

RIALTO UNIFIED SCHOOL DISTRICT

CHARLOTTE N. WERNER ELEMENTARY SCHOOL

HANDBOOK 2020-2021



PRINCIPAL:

Dr. Ayanna Ibrahim-Balogun

ASSISTANT PRINCIPAL:

Emily Dominguez

TOSA:

Laurie Jenkins

WERNER ELEMENTARY SCHOOL




1050 WEST RIALTO AVENUE

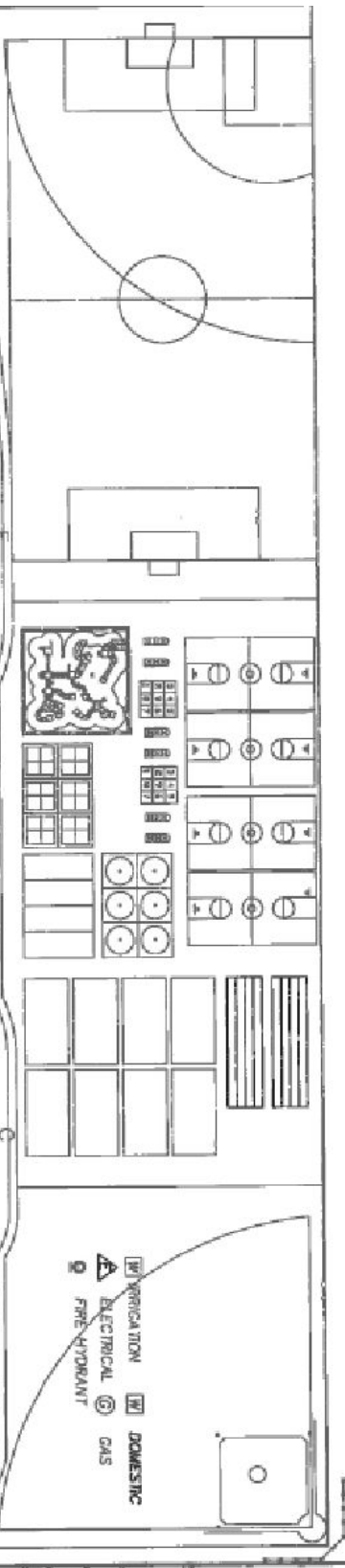
RIALTO, CALIFORNIA 92376

PHONE (909) 820-6830 FAX (909) 562-0078

Werner Elementary School
1050 W Rialto Ave

(partial)

-  VENTILATION
-  DOMESTIC
-  ELECTRICAL
-  GAS
-  FIRE HYDRANT



913.74

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Rialto Unified School District Board of Education

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Beth Ann Scantlebury, Chief Technology Officer-Information Technology

SMOKE FREE, DRUG FREE ENVIRONMENT

Werner School provides a smoke free, drug free environment.

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

Welcome to the 2020-2021 School Year Werner Star Families and Students!

Greetings my Werner Village Family!!

I hope you had an awesome summer because this is going to be an AMAZING school year! We have so many great opportunities planned for Werner Scholars and our Werner Families.

At Werner, we believe ALL students can and will learn. Our goal is to educate the WHOLE child and begin the implementation of a schoolwide system of support called Multi-Tiered System of Support, known as MTSS. MTSS lays the foundation for ALL Stars to make progress and be successful throughout the year. The three big areas of MTSS are Academics, Social Emotional Learning (SEL) and Behavior. Within each area there are tiers of support.

For Academics: Within Tier 1, each scholar will have a learning plan and set goals with their teachers and parents. We have to work together as a village to assist students in reaching those goals. For Tiers 2 and 3, more specific support will be offered.

For Behavior and Social Emotional Learning: We will teach lessons schoolwide that relate to the development of each child and use Positive Behavior Intervention and Supports (PBIS) to behavior. Tiers 2 and 3 will have more specific supports assigned to those students for maximum success. Our goal is to teach students and to be aware of emotions and know how to regulate their own behaviors and emotions.

Parents, I cannot stress enough how much we need you as Parent Partners this year in assisting us with supporting our scholars with their goals. As we seek ways to ensure that our Werner Stars are connected to our school, we also seek that for our families. Stay connected via announcements, website, notes home, parent meetings and our monthly calendar. Our goal is to offer several parenting classes throughout the year. Stay tuned!

Students, the teaching of Literacy (Reading and Writing) is critical! So even though you love your devices, please use devices to support your academics. We have purchased several Reading and Math programs; please make sure you are using them to reach your academic goals and excellence.

I envision Werner as an equitable space that grows and develops great human beings that are empowered and validated in this world according to their individual talents. As we all grow and learn from each other so does our school. This is OUR School. OUR Learning Community! OUR Village! Let's be proud of that and make our Village proud of us! Let's have a DYNAMIC year Werner Stars!!!

Together we can make **Werner Elementary School-**

“A Shining Example of Excellence!”

In Service,

Dr. Ayanna Blackmon-Balogun, Principal

WERNER'S HANDBOOK *Acknowledgement*

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

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

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

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

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

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

Child's Name:

Teacher's Name:

Date

Signature of Parent/Guardian

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

THE HISTORY OF CHARLOTTE N. WERNER SCHOOL

Werner Elementary School opened July 31, 2008. The school is named after Charlotte N. Werner who was a devoted wife, mother, grandmother, community volunteer, and student advocate.

The Werner Star logo was inspired by the community through the innovative leadership of its first principal, Rhea McGiver Gibbs.

“We wanted the school to be a “light” in the community, a “shining” example of excellence.” –Rhea McGiver-Gibbs

Kindergarten – Little Stars

1st – Bright Stars

2nd –Shining Stars

3rd- Lucky Stars

4th – Super Stars

5th – Rock Stars

Staff – All-Stars





The Mission of Werner Elementary, “A Shining Star of Excellence”, is to ensure academic and personal growth in each Werner Scholar, through a vital system distinguished by:

- ❖ High expectations for Scholar achievement.
- ❖ Modeling social responsibility and appreciating cultural diversity.
- ❖ Promoting productive family and community engagement.
- ❖ A welcoming, safe, and positive learning environment.

Werner Stars’ School Song

We’re the Werner Stars
And we know who we are,
We are kind and smart,
And we will go far.
We love to read
And we love AR.
We will succeed,
Cause we’re Werner Stars.
Math and Science. Yes!
Nothing’s too tough.
We can do it all,
We can’t learn enough.
We’re happy and proud,
And you know the rest,
We’ll try our best,
To ace every test.
We’ll shine like stars,
Cause we are the best.
We’re the Werner Stars.

By Cynthia Klein

Important Dates

First Day of School: August 10th
Back to School Night: August 13th
End of 1st Trimester: Oct 30th
Fall Break: November 23 -27th
Winter Break: December 21st-January 11th
End of 2nd Trimester: February 19th
Spring Break: March 11th-19th
End of 3rd Trimester: June 3rd
Last Day of School: June 3rd

Minimum Days

EVERY THURSDAY of the Month unless notated otherwise. See calendar for exact dates.

Holidays:

Jul 04: Independence Day
Sep 07: Labor Day
Nov 11: Veteran’s Day
Nov 26-27: [Thanksgiving Day](#)
Dec 24: Christmas Eve
Dec 25: [Christmas Day](#)
Dec 31: In Lieu of Admissions Day
Jan 1: New Year’s Day
Jan 18: [M.L King Day](#)
Feb 8: Lincoln’s Day
Feb 15: [Presidents' Day](#)
May 31: [Memorial Day](#)



Dr. Ayanna Ibrahim-Balogun, Principal ♦ Emily Dominguez, Assistant Principal
 909-820-6830 phone 909-562-0078 fax

Werner Elementary School

2020-2021 School Calendars

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

Important Dates

First Day of School: August 10th
 Back to School Night: August 13th
 End of 1st Trimester: Oct 30th
 PTCs: November 4th-13th
 Fall Break: November 23rd-27th
 Winter Break: December 21st-January 11th
 End of 2nd Trimester: February 19th
 Open House: March 4th
 Spring Break: March 11th-19th
 End of 3rd Trimester: June 3rd
Last Day of School: June 3rd
Minimum Days
 Minimum Days at Werner are **EVERY THURSDAY** of the month unless notated otherwise. See calendar for exact dates.
HOLIDAYS
 Jul 4th: Independence Day
 Sep 7th: Labor Day
 Nov 11th: Veterans Day
 Nov 26th-27th: Thanksgiving Day
 Dec 24th: Christmas Eve
 Dec 25th: Christmas Day
 Dec 31st: In Lieu of Administrations Day
 Jan 1st: New Year's Day
 Jan 18th: ML King Day
 Feb 8th: Lincoln's Day
 Feb 15th: Presidents' Day
 May 31st: Memorial Day

