

Parent/Student Handbook

2024-2025

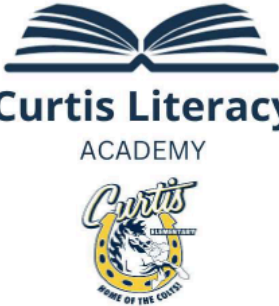


Curtis Elementary School
451 S. Lilac Avenue, Rialto, CA 92376
(909) 421-7366
Fax: (909) 421-7369

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Curtis Elementary Literacy Academy
School Calendar - 2024/2025

<p>JULY 2024 (22)</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>6</td></tr> <tr><td>7</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>13</td></tr> <tr><td>14</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>20</td></tr> <tr><td>21</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>27</td></tr> <tr><td>28</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td></td></tr> </table>	S	M	T	W	T	F	S		X	X	X	X	X	6	7	X	X	X	X	X	13	14	X	X	X	X	X	20	21	X	X	X	X	X	27	28	X	X	X	X	X		<p align="center">Mr. Owen Ross Principal</p> <p align="center">Mrs. Vanessa Roque Assistant Principal</p> <p>Ruvel Jaimes, School Secretary Nancy Aguilar, Attendance Clerk Teresita Laycock, Project Clerk Tria Tittle-Moore, Health Clerk</p> <p align="center">Office: (909) 421-7366 Fax: (909) 421-7369</p> <p align="center">Please call in absences daily. (Notifique todas las ausencias cada dia)</p> <p align="center">X= No School (no hay clase) H = Holiday, No School (dia festivo, no hay clase) M= Minimum Day (dia minimo)</p> <div align="center">  <p>Curtis Literacy ACADEMY</p> <p><i>Curtis</i> LITERACY HOME OF THE COURSE</p> </div>	<p>JANUARY 2025 (21)</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td>X</td><td>X</td><td>X</td><td>4</td></tr> <tr><td>5</td><td>X</td><td>X</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>12</td><td>X</td><td>X</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>X</td><td>X</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>26</td><td>X</td><td>X</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>31</td></tr> </table>	S	M	T	W	T	F	S				X	X	X	4	5	X	X	7	8	9	10	12	X	X	13	14	15	16	19	X	X	21	22	23	24	26	X	X	27	28	29	30							31
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Curtis Elementary Mission Statement

The mission of Curtis Elementary Literacy Academy, the beginning chapters of each child's academic story, is to ensure all students navigate their world successfully, as they discover their unique strengths through a diverse and engaging environment distinguished by:

- Culturally relevant learning opportunities
- College, career, and personal growth mindset
- Meaningful family and community relationships.

CURTIS ELEMENTARY LITERACY ACADEMY

2024 - 2025 BELL SCHEDULES

OFFICE HOURS: 7:00 A.M. – 4:00 P.M.

451 S. Lilac Ave. Rialto, CA 92376

(909) 421-7366 • <https://kec.rialto.k12.ca.us/curtis>

DAILY SCHEDULE



MINIMUM DAY

PRESCHOOL SCHEDULES REMAIN THE SAME

KINDERGARTEN

8:00 – 9:30	INSTRUCTION	90 MIN
9:30 – 9:45	RECESS	15 MIN
9:45 – 10:30	INSTRUCTION	45 MIN
10:30 – 10:55	LUNCH	25 MIN
10:55 – 11:10	RECESS	15 MIN
11:10 – 1:00	INSTRUCTION	110 MIN
1:00 – 1:15	RECESS	15 MIN
1:15 – 2:06	INSTRUCTION	51 MIN
TOTAL INSTRUCTIONAL MINUTES		296 MIN

1st GRADE

8:00 – 9:20	INSTRUCTION	80 MIN
9:20 – 9:35	RECESS	15 MIN
9:35 – 11:00	INSTRUCTION	85 MIN
11:00 – 11:25	LUNCH	25 MIN
11:25 – 11:40	RECESS	15 MIN
11:40 – 1:05	INSTRUCTION	85 MIN
1:05 – 1:20	RECESS	15 MIN
1:20 – 2:06	INSTRUCTION	46 MIN
TOTAL INSTRUCTIONAL MINUTES		296 MIN

2nd GRADE

8:00 – 9:40	INSTRUCTION	100 MIN
9:40 – 9:55	RECESS	15 MIN
9:55 – 11:20	INSTRUCTION	85 MIN
11:20 – 11:45	LUNCH	25 MIN
11:45 – 12:00	RECESS	15 MIN
12:00 – 1:05	INSTRUCTION	65 MIN
1:05 – 1:20	RECESS	15 MIN
1:20 – 2:06	INSTRUCTION	46 MIN
TOTAL INSTRUCTIONAL MINUTES		296 MIN

3rd GRADE

8:00 – 9:40	INSTRUCTION	100 MIN
9:40 – 9:55	RECESS	15 MIN
9:55 – 11:35	INSTRUCTION	100 MIN
11:35 – 12:00	LUNCH	25 MIN
12:00 – 12:15	RECESS	15 MIN
12:15 – 1:05	INSTRUCTION	50 MIN
1:05 – 1:20	RECESS	15 MIN
1:20 – 2:06	INSTRUCTION	46 MIN
TOTAL INSTRUCTIONAL MINUTES		296 MIN

4th GRADE

8:00 – 10:00	INSTRUCTION	120 MIN
10:00 – 10:15	RECESS	15 MIN
10:15 – 11:55	INSTRUCTION	100 MIN
11:55 – 12:20	LUNCH	25 MIN
12:20 – 12:35	RECESS	15 MIN
12:35 – 2:11	INSTRUCTION	96 MIN
TOTAL INSTRUCTIONAL MINUTES		316 MIN

5th GRADE

8:00 – 10:00	INSTRUCTION	120 MIN
10:00 – 10:15	RECESS	15 MIN
10:15 – 12:20	INSTRUCTION	125 MIN
12:20 – 12:45	LUNCH	25 MIN
12:45 – 1:00	RECESS	15 MIN
1:00 – 2:11	INSTRUCTION	71 MIN
TOTAL INSTRUCTIONAL MINUTES		316 MIN

AM PRESCHOOL

7:45 AM-10:45 AM
DISMISSAL: 10:45 AM

PM PRESCHOOL

11:45 AM-2:45 PM
DISMISSAL: 2:45 PM

Transitional TK/AM

7:45– 10:00	INSTRUCTION	135 MIN
10:00– 10:15	INSTRUCTIONAL RECESS	15 MIN
10:15-11:10	INSTRUCTION	55 MIN
11:10-11:25	RECESS	15 MIN
11:25 – 11:50	LUNCH	25 MIN
TOTAL INSTRUCTIONAL MINUTES		205 MIN

