



RIALTO UNIFIED SCHOOL DISTRICT

FITZGERALD ELEMENTARY



Parent & Student Handbook

2023 - 2024

Principal - Adam Bailey

Program Specialist - Julian Gutierrez

2568 W. Terra Vista Dr. - Rialto, CA 92377

Phone (909) 854-3800

PARENT ACKNOWLEDGEMENT & SIGNATURE PAGE

PLEASE SIGN AND RETURN THIS SHEET TO YOUR CHILD'S TEACHER. *(A copy of this page has also been provided in your child's Fitzgerald Welcome Folder.)*

As my child's parent/guardian, I acknowledge that this handbook is the guide to Fitzgerald Elementary School policies and procedures. Fitzgerald Elementary School will uphold all policies and procedures detailed in this handbook and the Rialto USD's Parent Handbook. Should it become necessary to make changes or additions in policy or procedures as the year progresses, Fitzgerald Elementary School will ensure that parents and guardians are notified of the changes.

I have READ and REVIEWED the 2023-2024 Parent & Student Handbook with my child. I understand that these guidelines were established and are necessary to help keep education fair for all students, and our school campus safe for all who work and learn here.

Child's Name: _____

Teacher's Name: _____

Please indicate your child's grade level:

PS TK K 1 2 3 4 5

Parent's Signature: _____ Date: _____

RIALTO USD BOARD OF EDUCATION

President

Mrs. Stephanie E. Lewis

Vice President

Mrs. Nancy G. O’Kelley

Clerk

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Member

Mr. Edgar Montes

Member

Mrs. Evelyn Dominguez

SUPERINTENDENT

Dr. Cuauhtémoc Avila

RIALTO UNIFIED SCHOOL DISTRICT MISSION

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

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

RIALTO UNIFIED SCHOOL DISTRICT BELIEFS

We believe that...

- | | |
|---|--|
| ❖ Everyone has unique talent | ❖ Common goals take priority over individual interest |
| ❖ There is unlimited power in all of us | ❖ Integrity is critical to trust |
| ❖ All people have equal inherent worth | ❖ Honest conversation leads to understanding |
| ❖ Each person deserves to be treated with respect | ❖ Music is the universal language |
| ❖ High expectations lead to high achievement | ❖ A strong community serves all of its members |
| ❖ Diversity is strength | ❖ Everyone can contribute to the good of the Community |

- ❖ Risk is essential for success

Fitzgerald Elementary Mission Statement

The Mission of Dr. Edward Fitzgerald Elementary School, **the diverse family of foxes on the hunt for success**, is to build a foundation that cultivates and empowers each student to thrive academically and socially in the global community, through a vital system distinguished by:

1. High expectations for all
2. A safe and nurturing learning environment
3. Innovative and relevant instruction
4. Exploration and appreciation of diversity in our community
5. Teamwork

Strategic Plan Objective (What are our goals for our students?):

- Every student will leave with the fundamentals necessary for the next level of education
- Every student encourages and inspires others around them to succeed
- Every student will develop and monitor personal goals

Strategic Plan Tactics (How will we accomplish our objective?):

- We will provide a nurturing school climate with common shared values
- We will provide an engaging creative academic experience in and out of the classroom

Parents and Community members,

We will be reviewing and revising our Strategic Plan during this school year. If you would like to provide input regarding the Strategic Plan, please reach out to me by phone (909) 854-3800 or email me at abailey2@rialtousd.org.

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Dear Fitzgerald Students, Staff, Parents and Community Members,

I want to officially welcome you to the 2023/2024 School Year at Fitzgerald Elementary School. I am so excited to begin this school year with all of you. This year at Fitzgerald we are going to continue our focus on increasing student achievement, promoting a positive school climate and providing a safe school environment for everyone! I feel so grateful to have the opportunity to work with our amazing Students, Staff and Parents at our school for another year!

This year at Fitzgerald we will continue our focus on increasing student achievement for every student, in every grade level, every day! Our wonderful Teachers, Instructional Aides, Support Staff and Administration are committed to making sure that each student gets what they need during the school day to achieve at an individual level. Using our iReady data for English Language Arts and Math we will be addressing the needs of our students using the most current and relevant information; targeting areas of needed improvement in our students from the first day of school. As always, parents will play an important role in supporting our students' academic achievement in the classroom. Keeping in touch with your classroom teacher, providing your Student with a consistent place and time to work on homework and ensuring your Student is at Fitzgerald every school day, on time and ready to learn will help us to achieve our academic goals for all of our Fitzgerald Students!

Promoting a positive school climate at Fitzgerald is very important for all of our Students, Staff and Parents. This starts each day with a smooth drop off at school. School starts each day at Fitzgerald at 8:00 a.m. Please make sure to allow for enough time to safely drop your Student off each morning so that everyone can arrive at school safely and on time. Please make sure to follow all school rules for the parking lot during drop and pick up times each day! Once at school, our Staff promises to greet our "Fox Family" with a smile, a high five and a positive attitude to start the day! We will be focusing on using positive words, actions and attitudes among all Staff and Students each day. When disagreements arise, we will deal with them in a positive manner, seeking a resolution where all of our Fox Family have input into the process. We love our Fitzgerald Volunteers and encourage you to come by the office and complete your volunteer application as early as possible. Our goal is to make sure that every Student, Staff and Parent/Guardian feel welcome at Fitzgerald every day!

A safe school environment is critical to the success of all our Students and Staff! We have developed our school rules, policies and expectations very carefully with student safety in mind. Before, during and after school, our focus is to ensure that our students feel safe and secure at Fitzgerald. Our Students, Staff, Parents and School Community play a critical role in our safety plan each day. By following all school policies and procedures, using a positive focus when speaking with each other, and displaying respectful behaviors toward each other in every interaction, we can achieve a safe and welcoming environment each day.

I want to thank you for choosing to send your Student to Fitzgerald Elementary School for the 2023/2024 School Year. We know that as parents you have the ability to choose the best school for your child each year. We are deeply grateful that you choose Fitzgerald and trust us with your children each day. Here's to a great 2023/2024 School Year, one filled with achievement, fun and safety all year!

Gratefully Yours,

Dr. Bailey, Principal, Fitzgerald Elementary School



Fitzgerald Elementary

Bell Schedule

2023-2024 School Year



Regular Day

Campus Opens: 7:30am

Morning Bell: 7:55 am

Class Begins: 8:00 am

Recess

1st, 2nd, 3rd Grades

9:30 am - 9:45 am

4th & 5th Grades

10:15 am - 10:30 am

Kinder

11:50 am - 12:05 pm

1st, 2nd, 3rd Grades

1:00 pm - 1:15 pm

Kinder

1:10 pm - 1:25 pm

Dismissals:

Kinder - 3rd Grade

2:06 pm

4th - 5th Grade

2:16 pm

Lunch Schedule

*same schedule for minimum days

TK/Kinder

10:10 am - 10:50

1st Grade

10:35 am - 11:15 am

2nd Grade

10:55 am - 11:35 am

3rd Grade

11:15 am - 11:55 am

4th Grade

11:35 am - 12:15 pm

5th Grade

11:55 am - 12:35 pm

Transitional

Kinder:

8:00 am - 12:05 pm

NO MINIMUM DAYS

Minimum Day

Campus Opens: 7:30am

Morning Bell: 7:55 am

Class Begins: 8:00 am

Recess

1st, 2nd, 3rd Grades

9:30 am - 9:45 am

4th & 5th Grades

10:15 am - 10:30 am

Kinder

11:50 am - 12:05 pm

Dismissals:

Kinder - 3rd Grade

12:58 pm

4th - 5th Grade

1:04 pm

SDC Preschool:

11:45 am - 2:45 pm

NO MINIMUM DAYS

Minimum Days

2023: Aug: 10, 11, 14, 21, 28
Sep: 11, 20-22 (Parent Conferences), 25
Oct: 2, 9, 16, 27
Nov: 1-3 & 6-9 (Parent Conferences), 13, 27
Dec: 4, 15

2024: Jan: 22, 29
Feb: 23, 26
Mar: 4, 11, 18, 19, 20
Apr: 1, 8, 15, 22, 29
May: 6, 13, 20, 30

FITZGERALD ELEMENTARY SCHOOL
2023/2024 School Year Calendar

Office #: (909) 854-3800

<p>JULY 2023</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>H</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>2</td><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S			H	5	6	7	8	2	3						9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p align="center">SCHOOL HOURS</p> <p align="center">Regular Day</p> <p>Kinder – 3rd 8:00 a.m. – 2:06 p.m. 4th & 5th 8:00 a.m. – 2:16 p.m.</p> <p align="center">Minimum Days</p> <p>Kinder – 3rd 8:00 a.m. – 12:58 p.m. 4th & 5th 8:00 a.m. – 1:04 p.m.</p> <p align="center">TK (No Minimum Days)</p> <p>8:00 a.m. – 12:05 p.m.</p> <p align="center">IMPORTANT DATES</p> <p>August 7: First Day of School August 10: Back to School Night September 20-22: Parent Conferences November 1-3 & 6-9: Parent Conferences March 19: Open House May 30: Last Day of School</p>	<p>JANUARY 2024</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>H</td><td>H</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>H</td><td></td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	S	M	T	W	T	F	S		H	H	3	4	5	6	7	8	9	10	11	12	13	14	H		16	17	18	19	20							21	22	23	24	25	26	27	28	29	30	31			
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DR. EDWARD FITZGERALD ELEMENTARY SCHOOL

