

**Rio Del Valle Middle School
PARENT/STUDENT HANDBOOK**

2014-2105



**RIO SCHOOL DISTRICT
2500 E. VINEYARD AVENUE
OXNARD, CA 93036
TELEPHONE: 805-485-3111**

BOARD OF TRUSTEES
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Matt Klinefelter, Clerk
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WELCOME

This handbook is intended to be used by students, parents and staff as a guide to the rules, regulations, and general information about our school. Each student is responsible for becoming familiar with the handbook and knowing the information contained within it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in it.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing and may not address every situation and circumstance that may occur during any school day, or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable School District policies, State and Federal statutes and regulations, and the Parents Rights and Responsibilities Annual Notice.

SCHOOL CLIMATE AND ENVIRONMENT

The Rio School District believes that a child’s ability to learn is affected by social, health and economic factors outside the classroom. To ensure student success, the District makes it a priority to develop programs that address the whole child.

Reaching beyond the students to parents and the community, the District is committed to developing and maintaining strong partnerships with local organizations and finding ways to provide resources to the citizens in our service area.

The District’s leadership believes that all its decisions must reflect the concept that all students can learn and succeed. Every student in the district has a right to a high-quality education that challenges the student to achieve his/her full potential.

The Rio School District believes that all students should be provided a foundation where every student feels valued and valuable, safe and respected, and socially and emotionally happy and healthy. RSD accomplishes this in the adoption of the “40 Developmental Assets” which acts as the framework for a positive school environment that the entire community can participate in. A discipline philosophy is also included to encourage consistent and clear expectations of students. Positive Behavior Support is a philosophy for classroom management and school discipline. It is a citizen approach that teaches students about their rights and responsibilities for living and learning in a democratic society. School sites, teachers and staff are encouraged to utilize Positive Behavior Support approach strategies when working with students in a variety of situations. This approach helps to encourage adults working with students to find alternative solutions to student issues; all of which is practiced through character education curriculums that teach RSD students tolerance and problem solving skills.

COMMUNICATION

Creating Connections: Office of Student and Family Services

The Office of Student and Family Services (OSFS) coordinates and develops human services/intervention and prevention programs, and creates and supports community partnerships and development.

Services include:

- * Providing basic needs and youth development planning for all students
- * Assisting with health and wellness needs
- * Providing necessary referrals for community services; counseling, basic needs, county resources
- * Improving school-to-home communications and providing parent education and outreach

Community Support Services:

- * Identifying needs of staff, students and families through outreach to school sites and the community
- * Acting as a point of contact for community and county organizations to coordinate and deliver services to school sites
- * Providing and aligning communication assistance between school sites and the district office for community partners

PARENT INFORMATION NIGHTS

All parents are encouraged to attend the annual Back-to-School Night and various other Parent Information Nights offered throughout the school year. Staff will provide valuable information regarding academic expectations of their instructional programs.

CALENDARS AND NEWSLETTERS

Monthly calendars, newsletters and cafeteria menus are sent home at the beginning of each month.

PARENT-TEACHER CONFERENCES

Parent teacher conferences may be scheduled upon request. Our goal is to work together with you to provide the best education possible for your child. Please call the school office to schedule an appointment.

PARENT / TEACHER / STUDENT INVOLVEMENT through PTA, SSC and ELAC

We would like to welcome all new and returning parents and students for the new school year. We hope you will join us as we work together with our teachers and staff to support the growth and development of students here on campus. We encourage you to participate in the Parent Teacher Association (PTA), School Site Council (SSC), English Language Acquisition Committee (ELAC), and other site committees and projects. Please contact the school office for additional information. Meeting dates will be posted on the monthly newsletter/calendar. All parents are welcome to attend. By working together, we can help provide our students with a quality education and a positive and safe environment.

ZANGLE

Zangle Parent Connection is the district's web-based access to our student information system. With this web-based portal, parents can check their students' attendance, health and discipline records, standardized testing results, classroom assignments (for teachers who elect to use the system), cafeteria information, and more. Middle School parents can view students' report cards (this feature is not yet available for elementary schools' Standards-Based Report Cards).