Transitional TK/PM

10:40– 11:05	LUNCH	25 MIN
11:05 – 11:20	RECESS	15 MIN
11:20 -1:45	INSTRUCTION	145 MIN
1:45 – 2:00	INSTRUCTIONAL RECESS	15 MIN
2:00 - 2:45	INSTRUCTION	45 MIN
TOTAL INSTRUCTIONAL MINUTES		205 MIN

INCLEMENT WEATHER LUNCH SCHEDULE

K	10:30 -11:00
1ST	11:00 -11:30
2ND	11:15 -11:45
3RD	11:35-12:05
4TH	11:55-12:25
5TH	12:20-12:50

KINDERGARTEN

8:00-9:30	INSTRUCTION	90 MIN
9:30 – 9:45	RECESS	15 MIN
9:45 – 10:30	INSTRUCTION	45 MIN
10:30 – 11:00	LUNCH	30 MIN
11:00 – 12:48	INSTRUCTION	108 MIN
TOTAL INSTRUCTIONAL MINUTES		243 MIN

1st GRADE

8:00 – 9:40	INSTRUCTION	100 MIN
9:40 – 9:55	RECESS	15 MIN
9:55-11:00	INSTRUCTION	65 MIN
11:00 – 11:30	LUNCH	30 MIN
11:30- 12:48	INSTRUCTION	78 MIN
TOTAL INSTRUCTIONAL MINUTES		243 MIN

2nd GRADE

8:00 – 9:40	INSTRUCTION	100 MIN
9:40 – 9:55	RECESS	15 MIN
9:55-11:15	INSTRUCTION	80 MIN
11:15 – 11:45	LUNCH	30 MIN
11:45- 12:48	INSTRUCTION	63 MIN
TOTAL INSTRUCTIONAL MINUTES		243 MIN

3rd GRADE

8:00 – 9:40	INSTRUCTION	100 MIN
9:40 – 9:55	RECESS	15 MIN
9:55-11:35	INSTRUCTION	100 MIN
11:35 – 12:05	LUNCH	30 MIN
12:05- 12:48	INSTRUCTION	43 MIN
TOTAL INSTRUCTIONAL MINUTES		243 MIN


4th GRADE

8:00 – 10:00	INSTRUCTION	120 MIN
10:00 – 10:15	RECESS	15 MIN
10:15-11:55	INSTRUCTION	100 MIN
11:55 – 12:25	LUNCH	30 MIN
12:25- 12:54	INSTRUCTION	29 MIN
TOTAL INSTRUCTIONAL MINUTES		249 MIN

5th GRADE

8:00- 10:00	INSTRUCTION	120 MIN
10:00 – 10:15	RECESS	15 MIN
10:15 – 12:20	INSTRUCTION	125 MIN
12:20 – 12:50	LUNCH	30 MIN
12:50 – 12:54	INSTRUCTION	4 MIN
TOTAL INSTRUCTIONAL MINUTES		249 MIN

Curtis Elementary Literacy Academy
Teacher Roster
2024-2025 School Year

#	First Name	Last Name	Grade	Program	Room #
1	Nora	Manuel	TK (AM)	ELM	A-18
2	Taylor	Cassel	TK (PM)	SEI	A-18
3	Carmen	Ford	K	DLI	C-12
4	Alma	Garcia	K	SEI	C-4
5	Laura	Morrill	K	ELM	C-3
6	Jennifer	Pimentel	K	SEI	C-14
7	Danielle	Duran	1	ELM	C-5
8	Miriam	Flores	1	DLI	C-2
9	Deanna	Meyer	1	SEI	C-6
10	Maria	McNabb	1	ELM	C-10
11	Erika	Ayala	2	DLI	C-1
12	Angela	Haidl	2	ELM	C-9
13	Pavinee	Prachachalerm	2	SEI	C-8
14	Maria	Preciado	2	SEI	C-7
15	Corayma	Huante Gonzalez	3	DLI	B-13
16	Tamar	Melocoton	3	ELM	B-9
17	Marilu	Reyes	3	SEI	B-10
18	Ashley	Wooliver (Reynoso)	3	ELM	B-8
19	TBD		4	SEI	B-3
20	Alexandra	Madrid	4	GATE	B-4
21	Doreen	Morales	4	ELM	B-5
22	Alison	Boggs	5	GATE	B-6
23	Aja	d'Encarnacao	5	SEI	B-7
24	Angela	Stryjewski	5	ELM	B-2
25	TBD		5	ELM	B-1
26	Kathy	Latham	K-5	RSP	B-14
27	Sandy	Corza	TK-1	SDC	A-17
28	Ryan	Lewis	2-3	SDC	C-11
29	Brigitte	Rudosky	4-5	SDC	B-12
30	Mary	Smith	Preschool		
31	Angelica	Moore	K,4,5	Strategist	B-14
32	Leticia	Cardinal-Norris	3	Reading Specialist	B-13
33	Yessica	Stewart	1	Reading Specialist	B-13
34	Christine	Williams	2	Reading Specialist	B-13
35	Owen	Ross	Principal		
36	Vanessa	Roque	Assistant Principal		
					 Curtis Elementary LITERACY.ACADEMY
					7/8/2024

Multi Tiered Systems of Support (MTSS)

MTSS encompasses supports for the whole child, and takes into account academics, behavior, and social/emotional supports. MTSS is the term that is being used more and more nationwide. MTSS describes how we organize these supports. RTI (Response To Intervention) and PBIS (Positive Behavior Intervention and Supports) are examples of tiered systems under the MTSS umbrella. Supports at Curtis Elementary can be found on the graphic on this page. Supports that are used at Curtis for Behavioral include PBIS, SSTs, Social Emotional lessons and counseling. Some of the Academic supports are AVID, small group instruction, reading and intervention strategists, SSTs, and 504s.



Positive Interventions and Behavioral Support (PBIS)

PBIS Team:

Curtis Elementary participates in a district initiative called Positive Behavior Interventions and Supports (PBIS). PBIS is one of the foremost advances in school-wide discipline that includes proactive strategies for defining, teaching, and supporting appropriate behaviors to create positive school-wide environments, and for students to achieve social, emotional, and academic success. PBIS is a team based approach to establishing the behavioral supports and social culture for all students at Curtis Elementary. The foundation of PBIS at Curtis Elementary centers on three behavior expectations: Be Safe, Be Respectful, and Be Responsible.