2023-2024 Staff Roster

ADMINISTRATORS:

Adam Bailey, Principal, Julian Gutierrez, Program Specialist

OFFICE PERSONNEL:

School Secretary: Rose Jarbigian Clerk/Typist II: Veronica Pizarro
 Health Clerk: Lupe Garibay Project Clerk: Veronica Bibiano

CLASSIFIED PERSONNEL:

Position	Staff Member	Position	Staff Member
Therapeutic Behavioral Strategist	Robin Bowman-Gulley	AM Custodian	Atilla Caffey
Library/Media Tech	Elena Cisneros	PM Custodian Split Custodian	David Rios Francisco Zavala-Bravo
Instr. Tech Asst.	Vacant		
Bilingual Inst. Asst. Instr. Asst. II	Angela Nava Elizabeth Agramonte	Instr. Asst. II Instr. Asst. II	TBD TBD
Instr. Asst. II Instr. Asst. II Instr. Asst. II Instr. Asst. III SpEd Child Dev. IA	Soledad Aguilar Nicole Ahedo Valeria Lara Gabriela Rodrigues	Noon Duty Noon Duty Noon Duty Noon Duty	Melissa Rojas Maria Estrada Cindy Reyes Felisa Arevalo

CERTIFICATED PERSONNEL:

Position	Staff Member	Position	Staff Member
Intervention Strategist	Marisela Garcia	School Psychologist	Maria Fleming
Reading Specialists	Eva Rashid	Speech Pathologist	Melanie Martinez
Reading Specialists	Stacy Norman		
Music Teacher	Bernadette Allbaugh	Education Specialist School Nurse	Elizabeth Martinez Marilynn Herman

TEACHING PERSONNEL:

Teacher	Grade	Teacher	Grade
David Lewis	SDC Preschool	Desiree Penilla	2 nd
Karen Bernal	TK	Stacy Pineiros	2 nd
		Jenifer Toth	2 nd
Danielle Finn	K	Megan Orlando	3 rd
Cheryl Farino	K	Willow Brown	3 rd
		Geraldine Masood	3 rd
		Ilia Willison	4 th
Stephanie Haro	1 st	Alan Tlaxcala	4/5
Genet Gebremikael	1 st	Helen Riddington	4
		Keema Austin	5 th
		Tena Budak	5 th

SCHOOL POLICIES & PROCEDURES



OFFICE HOURS

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

NOTICE

TO ALL PARENTS AND STUDENTS AT RIALTO UNIFIED SCHOOL DISTRICT:

If you are:

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

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

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

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

ARRIVAL AND DEPARTURE

Please be advised that students should not arrive on campus prior to 7:40 a.m. There will be **NO** supervision on campus before 7:40 a.m.

All students must be picked up immediately after school unless they are attending after school intervention, school clubs, or Think Together. If a student is not picked-up on time and remains in the Main Office when the office is ready to close, the Rialto Police Department will be contacted.

Legal Documents Regarding Students

It is very important that the classroom teacher and administration at Fitzgerald are aware of any legal issues concerning Fitzgerald students as soon as possible. Legal documents pertaining to custody, guardianship, restraining orders, or any other court orders that relate to who is allowed contact with a child are required to be placed in the students records. If you have a situation or concern that needs immediate attention, please contact our school office as soon as possible to inform us. We must work together to keep students safe and ensure that any legal orders are followed.

Contacting Your Child During School Hours

It is important that we minimize distractions and interruptions to instructional minutes each day. Please send all necessary items for the school day (lunches, money, jackets, music instruments, assignments, homework, Chromebooks, etc.) with your child when they arrive for school in the morning. If you must bring something during the school day, please clearly label the item(s) and leave it in the office. Your child will be responsible to check in the office at their recess or lunchtime to obtain their items.

- *Critical items, like glasses, will be delivered to the child immediately.*

Changes in pick up routine

Please arrange with your child regarding any changes in childcare arrangements prior to arriving at school. If you make any change in your child's normal routine, please send a note with your child to advise your child's teacher when they come to school that morning or contact your child's teacher via the Remind App. If you call to leave a message for your student regarding a change in routine, we cannot guarantee delivery of messages close to dismissal time. We are committed to minimizing classroom interruptions.

Moving During the Year

If your family moves out of the Fitzgerald School attendance area, parents should notify the school office immediately. An intra-district transfer request (within the district) or an inter-district transfer request (outside of the district) must be completed in order to remain at Fitzgerald School for the remainder of the year. Failure to inform the school office may result in your child being dropped from enrollment at Fitzgerald.

SCHOOL ATTENDANCE AND ABSENCES



School Attendance

Attendance is extremely important for academic success and for building life skills that emphasize personal responsibility. It is important that your child arrive at school before the first bell at 7:55 a.m. every day.

Students are to be in their class lines at 7:55 a.m. Students who arrive on campus after the 8:00 a.m. bell are late. When students arrive after the 8:00 a.m. bell, they must enter the school through the front office and receive a tardy slip from the front office staff before proceeding to class.

The district strongly encourages daily attendance, but not at the risk of our students' and staff's health and well-being.

ABSENCES

Please call the Main Office when your student is absent from school at 909-854-3800. You can also send a written note explaining the absence. Illness or injury, a doctor or dental appointment, attendance at a funeral of an immediate family member, or a medical quarantine are the only acceptable "excused absences" identified in the Education Code. We encourage you to schedule your child's medical and dental appointments when school is not in session or outside of regular school hours. If this is not possible, please remember your students must be signed out from the Main Office.

Illness

If your child is sick, please keep them home for the day. It is usually best to keep children home until they have been symptom free for at least 24 hours. When your child is absent, you must call the school office or send a doctor's note within 24 hours of the absence to advise the office of the reason for their absence. Maintaining communication with our office regarding absences is very important!

Excessive Attendance Issues

Excessive tardiness and/or absences will prompt an Attendance Letter. If you receive the third Attendance Letter, you **MUST** come in for a meeting with an administrator to discuss your child's attendance. Students with continued excessive absences and late arrivals will be referred to the Student Attendance Support Panel (SASP) with the district Child Welfare and Attendance office. Our goal is to ensure that students are present at school so that they can adequately learn the curriculum for the school year. Absences totaling 5% or more of the attended school days is considered excessive. Attendance letters are automatically generated and mailed after 3, 6, and 9 absences.

Please note the following board regulations regarding attendance:

Truant

Education code Section 48260(a) defines a "truant" as "Any pupil subject to compulsory full-time education who is absent from school without valid excuse three full days or tardy or absent more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or superintendent of the school district."

Education Code Section 48260.5 states that districts, upon a student's initial classification as a truant, must notify the student's parent or guardian by using the most cost effective method possible, which may include electronic mail or a telephone call:

- * That the student is truant
- * That the parent or guardian is obligated to compel the attendance of the student at school
- * That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to *Education Code Section 48290*.

Habitual Truant

Education Code Section 48262 – “Any pupil is deemed a habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself/herself, after the filing of either of the reports required by Section 48260 or Section 48261. For the purposes of this section, a conscientious effort means attempting to communicate with the parents of the pupil at least once using the most cost-effective method possible, which may include electronic mail or a telephone call.” (Amend. Stats. 19976, Ch. 1010)

Education Code 48264.5 - states “Any minor who is required to be reported as a truant pursuant to Section 48260 or 4826 may be required to attend makeup classes conducted on one day of a weekend pursuant to subdivision (c) of Section 37223. If attendance does not improve students may receive a written warning from law enforcement, be referred to the district Student Attendance Review Panel (SASP), required to attend a county truant prevention class, and/or be adjudged a ward of the courts for repeated truancy. Students who fail to complete assigned actions subject their parents to one or more progressive consequences up to and including a fine of \$2000 and or jail time.

STEP-UP Saturday School (Rialto USD Attendance Recovery Program)

Rialto USD features STEP-UP (Saturday Tutorial Enrichment Preparation – Upward Program) in an effort to provide students with an opportunity to recover instructional time. STEP-UP sessions will include instruction in language arts, mathematics, and other required subject areas. Students who attend a STEP-UP session will recover (erase) an absence that has already occurred, and thus, may still earn perfect attendance recognition for each trimester and the entire school year!

When your child is eligible to attend STEP UP, they will receive a STEP UP letter. All letters must be signed and returned to your child’s teacher no later than the Thursday before the Saturday STEP UP session. Absences recovered through Saturday STEP UP count towards perfect attendance awards, if recovered at least 2 weeks before the next awards assembly. ***Late Arrivals and Early Releases cannot be made up though STEP UP and affect perfect attendance awards.***

Lunch will be provided for students. Parents MUST notify the office by the Wednesday prior to the Saturday session of your request for a school provided lunch.

