIS ELEMENTARY ENVIRONMENTAL LITERACY ACADEMY MISSION

The mission of Morris Elementary Environmental Literacy Academy, the trail to the highest peak of learning, is to ensure student growth and achievement while embracing a safe and diverse school environment, through a vital system distinguished by:

- * *High expectations for achievement*
- * *Family & community engagement*
- * *Valuing the culture of our diverse community*
- * *Safe & engaging learning environments*
- * *Cross curricular environmental practices*

MORRIS ELEMENTARY ENVIRONMENTAL LITERACY ACADEMY



2026 - 2027 BELL SCHEDULE

OFFICE HOURS: 7:00 A.M. - 4:00 P.M.
1900 W. RANDALL AVE. COLTON CA 92324
(909)820-6864

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



DAILY SCHEDULE

KINDERGARTEN

7:45 - 9:05	INSTRUCTION	80 MIN
9:05 - 9:20	RECESS	15 MIN
9:20 - 10:45	INSTRUCTION	85 MIN
10:45 - 11:10	LUNCH	25 MIN
11:10 - 11:25	RECESS	15 MIN
11:25 - 12:45	INSTRUCTION	80 MIN
12:45 - 1:00	RECESS	15 MIN
1:10 - 1:51	INSTRUCTION	51 MIN
TOTAL INSTRUCTIONAL MINUTES		296 MIN

1st GRADE

7:45 - 9:05	INSTRUCTION	80 MIN
9:05 - 9:20	RECESS	15 MIN
9:20 - 11:00	INSTRUCTION	100 MIN
11:00 - 11:25	LUNCH	25 MIN
11:25 - 11:40	RECESS	15 MIN
11:40 - 12:45	INSTRUCTION	65 MIN
12:45 - 1:00	RECESS	15 MIN
1:00 - 1:51	INSTRUCTION	51 MIN
TOTAL INSTRUCTIONAL MINUTES		296 MIN

2nd GRADE

7:45 - 9:05	INSTRUCTION	85 MIN
9:05 - 9:20	RECESS	15 MIN
9:20 - 11:15	INSTRUCTION	115 MIN
11:15 - 11:40	LUNCH	25 MIN
11:40 - 11:55	RECESS	15 MIN
11:55 - 12:45	INSTRUCTION	50 MIN
12:45 - 1:00	RECESS	15 MIN
1:00 - 1:51	INSTRUCTION	51 MIN
TOTAL INSTRUCTIONAL MINUTES		296 MIN

3rd GRADE

7:45 - 9:30	INSTRUCTION	105 MIN
9:30 - 9:45	RECESS	15 MIN
9:45 - 11:30	INSTRUCTION	105 MIN
11:30 - 11:55	LUNCH	25 MIN
11:55 - 12:10	RECESS	15 MIN
12:10 - 1:05	INSTRUCTION	55 MIN
1:05 - 1:20	RECESS	15 MIN
1:20 - 1:51	INSTRUCTION	51 MIN
TOTAL INSTRUCTIONAL MINUTES		296 MIN

4th GRADE

7:45 - 9:55	INSTRUCTION	130 MIN
9:55 - 10:10	RECESS	15 MIN
10:10 - 11:45	INSTRUCTION	95 MIN
11:45 - 12:10	LUNCH	25 MIN
12:10 - 12:25	RECESS	15 MIN
12:25 - 2:01	INSTRUCTION	96 MIN
TOTAL INSTRUCTIONAL MINUTES		321 MIN

5th GRADE

7:45 - 9:55	INSTRUCTION	130 MIN
9:55 - 10:10	RECESS	15 MIN
10:10 - 12:00	INSTRUCTION	110 MIN
12:00 - 12:25	LUNCH	25 MIN
12:25 - 12:40	RECESS	15 MIN
12:40 - 2:01	INSTRUCTION	81 MIN
TOTAL INSTRUCTIONAL MINUTES		321 MIN

PRESCHOOL SCHEDULES REMAIN THE SAME

AM PRESCHOOL

8:00 AM-11:00AM

DISMISSAL: 11:15AM

PM PRESCHOOL

12:00PM-3:00PM

DISMISSAL: 3:00PM

AM TRANSITIONAL KINDERGARTEN

8:00-9:30	INSTRUCTION	90 MIN
9:30 - 9:45	INSTRUC. RECESS	15 MIN
9:45 - 11:25	INSTRUCTION	100 MIN
11:25-11:40	RECESS	15 MIN
11:40 - 12:05	LUNCH	25 MIN
12:05	DISMISSAL	
TOTAL INSTRUCTIONAL MINUTES		205 MIN



INCLEMENT WEATHER LUNCH SCHEDULE 30 Minutes

TK	11:35-12:05
K	10:45-11:15
1ST	11:00-11:30
2ND	11:15-11:45
3RD	11:30-12:00
4TH	11:45-12:15
5TH	12:00-12:30

MINIMUM DAY

KINDERGARTEN

7:45-9:05	INSTRUCTION	80 MIN
9:05 - 9:20	RECESS	15 MIN
9:20 - 10:45	INSTRUCTION	85 MIN
10:45 - 11:25	LUNCH	40 MIN
11:25 - 12:43	INSTRUCTION	78 MIN
TOTAL INSTRUCTIONAL MINUTES		243 MIN

1st GRADE

7:45 - 9:05	INSTRUCTION	80 MIN
9:05 - 9:20	RECESS	15 MIN
9:20-11:00	INSTRUCTION	100 MIN
11:00 - 11:40	LUNCH	40 MIN
11:40-12:43	INSTRUCTION	63 MIN
TOTAL INSTRUCTIONAL MINUTES		243 MIN

2nd GRADE

7:45 - 9:30	INSTRUCTION	105 MIN
9:05 - 9:20	RECESS	15 MIN
9:20-11:15	INSTRUCTION	90 MIN
11:15 - 11:55	LUNCH	40 MIN
11:55-12:43	INSTRUCTION	48 MIN
TOTAL INSTRUCTIONAL MINUTES		243 MIN

3rd GRADE

7:45 - 9:30	INSTRUCTION	105 MIN
9:30 - 9:45	RECESS	15 MIN
9:45-11:30	INSTRUCTION	105 MIN
11:30 - 12:10	LUNCH	40 MIN
12:10-12:43	INSTRUCTION	33 MIN
TOTAL INSTRUCTIONAL MINUTES		243 MIN

4th GRADE

7:45 - 9:55	INSTRUCTION	130 MIN
9:55 - 10:10	RECESS	15 MIN
10:10-11:45	INSTRUCTION	95 MIN
11:45 - 12:25	LUNCH	40 MIN
12:25-12:49	INSTRUCTION	24 MIN
TOTAL INSTRUCTIONAL MINUTES		249 MIN

5th GRADE

7:45 - 9:55	INSTRUCTION	130 MIN
9:55 - 10:10	RECESS	15 MIN
10:10-12:00	INSTRUCTION	110 MIN
12:00 - 12:40	LUNCH	40 MIN
12:40-12:49	INSTRUCTION	09 MIN
TOTAL INSTRUCTIONAL MINUTES		249 MIN

8/3/26 F.S.

AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												
OCTOBER							NOVEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					
DECEMBER							JANUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						
FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6		1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28							28	29	30	31			
APRIL							MAY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					
JUNE							KEY						
S	M	T	W	T	F	S	Minimum Day						
		1	2	3	4	5	STEP-UP						
6	7	8	9	10	11	12	Holiday						
13	14	15	16	17	18	19	Instructional Break						
20	21	22	23	24	25	26							
27	28	29	30										

MORRIS ELEMENTARY

Environmental Literacy Academy

ACADEMIC CALENDAR

2026 - 2027



AUGUST

- 5 FIRST DAY OF SCHOOL
- 13 BACK TO SCHOOL NIGHT

SEPTEMBER

- 7 LABOR DAY
- 16-18 PARENT CONFERENCES

OCTOBER

- 12 INSTRUCTIONAL BREAK
- 30 END OF 1ST TRIMESTER

NOVEMBER

- 4-13 PARENT CONFERENCES
- 11 VETERAN'S DAY
- 23-27 FALL BREAK

DECEMBER

- 21 WINTER BREAK STARTS

JANUARY

- 12 STUDENTS RETURN FROM WINTER BREAK
- 18 MARTIN LUTHER KING, JR. DAY

FEBRUARY

- 8 PRESIDENT LINCOLN DAY
- 15 PRESIDENT'S DAY
- 26 END OF 2ND TRIMESTER

MARCH

- 15 OPEN HOUSE
- 17-26 SPRING BREAK

MAY

- 31 MEMORIAL DAY

JUNE

- 2 END OF 3RD TRIMESTER
- 2 LAST DAY OF SCHOOL
- 19 JUNETEENTH

REVISED AUG. 6/2026



2026-2027 ACADEMIC CALENDAR

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

KEY

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

Calendar revised July 2026

July

3 Independence Day (Observed) - Offices Closed

August

3-4 Teachers Preparation Day
5 First Day of School
5 Middle Back to School Night
13 Elementary School Back to School Night
27 High School Back to School Night

September

7 Labor Day - Offices Closed
16-18 Elementary School Parent Conferences

October

9 End of 1st Quarter for Middle and High Schools
12 Instructional Break
30 End of 1st Trimester for Elementary Schools

November

4-13 Elementary School Parent Conferences
11 Veterans Day - Offices Closed
23-27 Fall Break
26-27 Thanksgiving Holiday - Offices Closed

December

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

January

1 New Year's Day - Offices Closed
11 Teacher Professional Development/Preparation Day
12 Students Return from Winter Break
18 Martin Luther King, Jr. Day - Offices Closed

February

8 Lincoln Day (Observed) - Offices Closed
15 President's Day - Offices Closed
26 End of Second Trimester for Elementary Schools

March

3 Middle School Open House
15 Elementary School Open House
16 End of 3rd Quarter for Middle and High Schools
17-26 Spring Break

May

31 Memorial Day - Offices Closed

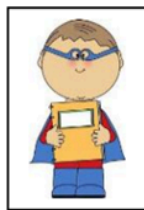
June

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

MORRIS EDUCATIONAL TEAMS	MORRIS STAFF
Administration 	Interim Principal: Dr. Anabel Baba- Program Specialist: Mrs. Delores Rodriguez- drodrigu@rialtousd.org
	Mrs. Elodia Cervantes- ecervant@rialtousd.org
	Mrs. Tina Sanchez- tsanchez2@rialtousd.org
	Sra. Gil- sgil@rialtousd.org (DLI) Ms. Kleinberg- bkleinbe@rialtousd.org Mrs. Ochoa- cochoa@rialtousd.org
	Sra. Gutierrez- igutierrez2@rialtousd.org (DLI) Mrs. Solis- mboatman@rialtousd.org Mrs. Uribe- suribe2@rialtousd.org
	Ms. Garcia- sgarcia13@rialtousd.org Sra. Solorzano- nsolorza@rialtousd.org Mrs. Vargas- svargas@rialtousd.org Mrs. Luna- drodarte@rialtousd.org
	Mr. Guerra (2/3)- jguerra@rialtousd.org Mrs. Landin- mlandin2@rialtousd.org Mrs. Worby- hworby@rialtousd.org Sra. Yates- sperez@rialtousd.org (DLI)
	Ms. Chum, 4th/5th- dchum@rialtousd.org Mrs. Miranda- pfuerte@rialtousd.org Sta. Navarro- bnavarro@rialtousd.org (DLI) Ms. Negrete- vnegrete@rialtousd.org
	Ms. Castro- lcastro2@rialtousd.org Ms. George- ngeorge@rialtousd.org Sra. Ruiz - lruiz@rialtousd.org (DLI)
	Educational Specialist-Mrs. Henry- khenry@rialtousd.org Reading Specialist-Mrs. Pound- spound@rialtousd.org Community Specialist-Ms. Thompson- ethompson@rialtousd.org



School-Wide Expectations:



**Be Safe
Be Respectful
Be Responsible**



Morris Elementary Environmental Literacy Academy

PBIS Team:

TBA-Principal

Mrs. Delores Rodriguez- Program Specialist

Mrs. Pound-PBIS Internal Coach/Reading Specialist

Mrs. Henry- Educational Specialist

Mr. Wilson Gonzalez- Parent

Mrs. Gutierrez-1st Grade DLI Teacher

Mrs. Garrett-Therapeutic Behavioral Strategist



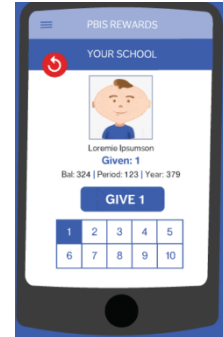
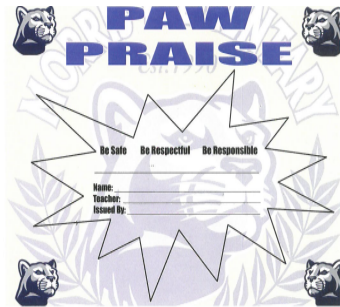
The PBIS TEAM:

Morris has implemented a school-wide discipline approach called Positive Behavior Intervention Support, PBIS. Emphasis is placed on teaching and reinforcing important social and emotional skills and data-based problem-solving to address behavior concerns. The PBIS team updates the staff and provides them with any necessary information during staff meetings. The team has established expected behaviors for different areas of the school with input from the school staff.

The teachers have a process and an established matrix to outline minor and major infractions and consequences through the PBIS resource. An electronic reward system was adopted to encourage appropriate student behavior along with a student store where students can purchase tangible items using their PBIS points. Morris School strives to provide a positive learning environment for all students. We will be giving out shout outs to students, staff, teachers and parents throughout each week. On Friday's Mrs. Guzman will share some of these shout outs with the entire school over the PA system. It is our hope that incentives and positive feedback will encourage all students to follow school rules and behave responsibly.