Our PBIS team is composed of a variety of classroom teachers, parents, and specialists to offer out the best support systems within our school. The PBIS team believes that schools can only be successful when they help children grow academically, socially, and emotionally. In order for this to happen, it is important that we establish a safe environment. It is our goal to set clear expectations and directly teach students about our expectations through modeling.

Tier 2 Support:

Curtis Elementary incorporates Tier 2 support as part of our PBIS initiative. Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behaviors before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, Check-in, Check-out, and academic support.

Tier 2 interventions include:

- Supports that are accessible within 72 hours of referral
- Aligned with school-wide expectations.
- Implemented by all staff/faculty in a school.
- Flexible and based on assessment.
- Continuously monitored by PBIS support staff.

Students are referred to Tier 2 support by any staff member. Students may also be referred for behavioral / academic support based upon parent request.

To request Tier 2 supports for your student, please:

1. Reach out to your child's teacher.
2. Teacher will complete the referral form.
3. A member of the Tier 2 PBIS team will review the forms and reach out to the teacher within 72 hours to discuss concern and determine intervention options.

Disciplinary Procedures:

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

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

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

A. RESTORATIVE PRACTICES:

Part of the implementation of PBIS, also includes the implementation of Restorative Practices. Restorative Practice is a philosophy based on a set of principles that guide the response to conflict and harm. Restorative Practice is based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement, instead of punishment. Restorative disciplinary practices at Curtis Elementary are aimed at keeping students safe and creating a safe school-wide environment where teachers can teach and students can learn. Restorative disciplinary practices may include:

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

B. GENERAL PROCEDURES & POSSIBLE CONSEQUENCES:

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

C. SUSPENSIONS:

Although suspension is to be used as a last resort, there are some situations in which a student may be suspended for the first offense. These may include:

- Fighting
- Profanity/vulgarity
- Sexual Harassment
- Possession or indulging in smoking, drinking, or any other controlled substance
- Theft/extortion/robbery
- Vandalism/arson
- Weapons/explosives

D. EXPULSIONS:

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

- Stealing, damaging, or attempting to steal or damage property of others.
- Causing or threatening to cause physical injury.
- Possession, selling, or furnishing of weapons, knives, firearms, explosives, or other dangerous objects.
- Use or possession of tobacco, alcohol, or drugs.
- Committing an obscene act, or engaging in profanity/vulgarity.
- Consistently exhibiting disruptive behavior or defiance of authority.

E. THE SCHOOL HAS JURISDICTION:

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

Playground Rules:

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

*Students must count to 20 while waiting for the swing.

*They may not walk or stand in the wood chip area around the swings.

*No games of tackle, tag, or wrestling are allowed soccer and football that Must be played during PE with a teacher present.

*Students must remain on the playground during recess and use designated restrooms and water fountains only. *Restrooms are not to be used for play or for games of chase.

*All games and equipment are open to all students.

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

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

Arrival/ Dismissal Areas	<ul style="list-style-type: none"> • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Stay and walk on sidewalks 	<ul style="list-style-type: none"> • Greet others (ex. <u>Good Morning/ Afternoon</u>) • Wait patiently
Playground	<ul style="list-style-type: none"> • Walk on blacktop • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Model positive behavior • Use equipment appropriately • Report problems to an adult 	<ul style="list-style-type: none"> • Include others in play • Listen to Curtis staff members
MPR	<ul style="list-style-type: none"> • Walk in quietly 	<ul style="list-style-type: none"> • Clean up after yourself • Touch and eat your own food 	<ul style="list-style-type: none"> • Wait patiently • Use kind words like, <u>thank you and please</u>
Bathrooms	<ul style="list-style-type: none"> • Keep feet on the floor • Keep water in the sink • Wash hands when finished 	<ul style="list-style-type: none"> • Put toilet paper in the toilet • Flush toilets and urinals after use • Use for appropriate reasons only 	<ul style="list-style-type: none"> • Give others privacy • Knock politely on stall • Use quiet voices
Halls	<ul style="list-style-type: none"> • Walk at all times • Be aware of your surroundings and others 	<ul style="list-style-type: none"> • Go straight to your destination 	<ul style="list-style-type: none"> • Maintain silence at all times
Library	<ul style="list-style-type: none"> • Walk at all times • Keep chairs pushed in • Ask for help when needing to reach a book 	<ul style="list-style-type: none"> • Put books back in proper place • Use a ruler to mark book spot • Return checked out books on time • Report damaged books to your teacher 	<ul style="list-style-type: none"> • Use a quiet voice • Share books • Handle books/materials with care • Help one another find books • Work together to keep library clean
Office	<ul style="list-style-type: none"> • Use an office pass • Walk in and out quietly 	<ul style="list-style-type: none"> • Wait patiently to be helped 	<ul style="list-style-type: none"> • Use soft voices