The curriculum activities will be aligned with the current state standards for your child’s grade level. It is expected that students attending the Saturday session will arrive on time and cooperate during the session. Please note that all regular school rules including the dress code will be enforced. If there is any violation of the school rules or policies during STEP-UP Sessions, a student may lose their opportunity to attend.

The Elementary STEP-UP dates will be sent home to parents when they have been established by the school district. If there are any changes in dates, the office will inform parents throughout the year. We urge you to take advantage of this opportunity. With your support, we can further instill the importance of learning and attendance with our students.

Independent Study

If you know in advance, your child will be out of school for three (3) or more days due to a family emergency, COVID symptoms, or an unforeseen event you may request an Independent Study contract. If possible, please request Independent Study Contracts at least two weeks in advance of the expected absence. The **maximum** amount of time a student can be placed on short-term Independent Study is fourteen (14) days cumulative, for the entire academic year.

Your child will receive schoolwork that must be completed and turned in upon return in order to receive full attendance credit for the work and time missed from school. ***Vacation plans do not qualify for Independent Study.*** Please plan family vacations when school is not in session.

Early Release of Students

If you need to pick up your child before the end of the school day, please go to the school office to sign your child out of school. If your child returns to school the same day, please return to the office to sign them back in to school.

Students will **ONLY** be released to adults authorized to pick up the student as indicated on the student's emergency card. Authorized adults **MUST SHOW A PHOTO ID** to office personnel when picking up a student before the end of the school day. Students will not be released to anyone who is not on the emergency card, unless the office receives prior written parent consent.

Emergency Cards

A current emergency card will be kept on each student enrolled at the school. The information on the card will only be used by school or emergency personnel and will not be released to the public. **PLEASE KEEP THE SCHOOL INFORMED OF ANY CHANGES ON THE EMERGENCY CARD.** Students will **ONLY** be released to adults with proper identification whose names are on the child's emergency card.

Parent Concerns Guidelines

There may be times when parents may need to address concerns regarding their child's course work or situations that have occurred at school. There are two types of concerns that may arise, concerns regarding discrimination as defined by state and federal laws (see the section concerning Uniform Complaint Procedures), or concerns with general school operations. This section explains the Rialto USD guidelines for resolving concerns with general school site operations.

The purpose of these guidelines is to provide parents a structured process to resolve concerns in a timely manner. It is important to know that the staff at that school site should resolve concerns that originate at a school site. In order to improve our operations and service to our families, we must always work together to determine the best resolutions in all cases. This becomes possible when everyone resolves to communicate accurate information to those who are responsible for addressing the issues that may arise at the school site.

For any of the levels below, parents should contact the identified person via phone, email, or in person. Additionally, it is recommended that parents complete the RUSD Complaint Statement Form, which can be obtained in the school office.

1. **1st Level** - Always contact the student's teacher to advise them of your concerns, no matter what the situation. The teacher is your first point of contact to address issues. It is necessary to allow the teacher an opportunity to gather information and determine the best method to resolve the concern before proceeding to the next level.
2. **2nd Level** – Contact the school site administrator. If the teacher has not addressed the concern, or has not provided you the requested information to address your concern, then the next step is to contact the school's principal or assistant principal/program specialist. As with step one, it is necessary to allow the administrator time to gather information and respond accordingly to any concerns.
3. **3rd Level** – Contact the supervising District Level administrator for the school site. This information can be obtained by contacting the school office.

These guidelines have been established to assist parents and community members with appropriately addressing concerns that arise at school sites. Contacting any persons other than those identified in the steps above can result in a delay in getting concerns addressed in a timely manner.

SAFETY at Drop off and Dismissal Times

At all times, the safety of students and other pedestrians on our campus before and after school is a primary concern. Please help keep all students and staff safe on campus and on all surrounding streets when dropping or picking your child up from school. Traffic is typically heavy in the mornings and at dismissal. Allow yourself extra time so that students can arrive at school on time or early, be picked up on time, and so that students may enter and exit vehicles in a safe manner. We ask that you:

- Obey traffic laws and any signs posted around campus.
- Respect the guidance provided by our Parent Safety Volunteers, Crossing Guards, and School Staff during morning drop off and dismissal times.
- Park in open, marked parking spaces only. DO NOT Double Park, block other parked vehicles, or enter the bus pick up area at any time.
- PLEASE walk to designated pick up areas to meet your child once you have parked in a parking stall or on the street. DO NOT motion for your child to cross active traffic areas or to walk through the parking lot by themselves to meet you.
- Use the marked crosswalks to cross with students to the opposite side of the street or the center of the parking lot.
- Proceed through the drop off area once your child has exited your vehicle in the mornings. If you wish to see/watch your child all the way to the front door of the school, please park in a parking stall and walk with your child to the door so that the flow of traffic is not impeded.

In general, the following guidelines must be followed, and will be strictly enforced:

1. **There is no parking and leaving your vehicle unattended at any time at the green or red curb areas** on campus that begins in front of the kindergarten playground area and extends to the area exiting the parking area. If you need to get out of your vehicle, please park in marked parking stalls.. Visitors may wait in their vehicle for their child, under the direction of staff, at dismissal time only.
2. When students are dropped off or picked up on campus, they **MUST** be dropped off and picked up **ONLY** in the lane next to the curb area described above. During drop off and pick up, Students are to use the doors on the right side of the vehicle only, do not pick up or exit the vehicle from the left side doors of the vehicle into traffic. The vehicle **MUST** be parallel to the curb to not block traffic in the passing lane, and so that the child can safely enter or exit the vehicle. Students **ARE NOT** to be released or picked up in between the parking stalls areas. It is unsafe and extremely dangerous for children.

School Dismissal Procedures

- All students are dismissed from the front of the school facing Terra Vista Drive.
- Students must wait for their ride with their teacher or a staff member in the classes' designated grass area to the west end of the front of the school.
- Students who ride the bus home must wait with staff members in the designated bus area at the west end of the school until the bus arrives.
- Students who walk home must leave campus immediately when school is dismissed. Students must go directly home.
- Students not picked up within 15 minutes after dismissal time will be returned to the school office where parents must then sign the student out of the office.
 - When students are ***continually*** not picked up by 2:30 p.m. each day, school administration may address the concern with parents and determine appropriate alternatives.

Bus Transportation

Our District provides busing for Kindergarten students living more than one mile from school and students in grades 1-5 living more than one and a half miles from school. Students are expected to follow bus rules and follow the instructions of the bus driver when riding the bus at all times. Riding the school bus is a privilege that may be revoked if the bus rules are not followed. If bus privileges are revoked, it will be the parent's responsibility to provide transportation to and from school.

Students are required to have their bus pass with them when riding the bus to school in the morning and after school when going home. If after three times, your child does not have their bus pass, their bus privilege will be revoked for one week and parents will need to arrange for their child's transportation to and from school.

Kindergarten or eligible special needs students must be met by a parent or adult designated by the parent at the home bus stop. Parents or legal guardians must notify the school office in writing when a student(s) may be permitted to depart unattended. Otherwise, if the parent is not at the bus stop, the driver will radio the school to notify the parent. If the driver is unable to deliver students safely to the designated responsible adult at the bus stop, the student will be returned to the school. *Parents will then have to pick up their child from school.*

Animals on Campus

Animals are not permitted on school grounds at any time. If you walk your child to school with an animal, the animal may not be walked or brought onto campus at any time. The teacher in accordance with district policies will clear animals that are used for instructional purposes in the classroom environment. Parents will be notified prior to any approved activities.

Bicycles

Students in grades 3-5 are allowed to ride a bicycle to school unsupervised. Students in Grades K-2 may ride their bicycle only if accompanied by an adult. Students must walk bikes once on campus. All students with permission to ride a bicycle **MUST WEAR A HELMET**. If a student arrives at the school with their bicycle, but without a helmet, they will have their bike confiscated and only a parent will be permitted to pick up the bicycle. Any violation of bicycle safety and/or the helmet law will result in the privilege of riding a bicycle being revoked. Students are responsible to lock up their bike on the bike rack on the west playground area. The school is not responsible for damaged or stolen bicycles.

- ***Skateboards, roller skates, and scooters are not permitted on campus at any time.*** Neither the office nor the classroom teachers will house any transportation devices during the school day.

Drug-Free Campus

District Policy states that the use of tobacco products, e-vapor products, alcohol, or any other substances deemed inappropriate shall always be prohibited in all district facilities and vehicles and on District grounds. This prohibition applies to all employees, students, visitors, and other persons at any activity, or athletic event on property owned, leased, or rented by or from the District.

Lost and Found

Please use a permanent marker to label all articles of clothing, backpacks, and lunch boxes with your child's name. Each month, many items are found around campus. Despite efforts, the owners are not easily found! When lost, items are placed in the west hallway. Valuable items are brought to the office. This way, we can return any lost or misplaced items. Any unclaimed items will be donated at the end of each month to a service organization who distributes clothing to families in need.