Rewards: Morris PBIS Points and/or Shout Outs

Paw Praise Shout outs and PBIS points will be awarded to students in our reward recognition system. All Staff members will be giving out PBIS points through our PBIS App (as seen below). In return, students will be able to visit our Virtual Student Store monthly as well as the Principal's office for rewards. Research shows that positive reinforcements to encourage positive behaviors. Each setting of the school contains a behavior matrix, which lists the expected behavior for that area. Following are the behavior matrices for each area of the school.



Social and Emotional Learning, SEL for Today

We are excited to bring to Morris, Second Step Elementary. Second Step is designed to help meet the needs of today's school communities: The Second Step Elementary digital program is web-based social-emotional learning (SEL) curriculum that allows for consistency from classroom to classroom. Its digital format helps these skills based on up-to-date research and feedback. This program will be helpful with our reopening of school and the feelings that may be impacted by the pandemic. The curriculum will engage students for 5-7 minutes at the beginning of each day:

- In teacher-facilitated group settings, students connect with the content, each other, and the teacher as they build new social-emotional skills.
- Variety in media, activities, and interactive components helps engage every learner and provide opportunities for culturally relevant teaching.
- The look and feel of each grade's lessons evolve as students grow into new developmental stages.

What is PBIS – Tiers of Implementation

PBIS uses a three-tier approach. Each of these three tiers has applications to a specific subset of students.



Characteristics of Tier 1—Universal or Primary Intervention (whole class)

- PBIS rewards points on the app
- Daily check ins with PBIS app called SEL Checks to see how the student feels for that day.
- Daily Social and Emotional Learning (SEL) lessons
- Shout-outs and brag tags

Characteristics of Tier 2— Some Students (Roughly 15% might need support to address at-risk behavior.)

- Small group support for some students with Mr. Deason our Therapeutic Behavior Strategist
- Check in with Staff mentor called “CUB CHECKS”
- Individual Behavior Modification Plans

*Parents of students needing Tier 2 supports will be contacted promptly

*Parents may recommend students for Tier 2 supports.

Characteristics of Tier 3 — Few Students (This can be about 5% of students)

- Mr. Deason (TBS) Support
- Specialized Interventions for students with high-risk behavior
- CUB CHECKS with a Mentor (Support Staff)
- Student Study Team (SST) Meeting with teacher and staff

*Students receiving Tier 2 supports continue to have access, and are included in Tier 1 supports

*Students receiving Tier 3 supports continue to have access, and are included in Tier 1 and Tier 2 supports

* Parents may recommend students for Tier 3 supports.

*****DISCIPLINARY PROCEDURES*****

To be successful, our behavior program needs a partnership between home and school. Please support Morris by:

- Reviewing the behavior expectations with your child.
- Using the three expectations at home.
- Providing positive reinforcement (rewarding good choices with compliments or quality time) at home.

The following chart shows the procedures on how behavior incidents are addressed at Morris Elementary.

A. RESTORATIVE JUSTICE:

Part of the implementation of PBIS, also includes the implementation of Restorative Justice. Restorative Justice is a philosophy based on a set of principles that guide the response to conflict and harm. Restorative Justice is based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement, instead of punishment.

Restorative disciplinary practices at Morris Elementary are aimed at keeping students safe and creating a safe school wide environment where teachers can teach and students can learn. Restorative disciplinary practices may include:

- Morris Student Store/PBIS Rewards
- Teacher's Choice Recognition (students who model Kindness, Effort & Safety)
- End-of-Trimester Awards (students who model Morris Expectations)
- Authentic dialogue/Student Circles
- Creating caring climates to support healthy communities
- Understanding the harm and developing empathy for both the harmed and the harmer
- Listening and responding to the needs of the person harmed and the person who harmed.
- Encouraging accountability and responsibility through personal reflection within a collaborative environment.
- Reintegrating the harmer into the community as a valuable, contributing member of society.
- Giving students the opportunity to make things right.

B. GENERAL PROCEDURES & POSSIBLE CONSEQUENCES:

- Student awareness of expectations
- Teacher warning/counseling
- Teacher/parent conferences
- Loss of privileges
- Parent contact (May include a conference with the parent, teacher and/or principal)
- Removal from class (In-house suspension)
- Suspension from school (To include a conference with the parent and an administrator before returning to school)
- Expulsion

C. SUSPENSIONS:

Although suspension is to be used as a last resort, there are some situations in which a student may be suspended for the first offense. Please see the Education Code 48900 listed on pg. 29-33

D. EXPULSIONS:

Students may be suspended or expelled for the following reasons as outlined in Education Code 48900:

- Please see pg. 29-33

E. THE SCHOOL HAS JURISDICTION:

- On school grounds
- Going home and/or coming to school
- During lunch (on or off campus)
- During, while going to, or while coming from a school sponsored activity.



BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

Arrival/ Dismissal Area	• Keep hands and feet to yourself • Walk at all times • Stay in marked areas	• Greet others • Wait patiently	• Keep a safe distance and line up as assigned • Stay on side walk
Playground	• Walk on concrete/blacktop • Keep hands and feet to yourself 	• Include others in play • Listen to Morris Staff members 	• Model Positive behavior • Use equipment appropriately and wait your turn (count to 30) • Report problems to adults
Nature Preserve/ Outdoor Classroom	• Stay to the right • Keep a safe distance on the track & benches • Walk on DG surface 	• Wait patiently • Listen to staff members • Work & exercise with others • Maintain gardens 	• Take turns on the equipment • If a line, count to 30 and wait your turn at station
Cafeteria/ MPR	• Walk in quietly and stay designated area • Stay to the right 	• Wait patiently • Use kind works (please and thank you)	• Wash your hands for 20 sec or use disinfectant • Clean up after yourself • Touch and eat your own food
Restrooms	• Walk at all times • Keep water and trash off the floor • Report problems	• Give privacy to others • use quiet voices • Wait your turn 	• Flush toilet • Wash your hands for 20 sec • Keep restrooms clean
Hallways	• Walk at all times • Stay to the right 	• Maintain a quiet voice at all times	• Go straight to your destination • Use a pass
Library	• Walk at all times • Keep chairs pushed in 	• Use a quiet voice • Share books • Handle books with care • Keep the library clean	• Put books back in proper place • Return books in Return box • Report damaged books • Return books on time
Office	• Walk in and out quietly	• Use soft voice • Use kind works (please and thank you)	• Wait patiently • Bring a hall pass 

Information, Policies, and Procedures

1. ATTENDANCE:

Good attendance is directly related to your child's school achievement. Please make sure your child/children arrive on time to school every day. Please try to schedule your vacations during school breaks and doctor appointments for after school. Students with **three consecutive days of unverified absences** may be **DROPPED** from school on the fourth day. It is the parents'/guardians' responsibility to contact the school to verify the reason for the absences to avoid the student from being dropped. Reenrollment in the same class will be dependent on current enrollment. Students with perfect attendance are recognized at the trimester assemblies with a certificate, weekly playtime with the principal, and monthly class rewards.