This system is only available to students' parents or legal guardians. A PIN and password is required to access the system. Parents can obtain their PIN and password by contacting any school at which one of their children attend (the same PIN and password will access information for all students parents have in the district).

TRACKING YOUR STUDENT'S BEHAVIOR

Close communication with parents is essential to ensure an effective learning environment. Students will carry an agenda with them at all times as one method to monitor student progress and discipline. Students are expected to obtain a parent/guardian signature on a consistent basis in order to ensure consistent parent to teacher contact.

ATTENDANCE

ABSENCE

Please call the office on the day of your child's absence. An absence does not excuse a student from classroom assignments. It is the student's responsibility to make up any missed work. Students may not participate in after school activities if they are absent from school on the day of the activity.

BEFORE AND AFTER SCHOOL

Students may be on campus twenty minutes before school begins unless the hours are extended by teacher request or the student is participating in a supervised activity. Students must leave campus immediately after school unless they are involved in a school activity. After arriving to school, students are not permitted to leave campus without being signed out in the office.

INDEPENDENT STUDY (BP 6158 and AR 6158)

Planning family vacations during the school year is discouraged. If a student is to be absent for more than five days for reasons other than illness or emergencies, arrangements should be made with the office for an Independent Study Contract five days prior to the scheduled leave. Parents/guardians of students who are interested in independent study, should contact the principal or designee prior to the scheduled leave to verify eligibility. Upon return to school, student work should be turned in immediately to receive credit. It is the student's responsibility to check-in with teachers upon return to school for any additional work missed.

ATTENDANCE AND ABSENCES

Regular attendance plays a key role in the success a student achieves in school. The first step to success in school is getting there. It is an obligation of student, parent and school authorities to insist upon good attendance. Excused absences include:

- a -Illness
- b -Doctor/Dental appointments
- c - Death in the immediate family
- d – Quarantine

A written note from the parent on the day the child returns is necessary, unless a phone call to the school is made by the parent explaining the reason for absence. *Excessive absences may result in referral to the School Attendance Review Board.*

TARDINESS

If a child arrives late to school, he/she must stop by the office for a pass to class. More than 3 tardies per year are considered excessive. Excessive tardiness may result in the referral to the School Attendance Review Board. A student who is tardy for more than any 30-minute period during the school-day without a valid excuse on three occasions in one school year, is considered truant and shall be reported to the attendance clerk or administrator. If a student should arrive late to school, they will be given a detention warning. If, within the same week, they arrive late for the second time, they will receive a 30-minute detention, which they must serve after school. Reminders of our tardy policy will go out in our monthly newsletter.

WITHDRAW FROM ATTENDANCE

The school should be notified by the parent in advance of a student withdrawing from attendance. Parents need to indicate where the parents are moving and the address of the new school, if possible. Your child's records and report card will be sent to the new school upon request from the new school's office. Please return all books and school materials prior to moving.

CAMPUS SAFETY AND HEALTH

EMERGENCY CARDS

Please notify the attendance clerk of any changes of address or phone numbers.

CLOSED CAMPUS POLICY

Our school is a closed campus. Students are expected to remain on campus from the time they arrive in the morning until they are dismissed in the afternoon. Students who need to leave campus for any reason must be signed out through the office by a parent/guardian, or emergency contact person (18 years or older). Students returning to school must check back into the office to get a pass allowing them to return to class.

VISITORS

Visitors must have permission from the office to be on campus. They must be an adult and sign "in" and "out" at the office. A visitor's badge will be provided to wear while on campus.