July 2020							August 2020							September 2020							October 2020							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
X	X	X	X	X	X	H							X															
5	X	X	X	X	X	11	2	X	X	X	X*	X*	8	6	H	8	9	M	11	12	4	5	6	7	M	9	10	
12	X	X	X	X	X	18	9	10	11	12	M	14	15	13	14	15	16	M	18	19	11	12	13	14	M	16	17	
19	X	X	X	X	X	25	16	17	18	19	M	21	22	20	21	22	23	M	25	26	18	19	20	21	M	23	24	
26	X	X	X	X	X	X	23	24	25	26	M	28	29	27	28	29	30				25	26	27	28	M	30	31	
							30	31																				
November 2020							December 2020							January 2021							February 2021							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	M	M	M	7			1	2	M	4	5															
8	M	M	H	M	M	14	6	7	8	9	M	11	12	3	X	X	X	X	X	9	7	H	9	10	M	12	13	
15	16	17	18	M	20	21	13	14	15	16	M	18	19	10	X*	12	13	M	15	16	14	H	16	17	M	19	20	
22	X	X	X	H	H	28	20	X	X	X	H	H	26	17	H	19	20	M	22	23	21	22	23	24	M	26	27	
29	30						27	X	X	X	H			24	25	26	27	M	29	30	28							
														31														
March 2021							April 2021							May 2021							June 2021							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	M	M	M	6						M	2	3														
7	8	9	M	X	X	13	4	5	6	7	M	9	10	2	3	4	5	M	7	8	6	X	X	X	X	X	12	
14	X	X	X	X	X	20	11	12	13	14	M	16	17	9	10	11	12	M	14	15	13	X	X	X	X	X	19	
21	22	23	24	M	26	27	18	19	20	21	M	23	24	16	17	18	19	M	21	22	20	X	X	X	X	X	26	
28	29	30	31				25	26	27	28	M	30		23	24	25	26	27	28	29	27	X	X	X	X	X		

Board Meetings: July 15, August 12, August 26, September 9, September 23, October 7, October 21, November 18, December 16, January 13, January 27, February 10, February 24, March 10, March 24, April 7, April 21, May 5, May 19, June 9, June 23

**CHARLOTTE N. WERNER ELEMENTARY SCHOOL
2020/2021**

REGULAR DAY

OFFICE HOURS: 7:30 A.M. – 4:00 P.M.

KINDERGARTEN AM

7:30 – 10:51	Instruction	201 min
10:51 – 11:11	LUNCH	20 min.

KINDERGARTEN PM

10:10 – 10:30	LUNCH	20 min
10:30 – 1:51	Instruction	201 min.

MH PRIMARY (Grades TK & Kindergarten)

8:00 – 11:21	Instruction	201 min
11:21 – 11:41	LUNCH	20 min

1ST GRADE & MH PRIMARY (Grades 1&2)

8:00 – 9:00	Instruction	60 min.
9:00 – 9:15	A.M. recess	15 min.
9:15 – 10:40	Instruction	85 min.
10:40 – 11:20	LUNCH (Dismissed to playground at 11:00)	40 min.
11:20 – 1:05	Instruction	105 min.
1:05 – 1:15	P.M. Recess	10 min
1:15 – 2:01	Instruction	47 mins

2ND GRADE

8:00 – 9:40	Instruction	100 min.
9:40 – 9:55	A.M. recess	15 min.
9:55 – 11:05	Instruction	70 min.
11:05 – 11:45	LUNCH (Dismissed to playground at 11:25)	40 min.
11:45 – 1:05	Instruction	80 mins
1:05 – 1:15	P.M. Recess	10 min
1:15 – 2:01	Instruction	46 mins

3RD GRADE & MH INTERMEDIATE

8:00 – 9:20	Instruction	80 min.
9:20 – 9:35	A.M. recess	15 min.
9:35 – 11:30	Instruction	115 min.
11:30 – 12:10	LUNCH (Dismissed to playground at 11:50)	40 min.
12:10 – 1:20	Instruction	70 min.
1:20 – 1:30	P.M. Recess	10 min.
1:30 – 2:01	Instruction	31 mins

4TH GRADE & SDC

8:00 – 10:00	Instruction	120 min.
10:00 – 10:15	A.M. recess	15 min.
10:15 – 11:55	Instruction	100 min.
11:55 – 12:35	LUNCH (Dismissed to playground at 12:15)	40 min.
12:35 – 2:16	Instruction	101 min.

5TH GRADE & MH INTERMEDIATE

8:00 – 10:20	Instruction	108 min.
10:20 – 10:35	AM recess	15 min.
10:35 – 12:25	Instruction	110 min.
12:25 – 1:05	LUNCH (Dismissed to playground at 12:40)	40 min.
1:05 – 2:16	Instruction	78 min.

INCLEMENT WEATHER LUNCH SCHEDULE

GRADE	DISMISS TO LUNCH	RETURN TO CLASSROOM
1 st	10:40	11:10
2 nd	11:05	11:35
3 rd	11:30	12:00
4 th	11:55	12:25
5 th	12:20	12:50

**CHARLOTTE N. WERNER ELEMENTARY SCHOOL
2020/2021**

**MINIMUM DAY
OFFICE HOURS: 7:00 A.M. – 4:00 P.M.**

KINDERGARTEN AM

7:30 – 10:51	Instruction	201 min
10:51 – 11:11	LUNCH	20 min.

KINDERGARTEN PM

10:10 – 10:30	LUNCH	20 min
10:30 – 1:51	Instruction	201 min.

MH PRIMARY (Grades TK & Kindergarten)

8:00 – 11:21	Instruction	201 min
11:21 – 11:41	LUNCH	20 min.

1ST GRADE & MH PRIMARY (Grades 1&2)

8:00 – 9:00	Instruction	60 min.
9:00 – 9:15	A.M. recess	15 min.
9:15 – 10:40	Instruction	85 min.
10:40 – 11:20	LUNCH (Dismissed to playground at 11:00)	40 min.
11:20 – 1:02	Instruction	80 min.

2ND GRADE

8:00 – 9:40	Instruction	100 min.
9:40 – 9:55	A.M. recess	15 min.
9:55 – 11:05	Instruction	70 min.
11:05 – 11:45	LUNCH (Dismissed to playground at 11:40)	40 min.
11:45 – 1:02	Instruction	77 min.

3RD GRADE & MH INTERMEDIATE

8:00 – 9:20	Instruction	80 min.
9:20 – 9:35	A.M. recess	15 min.
9:35 – 11:30	Instruction	115 min.
11:30 – 12:10	LUNCH (Dismissed to playground at 12:00)	40 min.
12:10 – 1:02	Instruction	52 min.

4TH GRADE & SDC

8:00 – 10:00	Instruction	120 min.
10:00 – 10:15	A.M. recess	15 min.
10:15 – 11:55	Instruction	100 min.
11:55 – 12:35	LUNCH (Dismissed to playground at 12:15)	40 min.
12:35 – 1:04	Instruction	29 min.

5TH GRADE

8:00 – 10:20	Instruction	108 min.
10:20-10:35	A.M. Recess	15 min.
10:35-12:26	Instruction	111 min.
12:26 – 1:04	LUNCH (Dismissed to playground at 12:40)	40 min.

5 th	12:20	
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INCLEMENT WEATHER LUNCH SCHEDULE

GRADE	DISMISS TO LUNCH	RETURN TO CLASSROOM
1 st	10:40	11:10
2 nd	11:05	11:35
3 rd	11:30	12:00
4 th	11:55	12:25

Parent Meetings

English Learners Advisory Committee at 8:30am

Coffee with the Principal at 10:30am

School Site Council at 2:30pm

African American Advisory Council at 5:30pm

Wednesday, September 9, 2020

Wednesday, October 14, 2020

Wednesday, November 11, 2020

Wednesday, January 20, 2021

Wednesday, February 10, 2021

Wednesday, March 10, 2021

Wednesday, April 14, 2021

Wednesday, May 12, 2021



BECOME A PARENT VOLUNTEER

1. Pick up a School Volunteer Application from our school office or from the Rialto Unified School District office.
2. The law requires that each Parent Volunteer have his or her fingerprints registered. Fingerprinting services are available through the District office. Contact Personnel Services at (909) 820-7700, ext. 2400, and make an appointment to be fingerprinted.
3. The law also requires all adults working with children to maintain a Tuberculin Test (TB) clearance on file. You may get a TB test at your primary clinic or doctor (prices will vary). Our Health Services office can also conduct your TB clearance.
4. You are also asked to sign an Oath of Allegiance. This is done at Personnel Services at the Rialto District Education Center, located at 182 East Walnut Avenue.