DISCIPLINE MATRIX

MINOR INFRACTION/INTERVENTION GRID

MINOR INFRACTIONS	DEFINITION/EXAMPLE	CLASS/TEACHER INTERVENTIONS
Physical Contact / Horseplay	No intent to injure, single hits or kicks, play fighting, wrestling, rough housing, chasing, back slapping, shoulder punching, pushing, etc.	<p><u>Option #1</u> (Do one or more)</p> <p>Pre-correction—placement of student etc. to avoid problem to begin with</p> <p>Proximity to student</p> <p>Verbal Cue (i.e. Johnny, eyes on me)</p> <p>Non Verbal Cue—hand gesture to mouth/ear</p> <p>Restate expectation—i.e. “Respect is a school rule. We speak respectfully at Curts. I do not expect to hear that again.”</p>
Disrupting the Classroom	Talking, playing, passing notes, out of seat often, outbursts, burping out, tapping, whistling, eye rolling, talking in class, etc.	<p><u>Option #2</u> (Do all & document on BLUE Card)</p> <p>Immediate time-out in a Buddy Room (no more than 20 min. and no more than 2 sent to the same room).</p> <p>Loss of all recesses in that day and next day – send to EL0 with work.</p> <p>Parent phone call, send note home for parent signature, or meet with parent in person.</p>
Ignored Adult Directive	(e.g. non-responsive, not working, refusing to follow directions, comments like “I don’t want to” or “Whatever”)	<p><u>Option #3</u> (Do all & document on BLUE Card)</p> <p>Immediate time-out in a Buddy Room (no more than 20 min. and no more than 2 sent to the same room).</p> <p>Loss of all recesses (2-5 days)</p> <p>Parent phone call, send note home for parent signature, or meet with parent in person.</p>
Inappropriate Language	Low-level, a scolding slip, profanity=First few offenses of profanity before it is “habitual” (e.g. “shut up”, “stupid”, “gay”, sexual innuendos or connotations, and non-directed or isolated profanity)	<p><u>Option #4</u> (Do all & document on BLUE Card)</p> <p>Immediate time-out in a Buddy Room (no more than 20 min. and no more than 2 sent to the same room).</p> <p>Loss of all recesses (2-5 days)</p> <p>Parent phone call, send note home for parent signature, or meet with parent in person.</p>
Pre-Bullying / Threats / Pre-Harassment	Low-level, first few offenses before it is “MAJOR OFFENSE”, victim is not visibly or emotionally upset of the act, no real disruption, or true threat. Examples: Often things said at recess, “I’m going to kick your butt”, “I’m going to beat you up”, etc...	<p><u>Option #5</u> (Office Referral)</p> <p>Increases praise for appropriate behavior.</p> <p>Loss of 1 recess—send to EL0 room with work.</p>
Property/Playground Misuse	Not following playground rules, using other equipment inappropriately and disrespectfully	<p><u>Option #5</u> (Office Referral)</p> <p>Becomes a Major Infraction – Send to the office with referral and the BLUE Card which documents previous infractions and teacher actions.</p>
Out of Bounds	In an area without permission OR violating another student’s personal belongings (e.g. in hallways, courtyard, front office during recess/class without a pass, touching or talking of other student’s property)	
Lying/Heating/Gossip	Spreading rumors, talking about others, copying.	
Dress Code Violation	Wearing clothes that does not fit within the dress code guidelines practiced by the district. (e.g. flip flops or sandals without strap, inappropriate writing or pictures, gang logos, baggy clothes, sagging, etc.)	
Cell Phones / Electronic Devices	Bringing cell phones, video games, etc. ---Students may bring cell phones but they must be given to Ms. Nancy in the office before school begins.	<p>Note – Per Ed Code, teachers have a right to do an on-campus suspension for the remainder of the day and the next day. This right can be exercised at any time student violates ED Codes 49900 (i.e. “Major Infraction”) and teacher has exhausted all corrective remedies. You must send work with the student and contact the parent immediately to let them know you have done an on-campus suspension.</p>

Major Infraction & Intervention Grid

MAJOR INFRACTIONS	DEFINITION/EXAMPLE	ED CODE	ADMINISTRATIVE ACTIONS / INTERVENTIONS
Fighting / Physical Contact	Willful force with malicious intent to hurt another student often with visible marks, redness, or swelling. Mutual combat (e.g. Multiple hits or kicks, hitting in the face, choking, etc.)	EC48900 A1 EC48900 A2 EC48900 S	Administrative actions may include <u>one or more</u> of the following: <ul style="list-style-type: none">Letter sent to Parents
Bullying / Making Threats / Harassing	<u>Ongoing</u> acts of intimidation, comments in oral or written form that explicitly or implicitly imply that harm will be brought upon another student. Any continuously repeated act that results in another student becoming worried or afraid for their safety. Examples: "I'm going to get you after school", "I'm going to beat you up", "I'm going to", "You'd better watch your back", etc....	EC48900 A1 EC48900 O	<ul style="list-style-type: none">Administrator contacts Parent by Phone
Inappropriate Language	Intentional/habitual profanity and/or inappropriate language, directed verbal assault or with implied meaning. Example: directed profanity, racial slurs, comments with explicit meaning, etc....	EC48900 I EC48900 K	<ul style="list-style-type: none">Administrator Holds a Parent/Admin Conference
Possession and/or use of a weapon/dangerous object	Student possesses any fire arm, knife, explosive, or other dangerous object including shocking devices, laser pointers, staples, push-pins, etc. Note: Object needs to be confiscated by teacher or administrator immediately. Firearms-automatic 5-day suspension or expulsion.	EC48900 B EC48900 M	<ul style="list-style-type: none">Student is suspended for 1-5 days
Theft/Robbery/Extortion	Attempted or committed theft/robbery over \$5.00, school or personal property. Note: Attempted or committed theft/robbery under \$5.00 can warrant parent contact and school service for 2 weeks.	EC48900 E EC48900 G	<ul style="list-style-type: none">Parent requested to attend school
Selling Items for Profit	Student sells any item to another student in exchange for money of any amount. Note: Student must accept the item back and also return the money received in the transaction.	EC48900 K	Recommendation for Expulsion
Possession of Drugs/Under the Influence of Drugs (including "look alike")	Student possesses, is/for has been under the influence of any controlled substance, alcohol, or intoxicant.	EC48900 C	
Drugs for Sale (including "look alike")	Student offers, arranges, or negotiates to sell any controlled substance, alcohol, or intoxicant or representation of items thereof.	EC48900 C EC48900 D	
Defacing School Property-Permanent Damage	Caused or attempted to cause damage to school or private. Examples: Graffiti, etchings, etc....	EC48900 F	

Student Success Team (SST)

State law indicates that a student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized.

Procedures have been developed in individual member school districts and charter schools (also known as local education agencies) for the receipt and processing of referrals for special education assessment. In all districts, the school site Student Study Team (SST) meets regarding children for whom there are concerns. The team addresses the implementation and level of success of the general education classroom program modifications and available general education resources and programs, including categorical programs. When the SST determines that all possible modifications have been exhausted or the modifications available are not appropriate, the SST or classroom teacher refers the child for an assessment for possible special education services. The parent is informed and encouraged to be a part of the SST process.

The SST is a regularly scheduled, structured meeting of general educators and other staff as appropriate. Their purpose is to provide an effective support system in general education that will generate effective interventions for children who are experiencing challenges in learning or behavior difficulties at school. The SST process is designed to meet the needs of all children and results in a team action plan to ensure student success. The structure of the SST may be designed to fit the needs of individual school sites. Team membership varies according to the needs of the child, but should include the people that can best support the child and the classroom teacher. The majority of the team membership must be composed of general education teachers and should include the following team members: the child's classroom teacher, an administrator, the parent, The SST should also serve as a peer support system, so the more teacher participation the greater the benefits. Specialists should be included based on the potential needs of the child, the classroom teacher, and any others providing support to the child.