TARDIES and EARLY PICK-UP:

One of the students' major responsibilities is to be in school on time and present every day. Being tardy and regularly leaving early are serious matters, causing loss of instruction and disruption to those students who are on time and in class. **Students who are tardy must check in at the school office before reporting to class.** **Please accompany your TK or Kindergarten child to the school office if he/she arrives late.**

The poster features the Morris Elementary Environmental Literacy Academy logo on the top left, which includes a tiger head. The title "Attendance Matters All day. Every day." is prominently displayed in the top center. To the right of the title is an illustration of a red alarm clock. Below the title, the poster is divided into two main sections. The left section, titled "When a student misses 2 days a month...", lists the consequences of missing school: missing 20 days a year, 30 hours of math, 60 hours of reading and writing, and over 1 year of school by graduation. The right section, titled "When Do Absences Become a Problem?", uses a fruit-themed graphic to show three levels of attendance: a red apple for "CHRONIC ABSENCE" (18 or more days), an orange for "WARNING SIGNS" (10 to 17 days), and a green apple for "GOOD ATTENDANCE" (9 or fewer absences). A note at the bottom of this section states, "Note: These numbers assume a 180-day school year." At the bottom of the poster, there is a collage of school supplies including pencils, a ruler, a compass, and a clock, with a central sign that reads "EVERY SCHOOL DAY COUNTS".

****INTER/INTRA District**

Transfers – Students attending Morris Elementary on an INTER/INTRA District Transfer Agreement may have it revoked during the school year and/or not approved for the next school year if he/she does not maintain satisfactory attendance throughout the year. **Satisfactory Attendance means a student is “on time” and “in school” 90% of the time. Students with 10% or more absences and/or tardiness may be returned to the home school.**

“PERFECT ATTENDANCE”

AWARDS – In order to receive the “Perfect Attendance” award, the student must not have any; 1) ABSENCES, 2) TARDIES, or 3) EARLY DISMISSALS / EARLY PICK UPS. An absence may be “recovered or cleared” by attending a Step-Up Saturday session but tardies and early dismissals cannot be recovered or cleared.

2. BAGS OF CHIPS:

Students are not allowed to bring **medium to large** bags of chips on campus. Medium to large bags creates innumerable problems in the hallways, cafeteria, and playground. Students may only bring a small bag of chips which he/she can finish during the 25 minute lunch period in the cafeteria or outdoor blue benches **without** sharing with other students. **All food must be eaten in the cafeteria or at blue benches during breaks and not taken to the playground.**

3. BICYCLES: Bicycle riders must learn and obey the rules, and wear helmets. Please caution your child on proper safety rules, i.e. bicycle safety. Bicycles are to be walked on and off school grounds at all times. Chain locks must be provided and the bicycles are to be parked in the bike racks during school hours. **The school will not be responsible for lost or stolen items.** **SKATEBOARD, and SCOOTERS:** Skateboards, and Scooters are not allowed on campus. ANY skateboard or scooter brought to school will need to be locked up in the bike racks.

4. BIRTHDAY CELEBRATIONS

To support student health, safety, and learning time, **outside food for birthdays and celebrations is not allowed** at school. This includes:

 Cupcakes  Pizza  Donuts  Sodas  Fast Food

Office staff will not hold or deliver food for classrooms.

Please do not drop off birthday items.

✓ Fun, Food-Free Ways to Celebrate Your Child

-  Donate a birthday book to the classroom
-  Send pencils, stickers, or fun erasers
-  Make a birthday crown or badge
-  Create a birthday photo poster
-  Organize a classroom game or read-aloud (with teacher OK)

Let's celebrate in a way that includes *every child!*

Why the Change?

We follow Rialto USD's Wellness Policy and the USDA Smart Snacks Standards. These ensure:

- ✓ Safe learning environments
- ✓ Healthier habits
- ✓ Equity for all students

 **More info:** [Rialto USD Wellness Policy](#)



SMART SNACKS ONLY, PLEASE!

A QUICK GUIDE FOR PARENTS- RIALTO USD

Thank you for partnering with us to support a safe,
healthy, and inclusive environment!

✓ WHY SMART SNACKS MATTER

- RUSD requires all foods and beverages sold or served during the school day to meet USDA Smart Snacks in School nutrition standards.
- This includes classroom snacks, celebrations, fundraisers, and rewards or incentives.
- The goal is to support healthy habits, academic success, and protect kids with allergies or dietary restrictions.



SMART SNACK EXERPT FROM RUSD WELLNESS POLICY

“All foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal program (e.g. “competitive” foods and beverages) shall meet the USDA Smart Snacks in School nutrition standards, at a minimum, and require Board approval!”

👉 IMPORTANT RULE FOR PARENTS

Only Smart Snacks–approved items can be shared in classrooms:

- Birthdays
- Classroom parties
- Rewards or celebrations
- Fundraisers during school hours

DO NOT send:

Cake, cupcakes, cookies, candy, soda, chips, or homemade items

Snack Type	Suggested Items
Whole Fruit	Apples, oranges, bananas, grapes
Vegetables	Baby carrots, cucumber slices
Packed Snacks	Prebagged popcorn whole grain crackers, dried fruit
Beverages	Water or plain milk

A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at:
<http://www.fns.usda.gov/healthier-school-day/tools-schools-smart-snacks>.



This institution is an equal opportunity provider.



5. BREAKFAST AND LUNCH PROGRAMS:

Breakfast is provided free of charge for all students in the classroom at the start of the school day. Serving begins at 7:45 a.m. and ends by 8:00 a.m. This is during instructional time.

Three entree lunches in addition to a salad bar are available daily for students. The cost for lunch is FREE once the Online Verification Process is complete. The District requires all households to electronically verify their students' emergency contact information and provide household size and income. This information must be collected by the District to secure better funding for our students and provide all students with a meal at no cost.

6. CAMPUS SAFETY AND SECURITY:

Morris is well supervised and a safe campus for all students and staff. **Parents and visitors arriving on campus can help us by always checking in at the office to obtain a dated Visitor's Pass when they are on campus and wearing the Visitor Pass while on campus.** Parents can also help by reporting to the police any incidents of vandalism on the campus on weekends and/or individuals on or around school property that appear suspicious.