Parent Involvement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title I Schools

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

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

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

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

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

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

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive Federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not

limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code [11502](#). (Education Code [11504](#))

Legal Reference:

EDUCATION CODE

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

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

[51101](#) Parent rights and responsibilities

[64001](#) Single plan for student achievement

LABOR CODE

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

UNITED STATES CODE, TITLE 20

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

[6312](#) Local educational agency plan

[6314](#) School-wide programs

[6316](#) School improvement

[6318](#) Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

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

[35.160](#) Communications

WEB SITES

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

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.ca.gov/ls/pf>

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

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

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

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

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

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

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

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

Policy RIALTO UNIFIED SCHOOL DISTRICT

Adopted: September 22, 1999 Rialto, California

Revised: November 20, 2006

Werner Elementary School

Title I School-Level Parental Involvement Policy 2020-2021

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

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

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

1. Involvement of Parents in the Title I Program

Werner Elementary School does the following:

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

- **Werner will solicit parent opinions of school-wide programs and services through an annual parent survey which will be distributed to all parents of Title I students. The school will share the results of this survey as SSC and ELAC meetings to determine needs related to the Single Plan for Student Achievement, School Parent Involvement Policy, Family-School Compact, and parent notices.**
- d. Provides parents of Title I students with timely information about Title I programs.
- **Werner will provide updated information about Title I programs including tutoring, parent trainings, parent meetings, and school events through flyers, school calendars, Parent Link messages, on-line communication and personal phone calls.**
 - **All communication will be translated in English and Spanish.**
- e. Provides parents of Title I students with an explanation of the school's curriculum, assessments, and proficiency levels students are expected to meet.
- ***Werner will provide all parents including those of Title I students with opportunities to obtain a description and explanation of the state curriculum, standards, and assessments used at the site along with expected proficiency levels. This information will be disseminated at Back to School Night, annual Title I parent meeting, SSC, ELAC, and AAPAC meetings, parent/teacher conferences, and trainings.***
- f. Provides parents of Title I students, if requested with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
- **Werner will meet regularly to educate parents regarding programs and to plan, review, and provide suggestions to improve programs and related parent involvement.**

2. School-Family Compact

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

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

3. Building Capacity for Involvement

Werner Elementary School engages parents of Title I students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

a. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

- **Teachers will hold annual parent-teacher conferences for Title I students to discuss academic content standards, assessments, and how to help their child at home.**
- **Werner will sponsor Family Nights including English Language Arts, Math, and English Development where parents may make site visits to their child's classroom, participate in academic activities with their children, and conference with teachers/staff.**
- **Parent trainings to parents of Title I students will be overseen by the school's administrators. Consultants will be provided with contracts in which to conduct trainings. Topics may include health and wellness, homework support, child care strategies, and strategies for communicating and working with teachers.**
- **Workshops will be conducted throughout the year under the supervision of the site administrators with parents on topics including preparing students for tests, preparing for parent/teacher conferences, understanding the LPAC, preparing for grade level transitions, and assisting students with Language Arts and Math content.**
- **Parent volunteers will be solicited at Back-to-School night and called upon to assist the school in conducting school events and assisting teachers and students in the classroom. Communications of these opportunities will also be made through the use of informational posters and flyers. All volunteers will complete a volunteer application and be approved by the District prior to working in the classroom.**
- **Parent participation will be solicited thought activities that promote and celebrate the cultural diversity of Werner students and of the Werner community.**

b. Provides materials and training to help Title I parents develop techniques and strategies to use at home that support with children's academic achievement and to ensure their children's physical, social, and emotional well-being and healthy development in preparation for a productive future.

- **Werner will sponsor Family Nights including English Language Arts, Math and English Development where parents may make site visits to their children's classroom, participate in academic activities with their children , and conference with teachers/staff.**
- **Parent trainings to parents of Title I students will be overseen by the school's administrators. Consultants will be provided with contracts in which to conduct trainings. Topics may include health and well support, childcare strategies, and strategies for communicating and working with teachers.**
- **District conferences and meetings will be offered to parents of participating children with topics that include student achievement and school improvements efforts.**

c. Educates staff, with the assistance of Title I parents, in the value of parent contributions, how to communicate effectively with parents and how to work with parents as equal partners.

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

4. Accessibility

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

5. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon, with parents in Title I programs, as evidenced by minutes submitted for the School Site Council meeting held October 9, 2019. This policy was adopted by the Werner Elementary School Site Council on January 15, 2020 and will be in effect for the period of the 2020-2021 school-year. The school will distribute this policy to all parents of participating Title I children. Werner Elementary School’s notification to parents of this policy will be in an understandable and uniform format and, to the extent possible, a copy of this policy will be provided to parents in a language the parents can understand.

Principal’s Signature

School Site Council President’s Signature

Last adopted on: January 15, 2020

Last revised on: January 9, 2020

Last reviewed on: January 15, 2020

RIALTO UNIFIED SCHOOL DISTRICT
CHARLOTTEE N. WERNER ELEMENTARY SCHOOL
TITLE I FAMILY/SCHOOL COMPACT 2020-2021

STAFF PLEDGE:

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

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

Teacher's Signature: _____ Date: _____

STUDENT PLEDGE:

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

- **STAR Expectations: Stay Safe, Take Responsibility, Awesome Attitude, Be responsible**
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
- Limit my TV watching and video game playing and instead study or read every day after school.
- Keep up with my grades and assignments.
- Respect the school, students, staff and families.

Student's Signature: _____ Date: _____

PARENT PLEDGE:

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

- Encourage your child to follow STAR Expectations.
- Provide a quiet time and place for homework and monitor TV viewing and video game playing.
- Check/review my child's homework nightly.
- Read to my child or encourage my child to read every day (20 minutes **K-3**, and 30 minutes for **4 & 5**).
- Practice FRY Words (**K-3**) /Sight Words (**4 & 5**).
- Practice Footsteps to Brilliance (**K-3**)
- Practice Imagine Math Facts nightly. (**K-2** Addition/Subtraction **3-5** Multiplication/ Division)
- Bring my child to the school library after school to check out books. (1:45 – 3:00 pm)
- Ensure that my child attends school every day on- time, gets adequate sleep, regular medical attention and proper nutrition.
- If my child is absent, I will bring him/her to STEP-UP on Saturday to make-up his/her absence.
- Meet or communicate with the teacher on a regular basis to discuss my child's progress in school.
- Participate in school activities such as school decision making, volunteering, attending parent/teacher conferences, and attending parent trainings/workshops focused on strategies for support at home.
- Parents will create a Parent [Vue](#)/Class Dojo account by asking their child's teacher for an access code.
- Review, sign and return Progress Reports as they are sent home.
- Communicate with the teacher first, when I have a concern.
- Respect the school, staff, students and families]

Parent's Signature: _____ Date: _____

PARENT COMPLAINT PROCEDURE

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

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

1. Step One: Make an appointment with the classroom teacher to explain the problem. If it is not resolved satisfactorily, go to Step Two.
2. Step Two: Make an appointment with the administrator and teacher to explain the problem. If it is not resolved satisfactorily, go to Step Three.
3. Step Three: Call the Rialto Unified School District's Personnel Office at 820-7700.

UNIFORM COMPLAINT PROCEDURES

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

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

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

Filing a Complaint under the Uniform Complaint Procedure

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

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

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

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

1. Instructional Materials

- a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state or district-adopted textbooks or other required instructional materials to use in class.
- b. A student does not have access to instructional materials to use at home or after school in order to complete required homework assignments.
- c. Textbooks or instructional materials are in poor or unstable condition, have missing pages, or are unreadable due to damage.
(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

2. Teacher Vacancy or misassignment

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

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

- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
(cf. 4112.22 – Staff Teaching Students of Limited English Proficiency)

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

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186)

(cf. 4112.2 – Certification)

(cf. 4113 – Assignment)

3. Facilities

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

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

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee. The principal or designee shall forward the complaint about problems beyond

his/her authority to the Superintendent or designee within 10 working days. (Education Code 35186)

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

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

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

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

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

Reports

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

Forms and Notices

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

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

Legal Reference:

Education Code

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair

Account

33126 School Accountability Report Card

35186 Alternative uniform complaint procedure

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4500-4571 Uniform complaint procedures

SCHOOL ACCOUNTABILITY REPORT CARD

The School Accountability Report Card (SARC) is issued annually by each elementary and secondary school and provides parents and other interested people a variety of information about the school.

The idea behind the report card is not to pass final judgment, but to assess progress---to take stock of where we have been, where we are, and where we are headed. The information provided covers a variety of topics related to our school.

We believe that Werner Elementary excels in many areas, and we recognize the areas where we need to improve. We invite all of you to join in our continued effort to provide the best education for each child. This occurs only when the home and the school work together as partners in the development of each child's potential.

If you would like a copy of the current Werner School Accountability Report Card, please access the District Website (RIALTO@K12.CA.US).



ROUTINE PROCEDURES AND INFORMATION

OFFICE HOURS

The school office is open **7:30 a.m. until 4:00 p.m.**, every school day.

SCHOOL HOURS (GRADES 1ST – 5TH)

The line-up bell rings at **7:30 a.m.** Classes start at **8:00 a.m.**

DISMISSAL TIMES

Grades 1st – 3rd are dismissed at **2:01 p.m.**, and Grades 4th – 5th are dismissed at **2:16 p.m.**

KINDERGARTEN

There are two kindergarten sessions. AM Session is from **7:30 a.m.-10:51 a.m.** PM Session is from **10:30 a.m. – 1:51 p.m.**

MINIMUM DAY is EVERY THURSDAY

Grades 1st – 3rd are dismissed at **1:02 p.m.** and 4th and 5th grade at **1:04 pm** Kindergarten stays on regular schedule.