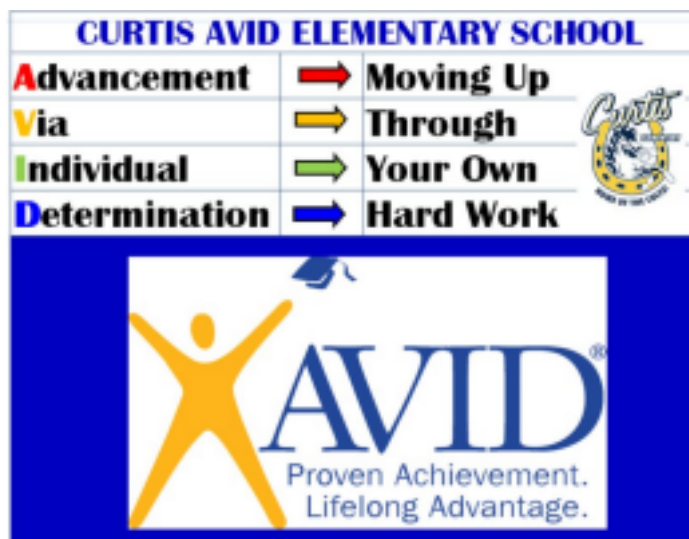
The SST process begins with a request from a teacher, counselor, parent, agency representative, or student that a concern has been identified. Once the request is made, the school's first level intervention plan is implemented. It is important to note that a request does not automatically initiate a SST meeting. If the concerns can be resolved without a SST meeting, then the child is monitored for successful progress. If the concerns are not resolved, SST meeting preparation is started. For the team to have optimum information to work with, the child's teacher should provide essential information about the child to the team. On the action plan that is developed, a follow-up date should be set to review the progress of the child from whom there are concerns. The action plan should be evaluated at this meeting and determination made if any further follow-up is necessary

Advancement Via Individual Determination (AVID)

AVID stands for *Advancement Via Individual Determination*. Curtis Elementary is on year 3 of implementation of school-wide AVID. We will support AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society. Common Core State Standards (CCSS) will continue to be fully implemented this year. CCSS makes for a more rigorous approach to learning as students will be challenged to develop their analytical skills, communicate their learning verbally, in writing, and/or in a presentation.

AVID Elementary ensures all students will:

- Experience Writing to learn, Inquiry, Collaboration, Organization, and Reading to learn skills (WICOR Lesson Framework)
- Utilize organizational skills both inside and outside the classroom
- Develop student success skills for lifelong learning
- Successfully make the transition to middle school and courses of high rigor



Advancement Via Individual Determination

NOTE TAKING STRATEGIES

Agendas

- Copy Homework
- Mark When Finished
- Set Goals

Two-Column

Quote	Explanation
Essential Question	Response
Main Idea	Details

Three-Column

Word	Definition	Example
Math problem	Work	Answer
Character	Problem	Solution

W

Writing to Learn

I

Inquiry

C

Collaboration

O

Organization

R

Reading to Learn



When I say AVID,
You say ROCKS!



Costas' Levels

of Thinking and Questioning

1. Has a specific answer that you can find in the text.
2. Compares texts, requires analysis of information
3. More than one answer, asks for an opinion based on facts or personal experience

USE YOUR BINDER!!

- Stay Organized
- Use Your Dividers
- 3-Hole Punch
- Keep Your Work and Notes



S

Sit With Proper Posture

L

Lean Forward and Listen

A

Ask Questions

N

Nod Your Head

T

Talk With the Teacher

CURTIS ELEMENTARY- WHERE COLLEGE IS NOT A DREAM, IT'S THE PLAN!

Policies and Procedures

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

Elementary and Middle School

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

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

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

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

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

ATTENDANCE:

Good attendance is directly related to your child's school achievement. Please make sure your child/children arrive on time to school every day. Please schedule your vacations during school breaks and doctor appointments for after school. Re-Enrollment in the same class will be dependent on current enrollment. Students with perfect attendance are recognized at the trimester assemblies with a certificate. Students with perfect attendance will receive recognition at the end of the school year for the achievement.

TARDIES and EARLY PICK-UP:

One of the students' major responsibilities is to be in school on time and present every day. Being tardy and regularly leaving early are serious matters, causing loss of instruction and disruption to those students who are on time and in class. **Students who are tardy must check in at the school office before reporting to class.** Please accompany your Kindergarten child to the school office if he/she arrives late. Parents may not check students out of school after 1:45 p.m. except in the case of emergencies.

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

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

BAGS OF CHIPS:

Students are not allowed to bring medium to large bags of chips on campus. Students may only bring a small bag of chips which he/she can finish during the 20 minutes in the cafeteria **without** sharing with other students. All food must be eaten in the cafeteria and not taken to the playground. Medium to large bags of chips may be confiscated at any time and will be kept in the classroom or office to be picked up at the end of that day.

BICYCLES:

Bicycle riders must learn and obey the rules, and wear helmets. Please caution your child on proper safety rules, i.e. bicycle safety. Bicycles are to be walked on and off school grounds at all times. The school will not be responsible for lost or stolen items. Skateboards, Rollerblades, and Scooters are not allowed on campus.

BREAKFAST AND LUNCH PROGRAMS:

Breakfast is provided free of charge for all students in the classroom at the start of the school day. Serving begins at 8:00 a.m. and ends by 8:15 a.m.

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

Please visit your ParentVue to access. Use QAR below to take you to the link or visit https://pvue.rialto.k12.ca.us/Login_Parent_PXP.aspx?regenerateSessionId=True

CAMPUS SAFETY AND SECURITY:

We believe Curtis is well supervised and a safe campus for all students and staff. **Parents and visitors to the school can help us by always checking in at the office to obtain a dated Visitor's Pass when they are on campus and wearing the Visitor Pass while on campus.** Parents may not enter the campus through the double blue doors or the side gates during school hours. Parents can also help by reporting to the police incidents of vandalism on the campus on weekends and/or individuals on or around school property that appear suspicious.

CLASSROOM INTERRUPTIONS / LUNCH TIME:

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

Curtis is a proud AVID school. We focus on student achievement, collaboration and ensuring literacy. Therefore, it is crucial we limit classroom interruptions. Parents, please bring your students on time and with their necessary materials. Class will NOT be disrupted to bring in musical instruments, homework, water bottles, or lunches.

Thank you in advance for your cooperation and commitment to excellence in education.

DOGS/ANIMALS ON CAMPUS:

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

DRESS CODE:

BOARD POLICY AR 5132 (a), (b), and (c) - DRESS AND GROOMING

1. Shoes must be worn at all times. Sandals must be closed toe and have heel straps. Flip-Flops or backless shoes or sandals are not acceptable.
2. Clothing jewelry and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn unless they meet district guidelines for sun-protective clothing.
4. Each school site shall allow for outdoor use during the day, articles of sun-protective clothing that meet the following guidelines:
 - Hats and/or sunglasses may be worn during lunch time, outdoor assemblies, outdoor Physical Education, and before/after and to/from school.
 - Sun-protective hats must have brims of one to three inches, preferably all the way around the head. Crowns shall be no more than two inches above the head, made of soft foldable material. Hats and tie strings must be white, tan, gray or black. They must be unadorned except with the approved school logo. Hats in the school colors adorned with an official school logo or initials may be worn on days designated by the principal and/or only during specific time periods and locations.
 - Sun-protective clothing may not be worn during class time, in school buildings or covered areas.
5. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Any clothing or make-up that implies group affiliation is not permitted.