MEDICATION

It is desirable for medication to be administered at home. Should a child need to take medication at school, the parent/guardian must notify the school immediately and follow the guidelines stated below. It is recognized that some students are able to attend school regularly because of the effective use of medication in the treatment of chronic disabilities or illness. It is also recognized that in many short-term illnesses, medication may need to be continued after a student returns to school. To accommodate this we need:

1. The original container must accompany all medicine or drugs.
 2. A written physician's order and parental consent form: **"Authorization for Any Medication Taken during School Hours" District Form**, which includes the medication name, reason for medication, dosage, schedule, anticipated number of days to be administered, and side effects of the medication.
 3. Students may not carry any medication with them on campus including over-the-counter medication or asthma pumps.
- * Parents/Guardians must notify the school immediately if your child's medication or dosage has been changed.

RETURNING TO SCHOOL AFTER INJURY OR SERIOUS ILLNESS

When a child is injured on or off campus and returns to school with a cast, crutches, splints, etc., he/she needs a doctor's clearance. This clearance should include any physical limitations or special instructions (e.g.: No PE for a week). Without a written medical clearance, the child will be excluded from school. This is done for the protection of your child as well as for the safety of others.

When your child is ill, with a fever of over 100°, the evening before or the day of school, please keep your child home. Children who run a fever, vomit, experience diarrhea, coughing, sore throat or other cold/flu related symptoms are not ready for a rigorous day of school. They need at least 24 hours of rest before returning to school. If you would like to pick up your child's homework, please notify the Office in the morning.

STUDENT SERVICES

COUNSELING SERVICES

Our middle school has a fulltime counselor on site to assist in guiding the students through the middle school years. Services include individual and group guidance to help with personal, social and academic issues. The counselor works closely with staff and parents for a successful middle school transition.

PEER MEDIATION

Peer mediation program uses students who are trained in mediation techniques to help the offending student review his/her behavior. Mediation is coordinated by the counselor.

ASSOCIATED STUDENT BODY

Associated Student Body (ASB) is composed of ASB officers, commissioners and class representatives. This group will act as the legislative body of ASB and will coordinate activities by considering student welfare, preparing budgets, paying bills, formulating policies, and studying parliamentary procedure, in order to conduct its affairs in a systematic manner. ASB plans and organizes school wide events in addition to maintaining the sales of campus supplies (yearbooks, spirit clothes, student handbooks, promotion gowns, tickets, etc.).

ACTIVITIES

We encourage students to be involved in a variety of school activities including: clubs, tutoring and ASB sponsored trips and dances. Parents, of any student engaging in disruptive behavior, will be called to pick up their son/daughter from school activities. Parents are asked to pick up their student promptly at the end of the activity. Note: Students absent from school the day of the dance/activity may not attend without prior permission from school administration. Students who have been placed on the administrative Loss of Privilege List must remain off the school grounds during the after school dance/activity.

SPORTS

The Rio School District offers opportunities to participate in sports on the middle school campus during and after school. It's important to strive for a minimum 2.0 grade point average. The grade point average is based upon the most recent trimester report

card and includes grades in all classes completed. Representing our school on an athletic team is a privilege; therefore, when students participate in these events, they agree to follow school rules and show appropriate conduct.

PERSONAL GIFTS

The school will not accept, distribute or be responsible for items such as balloons, flowers, candy, pizzas, cupcakes and other personal gifts for students because they are a disruption to the educational experience. These items should be reserved for celebrations outside of school.

PERSONAL RELATIONSHIPS

Overt physical contact and/or excessive display of affection is not permitted. Students should be aware of what is acceptable behavior on campus or at any school activity or trip. Students failing to use good judgment will be warned and parents notified.

ACADEMICS

AWARDS AND RECOGNITIONS

Awards and Recognitions reflect standards-based grading and a student's progress toward meeting content area standards as well as career preparation skills in each content area.

ACADEMIC HONESTY

School staff expects all students to be successful on the merit of their own work. Academic dishonesty (cheating) is a deliberate attempt to disrupt the learning process by misrepresenting another's work as one's own. We do not tolerate cheating or dishonest acts of any kind. Students should be aware that academic dishonesty may result in a zero grade for all parties involved.