ARRIVAL TIME

Students in grades 1st – 5th may arrive at school no earlier than **7:30 a.m.** in which the line-up bell rings. There is no supervision for students in grades 1st - 5th prior to this time. Any parent that would like to enter campus to drop their children off must sign in and get a pass from the front office. They must sign out in the office by **8:00 a.m.** Morning kindergarten students may arrive no earlier than **7:20 a.m.**

DISMISSAL TIME

The east gates will be opened just before the dismissal bell rings. The teachers will escort the students to the east gates where they wait to be picked up by their ride. If your student walks home from school, the teacher will release them from the east gate. Students must leave campus when school is dismissed. **All students must be picked up at dismissal time as there is no supervision for them if you are late picking them up.**

EARLY RELEASE OF STUDENT

The parent, guardian or person authorized on the emergency card must come into the school office to sign out the student. **NO STUDENT WILL BE RELEASED TO ANYONE NOT ON THE CHILD'S EMERGENCY CARD. KEEP YOUR CHILD'S EMERGENCY CARD CURRENT. INCLUDE AS MANY NAMES AND PHONE NUMBERS AS NECESSARY. AUTHORIZED PERSONS MUST HAVE A CURRENT PICTURE ID IN ORDER TO VERIFY IDENTITY AND TO RELEASE THE STUDENT.**

CONTACTING YOUR STUDENT DURING SCHOOL HOURS

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

THE OFFICE TELEPHONE

The office telephone is for business use only. Students may use it only if they have an emergency situation. (Forgotten musical instruments, library books, or homework are **NOT** emergencies.)

TRANSPORTATION

School District guidelines state that bus transportation will be in grades 1-5 living more than 1.5 miles from school. If any student lives closer than indicated for that grade level, then he or she is considered to be living close enough to walk to school. Werner is considered a “walking school.” Transportation is provided for some students in special education and for Kindergarten students who live (1) one mile from the school. For those parents who prefer to drive their children to and from school, please plan to drop your children off and pick them up in the east parking lot.

SAFE WALKING AND BICYCLING ROUTES TO SCHOOL

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

BICYCLES, SCOOTERS, AND SKATEBOARDS

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

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

WEIGHING AND MEASURING

Kindergarten students are weighed and measured once each year. This information is recorded on the health record of each student which is kept in the nurse’s file. No other grade levels are required to have students weighed and measured.

CLASSROOM VISITATION

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

STUDY TRIPS

If your student is participating in a study trip that requires you to provide a sack lunch for the day, you may purchase (or receive, if on free lunch status) a sack lunch from the District Food Service department. The cost of the sack lunch is \$1.55 (\$2.25 for adults) payable in advance, and is non-refundable in the event your child is unable to attend the study trip. Siblings who are not scheduled to participate **may not** go on study trips with parents.

SCHOOL SUPPORT GROUPS

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

HEALTH OFFICE

The health clerk and school staff provides first aid for minor scratches/injuries. If a child has a temperature of 100 degrees or higher or throws up, he or she is automatically sent home. The health office relies solely upon the student's emergency card to contact parents regarding their child's health. **AGAIN, PLEASE KEEP THIS CARD CURRENT!**

HEAD LICE

If a child is found to have head lice, the parents are called and instructed how to treat it. The child cannot return to school until he or she is cleared by the school health office and found to be free of lice and nits.

MEDICATION

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

STUDENT MEDICATIONS--RIALTO UNIFIED SCHOOL DISTRICT POLICY:

- I. Medications will be given to a student only as a result of a written request from a physician and parent/guardian.
- II. Over-the-counter medications, such as aspirin or cough drops shall not be administered by school personnel unless there are signed requests from a physician and parent/guardian, and medication is in a prescription labeled container.
- III. Medical conditions that require frequent monitoring, testing, and treatment may be performed by designated site personnel, licensed nurse, or the student, depending on the physician's orders.
- IV. Injections required on an emergency basis will be administered by school staff upon written requests from the parent/guardian and a physician.
- V. Non-emergency situations requiring an injection will be performed by a licensed nurse upon written request of a physician and parent/guardian.

ELECTRONIC EQUIPMENT

Music players and/or games of any kind or size are not to be brought to school.

SCHOOL PARKING LOT

Vehicle entry is limited in the school parking lot during morning arrival time or afternoon dismissal time, due to space constraints. Buses, vehicles with handicapped signs, and RUSD personnel will be given preferential parking during these times.

Double parking in the aisles along the marked spaces or parking in fire lanes is strictly prohibited.

We ask that you utilize the sidewalk in front of our Kindergarten playground and enter the campus from the south east side.

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

NOTICES for PARENTS

Always check with your child to see if there is a notice that has been sent home for parents and to check the School Monthly Calendar. We also are encouraging electronic communication through: the school website, School/Class dojo, the flat screen monitors in the lobby and cafeteria.

LOST AND FOUND ITEMS

Lost and found items are kept in the cafeteria in a storage area on stage. We encourage you to check the cafeteria any time your child is missing a jacket, sweater, lunch pail, etc. (Also, please put your child's name on personal items.) Any lost and found items that have remained unclaimed monthly will be donated to Rialto charitable organizations.

EMERGENCY PREPAREDNESS

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



WERNER SCHOOL ATTENDANCE/TARDY POLICY

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

REPORTING STUDENT ABSENCES

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

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

SART/SARB PROCESS

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

TYPES OF ABSENCES/TARDIES:

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

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

Free Breakfast and Lunch Programs

All students enrolled within the Rialto Unified School District qualify to receive free breakfast and lunch through the CEP program. In order to participate, all families must complete the online enrollment verification process. For more information, please contact the school front office. Monthly breakfast and lunch menus will be made available in the front office.

RECOMMENDATION: Please make Health office staff aware of any “special” diet requirements as outlined by the child’s pediatrician or of any allergies that can impact diet.



HOMEWORK PHILOSOPHY

HOMEWORK PHILOSOPHY

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

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

Teachers will be expected to:

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

Parents will be expected to:

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

Students will be expected to:

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

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



RIALTO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION HOMEWORK POLICY

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

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

HOMEWORK – STATE RECOMMENDATIONS:

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

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

ACADEMIC SUPPORT SERVICES AND PROGRAMS FOR STUDENTS

TITLE I

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

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

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

GATE

(Gifted and Talented Education): Each identified student has the opportunity to participate in a qualitatively differentiated instruction. Testing to qualify for this program occurs in the 2nd grade and when referred by the student's teacher.

SPECIAL EDUCATION

Werner has an Intermediate SDC (Special Day Class), an RSP (Resource Specialist Program), and a Primary and Intermediate MH Class (Multiple Handicapped Class) on site. These programs are for those students who have special needs identified by the Student Study Team (SST) process and Individual Education Plan (IEP). Please see the referral process for further information.

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

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

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

LSH (Language, Speech, and Hearing) services are provided to students who have been identified as needing special assistance in speech articulation and

language development and/or processing. The students are taught on a pull-out basis by a speech pathologist through the IEP process.

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

ACCELERATED READER (AR)

Accelerated Reader is a supplemental program used to improve students' reading comprehension. The students read books at their reading level and parents can also access **Renaissance Home Connect**. Renaissance Home Connect improves the school-to-home connection by allowing parents and students to log in to a website and view the student's reading and math practice and progress towards goals. Access to online results promotes discussion between parents and students, which motivates students and can make reading and math practice even more effective. Please see the administration or front office with questions.

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

BAND

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

SCIENCE FAIR

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

Saturday Tutorial Enrichment Preparation (STEP)- Upward Program (UP)

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

STUDENT AWARDS AND CERTIFICATES

We believe that acknowledging a child for effort and achievement contributes significantly to that child's attitude toward learning. We have many programs to recognize student achievement in many different areas. Listed below are the recognition awards and criteria for each award:

Perfect Attendance Awards

The Rialto Unified School District is placing a hold on Perfect Attendance Awards from March 12, 2020, until further notice, due to the Coronavirus (COVID-19) pandemic. The district strongly encourages daily attendance, but not at the risk of our students' and staff's health and well-being. Students will be held harmless during this period in relation to Perfect Attendance.

If a student misses a day of instruction (in-person or via distance learning) during this time period, their cumulative Perfect Attendance status will not be affected.

Examples of Cumulative Perfect Attendance Awards:

- Perfect Attendance from Kinder through 5th grade
- Perfect Attendance from Kinder through 12th grade
- Perfect Attendance from 6th through 8th grade

Honor Roll

Teacher's Honor Roll

The student has earned a GPA of 3.0-3.49 in the five core academic areas listed above.

Principal's Honor Roll

The student has earned a GPA of 3.50-3.99 in the five core academic areas listed above.

Superintendent's Honor Roll

The student has earned a GPA of 4.0 and above in the five core academic areas listed above.