Emergency Preparedness

Both fire and disaster drills (earthquake drills) are practiced regularly. A site Disaster Plan is aligned with the District Disaster Plan. During an actual emergency, students will be released only to adults with proper identification and who are listed on the student's emergency card. **PLEASE KEEP ALL EMERGENCY CARD INFORMATION UP TO DATE THROUGHOUT THE SCHOOL YEAR.**



ALL STUDENTS RECEIVE FREE BREAKFAST & LUNCH

All students in the Rialto Unified School District will receive free breakfast and lunch. In order to provide this program to all students, all parents are required to provide updated demographic information annually through ParentVue, as part of the enrollment and registration process.

BREAKFAST IN THE CLASSROOM

Breakfast is an essential part of a student's day. The Universal Breakfast Program is for all students at no cost to parents. All students will receive free breakfast served in the classroom. Breakfast is served from 8:00 a.m. to 8:15 a.m. It is important for your child to arrive on time to receive and have time to eat their breakfast before instruction begins.

FRESH FRUITS AND VEGETABLE PROGRAM

Fitzgerald Elementary has been selected to participate in the fresh fruits and vegetables program. This program will allow students to try various fresh fruits and vegetables during their recess periods. Students are encouraged to try the various offerings made available to them daily.

LUNCH

Please refer to the bell schedule for the lunchtime for your child. If you are bringing their lunch from home. Please deliver it to the office at least 15 minutes prior to the lunch period. Please remember to pack a healthy lunch. We discourage candy, soda, and other unhealthy food choices. A nutritious lunch consists of a main protein item (sandwich, meat, etc.) or salad, fruit or side items, and a drink. Students who come to school with only snack items (cookies, chips, etc.) will be instructed to obtain a school lunch. When bringing lunch from home, please seal the food items securely and do not forget to label all personal items.

Special Dietary Needs

Students who have food allergies or specific diets due to health reasons may be provided lunches in accordance with the needs. If your child needs alternate food choices, please obtain the request form from the school health office. It must be authorized by the child's physician and returned to the school office. The lead nutrition services person will ensure the appropriate lunch items are provided daily.

Snacks at School

Students may bring an individual size nutritious snack to school. **Students are not allowed to share food from home with other students.** Large bags of snack items will be taken from students and returned at the end of the school day. Food must be eaten in the cafeteria or on the benches in the quad area. Food is not allowed on the playground. Gum is never allowed at school.

In addition, we strongly recommend that parents do not bring fast food for students at lunchtime. Whenever possible, we encourage healthy food choices for students.

Rialto USD Nutrition Policy for Food Provided During the School Day

The Rialto USD adheres to federal and state regulations for school nutrition. Guidelines require schools to regulate **ALL** foods provided to students during the school day. Anything provided for students during the school day must meet federal nutrition guidelines – this includes birthday celebrations and class parties during the school day. Additionally, a food services establishment must prepare foods provided to students. Homemade items cannot be given to students during the school day. California Bill SB 12:

SEC. 3. Section 49431 of the Education Code is amended to read:

49431. (a) (1) Commencing July 1, 2007, at each elementary school, the only food that may be sold to a pupil during the school day are full meals and individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes.

(2) An individually sold dairy or whole grain food item may be sold to pupils at an elementary school, except food sold as part of a USDA meal program, if it meets all of the following standards:

(A) Not more than 35 percent of its total calories shall be from fat.

(B) Not more than 10 percent of its total calories shall be from saturated fat.

(C) Not more than 35 percent of its total weight shall be composed of sugar, including naturally occurring and added sugar.

(D) Not more than 175 calories per individual food item.

(b) An elementary school may permit the sale of food items that do not comply with subdivision (a) as part of a school fundraising event in any of the following circumstances:

(1) The items are sold by pupils of the school and the sale of those items takes place off of and away from school premises.

(2) The items are sold by pupils of the school and the sale of those items takes place at least one-half hour after the end of the school day.

(c) It is the intent of the Legislature that the governing board of a school district annually review its compliance with the nutrition standards described in this section and Section 49431.5.

BIRTHDAY AND OTHER CELEBRATIONS

All foods and beverages sold or served during school hours shall meet nutritional standards and other guidelines set by the Federal and State Government and the School District. See the district Wellness Policy. No food or snack shall be served between breakfast and lunch times during the school day, with the exception of the fresh fruits and vegetable program. Some approved snacks may be purchased through the Nutritional Services Department. Your child's education is important and maximizing instructional minutes is a vital component; therefore, classroom birthday celebrations will not be allowed.

NUTRITIONAL GUIDELINES AND STANDARDS

Eating healthy and participating in regular physical activity is an important part of a child's overall health. In order to promote wellness, students who bring their own lunch and other snacks during the school day are encouraged to bring healthy food and drink choices. Students should not bring

soda, caffeinated energy drinks, hot chips (i.e. Taki's, Hot Cheetos, etc.), candy and other unhealthy food choices. Students who bring these items will not be able to consume them during the school day. These items will be saved and sent home with your student at the end of the school day. Please contact the school for healthy food, drink and snack alternatives.

HEALTH AND SAFETY



The school nurse is at Fitzgerald School once a week and is on call for emergencies. Our Health Clerk provides first aid for minor injuries. If a child has a temperature of 99.0 or higher, has vomited, or is otherwise considered contagious or ill, the parent/guardian will be contacted for the child to be picked up to go home. The Health Clerk relies on the student's emergency card to contact parents regarding their child's health. **PLEASE KEEP YOUR CHILD'S EMERGENCY CARD CURRENT FOR THE SAFETY AND PROTECTION OF YOUR CHILD.** Sick children will not be allowed to walk home and they must be picked up in a timely manner.

Head lice (pediculosis): Anytime a child in a classroom is found to have head lice, that child may not return to school until that condition is cleared up. Any child that has been out of school because of head lice must be cleared through the school health office before they are allowed to return to class.

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

Medications

State law forbids any student to have any medication in their possession on school property. This includes all over-the-counter medicines as well as prescription medications. If a child needs to take prescribed medicine during school hours, parents must follow established school procedures for maintaining medications at school. The California State Health Department guidelines are:

1. Physician's authorization for medication must be signed and kept on file in the school health office.
2. Only current (not expired), prescription medication will be administered.
3. The prescription must be in the child's name.
4. Medicine must be in the original container with the prescription label attached.

Physician's authorization for medication at school must be renewed at the beginning of every school year. The appropriate forms can be obtained in the school Health Office.

CLASSROOM VISITATION AND PARENT VOLUNTEERS



SIGN IN PROCEDURES

We enjoy and appreciate having parents visit the classrooms. All visitors make prior arrangements with the classroom teacher and/or receive permission from the Teacher and Administration prior to entering campus without an appointment. Teachers will not be able to meet with parents during the school day, when classes are in session. **ALL GUESTS ON CAMPUS MUST SIGN IN AND OBTAIN A VISITOR'S PASS AT THE MAIN OFFICE PRIOR TO VISITING THE CLASSROOM OR WALKING THROUGH OUR CAMPUS.**

Parent Volunteer Process

We are proud of our school and enjoy having parent volunteers. Volunteering does not have to take place solely in your child's classroom. We always appreciate volunteers in the library, other classrooms, the school office, as well as on study trips.

The law requires that all parent volunteers working with students on campus be fingerprinted and pass a TB test. The fingerprinting process can take 4 or more weeks, so please start the process as soon as possible if you would like to be a volunteer on campus. A fee must be paid to complete the fingerprint screening with Rialto USD. Fingerprinting does not have to be conducted annually. TB test results must be resubmitted every four years.

Parent volunteer applications are available in the school office. Approved volunteer applications are **valid for the current school year only and must be renewed each new school year.** Following your screening approval, you can meet with your child's teacher to discuss the best time and days for you to volunteer.

Parents may not supervise or be on the playground during the school day unless they are directly under the supervision of the Classroom Teacher. All parents on the playground must obtain prior written permission to do so from the Site Administration.

Parent Volunteers may not take pictures nor take any video recordings of Staff, Students or the School Grounds without the prior written permission of Site Administration.

Parent Volunteers may not be in the Staff Lounge at any time while on Campus.

Parent volunteers who do not follow Education Code, District and/or School policies and/or direction of Staff will have a conference with the Site Administration. Subsequent violation of the District and/or Site Volunteer and School policies will result in the removal of volunteer privileges for a designated period of time that could be part or all of the remainder of the school year.

Classroom Observations

Parents are welcome to visit the classrooms during the school day *for observations only*. You may choose to observe a lesson or your child's participation in the classroom activities. Board Policy dictates that teachers are to be contacted at least 24 hours before the anticipated visit to determine the best time to observe, as to not distract students during important testing or instruction. Parents must sign in at the front office and obtain a visitor pass before going to the classroom. Parent visitors are only allowed to observe in their child's classroom, unless other observations have been arranged by administration. *Teachers are not available for conferences or comments during the instructional day.*

Parent Advisory Committees

Parent involvement is important to the academic success of students. Besides volunteering in the classroom, parents may join our School Site Council (SSC) and/or the English Language Advisory Committee (ELAC) and/or the African American Advisory Committee (AAPAC). Fitzgerald also needs active and committed participants to help run our Parent Component of the ASB and ASB Boosters. Fitzgerald needs our parents and community members to help keep our school focused on student achievement. We cannot raise achievement without your support and participation!