7. CELLULAR PHONES/ELECTRONIC DEVICES:

Cellular phone or electronic devices are not allowed on campus unless parents have completed/submitted the **CELL PHONE/ELECTRONIC DEVICE CONTRACT** and students **keep them in their backpacks and turned OFF during the school day**. See Attached Contract on pg. 16

Administrative Regulation

Mobile Communication Devices

Cell Phone Policy (Mobile Communication Devices)

Rialto Unified School District



RIALTO
UNIFIED SCHOOL DISTRICT
BRIDGING FUTURES THROUGH INNOVATION

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

Students may use cell phones, smart watches, pagers, or other mobile communication devices before school begins and after the regular school day ends. Devices **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.
 - 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*

**MORRIS ELEMENTARY ENVIRONMENTAL LITERACY ACADEMY
RIALTO UNIFIED SCHOOL DISTRICT
1900 WEST RANDALL AVE COLTON, CA 92324 (909) 820-6864**

CELL PHONE/ELECTRONIC DEVICE CONTRACT

We, the undersigned, are aware of the Morris Elementary CELL PHONE/DEVICE POLICY. However, it is absolutely necessary that the student below has a cell phone for **BEFORE/AFTER SCHOOL PURPOSES**. By signing below, we are agreeing to the following:

- The cell phone/device will remain in the student's backpack or any place not visible during the school day **AT ALL TIMES** during the school day and will not be used for any reason during school hours.
- The cell phone/device will remain turned **OFF** at all times during school hours.
- Morris Elementary and the Rialto Unified School District are not responsible if the cell phone/device is lost, damaged or stolen.
- If any of the above terms are violated, the cell phone/device will be confiscated; a parent will need to come and pick up the phone from an administrator.
- 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 trimester/year.
- In addition, disciplinary consequences will be assigned for violation of school rules, up to an including suspension.

Student Name

Date

Parent Name
(Please Print)

Parent Signature

Date

Administrator Signature

Date

8. CLASSROOM INTERRUPTIONS / LUNCH TIME:

A policy is in effect to limit the number of classroom interruptions. Unless it is an emergency, we ask that your child's learning process not be interrupted. We ask that students not be picked up early and that all appointments be made for after school hours. Constant interruptions interfere with learning. If you come to the office and need to speak with your child we ask that it is at their recess or lunchtime. If your child forgot his/her lunch, we are asking that the lunch be left in the office until lunchtime. We will notify the student to come and get the lunch. Thank you for your assistance. Your child's safety and learning performance is our number one priority.

9. DOGS/ANIMALS ON CAMPUS:

Due to health and safety reasons, **ALL dogs and animals are prohibited being on campus** except for *Guide, signal* or *service dogs*. This policy includes weekends.

10. DRESS CODE:

Rialto Unified School District DRESS CODE

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

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

“Big Three”

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

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.

**Board Policy Manual
Rialto Unified School District**

Policy 5132: Dress And Grooming Status: ADOPTED

Original Adopted Date: 08/25/1999 | Last Revised Date: 10/09/2019 | Last Reviewed Date: 10/09/2019

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that present a health or safety hazard or is likely to cause a substantial disruption to the educational program .
(cf. 4119.22/4219.22/4319.22- Dress and Grooming)

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

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

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

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

(cf. 0415 – Equity)

(cf. 5145.2 – Freedom of Speech/Expression)

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

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

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

(Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

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

Uniforms

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

11. DROPPING OFF AND PICKING UP STUDENTS:

The safest way to pick up your child by car is to pull into our parking lot and park in the designated areas, or park outside on the street at designated parking areas. The curb in the parking lot closest to the school lot is for dropping off and picking up students in a quick manner without getting off of car. **Please do not leave your car unattended. At no time is parking allowed in the front of the school. Do not drop your children off in the parking lot and have them cross the traffic lane in front of the school. Please keep the parking lot and driveways clear for district employee vehicles and school buses. This is to ensure the safety of our students. In addition, the school's exit drive thru gate will be available for right turn only.**

12. EMERGENCY CONTACT UPDATES:

It is **absolutely** necessary that we have an emergency contact names and phone numbers with **current** family and medical information on file in our school files in Parent Vue. This information will assure that our staff will meet the needs of your child in any emergency situation. Please notify the office **immediately**, in person by bringing ID and up to date information so that together we can make those changes on our Parent Vue system. This helps to prevent delays in contacting you if your child becomes sick, is injured, or has any other emergency. **Note: Only those people listed on the emergency contact list will be allowed to take students from the school before dismissal time.**

13. HOMEWORK POLICY:

Students may be assigned homework by their teachers in various subject areas. Please provide a quiet area in your home for your child to do his/her homework and be available to help if necessary. Help your child develop self-discipline and responsibility by completing and turning in all homework in a timely manner.

14. INDEPENDENT STUDY PROGRAM: (up to 15 days for the year)

We believe classroom instruction and academic time is very important to a student's success in school and establishes the kind of work ethic needed for the job market. Independent study must be approved in advance by the teacher and the principal. The appropriate paperwork must also be filled out one week prior to leaving in order to give the classroom teacher a reasonable amount of time to prepare a work packet. Students with five days of unqualified absences will be dropped from school on the sixth day. Reenrollment in the same class will be dependent on current enrollment. We encourage parents to plan vacations and family trips during holiday and/or seasonal breaks.

15. LOST AND FOUND: Lost items are located in containers and racks in front of the cafeteria. Please check the Lost and Found area if your child is missing any items. All items that are not reclaimed by the end of each trimester will be donated to a local organization.

16. MEDICATION POLICY:

In order for the office/health staff to administer prescription medication, a student must have the RUSD Health Services "Physician's Recommendation for Medication" form on file. The medication must come in the prescription bottle and labeled with the student's name, the medication, correct dosage, and time of administration. We cannot give a child medication unless the above procedure is followed. All medication brought to school, preferably by an adult, must be stored in the school office. "Over-the-counter" medications, including cough drops, are not allowed on campus. **This policy is for your child's safety, as well as, other children's safety.**

17. PARENT INVOLVEMENT POLICY: ([Volunteer Handbook Link](#))

Parents are encouraged to participate in their child's education by volunteering in the classroom. There are two types of volunteers: Level 1 and Level 2. The level is determined by the type of contact a volunteer will have with students.

Level 1 Volunteer: A Level 1 Volunteer may have direct student contact with supervision of students. These volunteers have contact with students at school events, field trips and excursions, usually as chaperones. Any overnight field trip does require that a volunteer be at least 21 years of age.

Level 2 Volunteer: A Level 2 Volunteer may have contact with students, but under "The direct" supervision of a District employee (classified or certificated) on campus at the discretion of a site administrator.

To become a Volunteer, the following must be completed:

- Volunteer Application Form with a proof of identification, such as a California Driver's License, California ID, etc. or see volunteer application for acceptable forms of identification (Appendix A). Official Volunteer Application Form are available at each school.
- A negative TB (tuberculosis) test clearance taken within the last 60 days of initial service and every four years thereafter (AR 1240), from a family physician, the District Health Services Department or other health clinics (Appendix B)
- A background check and fingerprinting through the District's Personnel Department. Livescan and background check clearance are a necessary requirement to ensure the welfare and safety of our students (Level 1 Volunteers, only). Fingerprinting is available by appointment only, at the Rialto Unified School District's Personnel Department, located at the Dr. John R. Kazalunas Education Center, 182 East Walnut Avenue, Rialto CA 92376. For more information, please call the Personnel Department at (909) 820-7700, ext. 2400.

- Individuals who are registered sex offenders are prohibited from participating as volunteers, per Education Code 35021.