Awards distributed monthly are:

Accelerated Reader/(Fry Words are given for Kindergarten at the end of the year)
Student of the Month

WERNER SCHOOL LIBRARY

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

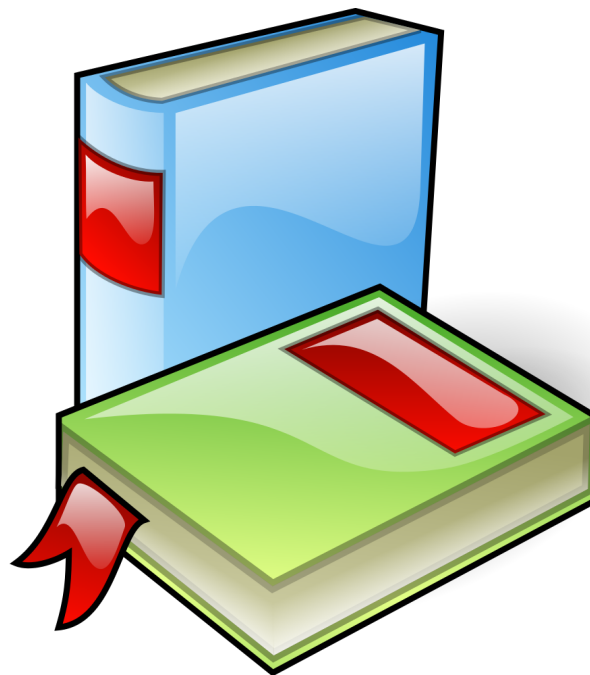
PARENTS MAY CHECK OUT BOOKS FROM THE LIBRARY!

Students have an opportunity to check out books at various times throughout the week. Books and magazines can be checked out by students for a period of one week. They are renewable if the student is not finished with them by the due date. Kindergarten, first and second grade students may check out one book at a time; while third, fourth, and fifth may check out two books. Any book may be renewed. To renew a book, the student must come in with the book.

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

Overdue notices will be given to the teacher once a week. Any student with lost, damaged or overdue books loses library privileges until the book(s) is returned or paid for. The student can still visit the library with his/her class.

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



CHILD ENDANGERMENT POLICY

CHILD PROTECTIVE SERVICES

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

DISTRICT REGULATIONS FOR THE REPORTING OF CHILD ABUSE

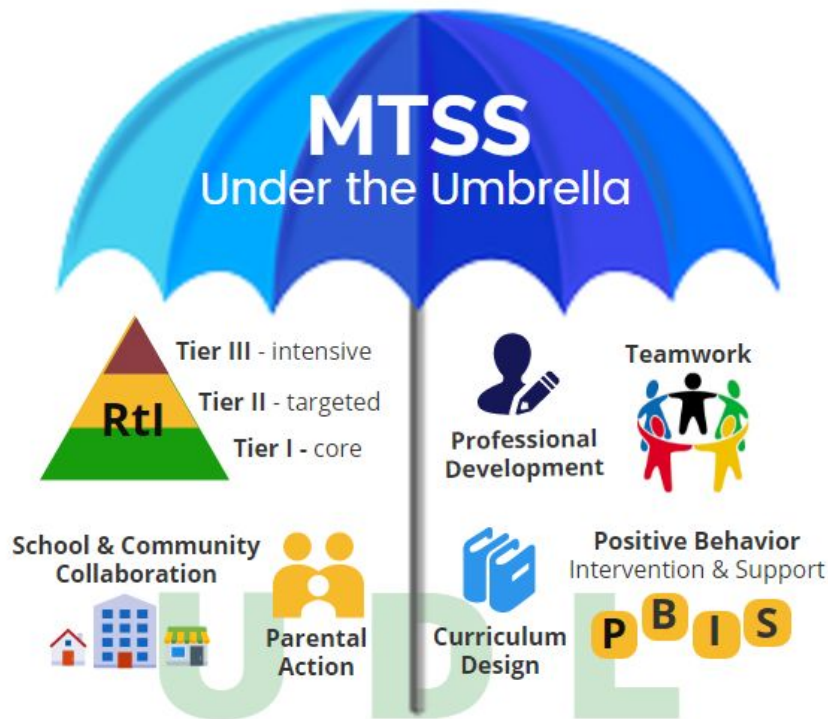
All administrative, certificated, and classified employees of the Rialto Unified School District must report all instances of known or suspected child abuse. The report is to be made immediately, or as soon as possible, by telephone to a Child Protective Agency (Police, Sheriff, Probation, and County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

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



Multi-Tiered Systems of Support

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




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

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

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


Our Werner School Wide Expectations:

Expectations	Classroom	Cafeteria	Bathrooms	Computer Lab	Playground	Office	Library
S tay Safe	<ul style="list-style-type: none"> -Keep hands, feet, and objects to yourself -Walk at all times -Keep your chair on all fours 	<ul style="list-style-type: none"> -Stay seated until released -Always walk -Stay inside lunch area boundaries 	<ul style="list-style-type: none"> -Keep hands, feet, and objects to yourself -Report concerns with other students to adults -Walk at all times -Go to the closes open bathroom and drinking fountain 	<ul style="list-style-type: none"> -Keep hands, feet, and objects to yourself -Walk at all times -Sit appropriately in chairs 	<ul style="list-style-type: none"> -Only run on the grass -Keep hands and feet to yourself -Use equipment correctly and for its intended use -Keep food away from the playground -Freeze and put hands on your knees after the bell rings 	<ul style="list-style-type: none"> -Sit quietly -Hands and feet to yourself -Follow staff instructions 	<ul style="list-style-type: none"> -Keep hands, feet, and objects to yourself -Walk at all times -Use step stools appropriately
T ake Responsibility	<ul style="list-style-type: none"> -Be prepared to learn with all needed materials -Follow directions the first time given -Keep your personal area and classroom clean -Keep hats and cellphones put away 	<ul style="list-style-type: none"> -Pick up after yourself -Take only what you will eat -Wait your turn in line -Ask permission to leave the cafeteria for any reason 	<ul style="list-style-type: none"> -Wash your hands with soap -Keep area clean -Use bathroom supplies wisely 	<ul style="list-style-type: none"> -Keep your area neat and clean -Keep water bottles on floor and away from computers -Go only to approved websites 	<ul style="list-style-type: none"> -Line up on time -Clean up after yourself -Use the restroom and get drinks before the bell rings 	<ul style="list-style-type: none"> -Be honest -Have a pass -Stay in designated area 	<ul style="list-style-type: none"> -Use space savers correctly -Get books quickly (a maximum of 10 minutes in the library) -Turn in books by the due date
A wesome Attitude	<ul style="list-style-type: none"> -Use kind words -Have an "I can do it!" attitude -Think positive, be positive 	<ul style="list-style-type: none"> -Be gracious -Focus on positive behavior -Encourage others 	<ul style="list-style-type: none"> -Use kind words -Report maintenance issues to adults 	<ul style="list-style-type: none"> -Have a smile on your face -Always do your best! (Think: "I can do this.") -Be helpful 	<ul style="list-style-type: none"> -Be a good sport -Help peers in need -Share equipment 	<ul style="list-style-type: none"> -Use polite words "Excuse me" and "Thank you" -Be considerate of others 	<ul style="list-style-type: none"> -Have a smile on your face -Use kind words ("Please" "Thank you") when asking for help
R espectful	<ul style="list-style-type: none"> -Raise your hand before speaking -Give your full attention to the speaker -Accept others' answers and opinions (be open minded) 	<ul style="list-style-type: none"> -Quiet voices -Say "please" and "thank you" -Listen to adults 	<ul style="list-style-type: none"> -Give people privacy -Use quiet voices -Wait your turn 	<ul style="list-style-type: none"> -Use computers correctly -Use whisper voices -Use headphones when necessary or keep volume off 	<ul style="list-style-type: none"> -Use positive words -Follow all directions given by adults -Be kind to equipment and structures 	<ul style="list-style-type: none"> -Wait your turn -Stay in front of counter until invited in by staff -Inside voices 	<ul style="list-style-type: none"> -Use whisper voices -Treat books with care -Follow directions given by adults




MEET EXPECTATIONS

WERNER ELEMENTARY



B
E
A
S
T
A
R


BE ON TIME



BE ON TIME

Wake up early. Log on a few minutes before class starts.


HIT'TIN' BOOKS



BE PREPARED

Make sure your computer is charged and all materials are in your quiet workplace.

RESPECT



BE RESPECTFUL


Wear appropriate clothing. Raise your hand before speaking. Be kind.

BE RESPONSIBLE




Be focused and ready to learn. Speak clearly. Be in camera view. Sit up straight.

MUTE YOURSELF



Mute yourself when your teachers or a classmate is speaking.



BRIDGE ACADEMY – DISCIPLINE PLAN RIALTO UNIFIED SCHOOL DISTRICT 2020-202

Digital Citizenship Agreements/Acceptable Use Policies

If and when a student displays behaviors that disrupt the environment of online learning, the following process should be followed:

1st violation – student given a warning and incident is documented in Teacher Notes. Remind student of Acceptable Use Policy and PBIS expectations.