PARENT-TEACHER CONFERENCE & REPORT CARDS

OPEN HOUSE, BACK TO SCHOOL NIGHT AND PARENT-TEACHER CONFERENCES

Parents will be asked to attend an Open House, Back to School Night and at least one parent-teacher conference during the school year to learn about school policies and procedures, celebrate student's progress and discuss their child's progress. Please make every effort to attend these important school events. Teachers will schedule parent-teacher conferences on minimum days. We encourage you to contact your child's teacher by calling the school at (909) 854-3800 or sending a message via Remind App or email to schedule a parent-teacher conference at any time during the school year.

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

In the event that you develop concerns over a problem occurring in school, please make an appointment to discuss the situation with the classroom teacher first. If the problem should continue after you and the teacher have tried several solutions, then please make an appointment with the school site's administration.

REPORT CARDS

Report cards are completed three times a year, once at the end of each trimester. After six weeks of every trimester, progress reports will be sent home for students not meeting grade level standards or regarding behavior concerns. California Education Code 49069 allows parents to access student records, if you would like the report cards to be sent home with your student, you will need to complete a form and submit to your child's teacher granting permission for your child to receive their report cards. If a form is not completed, report cards will be uploaded and accessible through ParentVue in Synergy.

Decisions regarding promotion in grades K-5 are based on meeting expected grade level standards. Student acquisition of grade level standards shall be described and communicated with parents/guardians using District Policy and report cards.

RETENTION

There are times when students may not master the skills necessary at their grade level. Students in grades 2 or 3 who are below grade level on their report card in Reading and/or Language Arts may be retained in their present grade. Students in grades 4 and 5 receiving a below grade level mark in reading, language arts and/or mathematics may be retained in their present grade. Students may only be retained once during their elementary education. Notices will be sent and meetings should be scheduled as soon as the teacher notices a deficit in learning or skills, so that proper interventions can be initiated to prevent retention at the end of the school year. You will receive notification from your child's teacher by the end of April if the teacher feels your child may benefit from retention.

STUDENT STUDY TEAM PURPOSE AND FUNCTION

If a student is experiencing difficulty with class work, behavior, or attendance, the teacher or an administrator may refer the child for a Student Study Team Meeting (SST). The SST team consists of the parent or guardian, the classroom teacher, an administrator, and/or other invited participants. The purpose of the team is to discuss current performance levels and come up with additional interventions to implement at school ***and*** at home. After the initial SST meeting, a follow-up meeting may be scheduled approximately 6-8 weeks later in order to evaluate the progress of the student after consistently implementing the suggested interventions at home and at school. ***Students must be referred through the SST process for Special Education testing or services.*** If you have any questions or feel your child may need an SST meeting, please contact an administrator to arrange a meeting.

504 PLAN

Students are eligible for a 504 Plan in accordance with section 504 of the Individuals with Disabilities Educational Improvement Act (IDEIA) if the student has a diagnosed "physical or mental impairment (disability) that substantially limits one or more major life activities", but does not require special education services. A 504 plan ensures "reasonable classroom/educational accommodations" to ensure student success. If you feel your child may qualify for a 504 Plan, please ask to speak with an administrator as soon as possible to arrange a meeting.

IEP

Students who are eligible to receive Special Education services will have an Individualized Education Program (IEP). In order for a child to qualify for special education services, a child must have one of the 13 disabilities as defined by IDEA and the impact of the disability must create a need for services. IEP Team members, who include parents, meet annually to review the progress and identify supports and services to meet the specific needs of the child.

HOMEWORK PHILOSOPHY



Your child’s teacher will provide you with information outlining the homework, classwork, and classroom discipline expectations for the year. Homework is given with the understanding that it will enhance classroom learning and provide students with reinforcement of material learned in class. Homework is required as stated in the Board of Education policy. Homework should take approximately 30 minutes for Kindergarten, 30-60 minutes for grades 1-3 and up to 90 minutes for grades 4 and 5. Students should be read to or read independently for a minimum of 20 minutes beyond their homework time. If your child is absent, you may contact the office and make arrangements with your child’s teacher to obtain homework. If homework is not completed, teachers may provide the child with an extra opportunity during recess to complete any unfinished homework.

Homework is a combined effort. The chart below gives you an idea about how homework should work:

Teacher Responsibility	Student Responsibility	Parent Responsibility
To communicate clearly to both students and parents what is expected and when.	To bring daily necessary materials to class.	To set a time and place for the students to do homework.
To monitor and record assignments.	To know what assignments are due.	To check with the student to see if assignments are completed.
To assure the class that it is acceptable to ask questions.	To complete all assignments.	To review on a regular basis your student’s work and have them explain the assignment and what is being learned.
To keep the student informed about progress.	To seek help from the teacher if an assignment is not understood.	Feel free to check with the teacher or principal if the student does not bring home assignments.

TEXTBOOKS AND MATERIALS

Students are provided with textbooks, Chromebooks, and school supplies at no charge. We expect our students to be responsible for the care and safekeeping of materials provided. If any school-issued item is lost or damaged, it will need to be paid for by the parent of the student.

SUPPORT SERVICES

LIBRARY

We encourage all parents to visit the school library to support the importance of reading to and with their children. Books may be checked out for 1 week. Parents may visit the Library at the following times:

Monday through Friday: 7:15 – 7:45 a.m. Monday, Tuesday, & Wednesday 1:45 - 2:15 p.m.

There are only 10 library passes for parents to enter the library at designated times. Please limit visits to about 15 minutes. Once you check out or return books with your child, please return the library pass to the front office so that other parents have an opportunity to use the library. This policy will be strictly enforced so that as many parents as possible have the opportunity to benefit from the library.

The library will close at 1:15 p.m. on minimum days.

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Students who are learning English as a second language will be identified as English Language Learner (EL). Our EL students receive English Language Development (ELD) for 30 – 45 minutes at their language proficiency level. Additionally, EL students will also be provided academic support for all content areas so that they are able to understand and access the content. Every year, their English language development will be assessed using the English Language Proficiency Assessment for California, known as the ELPAC. Our bilingual instructional assistant provides language support to English Learners who need the assistance.

Parents of English Learners are encouraged to participate in our school's **English Language Advisory Committee (ELAC)**. This committee receives training on how to assist EL students, helps to monitor progress of all EL students at Fitzgerald, makes recommendations to the administration for improving EL achievement, and participates in district level EL programs and meetings.

GIFTED AND TALENTED EDUCATION (GATE)

The GATE program is designed to meet the individual academic needs of the GATE identified students by expanding the depth and complexity of the core program. All students in 2nd grade assessed using Rialto USD's designated test to identify participation in the GATE program. Students in grades 3 through 5 may be recommended for GATE testing by either their parents or teacher, as long as it has been at least one entire school year since the last time they were tested. Parent permission is required to test any child for GATE identification.

STUDENT ACTIVITIES & AWARDS

PAWS”ITIVE FRIDAY

This year, Fitzgerald will begin recognizing classrooms and students who exemplify the school’s four core values, responsibility, respect, integrity, and school pride. This will be done on the last Friday of each month during an outdoor (as weather permits) “shout out” event. This is not a formal awards assembly, but a recognition to encourage and promote positive behavior for our students.

TRIMESTER STUDENT AWARDS

Each trimester, teachers select students to receive the recognition for academic excellence, improvement, and/or exemplary Citizenship. An awards assembly will be held to honor those students. Parents will be notified and invited to attend the awards assembly.

PERFECT ATTENDANCE

Each trimester, students who have no absences, no late arrivals, and no early releases will be recognized at trimester awards assemblies for maintaining perfect attendance. Students can make up for regular absences (not suspensions) by attending Saturday STEP-UP classes for each day they were absent and still earn perfect attendance for the trimester or year! *Please remember that students CANNOT make up late arrivals or early dismissals during STEP-UP.*



POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Support (PBIS) is a team-based systematic approach in teaching behavioral expectations throughout Dr. Edward Fitzgerald Elementary School. The team approach is what truly makes this system work and we really need every family’s support to help us be successful. Instead of using a patchwork of individual behavioral management plans, we have moved to a school-wide discipline system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, cafeteria, playground/school grounds, etc.). It is based on a proactive model, which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. These behaviors and expectations can be viewed on <https://kec.rialto.k12.ca.us/Fitzgerald>. We ask that you review these and make yourself familiar so that you can support these goals at home. Every person who works in the school is aware of the behavioral expectations and works to ensure

students are consistently getting the same message, regardless of the setting they are in or the adult they meet. Below are the Matrices for the different areas throughout the school site.