Additionally:

- Baggy, sagging, or oversized clothing is not permitted.
- Students are expected to wear a “properly adjusted” belt if needed to keep the pants above the buttocks. All clothes are to be worn as the manufacturer intended.
- Steel toed shoes, boots, or skater shoes with metal inserts (i.e. “Heelies”) or roller blades are not allowed.
- Shoelaces should be tied in the appropriate manner.

In cases of questionable dress, not covered above, the administration’s decision regarding inappropriate dress will prevail.

In the event that a student is in violation of the dress code, a call will be placed to the parent to ask the parent to bring a change of clothing. If the school is unable to reach the parent, or the parent is unable to provide alternate apparel, the school will look for

an alternative clean garment to loan the student from our “clothes closet” in the health office. Your support is appreciated and applauded with enforcing this policy to create a safe learning environment.

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

- Clothing must cover and conceal undergarments; no private parts, including midriff, should be visible.
- Appropriate shoes must be worn at all times.
- Clothing, backpacks and accessories must be free of images and content that are sexually suggestive, depict drugs, alcohol, or tobacco use, firearms, gang related images, or other illegal activities.

All RUSD staff will support students by reinforcing Dress Code Policy 5132. Students who do not comply with the above dress code expectations, may be subject to progressive discipline. Any student in need of appropriate clothing, will be referred to the RUSD Kindness Connection.

Non-Discrimination

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

Drop-Off and Pick-Up Procedures:

Arrival and Dismissal Procedures

Arrival

AM TK and Kindergarten Arrival beginning at 7:40am through Black Gate #1 on Merrill Ave. (Instruction begins 8:00 am)

1st grade through 5th grade Arrival beginning at 7:40 am through Black Gate #2 Merrill Ave. (Instruction begins at 8:00 am)

PM TK Arrival beginning at 10:35 am Black Gate #1 Merrill Ave.

SDC TK-5th grade Arrival begins at 7:30 AM Lilac Ave MPR Door

Dismissal

AM TK Dismissal at 11:45 am Black Gate #1 Merrill Ave.

Kindergarten Dismissal at 2:06 pm Black Gate #1 Merrill Ave. (Lane A)

1st grade through 3rd grade at 2:06 pm Black Gates #1 and #2 Merrill Ave. (Lane B)

4th and 5th grade at 2:11 pm Black Gates #2 and #3 Merrill Ave. (Lane A)

PM TK at 2:45 pm Black Gate #1 Merrill Ave.

SDC TK-3 grade Dismissal at 2:06 pm Lilac Ave.

SDC 4th and 5th grade Dismissal at 2:11 pm Lilac Ave.

Do not drop your children off in the parking lot and have them cross the traffic lane in front of the school. The only vehicles allowed in the “BUS ONLY” driveway are school buses. Please keep the parking lot and driveways clear for district employee vehicles and school buses. This is to ensure the safety of our students. School gates are locked at **8:00 a.m.**

EMERGENCY CONTACT INFORMATION:

It is absolutely necessary that we have all emergency contact information with current family and medical information on file in our school office at all times during the year. This information will assure that our staff will meet the needs of your child in any emergency situation. Please notify the office immediately, in person with all changes. This helps to prevent delays in contacting you if your child becomes sick, is injured, or has any other emergency. **Note: Only those people listed on your emergency contacts in Synergy will be allowed to take students from the school before dismissal time.**

HOMEWORK POLICY:

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

INDEPENDENT STUDY PROGRAM:

We believe classroom instruction and academic time is very important to a student's success in school and establishes the kind of work ethic needed for the job market. Independent study must be approved in advance by the teacher and the principal. The appropriate paperwork must also be filled out one week prior to leaving in order to give the classroom teacher a reasonable amount of time to prepare a work packet. We encourage parents to plan vacations and family trips during no school days.

LOST AND FOUND:

Lost items are located in the Lost and Found area in the cafeteria. Please check this area if your child is missing any items. All items that are not reclaimed by the end of the school year are donated to a local organization.

MEDICATION POLICY:

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

PARENT INVOLVEMENT:

Parents are encouraged to participate in their child's education by volunteering in the classroom. **Volunteers must complete the approval process.** You may pick up a volunteer form in the office and the fingerprinting will be done at the district office free of charge. (Visit Our Website for forms or come by the front office.) The Health Clinic will administer TB tests for volunteers as well.

Participation in the School **Site Council (SSC)** and/or **English Learner Advisory**

Council (ELAC) is encouraged and a way for parents to be involved. Meetings are held five-six times a year and important school issues are discussed.

There is a significant positive impact on student achievement when schools and parents work together. You can become involved in your child's education in a number of ways, which include:

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

PROHIBITED ITEMS:

Students are not permitted to bring matches, cigarettes, lighters, radios, toy guns, knives, laser pointers, or any items, which could be considered a weapon or dangerous object, onto the school grounds. Aerosol cans are forbidden on campus. Students may not chew gum on campus. Please see that your child does not bring any of these items or similar items to school.

PROMOTION AND PLACEMENT POLICY:

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

STUDY TRIPS:

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

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

TEXTBOOKS/LIBRARY BOOKS:

It is the students’ responsibility to maintain textbooks and library books in the same condition they were received. If a book is lost or damaged, the student/parent will be required to pay the cost of replacing the book or repairing the damages.

TOYS AND PERSONAL ITEMS:

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

VISITOR POLICY:

“During school hours (7:40 A.M. – 2:11 P.M.) on days when schools are in session, facilities are intended primarily for use in educational programs; they are not open to the general public except as outlined herein. The intent is to accommodate as many requests to visit as possible with minimum disruption to programs.”

ADULTS:

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

- We ask that you schedule the classroom visits ahead of time with your child’s teacher.

- If it is an unscheduled visit, the teacher will be notified to ensure the unscheduled visit will not disrupt the instructional program (students may be testing or other visitors may already be in the room).

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

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

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

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

Complaint Forms

The Rialto Unified School District is committed to providing a safe working and learning environment; takes bullying or any behavior that infringes on the safety or the well-being of students seriously. 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.

"Bullying," means systematically and chronically inflicting physical hurt or psychological distress on one or more students or school employees. It is unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; is carried out repeatedly and is often characterized by an imbalance of power; and unreasonable interference with the individual's school performance or participation.