LIBRARY/TEXTBOOKS

Students are responsible for all textbooks issued to them. Textbooks should be covered and maintained in good condition. Students will be charged for lost or damaged books.

PE LOCKERS

Students will be issued a lock and locker in which to keep their PE clothes. The school takes all reasonable precautions to ensure that lockers are safe. Students are reminded not to share lockers or locker combinations. If thefts occur, students should notify the PE department staff and all possible steps will be made to correct the situation. However, the school does not assume any responsibility for any loss of property from lockers. Students should be aware that lockers are subject to inspection by school authorities at any time.

STUDENT PROGRESSION, PROMOTION, AND GRADING

Philosophy

RSD provides every student, without exception, both the opportunity and the necessary support to benefit from a high-quality educational experience. A challenging and rigorous curriculum is implemented for all students in all content areas.

We believe that student retention is not an effective practice. Therefore, students who are struggling or who are at risk of failure should be identified early and provided with the necessary supports to meet state standards and to prepare them for the next level.

In RSD, we support a Balanced Assessment System that uses three forms of assessment: Formative Classroom, Interim Benchmark, and Annual Accountability. At the middle school level, we wholly support putting students at the center of learning and engaging them in ways that allow them to assume responsibility for their own success.

Formative Classroom Assessment is an ongoing process used to inform instructional decisions made by the teacher and student. It is linked to the targets of daily instruction, and it provides continuous information. Formative Assessment is what happens

when teaching is still underway. Formative Assessment helps shape decisions about what needs to happen next to better prepare students for the summative assessment. This may involve giving students ungraded practice, helping them see where they might improve, or informing teachers on how they might adapt instruction to help move students toward the target.

Benchmark Assessment fulfills the traditional role of measuring student progress. Results from tests feed into an evaluation, like a mark in a grade book or a report card. They reflect the level of student learning at a particular point in time.

Annual Accountability Assessment is used to improve future instructional practices in order to improve student achievement. Annual state assessments have an impact on student progression and decisions regarding future programmatic placement.

Procedures for Middle School

The RSD has approved the following procedures for assessing and reporting to parents the achievement of middle school students. Traditional, optional, and magnet programs may use alternate reporting standards and forms. Refer to student handbooks for those respective programs.

Components of Academic Grades

Academic grades reflect what the student knows and is able to do. Academic grades must include a minimum of four of the following:

- Cooperative Group Work
- Discussion/Problem Solving
- Homework
- In-Class Assignments
- Journals/Logs/Notebooks
- Participation
- Portfolio (Collection of Content Work)
- Projects/Performance Assessments/Presentations
- Quizzes and Tests
- Student Reflection

No one component may count for more than 25 percent of the total academic grade. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct. Documentation of academic components is required. Each teacher must supply a copy of his or her grading procedures to the students and the principal. Parents/Guardians may obtain information about grading procedures from their child, at Open House, and during parent/guardian-teacher conferences.

Determining Academic Grades

Letter grades represent the following:

A (Exceeds Standards)	93–100%
B (Meets Standards)	86–92%
C (Marginally Meets Standards)	79–85%
D (Below Standards)	70–78%
U (Unsatisfactory)	Below 70%

I (Incomplete)—Incomplete work due to absence must be completed and the grade recorded within two weeks of the end of the interim grading period. If the student has not completed the work within that time, the student’s grade is recorded as a U.

Conduct Grades

Conduct grades represent the extent to which the student does the following:

- Shows self-control and self-discipline
- Respects the rights and feelings of others
- Accepts responsibility for his or her own actions
- Cooperates in group activities

Conduct is not a component of the academic grade except in physical education (PE) class.