CORE VALUES/ EXPECTATIONS

Responsibility

Strive to be your best even when no one is watching you

Respect

Treat others and their property the way you want to be treated

Integrity

Be honest and trustworthy

Pride

Make Fitzgerald fun and friendly for all

**FITZGERALD ELEMENTARY SCHOOL
SCHOOL-WIDE EXPECTATION MATRIX**

	Hallways	Cafeteria	Playground	Bathroom	Dismissal
Noise Level	1	2	4	2	3
Responsibility	Walk Away Walk quietly	Be clean Be courteous Food is for eating Use time wisely Enter and exit safely	Stay in the assigned area Follow all playground rules Play Safely Play school appropriate games Only eat snacks in designated areas	Go, flush, wash hands, leave Be quiet Dispose of toilet paper in toilet	Bus: have your bus pass ready
Respect	Keep my body to myself Listen to and respond politely to adults	Listen Speak kindly	Treat others the way I want to be treated Take turns Comply with all adult directions	Give people privacy	
Integrity	Only go where I am supposed to go	Only eat my own food Only take what I will eat Report problems to an adult	Being fair and honest is more important than being first Keep my body off other people and their belongings	Only ask to go to the bathroom when I really need to	

			Turn in lost items to Lost & Found		
Pride	Take care of the hallway environment Report problems to an adult	Keep the cafeteria clean Help you classmates	Use equipment appropriately Keep the playground clean Report problems to an adult immediately	Keep the bathroom clean Report problems to an adult	

DISCIPLINE POLICY AND PROCEDURES

Philosophy Statement

Fitzgerald Elementary School’s philosophy mirrors the district’s focus of developing Positive Behavior Interventions and supports (PBIS) at all school sites. The purpose of a PBIS system is to teach behavioral expectations through modeling appropriate behaviors and focused positive reinforcement.

Fitzgerald Elementary school believes that a safe and respectful learning environment is essential to student success. Students are empowered when rules are fair, consistent, and focus on positive reinforcement of appropriate behaviors and interactions. We believe that building each student’s capacity to develop responsible and positive behavioral skills enables students to develop into positive contributors to our community overall. All students will succeed because of an overall positive school environment driven by positive student behaviors. The result is realized by each student’s ability to rise to a higher and more productive level of performance, thus developing his or her maximum academic potential.

The Rialto Unified School District Board of Education believes that all students have the right to be educated in a positive learning environment, free from disruptions. Students at Fitzgerald Elementary shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to and from school, while at school activities, and while on District transportation.

Fitzgerald Behavior Expectations

As a rule, we expect Fitzgerald students to demonstrate appropriate behavior at all times. Teachers and staff will work with students to help them learn all class and area routines and expectations. This involves teaching, modeling, providing feedback, providing think time and reflection journals to be completed during recess time and offering positive encouragement to help all students be as successful as possible. Consequences are assigned as a last resort to redirect attention away from inappropriate behavior and are structured to help our students refocus on learning and demonstrating appropriate behavior. Our goal is to help all students enjoy school in the safest environment possible.

General Safety Expectations

The goal is for students to enjoy themselves without injuring themselves or others. In general, students are expected to comply with guidelines for play, socialize with other students in a respectful manner, and utilize our school equipment in a respectful and safe manner.

Cafeteria/Lunch Area Expectations

Lunchtime is a time for socializing and enjoying the company of friends. At Fitzgerald, we want students to enter the cafeteria understanding that their presence and behavior should resemble that of being in a restaurant environment. Enjoy the food and conversations and use an appropriate, inside voice (Level 1) when eating in the cafeteria.

Student lunch times are supervised by our Noon Aides. They are present to ensure student safety and orderliness in the cafeteria and on the playground. Students are expected to follow the Noon Aides instructions and maintain respect at all times.

Playground Rules

All teachers will review playground guidelines with all students at the beginning of the school year. Students are expected to enjoy our play areas while remaining safe at all times. Play activities are designed to offer students time to socialize and exercise with classmates in a respectful and safe manner. Our Noon Aides, Staff, and Teachers will always be present to supervise students as they play. We expect all students to follow all guidelines for safe and respectful play at Fitzgerald. These rules include:

*** Students should leave the classroom and use the restroom before going to the playground.

RECESS IS THEIR BATHROOM BREAK TIME. ***

Ramp to the Playground

- Students will wait at the top of the ramp until a teacher or the noon aid releases them to the playground.

Ramp to the Upper Field

- Students will wait in a line at the bottom of the ramp until a teacher or the noon aid guides them up the ramp.
- Students will walk up and down the ramp.
- Students are not allowed to walk on the curb or the hill.

Lower Playground Rules

- NO RUNNING on the playground.
- NO RUNNING on or through the play structure.
- No tag or chase games may be played on the play structure.
- If students have a snack, students MUST eat the snack at the tables by the playground.
- Students may NOT BE ON THE LOWER GRASS area at all. If they want to run they can go to Upper Field. If they want shade, they can sit at the blue tables.
- Students are not allowed to be in the amphitheater area behind the cafeteria.

- Students may not be in the hallways during recess or lunch times unless supervised by Fitzgerald Staff or a Classroom Teacher.
- Students may not go behind the storage units at any time. (On the 3/4/5 grade side, that means not going past the red line.)
- Students may not go on the dirt hill behind the play structure.
- Students may not kick balls on the lower playground, unless they are kicked, from the ground towards the ball walls.
- No throwing rocks, sticks, or other objects at any time - lower or upper playground

Swings

- Students must wait their turn at the white curb, out of the way of those swinging.
- Students will count to 20, each count is when the students see the bottoms of the swinging student's feet.
- Countbacks DO NOT exist! Once a student has gotten off of the swing they can count on ANY swinging student.

Slides

- No climbing up the slide.
- Only one student at a time down the slide.
- Students may only go feet first down the slide, on their backsides. No head first, or backwards slides are allowed

Spinner

- Only two students are allowed on the spinner at a time.
- Students must be on the inside of the bar.
- Students may use one foot to get the swing started, then students must use their body to keep the spinner going.
- Students waiting a turn must wait on the white curb closest to the fire hydrant.
- Students waiting for a turn will count to 20.

Handball

- Students must either use a flat hand or the side of their fist to hit the ball.
- The ball must hit above the line on the wall or that player is out. The player who hit the ball outside the court lines is out. If the ball bounces more than once, the person who did not hit the ball before it bounces again is out.
- The ball must bounce on the ground before it hits the wall, and it must bounce on the ground before the next student may hit the ball.
- The student next in line is the referee.

- When a dispute over the rule(s) happens, both players will use “rock, paper, scissors” to determine the outcome. The winner of this contest will make the final decision on the outcome/rule.

Four Square

- server must put one foot behind the service line
- Everyone must Hit UNDERHAND
- Ball must bounce ONCE and only ONCE in your square before your strike it (including on the serve)
- If someone makes a mistake you rotate up and that person goes to the back of the line (outside the #1 square) (order: square 1 moves right, square 2 moves up, square 3 moves left to take over the server position)
- The first person in line is the referee (play rock paper scissors)
- If a ball lands on the lines, the student who hit the ball is out
- You can move anywhere outside the square or in your section of the square
- If it bounces in your square you MUST strike it
- Server Must Ask “Are you Ready” before serving
- No Carrying, Stalling or Holding – you must Strike or Hit the ball
- When a dispute over the rule(s) happens, both players will use “rock, paper, scissors” to determine the outcome. The winner of this contest will make the final decision on the outcome/rule.

Four Corners

- The person at the front of the line is the referee
- There should be one person at each corner of the square.
- There should be one person in the middle of the square. (The person in the middle of the square is trying to get one of the corners from someone else as they switch.)
- Switch: the first person to the corner stays
- If the person in the middle is not able to get a corner after three switches, they are out and the next person in line goes to the middle.

Upper Field Rules

- Students can play on the WESTSIDE grass area (solar panel side) and the blacktop.
- Students should NOT be playing near the trees on the northside grass (wall area).

Tether Ball

- Students can find the rules on the court.
- The first person in line is the referee.

END OF RECESS PROCEDURE - Upper Field

- When the bell rings, students must freeze. Students will then walk quickly to line up along the blacktop/grass to form a line. Students playing on the blacktop will walk to line up along the fence line where the ramp is. Upper Playground staff will monitor students lining up.
- When all students are lined up, the Upper Playground staff will signal to the Lower Playground staff that they are ready with a thumbs up. Then, Lower Playground East Staff will blow the whistle. Once the whistle has been blown, the Upper Playground duty teacher will dismiss ONE line at a time. Students will walk down the ramp **ON THE WHITE LINE**.
- The Playground Rover will be at the base of the ramp monitoring students walking. Students will be walking to their classroom lines. Rover will move with the students to the westside to monitor until teachers collect their students.

END OF RECESS PROCEDURE - Lower Field

- When the bell rings, students freeze. The students on the playground equipment will get off the structure and walk to the white curb of the playground facing the class line area and freeze on the curb.
- Upper Playground staff will give the Lower Playground staff a thumbs up when they are ready. Then, Lower Playground East Staff will blow the whistle. Students will walk to their classroom lines.