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

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

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

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

safe and healthy learning environment.

Definition of Harassment and Bullying

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

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

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

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

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

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

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

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

48900, 48900.2, 48900.3, 48900.4, 48915(a) and 48915(c)).

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

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

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

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

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

Conflict Resolution

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

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

environment.

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

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

RIALTO UNIFIED SCHOOL DISTRICT COMPLAINT PROCEDURES

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

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

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

Filing a Complaint under the Uniform Complaint Procedure

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

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

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

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 bvnjstudents 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 Physical

(name-calling, racial remarks, belittling, etc. (hitting, kicking, shoving, twisting limbs, spitting, Can be done over the phone, in writing, or destroying personal belongings) in person, over the phone, text, email)

Extortion Hazing

(verbal or physical bullying for money (Having to participate in an act of physical or emotional or personal items) harm to be part of a group, or are a victim of a group)

Indirect Bullying Cyberbullying

(Rejection, exclusion, ignoring, alienating, or (Using technology to harass, threaten, or target another isolating to purposely cause emotional distress) person – text, IMs, email, Facebook, videos, MySpace, Twitter, etc.)

Bullying/ Harassment on the basis of: Race, color or nationality Gender
Disability 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.

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 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

BOARD POLICIES

GAMUT Online: Rialto USD: Parent Involvement BP 6020

Rialto USD I 6000 I BP 6020 Instruction

Parent Involvement

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

(cf. 0420- School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination) (cf. 0420.5- School-Based Decision Making)

(cf. 0520.1 - High Priority Schools Grant Program) (cf. 0520.2- Title I Program

Improvement Schools) (cf. 1220- Citizen Advisory Committees)

(cf. 1230- School-Connected Organizations)

(cf. 1240- Volunteer Assistance) (cf. 1250- Visitors/Outsiders)

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

(cf. 5020 - Parent Rights and Responsibilities) (cf. 5145.6- Parental Notifications)

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

(cf. 0500- Accountability)

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the District's parent involvement program for schools that receive Title I funding. 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)

<http://lgamutonline.net/Display Policy/207079/6 4/12/2010>

GAMUT Online : Rialto USD : Parent Involvement BP 6020

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 develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

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

Legal Reference: EDUCATION CODE

11500-11506 Programs to encourage parent involvement
48985 Notices in languages other than English
51101 Parent rights and responsibilities
64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement
6312 Local educational agency plan
6314 Schoolwide programs
6316 School improvement
6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services
35.160 Communications Management Resources: CSBA PUBLICATIONS
Parent Involvement: Development of Effective and Legally Compliant Policies,
Governance and Policy Services Policy Briefs, August 2006
<http://gamutonline.net/DisplayPolicy/207079/6> 4/12/2010 GAMUT Online : Rialto USD
: Parent Involvement BP 6020

STATE BOARD OF EDUCATION POLICIES

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

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

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

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Family, School, Community
Partnerships: <http://www.cde.ca.gov/ls/pf> California Parent Center:
<http://parent.sdsu.edu>
California State PTA: <http://www.capta.org>
National Coalition for Parent Involvement in Education: <http://www.ncpie.org>
National PTA: <http://www.pta.org>

Policy RIALTO UNIFIED SCHOOL DISTRICT adopted: September 22, 1999 Rialto,
California revised: November 20, 2006

Parent Involvement

District Strategies for Title I Schools

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

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316. (20 USC 6318)
(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education.
- b. Invite input on the LEA plan from other District committees and school site councils.
(cf.0420- School Plans/Site Councils)
(cf. 1220- Citizen Advisory Committees)
- c. Communicate with parents/guardians through the District newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input.
- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parent/guardians can understand.
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan.
- f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

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

The Superintendent or designee may:

- a. Assign person(s) in the District office to serve as a liaison to the schools regarding Title I parent involvement issues.
- b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.
- c. Provide ongoing district-level workshops to assist school site staff and parents, guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops.
- d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress.

3. Build the capacity of schools and parents/guardians for strong

parent involvement. (20 USC 6318) The Superintendent or designee

shall: (20 USC 6318)

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

(cf. 6011- Academic Standards) (cf. 6162.5- Student Assessment)

(cf. 6162.51- Standardized Testing and Reporting Program) (cf. 6162.52- High School Exit Examination) b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using

technology, as appropriate, to foster parent involvement.

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

(cf. 4131- Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

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

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

f. Provide other such reasonable support for parent involvement activities as parents/guardians may request. g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

In addition, the Superintendent or designee may:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

b. Provide necessary literacy training, using Title I funds if the District has exhausted all other reasonably available sources of funding for such training.

c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions.

<http://gamutononline.net/DisplayPolicy/425009/6> 4/12/2010 GAMUT Online : Rialto

USD : Parent Involvement AR 6020

d. Train parents/guardian to enhance the involvement of other parents/guardians.

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in home conferences between parents/guardians and teachers or other educators who work directly with participating students. f. Adopt and implement model approaches to improving parent involvement.

g. Establish a Districtwide parent advisory council to provide advice on all matters

related to parent involvement in Title I programs.

h. Develop appropriate roles for community-based organizations and business in parent involvement activities. i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.

(cf. 1020 - Youth Services)

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

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

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

(cf. 1230- School-Connected Organizations)

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed. n. Provide training and information to members of District and school site councils and advisory committees to help them fulfill their functions.

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

p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations. (cf. 4115- Evaluation/Supervision)

(cf. 4215- Evaluation/Supervision) (cf. 4315- Evaluation/Supervision)

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs. (20 USC 6318)

(cf. 6300 - Preschool/Early Childhood Education) The Superintendent or designee may:

a. Identify overlapping or similar program requirements.

b. Involve District and school site representatives from other programs to assist in

identifying specific population needs. <http://gamutonline.net/Display Policy/425009/6>

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c. Schedule joint meetings with representatives from related programs and share data and

information across programs. d. Develop a cohesive, coordinated plan focused on

student needs and shared goals.

5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I. (20 USC 6318)

The Superintendent or designee shall:

a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. (20 USC 6318)

b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy. (20 USC 6318)

c. Assess the District's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parent/guardians upon their request. (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of District communications.
- b. Gather and monitor data regarding the number of parents/guardians participating in District activities and the types of activities in which they are engaged.
- c. Recommend to the Board measures to evaluate the impact of the District's parent involvement efforts on student achievement.