2nd violation – parent is contacted by the teacher and notified of the disruption; incident and contact is documented in Teacher Notes. Remind parent of Acceptable Use Policy and PBIS Expectations.

3rd violation – parent is contacted by the teacher and notified of the disruption; student will not be permitted to communicate in writing and/or by video for 24 hours; student can continue to submit assignments. Incident, contact and communication suspension is documented in Synergy in Teacher Notes. Site administrator is notified.

4th violation – teacher communicates incident to a site administrator. Parent is contacted and notified of the disruption by an administrator. Student will not be permitted to communicate in writing and/or by video for 48 hours; student can continue to submit assignments. Incident, contact and communication suspension is documented in Synergy.

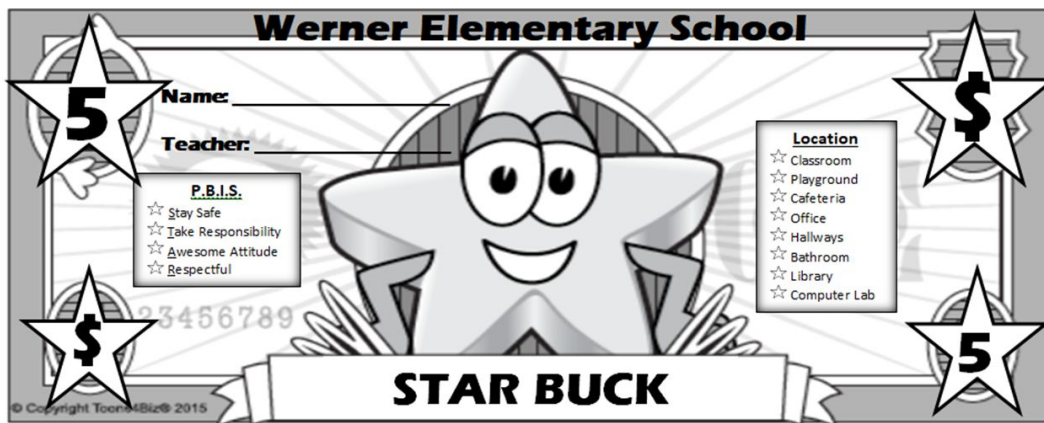
5th violation – teacher communicates incident to a site administrator. Parent is contacted and notified of the disruption by an administrator. Student is no longer allowed to communicate in any capacity online; student will only be allowed to submit assignments. Teacher may permit video communication with parent present. Incident, contact and consequence are documented in Synergy. From this point further, communication will only be conducted by the teacher to the parent (if necessary).

*Communication suspensions need to be the result of 48900 violations, such as disruption (48900K), vulgarity/repeated profanity (48900I), harassment/threats (48900.4) etc.

**Depending on the incident, the severity may require acceleration of the consequences that are given to the student, including deactivating the student's account.

Positive Progressive Steps

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



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

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

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

Positive Consequences

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

Progressive Discipline Steps

Corrective Consequences

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

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

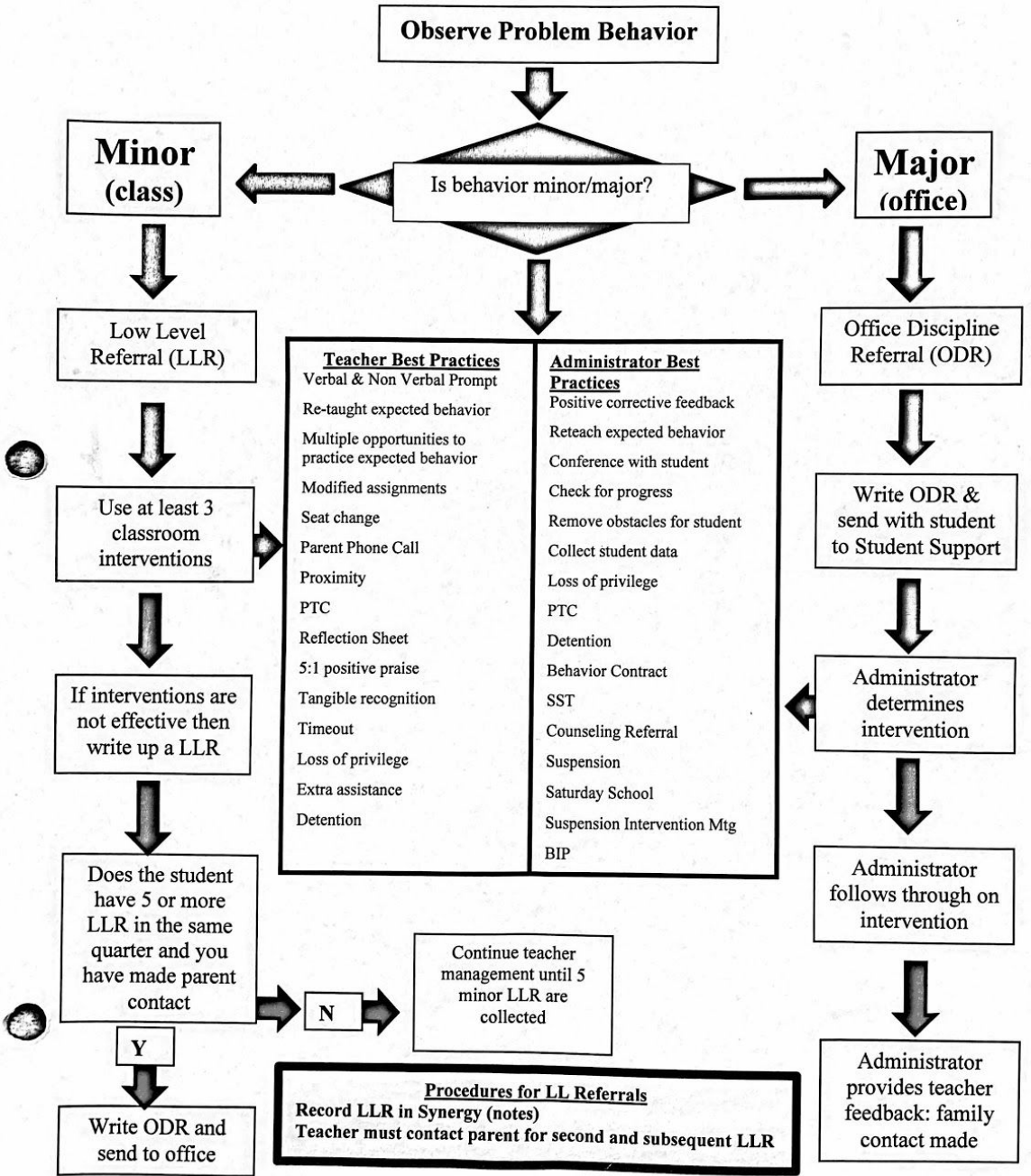
Mandatory Discipline for WEAPONS AND DRUGS:

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





Charlotte N. Werner Elementary Behavior Flowchart



SUSPENSION AND/OR EXPULSION

Education Code 48900

A pupil shall 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:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence on the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any 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 any 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 then either sold, delivered, or otherwise furnished to any 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 any products containing nicotine products, including, but not limited to cigarettes, cigars, miniature cigars, 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) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) 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.
- l) Knowingly received stolen school property or private property
- m) Possession of an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm as to be 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 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.

In addition to the reasons specified in Section 489900, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has committed sexual harassment as defined in EC 212.5

For the purpose of this chapter, the conduct described in EC Section 212.4 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or perverse 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 students enrolled in kindergarten and grades 1 to 3, inclusive. (Add Stats. 1992 Ch. 909)

Education Code 48900.3

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil in any of grades 4 through 12, inclusive may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined by subdivision (e) of Section 33032.5. (Added by Stats 1994, c. 1198).

Education Code 48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil in any of grades 4 through 12, inclusive may be suspended from school or recommended for expulsion if the superintendent or the principal of the school

in which the student is enrolled determines that student has (intentionally) engaged in harassment, threats, or intimidation directed against a student or group of students that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that student or group of students by creating an intimidating or hostile educational environment.

Education Code 48900.7

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 student is enrolled determines that pupil has made terrorist threats against school officials or school property, or both.

Education Code 48915 (a)

Except as provided in subdivisions (c) and (e), the principal or 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 because of the particular circumstances:

- (A) Causing serious physical injury to another person except in self-defense;
- (B) Possession of any knife, explosive, 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 the first offense for the possession of not more than one avoirdupois ounce of Marijuana other than concentrated cannabis;
- (D) Robbery/extortion;
- (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee;

POSSESSION AND USE OF CELLULAR PHONES AND OTHER ELECTRONIC SIGNALING DEVICES

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

The district's cell phone/electronic devices policy has not been finalized as of August 10, 2020.

When students return to campus for hybrid learning during the 2020-2021 school year, the expectations of the policy will be communicated to students, parents, and staff.

Our handbook will be updated to reflect the policy.