Teacher judgment of student conduct in individual classrooms is indicated according to the following scale:

S—Satisfactory

NI—Needs Improvement

U—Unsatisfactory

Grade Reporting

Interim grade reports are issued at the end of each six-week grading period. Each six-weeks grade represents a report of all work completed during that grading period. If a student is exhibiting unsatisfactory performance or is experiencing changes in performance, the teacher must notify the parents/guardians in a timely manner, prior to distribution of the interim grade report or report card. Any of the following forms may be used for this purpose:

- District-provided Notice of Significant Change in Student Performance
- District-provided Middle School Interim Progress Report
- School-designed Progress Report

After notification of a deficiency, the teacher, student, and parent/guardian must cooperate to develop a plan for improvement.

Progression

All full-year courses count as one credit each when determining progression to the next grade level. The assignment of one credit for each full-year course reflects the importance of valuing and integrating all areas of learning.

To be promoted to the next grade, a middle school student must accumulate a minimum of 66 2/3 percent or greater of possible earned credits, which must include language arts and mathematics. For example, a student must pass four out of six courses taken and two of the four passed classes must be language arts and mathematics. In addition, all students must complete a writing portfolio each year in order to be promoted to the next grade.

If a student passes 66 2/3 percent of the classes taken but has not passed language arts or mathematics or has not completed a writing portfolio, the student will be conditionally promoted to the next grade. The student, however, must show competency by successfully completing school- or district-designed competency modules during the current or following school year. The work may be part of coursework or tier 2 and 3 interventions from the Response To Intervention (RTI) process. However, regarding the writing portfolio, the student must complete it the following year, with the exception of eighth-grade students who must complete it before transitioning to ninth grade. Ultimately, the student must demonstrate competency in the designated area prior to transitioning from eighth to ninth grade.

Special student populations who already use established, documented accommodations will continue to use them to demonstrate competency and to meet the Assessment Benchmarks and Transition to High School Standards. Limited-English Proficient (LEP) students must demonstrate yearly progress in the speaking, listening, reading, and writing domains of the CELDT for ELLs (California English Language Development Test), which is the state-mandated annual English language proficiency assessment.

Assessment Benchmarks and Transition to High School Standards

All students are expected to meet the following criteria in order to move from eighth to ninth grade:

- Pass at least 66 2/3 percent of all courses taken, including language arts and mathematics,
- Complete a writing portfolio, and
- Score Proficient level or higher on the following state assessments:

—Reading assessment

—Mathematics assessment

OR

The student must demonstrate satisfactory progress in meeting assessment benchmarks through a school-designed intervention. Students who meet the first two criteria above but who fail to meet the third criteria, either by scoring lower than Proficient on one or more state assessments or by failing to demonstrate competency through intervention methods, may be considered for a transitional promotion from eighth to ninth grade. The school will notify the parents/guardians of the student's progress toward achieving the standards for promotion and transition from middle school to high school at the end of each school year,

sixth through eighth grades. If a student is exhibiting unsatisfactory progress toward meeting the promotion and transition standards by the end of the third interim grading period, the counselor must notify the parent/guardian through a personal telephone call, a letter or a school-designed form.

Transitional Promotion

Middle school students are not promoted socially, that is, based on age or years in school. However, they may advance through a planned transitional program that is based on individual student needs and that is determined and agreed to by the student, parent/guardian, teacher, and principal and/or counselor. If the promotion is to high school, the principals of the middle and high schools must be involved in determining the transitional plan. Factors involved in transitional promotion include the following:

- Academic ability
- Early identification of a planned competency-based program

- Remediation and/or accelerated curriculum
- Age and size of the student
- Progress toward achieving promotion and transition standards from middle to high school
- Progress toward successful completion of intervention programs.