FOLLOW UP ON RULES:

Students displaying wanted behaviors on the playground may receive:

- Brag Tags
- Positive Confirmation from Supervisors, Staff and Teachers
- Fabulous Fox Recognition Ticket - Plus PBIS Points if awarded
- Recognition in Monthly and Trimester Assemblies
- Parent meeting/phone calls home - positive conference
- PBIS Points awarded

Students displaying unwanted behaviors on the playground may receive:

- Verbal Warning, reminder of rules during recess time
- Think time on blue benches - a short time to reflect on unwanted Playground
- Behavior during recess time.
- Time to complete a Reflection Journal during recess time in the Front Office
- Playground Ticket
- Referral to the Principal/Program Specialist to review and reflect on

unwanted behavior

- Parent meeting/phone calls home - follow up and review at home
- Alternative recess time/loss of privileges on the playground

Dress Code Policy

The mission of the Rialto Unified School District (RUSD), the bridge that connects students to their future aspirations, is to ensure each student achieves personal and career fulfillment within a global society. RUSD believes that high expectations and a safe and engaging learning environment prepares students for academic success and their future. The student dress code should serve to 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 below:

“Big Three”

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

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

Non-Discrimination Policy

The Rialto Unified School District does not discriminate on the basis of the actual or perceived race ethnicity, religion, color, age, national origin, political affiliation, gender, gender identity, gender expression, sexual orientation, mental or physical disability, parental or marital status,

or any other basis protected by the federal, state or local law, ordinance, or regulation in its educational programs or employment.

Electronic Devices / Cell Phones

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*

Toys and Non-Educational items at School

Toys and items not related to learning at school are not allowed on campus.

Students are allowed to bring items to school that relate to learning and the educational process. Toys include, but are not limited to dolls, stuffed animals, cars, sports or any type of trading cards, gaming units, play weapons, spinners, action figures, or any other item that is not related to school or learning, and or, items that will distract students from focusing on instruction. Any items brought to school that are distracting students from learning will be confiscated by a teacher, administrator, or other school staff member. School staff members reserve the right to determine what is acceptable to have on campus. When items are confiscated, the items will only be returned to the parent.

New Guideline Regarding Environmental Safety

ENVIRONMENTAL SAFETY

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

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

If a student is found with these products, parent/guardian will be contacted to address the concern.



MENTAL HEALTH SERVICES FOR STUDENTS

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

Crisis Walk-In Clinic, 909-421-9495

850 East Foothill Blvd., Rialto, CA 92376

211 San Bernardino County, 2-1-1

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

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

Rialto Unified Safety Office, 909-820-6892

BULLYING AND CYBERBULLYING POLICY

Bullying and Harassment Prevention

The Rialto Unified School District is committed to providing a safe working and learning environment; takes bullying seriously or any behavior that infringes on the safety or the well-being of students, employees or any other persons within the District's jurisdiction; and will not condone

retaliation in any form when bullying has been reported. District policy continues to require all schools and personnel to promote among students and staff mutual respect, tolerance, and acceptance.

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

Rialto Unified School District

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

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

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

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

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

Definition of Harassment and Bullying

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

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

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

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

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

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

- Sending mean, vulgar or threatening messages or images;
- Posting sensitive, 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.

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

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

- Students are to resolve their disputes without resorting to violence.
- Students are encouraged to help fellow students resolve problems peaceably.
- Students can rely on staff to intervene in any dispute likely to result in violence.
- Students needing help in resolving a disagreement, or students observing conflict may contact an adult in the school office

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

- District-wide training 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 inter-group conflict. Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds and when traveling to and from school or a school-sponsored activity.

Rialto Unified School District

Legal Notices for Pupils and Parents/Guardians

Bullying and Harassment

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

Board Policy 5131

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

REPORT IT

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

INVESTIGATION

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

TRANSFER REQUEST

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

DISTRICT LIAISON

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

BULLYING/HARASSMENT COMPLAINT FORM

(Students May Report Anonymously)

Date Filed: _____ Name: _____

Address: _____ Phone #: _____

Please identify yourself as a:

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

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

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

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

Extortion
(verbal or physical bullying for money
or personal items)

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

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

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

Bullying/ Harassment on the basis of:	Race, color or nationality <input type="checkbox"/>	Gender <input type="checkbox"/>
	Disability <input type="checkbox"/>	Other <input type="checkbox"/>

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.

Revised 6/12/2013

Sexual Harassment (Students)

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

Student Discipline/Suspension

Education Code 48900

A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that

the pupil has committed an act as defined pursuant to one or more of EC 48900 subdivisions (a) to (t), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Please note that with the passage of AB 424 no one has the authority to grant permission to possess a firearm on school grounds.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 8, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school- sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (i) A message, text, sound, video, or image.
 - (ii) A post on a social network internet website, including, but not limited to:
 - (I) Posting to or creating a burn page. “Burn page” means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
 - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation”

means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

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

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

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

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

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

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

(1) While on school grounds.

(2) While going to or coming from school.

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

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

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

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

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

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

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

Sexual Harassment EDC 48900.2

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

Hate Violence EDC 48900.3

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

Harassment EDC 48900.4

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently

severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Terroristic Threat EDC 48900.7

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

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

Recommendation for Expulsion: Education Code 48915

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

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

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

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

i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

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

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

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
 - (2) Brandishing a knife at another person.
 - (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - (5) Possession of an explosive.
- (d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
 - (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
 - (3) Is not housed at the school site attended by the pupil at the time of suspension.
- (e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
- (1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 - (2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or

senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

- (g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

RIALTO UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT PROCEDURES

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

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

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

Filing a Complaint under the Uniform Complaint Procedure

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

appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

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

Board Policy Manual
Rialto Unified School District

Policy 5132: Dress And Grooming ^{Status: ADOPTED} Original Adopted Date: 08/25/1999 | Last Revised Date: 10/09/2019 | Last Reviewed Date: 10/09/2019

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

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

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

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

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

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

(cf. 0415 – Equity)

(cf. 5145.2 – Freedom of Speech/Expression)

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

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

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

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

Gang-Related Apparel

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

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

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

Uniforms

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

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

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



RIALTO UNIFIED SCHOOL DISTRICT UNIFORM COMPLAINT FORM

DATE: _____

NAME OF PERSON FILING THIS COMPLAINT:

1. NAME: MR. MRS. MS. _____
(LAST) (FIRST) (MI)

PUPIL'S NAME _____

ADDRESS _____

CITY & STATE _____

PHONE: HOME _____ CELL _____
(AREA CODE) (AREA CODE)

2. NAME OF PERSON YOU ARE COMPLAINING AGAINST:

NAME: MR. MRS. MS. _____
(LAST) (FIRST) (MI)

JOB TITLE _____

LOCATION _____

PHONE: WORK _____
(AREA CODE)

3. NATURE OF COMPLAINT:

CHECK ONE OR MORE AND SPECIFY EACH ITEM CHECKED

- | | |
|---|---|
| <input type="checkbox"/> ACTUAL OR PERCEIVED SEX | <input type="checkbox"/> AGE |
| <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE | <input type="checkbox"/> RACE |
| <input type="checkbox"/> ANCESTRY | <input type="checkbox"/> COLOR |
| <input type="checkbox"/> ETHNICITY | <input type="checkbox"/> NATIONAL ORIGIN |
| <input type="checkbox"/> RELIGION | <input type="checkbox"/> SEX (TITLE IX) |
| <input type="checkbox"/> SEXUAL ORIENTATION | <input type="checkbox"/> PREGNANCY |
| <input type="checkbox"/> DISABILITY (MENTAL OR PHYSICAL) | <input type="checkbox"/> RETALIATION |
| <input type="checkbox"/> ETHNIC GROUP IDENTIFICATION | <input type="checkbox"/> MARITAL STATUS |
| <input type="checkbox"/> GENDER (IDENTITY OR EXPRESSION) | <input type="checkbox"/> HARASSMENT |
| <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE | <input type="checkbox"/> INTIMIDATION |
| <input type="checkbox"/> MEDICAL CONDITION
(CANCER OR GENETIC CHARACTERISTICS) | <input type="checkbox"/> BULLYING |
| | <input type="checkbox"/> UNLAWFUL REQUIREMENT OF FEES |

- PERSON'S ASSOCIATION WITH A PERSON OR GROUP WITH ONE OR MORE OF THE ABOVE-NOTED REQUIREMENTS ACTUAL OR PERCEIVED CHARACTERISTICS
- VIOLATION OF SCHOOL SAFETY PLAN

4. WHAT IS THE MOST RECENT DATE YOU WERE DISCRIMINATED AGAINST OR YOU WERE ADVERSELY AFFECTED BY THE PERSON(S) IDENTIFIED IN #2 ABOVE?

5. IF THE ABOVE DATE IS MORE THAN 180 DAYS AGO, PLEASE EXPLAIN WHY YOU WAITED UNTIL NOW TO FILE YOUR COMPLAINT.

6. WHEN DID THE ALLEGED DISCRIMINATION OR ADVERSE ACTION BEGIN?

7. WHEN DID YOU FIRST BECOME AWARE THAT THE TREATMENT, ACT, OR DECISION WAS DISCRIMINATORY, ILLEGAL OR AGAINST BOARD POLICY, RULE OR REGULATION?

8. HAVE YOU TRIED TO RESOLVE YOUR COMPLAINT WITH THE PERSON IDENTIFIED IN #2, HIS/HER IMMEDIATE SUPERVISOR, THE SCHOOL PRINCIPAL, OR PROGRAM ADMINISTRATOR?

- YES NO

IF YES, WHO DID YOU SPEAK TO?

NAME: _____

JOB TITLE: _____

LOCATION: _____

DATE OF DISCUSSION: _____

WHAT WAS THE RESULT OF THE DISCUSSION?