Participation in **School Site Council** and/or **English Learner Advisory Council** is encouraged and a way for parents to be involved. Meetings are held five-eight times a year and important school issues are discussed. **There is a significant positive impact on student achievement when schools and parents work together. You can become involved in your child's education in a number of ways, which include:**

1. Provide a quiet place for your child to complete homework.
2. Check your child's backpack, folders and homework daily.
3. Model reading for your child; read all school communications and read daily to your child.
4. Take your child to the library.
5. Volunteer in the classroom, at school events, on study trips, etc.
6. Adopt a Class Garden and help with planting, weeding, etc...
7. Join the school's School Site Council, and English Learner Advisory Committee,
8. Attend school functions: Parent-Teacher Conferences, Back to School Night, Open House, Coffee w/ the Principal, STEAM Nights, Awards Assemblies, parent education activities, etc...

Look out for monthly parent calendars for future dates!

18. PARENT-FAMILY COMPACT:

Parents, the following page includes a copy of the approved School Site Council Parent-Family Compact. It is important, at Morris Elementary Environmental Literacy Academy, that the parents of the students participating in the activities, services, and programs funded by Title I of the Federal ESEA Act, agree that this compact outlines how the parents, students, and all school staff will share the responsibility for yearly improved student academic achievement. Through a process that includes parents, students, teachers, and community members, the following are agreed upon roles and responsibilities that will promote a continued dedication to high academic achievement for all Morris students. Please make sure you read it thoroughly with your child.

MORRIS ELEMENTARY ENVIRONMENTAL LITERACY ACADEMY

Rialto Unified School District SCHOOL-PARENT COMPACT

2026-2027

Student Pledge:

I realize that my education is important, I am responsible for my success and I must work hard to achieve success. I also understand that my parent(s) and teacher want to support and guide me to do my best in school. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will be responsible for completing all of my assigned work and read daily at home.
- I will be a cooperative learner and communicate regularly with my parents/guardian and teacher(s) so that they can help me be successful.
- I will actively participate and be engaged at all times during classroom instruction.
- I will maintain a positive attitude and be respectful to myself, my peers, my teacher and all adults.
- I will Be Safe, Be Responsible, Be Respectful, and be mindful of personal boundaries

Student Signature

Date

Parent /Guardian Pledge:

I understand that my participation in my child's education will help his/her achievement and promote a positive attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will remain informed by joining the appropriate communication application (Parent Square)
- I will provide a quiet place for my child to do homework and encourage him/her to do his/her best.
- I will make sure my child gets an adequate night's sleep.
- I will read with and encourage my child to read every day.
- I will regularly communicate with the teacher about my child's overall learning progress.
- I will do my best to support my school by participating in school activities.
- I will communicate the value and importance of education to my child.
- I will ensure my child's safety by dropping off and picking up my child from school on time and in a safe manner.
- I will follow school safety guidelines (see Parent Handbook).
- I will keep my child home and communicate with the school if my child is ill. My child must be fever free for 24 hours without medication before returning to school. (A doctor's note is necessary for serious illnesses, any fractures, and prescribed medications. Approval may be needed for a student to return to regular school activities. Please check with the health office.)

Parent/Guardian Signature

Date

Teacher Pledge:

I understand the importance of the school experience for every student as well as my responsibilities as a teacher and a role model. Therefore, I agree to carry out the following to the best of my ability:

- I will provide a safe, positive, and healthy learning environment for my students.
- I will provide an instructional program that is balanced, developmentally appropriate, differentiated, motivating, and engaging.
- I will use student data to guide my instruction.
- I will provide the necessary instruction to ensure that my student can complete assigned homework independently.
- I will communicate my student's progress toward grade level standards throughout the school year.
- I will communicate classroom expectations.
- I will follow all safety guidelines provided to me by the school/district.
- I will communicate with parents regarding necessary school related content via phone calls, in person, applications, e-mail, etc...

Teacher Signature

Date

Revised and Approved by SSC on January 28, 2026

19. PROHIBITED ITEMS: Students are not permitted to bring matches, cigarettes, lighters, radios, toy guns, knives, laser pointers, or any items, which could be considered a weapon or dangerous object, onto the school grounds. Aerosol cans are forbidden on campus. Students **MAY NOT CHEW GUM** on campus. Please see that your child does not bring any of these items or similar items to school.

20. PROMOTION AND PLACEMENT POLICY:

Students are either *promoted* or *placed* in the next grade each year unless they are retained. **Promoted** means they have achieved the skills for the grade at a satisfactory level. **Placed** means they have not achieved the skills at a satisfactory level but retention is not considered necessary. **Retained** means they will repeat the same grade the following year. **Retentions** are done only if the teacher, and administrator feel the student will benefit from the retention and an SST has taken place. There are several reasons why they may not be retained (may need other more appropriate interventions, placement in a special education program, previous retention, poor attendance, or emotional or behavioral problems).

21. STUDY TRIPS:

Our goal is to have every class attend at least one study trip/off campus activity per year but this is not a state or district requirement. This can only be achieved through ASB, various fundraisers, and donations since school funds are not available for this purpose. Student participation in such events requires appropriate behavior.

- Students who display a pattern of inappropriate behaviors which have resulted in disciplinary and/or safety issues to self and others will not be denied academic study trips but will need to be accompanied by a parent/guardian. If the parent/guardian is not able to attend the trip, he or she may choose to have the student remain on campus in an alternate classroom.
- Other “End of Year” non-academic activities (e.g. 5th Grade Day, Park/Field Day, School Dances, etc...) are considered a privilege. Inappropriate behavior may result in the child not participating. Fifth Grade students will have a Teacher/Parent/Student Agreement sent home to be signed and adhered to in order to attend the *End of Year 5th Grade Days*.

22. TEXTBOOKS/LIBRARY BOOKS/CHROMEBOOKS:

It is the students’ responsibility to maintain textbooks and library books in the same condition they were received. If a book is lost or damaged, the student/parent will be required to pay the cost of replacing the book or repairing the damages. Chromebooks will be assigned to the student for the school year and must follow technology/internet district policies. The teacher will be reviewing during the first week of school.

23. TOYS AND PERSONAL ITEMS: Toys and personal items need to be left at home unless the teacher has given permission. This includes balls and sports equipment. They become a distraction in the classroom and cause innumerable problems on the playground. The school provides play equipment for all students. The school will not be responsible for lost, damaged or stolen items.

24. VISITOR POLICY:

“During school hours (**7:45AM – 2:01 PM**) on days when schools are in session, facilities are intended primarily for use of educational programs; they are not open to the general public except as outlined herein. The intent is to accommodate as many requests to visit as possible with minimum disruption to programs.”

ADULTS:

1) **All visitors must report to the school office and “sign in” to record their presence on the site.** At this time, the school secretary or clerk will notify the teacher and provide a visitor's badge. **This shall be done before proceeding to any other location on the school site** [with the exception of school performances and assemblies]:

· We ask that you **schedule** the classroom visits ahead of time with your child's teacher. If it is an unscheduled visit, the teacher will be notified to ensure the unscheduled visit will **not** disrupt the instructional program (students may be testing or other visitors may already be in the room).