Student Support and Assistance

Students who do not meet grade level standards in their core subjects will be considered for intervention. New to Rio Vista Middle School this year will be a Response to Intervention (RtI) Model. RtI provides a framework making it possible for students to access a range of programs and obtain services that will support the individual needs of the child and his/her family. Both academic and Social/Emotional/Behavioral (“SBE”) interventions are made available through site Intervention Progress Teams (IPT). The RtI process acts as a framework and organizing tool so that all district services and interventions will be accessible at the appropriate levels of interventions. The team is a regular education process that uses a positive problem solving approach to do everything possible to make students’ school life successful. Parents of referred students are an important part of this process. A planned transitional program and the Response To Intervention (RtI) process is in place for students who need extra support in advancing through middle school. RVMS support and assistance may include one or more of the following:

- English Language Language (ELL) Program
- Guidance department
- IPT (Intervention Progress Team)
- Specialized programs
- Summer programs
- Title I Programs
- Tier 2 and 3 Interventions

Procedure for Review and Reconsideration of Grades and Retention Decisions

1. Within ten days of receiving the grades and/or notice of retention, the parent/guardian informs the school principal in writing that a review and reconsideration are desired and provides reasons for initiating the process.
2. Within five days of receiving a parent’s/guardian’s letter, the principal directs the teacher(s) and counselor to review the request and examine appropriate records and classroom work. The teacher and counselor then give the principal a written recommendation, including a rationale that supports or rejects the request.
3. Within five days after receiving the recommendation, the principal schedules a conference with the parent/guardian. Any decision that results from the conference is given to the parent/guardian in writing within five days after the conference. If the decision results in the student being retained or it results in a final grade remaining as assigned, the principal copies his or her decision to the superintendent/designee.
4. The principal makes the final decision in the review of an interim grade. However, a parent may appeal the principal’s decision concerning progression/retention, final grade, or meeting any of the promotion and transition from middle school to high school standards by sending a letter to the superintendent/designee within ten days of the principal’s decision.
5. The superintendent/designee sends a written response to the parent/guardian stating the final decision.

PROMOTION ACTIVITIES

We are looking forward to the promotion activities as a time to celebrate and honor the accomplishments of our students. It is the Rio School District’s desire that all 8th grade students end their tenure in the Rio School District on a positive note as they transition to high school. This exciting time is fast approaching, and we want all of our 8th graders and their families to be informed and to take this time to review the criteria listed below for participation in the end-of-year promotion activities.

The progress report for Trimester 3 will be mailed to parents during the week of May 6th. Letters will be sent to the parents of 8th grade students who, due to their student’s grades or behavior, are in jeopardy of losing one or more of their privileges. The three activities are 1) 8th Grade Night-Magic Mountain Promotion; 2) The 8th grade dance and/or promotion activity; and 3) 8th grade Promotion Ceremony. Trimester 3 grades will determine the final eligibility.

With the goal of all 8th graders participating in each promotion activity, administrators, teachers, and counselors will be working in a variety of ways to support students in their academic and behavior progress throughout the school year.

The criteria to participate in promotion activities are outlined below. The system is in place for the entirety of the 3rd trimester beginning on March 4, 2013.

Point System:

1. Each 8th grade student begins the 3rd trimester with five (5) points.
 - If an 8th grader earns no "F's" during the 2nd trimester (ending on March 1, 2013), he/she will begin 3rd trimester with an additional point (6 points rather than 5 points)
2. One (1) point will be lost for not returning the bottom portion of this form with the required signatures to your 1st period teacher.
3. One (1) point will be lost for every discipline infraction/referral including, but not limited to: defiance, classroom disruption, use of unapproved electronics, defacing school property, and other similar offenses.
4. One (1) point will be lost for one (1) truancy or excessive (3+) tardies to any class.
5. Two (2) points will be lost for every F earned.
6. A minimum of three (3) points will be lost for any single serious violation of school rules which results in an off campus suspension.
7. Any single serious violation of school rules (e.g. possession or use of illegal substance; causing physical injury to another person, or any violation which may be recommended for expulsion) may result in the loss of all privileges and activities, including participation in the promotional ceremony.
8. Point loss is at the discretion of administration.

Students will be disqualified from events below in the following order and parents will be notified by a phone call and letter:

Activities:

- If a student loses 3 points, he/she may not attend the 8th Grade City of Oxnard Grad Night at Magic Mountain
- If a student loses 4 points, he/she may not attend the 8th Promotion Activities
- If a student loses 5 points, he/she may not attend the 8th Grade Promotion Ceremony

Appeals process: A three member committee consisting of teachers &/or administrators will be established should a parent wish to appeal the loss of their son's/daughter's participation in the promotion ceremony.