9. PLEASE DESCRIBE THE INCIDENT(S) OF HARASSMENT OR DISCRIMINATION THAT YOU EXPERIENCED, INCLUDING PLACE WHERE INCIDENT(S) OCCURRED, AND PERSONS WHO WERE PRESENT WHEN EACH INCIDENT OCCURRED. (Attach additional pages if necessary)

10. WHAT DO YOU EXPECT TO HAPPEN AS A RESULT OF THIS COMPLAINT?

11. LIST THE NAME, ADDRESS AND PHONE NUMBER OF YOUR WITNESSES, AND STATE WHAT RELEVANT INFORMATION EACH OF YOUR WITNESSES WILL BE ABLE TO PROVIDE. (Attach additional pages if necessary)

WITNESS #1

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ALE TO PROVIDE.

WITNESS #2

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ALE TO PROVIDE.

WITNESS #3

NAME: _____

ADDRESS: _____

PHONE: _____

STATE WHAT INFORMATION THIS WITNESS WILL BE ALE TO PROVIDE.

I understand that the Board of Education, Personnel Office, and/or designee(s) assigned to investigate the complaint may request from me further information about this complaint and, if such information about this complaint and, if such information is available, I shall present it upon request.

I also understand that a copy of this complaint will be given by the Personnel Office and/or designee(s) against whom this complaint is being made who will be given the opportunity to respond in writing to this complaint.

I also understand that if a hearing is hold on this complaint by the Board Of Education, such hearing will be hold in Closed Scssion with the press and public excluded and that I will be informed of the time, date and place such hearing will be held.

I certify under penalty of perjury that the foregoing is true and correct.

Executed this _____ day of _____

20_____, at _____, California

Signature

Date

PLEASE SUBMIT COMPLETED FORM TO:

Rialto Unified School District
Personnel Services
182 E. Walnut Avenue
Rialto, CA 92376

Revised 9/25/13

RIALTO USD PARENT INVOLVEMENT POLICY

Rialto USD | 6000 | 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. They shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code [11503](#))

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

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

The Superintendent or designee shall consult with parent/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. They 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

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>

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

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

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

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

Policy RIALTO UNIFIED SCHOOL DISTRICT

adopted: September 22, 1999 Rialto, California

revised: November 20, 2006

Rialto USD | 6000 | AR 6020 Instruction

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 them 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.

d. Train parents/guardians 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 District wide 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.

- 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 includes 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 USC [6318](#))

(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](#))

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 school wide 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 school wide 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 is 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)

(cf. [6145](#) - Extracurricular/Co-curricular 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-f in 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.

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 parents/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 website, 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:

- 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



Dr. Edward Fitzgerald Elementary School

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Parents are notified of the Title I, Parent and Family Engagement Policy, in both English and Spanish, using a variety of methods that include: School Website, SSC Meetings, Parent Workshops/Meetings, and Student/Parent Handbook.

The Title I, Parent and Family Engagement Policy is made available to the local community by posting a copy on the School Website and having a copy available in the office for review.

The Title I, Parent and Family Engagement Policy is reviewed during the School Site Council meetings and updated as needed to reflect the current needs of the parents and the school.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Back to School Night
- Coffee with the Principal
- Family Literacy/Math/Science Nights
- Open House
- Parent Workshops

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The annual meeting to inform parents about Title I, Part A requirements are held during Back to School Nights and during at least one parent meeting/workshop.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

- Meeting alternate between morning and evening for Coffee with the Principal
- Family Engagement Nights
- SSC/ ELAC/ AAPAC meetings held during the morning and afterschool
- Parent Workshops held during the regular school day and post school hours

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- SSC/ ELAC/ AAPAC
- Back to School Night
- Coffee with the Principal

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4)[A]). How does the school provide the information?

- Website
- Parentlink (Phone and Text Messaging Service)
- Posted in and outside school grounds
- Electronic Marquee
- Flyers

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c](4)[B]). How does the school provide the information?

- Back to School Night
- Parent/ Teacher Conference
- Parent Workshops

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c](4)[C]). How does the school provide the opportunities?

- SSC/ ELAC/ AAPAC Meetings
- Coffee with the Principal
- Parent Surveys

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- Bring Parents to School Days
- Parent Workshops
- Family Engagement Activities
- Parent Advisory Groups

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Back to School Nights
- Parent/Teacher Conferences
- Parent Workshops

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Footsteps2Brilliance
- Parent Workshops
- Family Engagement Seminars
- Parent Conferences

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Staff Meetings
- Professional Development
- Professional Learning Communities
- Leadership Team Meetings

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Parent Summit
- District Parent Involvement Center

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- All school correspondence is distributed in both English and Spanish
- Posted on School Website with ability to change languages
- Interpreters are available at all school functions for parents.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Parent Workshops
- Family Engagement Opportunities

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by the Dr. Edward Fitzgerald Elementary School on August 22, 2019 and will be in effect for the period of the entire 2019-2020 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 3, 2020.

Tina Lingenfelter, Principal

Signature of Authorized Official

September 3, 2020

Date

California Department of Education
July 2018

RIALTO UNIFIED SCHOOL DISTRICT CRITICAL INCIDENT RESPONSE PLAN

SAFETY CONTROL DISPATCH (909) 820-6892

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

CRISIS COMMUNICATIONS FLOW CHART



ACTIVE SHOOTER VIOLENT INTRUDER

Call 911

RUN: Quickly & safely get away from area

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

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

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

EARTH QUAKE

Drop, Cover, and Hold...

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

After shaking stops, check yourself and others for injuries

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

BOMB THREAT



If you receive a Bomb Threat:

- Stay calm
- Pay close attention
- Obtain vital information

Call 911 and provide them with your information.

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

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

MEDICAL EMERGENCY



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

FIRE/EVACUATION



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

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

SUICIDE THREAT OR ATTEMPT

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

If threat is imminent, do not delay, call 911

- ACTIONS TO TAKE**
1. Make every effort to clear others from the area.
 2. Remain Calm & Listen attentively
 3. Get individual to talk (remember vital information)
 4. Stay with the individual
 5. Notify staff resources for assistance (i.e., principal, counselor, nurse, crisis team)

CHEMICAL/HAZARDOUS SPILL



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





Firearms Safety Memorandum

To: Parents and Guardians of Students in the **Rialto Unified School District**

From: Cuauhtémoc Avila, Ed.D., Superintendent

Subject: California Law Regarding Safe Storage of Firearms

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

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

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.¹
 - **Note:** The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.²

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

² See California Penal Code section 25100(c).

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.³
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.⁴

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

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

Sincerely,

Cuahtémoc Avila, Ed.D.

Date published: August 20, 2021
California Department of Education

³ See California Civil Code Section 29805.

⁴ See California Civil Code Section 1714.3.

SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

A paper copy of the School Accountability Report Card (SARC) is available upon request from the school office. Or you can visit the SARC website:

<https://www.sarconline.org/public/summary/36678506111728/2019%E2%80%932020>



Sign up for important updates

Get information for Edward Fitzgerald Elementary School right on your phone—not on handouts.

Pick a way to receive messages for Edward Fitzgerald Elementary School:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/edwardf

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.

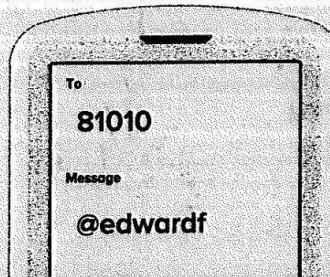


B If you don't have a smartphone, get text notifications.

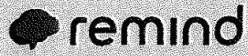
Text the message @edwardf to the number 81010.

If you're having trouble with 81010, try texting @edwardf to (720) 608-4449.

* Standard text message rates apply.



Don't have a mobile phone? Go to rmd.at/edwardf on a desktop computer to sign up for email notifications.



Inscríbete y recibe avisos importantes

Obtén información sobre **Edward Fitzgerald Elementary School** directamente en tu celular, no en impresos.

Elige como quieres recibir los mensajes de **Edward Fitzgerald Elementary School**:

A Si tienes un teléfono inteligente, obtén notificaciones push.

En tu iPhone o teléfono Android, abre el navegador y usa este enlace:

rmd.at/edwardf

Sigue las instrucciones para inscribirte en Remind. Se te pedirá descargar la aplicación móvil.

Smartphone screen showing the registration form for Edward Fitzgerald Elementary School. The form includes the URL rmd.at/edwardf, the school name, and input fields for "Nombre completo" (with "Nombres y apellidos" as a placeholder) and "Teléfono o dirección de email" (with "(555) 555-5555" as a placeholder).

B Si no tienes un teléfono inteligente, obtén avisos de texto.

Envía el mensaje **@edwardf** al número **81010**.

Si tienes problemas con **81010**, prueba enviar **@edwardf** to **(720) 608-4449**.

* Se aplican las tarifas normales de SMS.

Smartphone screen showing a text message interface. The "Para" field contains the number **81010**, and the "Mensaje" field contains **@edwardf**.

¿No tienes un teléfono celular? Ve a rmd.at/edwardf en una computadora para inscribirte para recibir mensajes por correo electrónico.