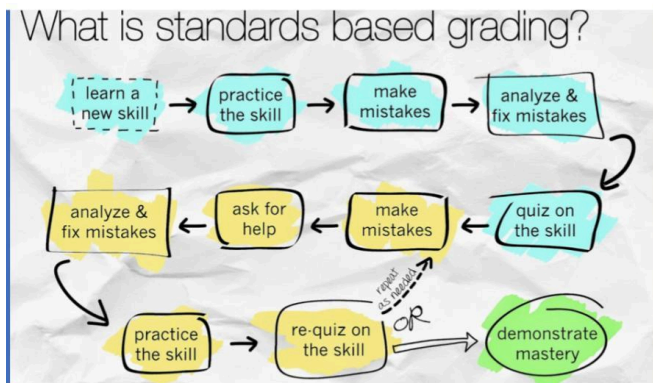
2) **At times other than during open house or for prearranged conferences, parents/guardians must report to the school office before visiting a classroom.**

3) **It is strongly recommended that teachers do not discuss a student with the parent/guardian during class sessions.** Those desiring individual conferences should make appointments in advance and, except in emergencies, conferences shall be scheduled when the teacher is not supervising students.

*****NEVER** are adults allowed to enter a restroom on campus intended for student use even to assist your own child. If you need to use the restroom or assist your child, you **MUST** check with the office staff first and use the Health Office restroom.

CHILDREN – 1) RUSD prohibits students who are not enrolled at the school to spend time in classrooms; 2) Students, who have been suspended, expelled, or who are not currently enrolled at Morris Elementary are prohibited from being on school grounds. Screened volunteers over the age of 18 are welcome in District classrooms once they have had their TB clearance and finger-printing completed. An application for consideration is available in the office.

STUDENT PERFORMANCE “Standards Based Grading”



				
	(IE) Insufficient Evidence of Proficiency 1	(EP) Emerging Proficiency 2	(AP) Approaching Proficiency 3	(P) Proficient 4
Description	No evidence of mastery of any part of the target even with teacher assistance.	Beginning to show some mastery. Cannot perform target without significant teacher assistance.	Partial Mastery of Target. Demonstrates partial understanding or can perform portions of the target frequently.	Meets Expectation of the Target. Can perform all target expectations independently.

(1) **Insufficient Evidence of Proficiency (IE)-**

The student shows no evidence of proficiency related to the new concept or skill even with teacher assistance.

(2) **Emerging Proficiency (EP)-**

The student is in the very early stages of proficiency of this new concept or skill. At this point, the student needs significant support from the teacher to understand what is being asked of him/her. The student is not ready to independently complete tasks or answer questions relating to this concept or skill. (**rarely**)

(3) **Approaching Proficiency (AP)-**

The student is occasionally/frequently grasping the concept or skill. It is also possible that the student is able to show proficiency at some times, but is not yet consistent in his/her proficiency. (**frequently**)

(4) **Proficient (P)-**

The student is able to complete tasks or answer questions relating to the skill independently. He/she consistently shows grade level proficiency with this concept or skill. The student performance matches grade level expectations. (**consistently**)

WHAT ARE THE BENEFITS OF STANDARDS BASED GRADING?

The levels are more meaningful and clearer. What does a "B" tell you?

What does a 3 on a rubric tell you?

All students have the opportunity to meet grade level expectations.

Parents will know exactly what is being taught and how their child is doing on those skills.

There is a focus on meeting grade level standards while giving students time to learn.

Allows for more consistency across grade levels.

Level is a reflection of most recent student performance.

Report Cards are one measurement of your child's performance. Other assessment tools utilized are standardized test scores, District Benchmark Assessments, Chapter/Unit Tests, Leveled Reading Passages, i-ready Reading & Math, common formative assessments, and teacher created assessments. **California law and RUSD Board of Education policy require students to meet minimum standards of proficiency before being promoted to the next grade.** Academic Progress notices will be sent home each trimester if your child is at risk of retention and not making adequate

progress based on the above performance tools.

The Report Card is designed to be an appropriate tool to measure a student's progress. Student Grades reflect their progress each trimester. The purpose of the report card is for the student to be assessed according to his or her ability to participate, respond, appreciate, demonstrate, and analyze the subject matter taught, as aligned by the California State Standards. Teachers will meet with parents for at least one formal conference on a minimum day during the first trimester. Parents may request conferences throughout the year.

***** A student who is not making adequate progress will receive intervention support in various ways:**

- In class small instruction (re-teaching, target skills, etc...
- Reading Specialist Support (small group instruction by a specialists)
- Instructional Aide Support during class
- Tutoring
- SST (Student Study Team Meeting)
- Possible 504 Plan
- Refer to SPED testing

Student Trimester Awards Recognition Program

Celebrating Excellence, Growth, Leadership & Character

At Morris Elementary, we believe **every child has the opportunity to shine**. Throughout the school year, we recognize students who demonstrate outstanding character, academic achievement, leadership, environmental stewardship, and growth.

Because Morris follows **Standards-Based Grading**, students are given time to learn, practice, receive feedback, and demonstrate proficiency. For this reason, additional academic awards are presented beginning in **Trimester 2** and expanding in **Trimester 3**, after students have had sufficient opportunities to master grade-level standards.

Our Awards

Paw Praise Award

Recognizes students who consistently demonstrate our Mountain Lion expectations:

Be Safe • Be Respectful • Be Responsible

Student of the Month

Honors students who demonstrate outstanding leadership, character, academic effort, perseverance, or personal growth.

Environmental Leader Award

Celebrates students who model environmental responsibility through recycling, gardening, conservation, outdoor learning, and caring for our campus.

Academic Achievement Awards

Beginning in Trimester 2, students may earn recognition for outstanding academic growth and proficiency based on district assessments.

Pinnacle Awards (Trimester 3)

Recognizes students who demonstrate **Proficiency (P)** in all Reading, Writing, or Mathematics report card indicators.

Perfect Attendance

Celebrates students with outstanding attendance throughout each trimester and the entire school year.

Additional End-of-Year Honors

Students may also be recognized for exceptional achievement in:

- Science
- Social Studies
- Technology
- Environmental Leadership
- Kindergarten Sight Word Mastery

A Note to Families

Our awards are designed to celebrate students who consistently demonstrate excellence in academics, leadership, character, or service to our school community. Every student has the opportunity to earn recognition through continued effort, growth, and positive choices.

PLAYGROUND EXPECTATIONS

The following rules are examples and not intended to be the only rules:*

Kicking of balls takes place on the grass area or during a designated PE game.

Students** must count to 30 while waiting for the swing. **Students may not push friends on swings. **No** games of tackle, tag, or wrestling are allowed INCLUDING ANY COMPETITIVE SPORTS LIKE SOCCER AND FOOTBALL (Must be played during PE with a teacher present.) ***Students** must remain on the playground during recess and use designated restrooms and water fountains only. ***Restrooms** are not to be used for play or for games of chase. *** ALL GAMES AND EQUIPMENT ARE OPEN TO ALL STUDENTS.**

If students are involved in the following situations, the teacher or administrator will call the parent immediately and the Education Code will be enforced:

*Use of abusive language and/or gestures * Instigating, encouraging, and/or involved in a fight * Talking back to a staff member and/or adult in charge * Refusing to follow the directions of a staff member and/or adult in charge * Rock throwing (whether directed at a person or not) * Possession of a knife and/or objects likely to cause injury * Destruction of school (or theft of) property and/or another person's property (Parents may be liable to the damages done to the school and/or another person's property.)