Again, it is the desire of the Rio School District that all 8th graders participate in the planned promotion activities so that we may celebrate all of the students and their accomplishments. Please take some time to review and discuss the criteria above with your child.

HOMEWORK

The Rio Elementary School District Board Policy BP6154 states that the Board:

- Recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits.
- Recognizes that the time spent on homework directly influences student's ability to meet the District academic standards.
- Expects students, parents/guardians, and staff to view homework as a routine and an important part of students' daily lives

Recommended Amount of Time:

Homework assignments will vary in length and difficulty according to the individual student, but generally will take 60-90 minutes (grades 6-8). In addition to doing homework assignments, all students are expected to read nightly for a minimum of 40 minutes.

Nature and Purpose of Homework

- Promotes independence and responsibility.
- Provides additional practice/reinforcement of fundamentals.
- Allows for completion of unfinished class work or assignments missed during absences.
- Supports and encourages consistent daily reading.
- May include research/projects in assigned subject areas for which there is insufficient time in class.
- Keeps parents informed of current learning in class.

Principal's Responsibility

- The Principal will facilitate sending home Homework Guidelines for parents to read and review prior to attending Back to School Night.

Teacher's Responsibilities

- Teachers will communicate homework procedures and expectations to all parents at the beginning of school each year (i.e., Back to School Night, introductory letter).
- Teachers will clarify at the beginning of the school year whether parents are to review and/or assist in correcting homework before it is turned in.
- Teachers generally will assign homework four days a week. These assignments should not require that the homework be completed over weekends or holidays.
- Teachers will assign homework that is commensurate with student's abilities so that the homework assignments are neither too challenging nor not challenging enough and can be completed independently.
- Homework copies will be legible and directions will be clear and understandable to student and/or parent.
- Homework will be meaningful and relevant to class work.
- Teachers will help parents understand the objectives of the school curriculum at Back to School Night and parent conferences and through student progress reports.
- Homework will be checked or corrected and returned to student in class or sent home. Teacher will review with student homework corrections/comments, if necessary.
- Teachers will notify parents when student repeatedly fails to turn in homework on time.
- Teachers will guide students and parents to available homework support services, as needed.

Student Responsibilities

- Students are expected to complete assigned homework independently and on time.
- Students are expected to turn in neat and legible homework.
- Students will be asked teacher for clarification if homework assignment is not clear.
- Students will be encouraged to talk with teacher if homework assignments are too difficult or too easy.
- Students are expected to show parents any checked or corrected homework returned by the teacher.

Parent Responsibilities

- Parents are expected to provide a regular study and/or reading time in a suitable setting with appropriate materials.
- Parents are encouraged to offer guidance but avoid doing the assignment for the child.
- Parents are encouraged to provide a balance between homework and the child's free time. If a child consistently does not complete assignments within the recommended time frame (homework is too challenging/not challenging enough), parents should contact the teacher.
- Parents are expected to understand the objectives of the school curriculum and the relationship of the homework to these objectives.
- Parents are expected to ask the child to show/discuss checked or corrected homework.

If parents have questions or concerns at any time, they are encouraged to contact their child's teacher.

FIELD TRIPS

Field trips are part of the student's learning experience and are part of the school curriculum. They are planned and supervised by the classroom teacher. A permission slip must be signed by the parent/guardian prior to the trip. No child may attend any trip for which his or her permission slip has not been returned. Field trips are an extension of the school program and all school rules apply, including the dress code policy.

SCHOOL GUIDELINES

BUS POLICY BP 5131.1

In order to help ensure the safety and well-being of students, bus drivers, and others, it is expected that students will exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus. The Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver.

DRESS POLICY BP5132(a).

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Student's clothing must not present a health or safety hazard or a distraction which would interfere with the educational process (BP5132(a)).