Mobile Communication Devices: Board Policy/Administrative Regulation 5131.8

Mandatory Discipline

48915(C) The principal/superintendent shall immediately suspend, pursuant to Section 48911, and shall recommend the expulsion of a pupil who he or she determines has committed any of the following acts at school or 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.

LIMITATIONS:

No pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to a school activity or school attendance, occurring within a school under the jurisdiction of the superintendent or principal, or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in these sections and related to school activity or attendance which 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.

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (Amend. Stats. 1989, Ch. 1306)

Education Code 48910: SUSPENSION BY TEACHER

(a) A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal

of the school and send the pupil to the principal or the principal's designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. **As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension.** Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of suspension, without the concurrence of the teacher of the class and the principal.

(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day, this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the principal's designee for consideration of a suspension from the school. (Renumbered and Amended Stats. 1983, Ch. 498.)

Education Code 48913: COMPLETION OF ASSIGNMENTS

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (Added Stats. 1983, Ch. 498.)

Education Code 48900.3 Hate Violence

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil in any of grades 4 through 12, inclusive may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined by subdivision (e) of Section 33032.5.

BULLYING

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

The California Department of Education (CDE) has developed and made available to school districts a policy model on the prevention of bullying and on

conflict resolution. These policies are developed for the purpose of incorporating them into a district wide school safety plan. The attached documents are a sample policy for Bullying Prevention & Conflict Resolution, and Student Code of Conduct for Rialto Unified School District.

Rialto Unified School District

Bullying (Cyberbullying) Prevention *(Policy model)*

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

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

The **Rialto Unified School District** will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another through words or actions. Such behavior 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 is expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

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

Definition of Harassment 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)*).

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

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

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

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

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

MENTAL HEALTH SERVICES FOR STUDENTS

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

Crisis Walk-In Clinic, 909-421-9495

850 East Foothill Blvd., Rialto, CA 92376

211 San Bernardino County, 2-1-1

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

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

Rialto Unified Safety Office, 909-820-6892

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

SERVICIOS DE SALUD MENTAL PARA ESTUDIANTES

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

Clínica de crisis sin cita, 909-421-9495

850 East Foothill Blvd., Rialto, CA 92376

211 San Bernardino County, 2-1-1

Línea de Prevención contra el Suicidio, 1-800-273-8255

Línea de Crisis en texto, acceder enviando un texto a HOME a 741741

Oficina de Seguridad de Rialto Unificado, 909-820-6892

Línea directa de Crisis Juvenil de California, 1-800-843-5200

Rialto Unified School District

Legal Notices for Pupils and Parents/Guardians

Bullying and Harassment

The Rialto Unified School District prohibits discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyber bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. This policy applies while on school grounds, going to or coming from school, at school activities, or using district transportation. *Board Policy 5131*

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

DISTRICT LIAISON

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



BULLYING/HARASSMENT COMPLAINT FORM

(Students May Report Anonymously)

Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

Student _____ Parent/Guardian _____ Employee _____ Volunteer _____ Other _____

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

Verbal Abuse

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

Physical

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

Extortion

(verbal or physical bullying for money
or personal items)

Hazing

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

Indirect Bullying

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

Cyberbullying

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

Bullying/ Harassment on the basis of:

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Race, color or nationality | <input type="checkbox"/> Disability |
| <input type="checkbox"/> Gender or Gender Identity | <input type="checkbox"/> Other |

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.



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, parents/guardians will be contacted to address the concern.



RIALTO UNIFIED SCHOOL DISTRICT CRITICAL INCIDENT RESPONSE PLAN

SAFETY CONTROL DISPATCH (909) 820-6892

NOTE: 911 (EMINENT DANGER) LIFE-THREATENING CALLS
SUPERCEDE CRISIS COMMUNICATIONS FLOW CHART

CRISIS COMMUNICATIONS FLOW CHART



ACTIVE SHOOTER VIOLENT INTRUDER

Call 911

RUN: Quickly & safely get away from area

HIDE: Get into a building, lock & barricade doors, shut off lights, silence cell phone

PREPARE TO DEFEND: Be ready to protect & defend yourself using any item available

REMAIN IN PLACE: Wait for all clear from authorities before evacuating your area

EARTH QUAKE

Drop, Cover, and Hold...

Cower under a table or desk or against an interior wall until shaking stops
(Do Not Stand in Doorway)

After shaking stops, check yourself and others for injuries

Evacuate if directed by Emergency Personnel and/or authorized District staff

BOMB THREAT

If you receive a Bomb Threat:

- Stay calm
- Pay close attention
- Obtain vital information

Call 911 and provide them with your information.

Very 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 when you leave.
- Leave doors and windows open; do not turn light switches on or off.
- Use stairs only; do not use elevators
- Move far away from the building and follow instructions of emergency responders

MEDICAL EMERGENCY



- Call 911 and/or Safety Control Dispatch (909) 820-6892
- Remain Calm – provide comfort to the sick or injured person
- Provide name, location & type of emergency
- Stay on the phone for instructions
- Provide First Aid if you are certified
- Follow the Directions from Emergency Personnel
- Move victim only if danger is imminent
- Designate someone to meet first responders

FIRE/EVACUATION



- Call 911
- Activate nearest fire alarm
- Proceed to nearest exit
- Use stairs, not elevators
- Assist persons with disabilities
- Meet at designated assembly 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 handle
S – Sweep from side to side

SUICIDE THREAT OR ATTEMPT

WHAT: When a person makes verbal or physical gesture to inflict self-harm, follow the recommendations below.

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 & Listen attentively
3. Get 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, possible exposures

- Evacuate the area and/or building
- Wait for all clear indication from emergency personnel
- Call Risk Management at (909) 820-7700 ext. 2110



SEXUAL HARASSMENT

SEXUAL HARASSMENT (STUDENTS) POLICY JGEB

1. Formal Written Complaint Procedure

- (a) If a student believes that he/she has been a victim of sexual harassment, the student shall report the incident to his/her principal, site administrator, or the District Title IX Coordinator (Students).
- (b) If a staff member becomes aware of an incident of sexual harassment involving students, it is the staff member's responsibility to notify an administrator who will insure that the incident is investigated promptly and will notify the principal or District Title IX Coordinator (Students).
- (c) A complaint may be filed using the District's Sexual Harassment Complaint Form (Students).
- (d) The principal will notify the complainant of the name and phone number of the District Title IX Coordinator (Students), **Senior Director of Personnel Services**, telephone number (909) 820-7700, extension 2431.
- (e) Upon receipt of a written sexual harassment formal complaint, the principal or an administrator designated by the District Title IX Coordinator (Students) shall promptly and thoroughly investigate the complaint and complete that investigation within sixty (60) calendar days of receipt. A written report of findings and disposition of the complaint will be given to the complainant in a timely manner.
- (f) The complainant may appeal disposition to the Superintendent/designee or The California Department of Education within fifteen (15) days of receipt.
- (g) No student or staff member shall suffer any reprisals for reporting any incidents of sexual harassment or for making any complaints. In all cases involving sexual harassment, confidentiality will be maintained.
- (h) The complainant will be advised that if she/he desires to file a discrimination complaint then the Uniform Compliance Policy (KLE)/Procedure (KLE-P) will be made available.

- (i) Discrimination complaints must be filed within six (6) months of the alleged occurrence or when knowledge was first obtained.

2. **Disciplinary Action**

Any student in grades 4-12, who is found to be responsible for sexual harassment, will be subject to appropriate discipline up to and including expulsion. Any students in grades K-3, who are found to be responsible for sexual harassment, will be subject to appropriate discipline up to and including suspension. The severity of the disciplinary action will be based upon the circumstances of the infraction. (Ed. Code 48900).

3. **Local Remedies**

The complainant shall be notified of local civil law remedies including but not limited to:

Legal Aid Clinic
354 West 6th Street
San Bernardino, CA 92401
Phone: (909) 889-7328

Inland Counties Legal Service
570 West 4th Street, Suite 104
San Bernardino, CA 92401
Phone: (909) 884-8615

West End Legal Aid Clinic
10722 Arrow Rt.
Rancho Cucamonga, CA 91704
Phone: (909) 980-0982

4. **No Formal Written Complaint Procedure**

If a formal written complaint is not filed, the site administrator will adhere to the following:

- (a) Investigate promptly and thoroughly;
- (b) Arrive at a reasonable conclusion;
- (c) Assign appropriate disciplinary action according to Section 2 of JGEB-P;
- (d) Notify parents of victim and perpetrator of case details, and conclusion(s);
- (e) Record pertinent details and actions in discipline file of students and on-site discipline log. Also, send summary of the case to District Title IX Coordinator (Students) for District records.

Non District Sponsored Special Activities

Employees/volunteers often initiate special off-campus activities for students on weekends or after school hours. Whether the employee/volunteer is a club sponsor, or not, the employee/volunteer, the District or both could be held liable if a student participant sustains an injury.

Examples of activities are swim parties, picnics, barbecues, hiking, camping and trips to amusement parks. The District's Administration should be notified of any events or activities of this type.