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 jurisdiction; and will not condone retaliation in any form when bullying has been reported. District policy continues to require all schools and personnel to promote among students and staff mutual respect, tolerance, and acceptance.

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

MORRIS ELEMENTARY ENVIRONMENTAL LITERACY ACADEMY

~BE SAFE, BE RESPECTFUL, BE RESPONSIBLE~

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

"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; and unreasonable interference with the individual's school performance or participation.

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

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

Board Policy 5131

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

DISTRICT LIAISON

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

Rialto Unified School District **Bullying (Cyberbullying) 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 a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

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

Definition of Harassment and Bullying

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

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

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

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

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

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

- Sending mean, vulgar or threatening messages or images;
- Posting sensitive, private information about another person;
- Pretending to be someone else 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)*).



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

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

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

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- Students are to resolve their disputes without resorting to violence.
- Students can rely on staff trained in conflict resolution and peer strategies to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact must notify a recess aide, teacher, or administrator.

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

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

Conflict Resolution

The **Rialto Unified School District** believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others. To prevent conflict, each school within the **Rialto Unified School District** will incorporate conflict resolution education and problem solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community and helps ensure a safe and healthy learning environment.

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

Student Discipline/Suspension: Education Code 48900

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

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Please note that with the passage of AB 424 no one has the authority to

grant permission to possess a firearm on school grounds.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

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

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

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

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

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

Sexual Harassment EDC 48900.2

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

Hate Violence EDC 48900.3

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

Harassment EDC 48900.4

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

Terroristic Threat EDC 48900.7

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

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

Recommendation for Expulsion: Education Code 48915

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

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

- i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

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

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

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

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

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

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

(2) Brandishing a knife at another person.

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

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

(5) Possession of an explosive.

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

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

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

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

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

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

- (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

EMERGENCY/DISASTER INFORMATION:

We regularly practice precautions to be taken in case of a fire or earthquake. The following procedures will be observed by all RUSD schools in the event of any disaster.

 Students will remain at school until regular dismissal time – or longer, should the safety of the students make it necessary. Prior to regular dismissal time, students may be excused to the custody of their parents or someone with written authorization from the parents, if safety allows such action. (With this in mind, please keep your child's emergency card up-to-date.)

 Students who ride buses will be transported to their regular bus stops at the usual time, if possible. Otherwise, they will remain at school until they can be safely transported. Parents of these students or the parents' designee may pick up students at school also.

 Students who walk home will remain at school until picked up by an authorized person(s) or until their safety in walking home is assured.

District emergency number: (909)580-5000

Local Emergency Numbers: EMERGENCY 9-1-1 * S.B. Co. Sheriff 824-0680 *
Rialto Fire Dept. (909) 820- 2501 * CHP 383-4247

For direction or information, tune in to the following radio frequencies:

KCKC 1350AM, KMEN1290 AM, KLFE 1240 AM or KCAL 1410 AM (Spanish)

ENVIRONMENTAL SAFETY

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

Reference : Administrative Regulation 3514-Business and Non-instructional Operations -Environmental Safety If a student is found with these products, parent/guardian will be contacted to address the concern.

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 parents or legal guardian?

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

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

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

MENTAL HEALTH SERVICES FOR STUDENTS



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

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

211 San Bernardino County, 2-1-1

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

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

Rialto Unified Safety Office, 909-820-6892

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

RIALTO UNIFIED SCHOOL DISTRICT COMPLAINT PROCEDURES

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

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

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services not later than six (6) months from the date of the alleged violation(s) of federal or state laws or regulations or the date of alleged discrimination or illegal harassment, intimidation, and bullying (including sexual harassment) or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within thirty (30) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.
4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainant's right to appeal the LEA's Decision to CDE (g) Procedure to be followed for initiating an appeal to CDE (see #5).
5. The complainant has the right to appeal and/or review the Senior Director of Personnel Services' decision through the appeal process by notifying the Board within five (5) days of the Director's decision. Any complainant may appeal the District's decision to the Superintendent of Public Instruction, State Department of Education, within fifteen (15) days of receiving the District's decision. The appeal must include a copy of the complaint filed with the Local Education Agency (LEA) and a copy of the LEA's decision.
6. Nothing in the District's complaint procedure will preclude the complainant from pursuing other available civil remedies. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.
7. The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination (including reporting sexual harassment), or for participation in any part of the complaint procedures.
8. If you are alleging that you are a victim of discrimination, harassment, intimidation or bullying, pursuant to Section 262.3 of the General Education Code Provisions, you may not seek civil remedies until at least sixty (60) days have elapsed from the filing of an appeal to the State Department of Education. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.
9. The Uniform Complaint Procedures shall be used to address any complaint alleging the District's failure to comply with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities and for failure to comply with the requirements for the development and adoption of a school safety plan.

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

Revised: 7/17/13

UNIFORM COMPLAINT PROCEDURES

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

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

Filing a Complaint under the Uniform Complaint Procedure

1. The complaint must be filed with the Senior Director of Personnel Services no later than six (6) months from the date of the alleged violation(s) of federal or state law or regulations or the date of alleged discrimination or illegal harassment (including sexual harassment) or six (6) months from the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the Superintendent or his/her designee.
2. An investigation of a discrimination complaint (including sexual harassment) will be conducted in a manner that protects the confidentiality of the parties and the facts, as appropriate and allows all involved parties to present evidence.
3. The investigation of the complaint will be initiated and completed within sixty (60) days from the receipt of the complaint by the Senior Director of Personnel Services. The time period may be extended under certain circumstances. Sexual harassment complaints will be promptly investigated.
4. The Senior Director of Personnel Services' determination on the merits of the complaint will be put in writing and issued in the primary language of or interpreted for the complainant according to Education Code 48985. The report shall include: (a) The findings of fact based on the evidence gathered (b) The conclusion(s) of law (c) Disposition of the complaint (d) Rationale for such disposition (e) Corrective actions, if any are warranted (f) Notice of the complainant's right to appeal the LEA's Decision to CDE (g) Procedure to be followed for initiating an appeal to CDE (see #5).
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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.

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SAFETY SERVICES MEMORANDUM 002/2024-2025



Norberto Perez
Chief Lead Agent
Expanded Learning Programs
& Safety Innovation

Bryan Harper
Safety Operations Supervisor

Victor Ramirez
Safety Operations Supervisor

Alex Rodriguez
Emergency Operations
Specialist

Magali Nuñez
Secretary III

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

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

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

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

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

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

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

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



Norberto Perez
Chief Lead Agent
Expanded Learning Programs
& Safety Innovation

Bryan Harper
Safety Operations Supervisor

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Specialist

Magali Nuñez
Secretary III



- 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