6. Involve parents/guardians in the activities of schools served by Title I. (20 USC 6318) The Superintendent or designee may:

- a. Include information about school activities in District communications to parents/guardians.
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation or parents/guardians with special needs.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The District's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC6318)

(cf. 5145.6- Parental Notifications) School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

[http://gamutononline.net/DisplayPolicy/425009/64/12/2010GAMUT Online : Rialto](http://gamutononline.net/DisplayPolicy/425009/64/12/2010GAMUTOnline:Rialto)

USD : Parent Involvement AR 6020

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement.
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314>

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

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

- a. Timely information about Title I programs.
- b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

(cf. 5121- Grades/Evaluation of Student Achievement) (cf. 5123- Promotion/Acceleration/Retention)

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

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

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

(cf. 0520.1- High Priority Schools Grant Program) This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the State's student academic achievement standards.
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities) (cf. 5113 - Absences and Excuses)

<http://gamutonline.net/DisplayPolicy/425009/6> 4/12/2010 GAMUT Online : Rialto USD : Parent Involvement AR 6020 (cf. 6145- Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

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

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

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

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

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

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

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

Each school's parent involvement policy shall be made available to the local community and

distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parent/guardians can understand. (20 USC 6318)

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

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

District Strategies for Non-Title I Schools

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

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

The Superintendent or designee may:

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

homework assignments. <http://lgamutonline.net/Display Policy/425009/6 4/12/2010>

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

The Superintendent or designee may:

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

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

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent teacher conferences at least once per year with parents/guardians of elementary school students.
- b. Provide opportunities for parent/guardians to observe classroom activities and to volunteer in their child's classroom.
- c. Provide information about parent involvement opportunities through District, school, and/or class newsletters, the District's web side,

and other written or electronic communications.

d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand. e. Develop mechanisms to encourage parent/guardian input on District and school issues.

f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care.

4. Train teachers and administrators to communicate effectively with parents/guardians. (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy.

b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home school communications.

5. Integrate parent involvement programs into school plans for academic accountability. The Superintendent or designee may:

<http://gamutonline.net/Display Policy/425009/6> 4/12/2010 GAMUT Online : Rialto USD : Parent Involvement AR 6020

a. Include parent involvement strategies in school reform or school improvement initiatives.

b. Involve parents/guardians in school planning processes.

Regulation RIALTO UNIFIED SCHOOL DISTRICT

approved: November 20, 2006 Rialto, California

<http://gamutonline.net/Display Policy/425009/6>

EMERGENCY/DISASTER INFORMATION:

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

- Students will remain at school until regular dismissal time – or longer, should the the safety of the students makes it necessary. Prior to regular dismissal time, students may be excused to the custody of their parents or someone with written authorization from the parents, if safety allows such action. (With this in mind, please keep your child’s emergency card up-to-date.)
- Students who ride buses will be transported to their regular bus stops at the usual time, if possible. Otherwise, they will remain at school until they can be safely transported. Parents of these students or the parents’ designee may pick up students at school also.
- Students who walk home will remain at school until picked up by an authorized person(s) or until their safety in walking home is assured.

District emergency number: (909) 580-5000

Local Emergency Numbers: **EMERGENCY 9-1-1**

* S.B. Co. Sheriff 824-0680

* Rialto Fire Dept. (909) 820- 2501

* CHP 383-4247 *For direction or information, tune in to the following radio frequencies: KCKC 1350 AM, KMEN1290 AM, KLFE 1240 AM or KCAL 1410 AM (Spanish)*

ENVIRONMENTAL SAFETY

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

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

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



<p>ACTIVE SHOOTER VIOLENT INTRUDER</p> <p>Call 911</p> <p>RUN: Quickly & safely get away from area</p> <p>HIDE: Get into a building, lock & barricade doors, shut off lights, silence cell phone</p> <p>PREPARE TO DEFEND: Be ready to protect & defend yourself using any item available</p> <p>REMAIN IN PLACE: Wait for all clear from authorities before evacuating your area</p>	<p>EARTH QUAKE</p> <p>Drop, Cover, and Hold...</p> <p>Under a table or desk or against an interior wall until shaking stops (Do Not Stand in Doorway)</p> <p>After shaking stops, check yourself and others for injuries</p> <p>Evacuate if directed by Emergency Personnel and/or authorized District staff</p>	<p>BOMB THREAT</p> <p>If you receive a Bomb Threat:</p> <ul style="list-style-type: none"> • Stay calm • Pay close attention • Obtain vital information <p>Call 911 and provide them with your information.</p> <p>Very Important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures.</p> <ul style="list-style-type: none"> • Check your work area for unfamiliar items. Do not touch suspicious items; report them to authorities • Take personal belongings 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
<p>FIRE/EVACUATION</p> <ul style="list-style-type: none"> • Call 911 • Activate nearest fire alarm • Proceed to nearest exit • Use stairs, not elevators • Assist persons with disabilities • Meet at designated assembly area • Account for individuals • Re-enter area only when authorized by emergency personnel <p>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</p>	<p>MEDICAL EMERGENCY</p> <ul style="list-style-type: none"> • 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 	<p>SUICIDE THREAT OR ATTEMPT</p> <p>WHAT: When a person makes verbal or physical gesture to inflict self-harm, follow the recommendations below.</p> <p>If threat is imminent, do not delay, call 911</p> <p>ACTIONS TO TAKE</p> <ol style="list-style-type: none"> 1. Make every effort to clear others from the area. 2. Remain Calm & 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)
<p>CHEMICAL/HAZARDOUS SPILL</p> <p>Call 911 Give a description of the type of chemical, size, possible exposures</p> <ul style="list-style-type: none"> • Evacuate the area and/or building • Wait for all clear indication from emergency personnel • Call Risk Management at (909) 820-7700 ext. 2110 		





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



Norberto Perez
Chief Lead Agent
Expanded Learning Programs
& Safety Innovation

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

SUBJECT: CALIFORNIA LAW REGARDING SAFE STORAGE OF FIREARMS

Bryan Harper
Safety Operations Supervisor

Victor Ramirez
Safety Operations Supervisor

Alex Rodriguez
Emergency Operations
Specialist

Magali Nuñez
Secretary III

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

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

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

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

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

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

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

EMERGENCY

DIAL: 911



EMERGENCY

PROCEDURES



RUSD SAFETY SERVICES & OPERATIONS

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

Active Shooter/Lockdown



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

Earthquake

Drop, Cover, and Hold...

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

Bomb Threat



If you receive a Bomb Threat

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

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

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

Fire/Evacuation



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

Fire Extinguisher Instructions:

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

Medical Emergency



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

Suicide Threat or Attempt

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

If threat is imminent, do not delay, **call 911**

Actions to take:

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

Chemical/Hazardous Spill

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