Due to the nature of certain activities, there may be an inference of District participation or sponsorship. For instance, the activity may be promoted on campus, using District supplies, equipment, or the District's name.

If the event is a District-sponsored activity, use the appropriate notice forms, such as the "Assumption of Risk" form. If this is a non-District sponsored activity, reasonable steps should be taken to notify the public and participants of the District's non-involvement to reduce unwanted exposure.

Steps to be taken include:

1. Prohibit use of District supplies and equipment to promote the activity.
2. Prohibit publicizing the activity on campus.
3. Advertise in the school paper, notifying students that the activity is not District-sponsored.
4. Post notices on campus that the activity is not District sponsored.
5. Mail a notice of non-sponsorship to those students who are likely participants.

RIALTO UNIFIED SCHOOL DISTRICT DRESS CODE

DRESS CODE

Footwear should be appropriate and safe for P.E. activities with hard, comfortable soles and back support. Clothing with buttons or zippers should be worn buttoned or zipped so that chest, stomach, or posterior areas are not exposed. Clothing should be in good repair. Students who go to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home.

Hats, caps and other head coverings shall not be worn unless they meet district guidelines for sun-protective clothing. Hats reflecting the school logo or initial may be worn on spirit days designated by the principal and only during time periods specified.

Each school site shall allow for outdoor use during the day articles of sun-protective clothing that meet the following guidelines:

- a. Hats and/or sunglasses may be worn during passing periods, lunch time, outdoor assemblies, outdoor Physical Education, and before/after and to/from school.
- b. Sun-protective hats must have brims of one to three inches, preferably all the way around the head, made of a soft material and foldable. Hats and tie strings must be white, tan, gray or black. They must be unadorned except with the approved school logo. They may not be worn during class time, in school buildings or covered areas.

Per District policy, the Werner Elementary staff is requiring that children not wear or bring to school any of the following:

- Clothing, jewelry, or accessories with spikes, skulls, skeletons, and double rings worn on two fingers, and/or any other symbol which implies affiliation with a group;
- Bandanas of any color;
- Red, green, blue or purple shoestrings;
- Belt buckles with multiple initials (Only one initial may be worn, which must be one of the initials in student's name);
- Bibbed overalls must be worn with both straps hooked;
- Tank tops, mesh tops, muscle shirts, plain white undershirts, tube tops, crop tops, short shorts, mini-skirts, ripped pants, spaghetti-straps and/or off-the-shoulder tops;
- Clothing/hairstyle that is indicative of gang affiliation;
- Graffiti and/or blackened out letters on shoes which depict gang names;
- Black power, La Raza, White power, and/or heavy metal clothing that depicts violence, hate or animosity between groups;
- Sagging pants (Underwear is showing);
- Steel toe/stormtrooper boots, flip flops, bedroom slippers, backless sandals/shoes;
- Make-up

NOTE: Earrings are acceptable as long as they don't dangle. Long and dangling earrings present a safety hazard, because they can catch on clothing/hair or can be accidentally grabbed while playing. In addition, they can present a distraction to the educational process, creating an environment not conducive to learning.

The principal, elementary administrator, and staff, in accordance with District guidelines and policies, may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

CAFETERIA / LUNCH AREA BEHAVIOR

The Positive Behavior Interventions and Support (PBIS) model is being upheld in the cafeteria and the following behavior is expected in order to insure a pleasant cafeteria atmosphere during the lunch period:

1. Listen, follow directions, and be respectful.
2. Use an “indoor voice” at all times.
3. Remain seated until your class is dismissed.
4. Raise your hand quietly when you need assistance.
5. No sharing of food with other students.
6. Food may not be taken out of the cafeteria.
7. Follow all school and District rules.

The students will conduct themselves in such a manner that our cafeteria is an orderly and pleasant place to enjoy lunch.



Student Wellness Policy

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

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

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

Mission

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

Responsibilities

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

Nutrition Education

- Nutrition education that is ethnically appropriate will be integrated into other areas of the curriculum such as math, science, language arts and Social Studies.

- The staff responsible for nutrition education will have the opportunity to participate regularly in professional development activities to deliver an effective nutrition education program as planned.
- Nutrition education curriculum will meet the standards set by the Health and P.E. Framework.
- Nutrition education will involve sharing information with families and the broader community to impact students and the health of the community positively, including sharing information on the District website.
- The School District will provide health information to families to encourage them to teach their children about nutrition.

Physical Education

- Physical activity will be integrated across curricula and throughout the day. Physical movement can be made a part of science, math, Social Studies and Language Arts.
- Physical Education courses will promote an environment where students learn, practice, and are assessed on developmentally appropriate motor skills, social skills, and knowledge of nutrition and health.
- Time allotted for physical activity will be consistent with State Standards.
- A daily recess period will be provided in grades P-5.
- Physical Education includes the instruction of individual activities as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Equipment is available for all students to participate in Physical Education. Facilities on school grounds will be safe and well maintained.
- The school provides a physical and social environment that encourages safe and enjoyable activities for all students, including those who are not athletically gifted and/or interested in athletics.
- Students will work toward performing within their “fitness zone” in order to achieve and maintain physical active lifestyles.

Other School Based Activities

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

Nutrition Guidelines for All Foods on Campus

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

Eating Environment

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

Child Nutrition Operations

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

Food Safety/Food Security

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

Annual Review

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

This institution is an equal opportunity provider.

Revised/Approved 1.19.18



PLAYGROUND EXPECTATIONS

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

BEHAVIOR

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

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

AT THE END OF RECESS

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

INJURIES

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



PLAYGROUND GAME RULES

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

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

FREEZE BELL

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

RESTROOMS

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

PLAYGROUND GAMES

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

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

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



HELPFUL HINTS

YOUR SUPPORT IS THE KEY TO YOUR CHILD'S LEARNING

SLEEP is essential for your child - alertness is one key to learning. Be sure your child gets at least eight hours of sleep each night.

YOU are the most important person to your child. What you expect of him or her is what he or she will try to achieve. What you model is the way he or she will behave.

PRAISE is the best “pay” your child can receive from a parent.

PATIENCE, PATIENCE, PATIENCE.

OVERSEE your child’s use of time; know what he or she does. Suggest things for him or her to do. Engage in activities with your child.

READ with your child and/or to your child each day.

T.V. and Video Games- watching and playing should be limited, and with parental consent. Watch some programs with your child and talk about what you both learned from watching them. Be sure to monitor time spent on video games. The school offers 3 **FREE** programs (**i-Ready, Imagine Math, Footsteps2Brilliance**) online that are game style format that assist with each individual student’s needed skills for learning. They can login through our website using the Clever login.

TEACH YOUR CHILD to use an ANALOG CLOCK; he/she won't be tempted to rely on a DIGITAL CLOCK.

BE SURE YOUR CHILD CAN RECITE his/her address and telephone number and knows his/her complete name.

BE SURE YOUR CHILD KNOWS his/her parent/guardian's first and last name.

BE SURE OUTER GARMENTS have student's name.

CHILDREN IMPROVE THEIR ACADEMIC SKILLS WHEN they begin the day with breakfast, do homework regularly, and have a balance of planned, supervised activities outside of school. Establish a special, quiet place for each child to complete his/her daily homework and a special place to put school work and materials out of the reach of siblings. Supervise and check your child's homework. Parents should establish rules for homework time, and limit television and playing during the school week.

AFTER SCHOOL ACTIVITIES: Be sure there is a good balance of activities for your child after school. The variety of activities might include group and single activities, physical and creative, structured and unstructured. Set up a schedule for your child. This does give children a sense of security and responsibility and frees parents from some "nagging".

NUTRITION: WERNER SERVES BREAKFAST FROM 8:00 - 8:15 a.m. Research has shown that eating breakfast helps promote concentration, patience, and attentiveness. In fact, studies at the University of Iowa found that children who skip breakfast tend to react slower, be less productive, have more trouble concentrating, and become more tired in the late morning than those who eat breakfast. **REMEMBER--BREAKFAST DOESN'T HAVE TO MEAN "breakfast food."** There are lots of other alternatives that are just as good. Some options might be: a slice of pizza, a sandwich filled with 3 oz. of tuna, 1 oz. cheese, or 2 tablespoons peanut butter, a large potato with 1/4 cup cottage cheese, 1/2 cup lentils with 1 cup rice, or 1 cup macaroni with 1 oz. cheese.

CHILDREN BECOME RESPONSIBLE PEOPLE WHEN parents also expect them to assume specific responsibilities at home, each day.

CHILDREN BECOME SUCCESSFUL STUDENTS WHEN they are physically fit. Recent research shows 50% of our nation's children have high blood pressure, high cholesterol, or are overweight. Have your child exercise with you on a daily basis.

CHILDREN BECOME RESPONSIBLE PEOPLE when their television viewing is limited to only a very few programs a day and parents censor the content of programs viewed.

THANK YOU!

Thank you for sending your child to Werner Elementary School. Working together, we can all make a positive difference in your child's elementary school years.