- Clothing, jewelry and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
- Hats, caps and other head coverings shall not be worn indoors. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day (Education Code 35183.5).
- Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
- Shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable (For safety reasons, shoes with embedded wheels (Heelys) may only be worn with the wheels removed.) .

The school site may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

PROHIBITED ITEMS

Students may not possess the following items on school property or at school events:

Alcoholic beverages, narcotics, over-the-counter medications, cigarettes, tobacco products, inhalants, cigarette lighters, matches, and look-a-likes.

Electronic signaling devices, iPods, mp3 players, CD Players, beepers, cameras, TV's/DVDs, or any other electronic items of distraction will not be permitted to disrupt instruction, instructional programs, and/or school-related activities. **Cell phones must be completely turned off during all instructional time. The Rio School District assumes no responsibility for the protection of, loss of, or damage to any electronic device.**

Cellular devices that have the capability to take photographs or to record audio, shall not be used for such purposes while on district property or at a school-sponsored activity, unless authorized in advance by administration.

Violations of this policy by a student shall result in disciplinary action and may result in the confiscation of the electronic device.

Any confiscated item may not be returned until a conference has been held with a parent/guardian.

The district shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student.

SEARCH AND SEIZURE

The school administration may conduct a search of a student suspected of possession or involvement with drugs, weapons, alcohol or other materials in violation of school rules or state law. The search may include inspection of clothing, purses, wallets, backpacks, lockers and other personal property.

BEHAVIOR EXPECTATIONS – BE RESPECTFUL, RESPONSIBLE, SAFE

All students can learn and they have the right to:

*Be safe and protected

- *Be free from verbal abuse and harm
- *Be treated with respect
- *Learn in a “cared for” environment
- *Be able to learn without distraction

Students are expected to display appropriate behavior while in class, on the school grounds and at school-sponsored events. Note: All school rules are in effect on the way to school and on the way home from school.

- *Show respect for yourself and others
- *Be in your assigned seat, ready to work with all your materials, when the bell rings.
- *Remain seated at the passing bell until dismissed by the teacher.
- *Follow directions as they are given.
- *Keep hands, feet and objects to yourself /respect personal space
- *Students should treat all staff members and fellow students in a respectful and safe manner.
- *Attend classes, on time, on a daily basis
- *Students should carry their school ID on them at all times

The following behavior is UNACCEPTABLE at school and will result in consistently applied discipline (according to Education Code 48900)

- *Threatening, bullying, fighting, harassment, assault and battery and cyber-bullying
- *Extortion (taking or attempting to take money or property from another person by use of threat)
- *Truancy, excessive absences, tardies
- *Causing or attempting to cause damage to school or private property
- *Disturbing class or student activities
- *Use of profanity, vulgarity, or obscenity (includes sexting)
- *Disobedience, defiance, or disrespect to school employees
- *Inappropriate mode of dress (see dress policy)
- *Possession of electronic signaling devices (see prohibited items)
- *Possession, use, sale, or furnishing of tobacco related products, marijuana or any controlled substance, drug paraphernalia, alcohol or intoxicant of any kind, firearms, firecrackers, smoke bombs, lighters, matches or other explosive or incendiary devices, imitation firearms, chains, knives, marking pens or any other objects deemed dangerous or that could cause damage to school or private property.
- *Students are to remain within the campus boundaries
- *Students will not spit, use offensive language or make offensive gestures
- *Roughhousing (tackling on the field) is not allowed on campus as a safety precaution
- *Students should carry a hall pass from the teacher or office if they are out of the classroom during the class period.
- *Students are not allowed to bring gum, candy, sodas, energy drinks and caffeinated drinks on school grounds.

Note: Harassment can be anything from teasing to physically pushing someone and trying to frighten him/her or any unwelcome sexual behavior from another person, which may include sexual comments, jokes, rumors, graffiti, touching or staring in a sexual manner.

Students who believe that they have been harassed, sexually or otherwise, should immediately inform an administrator, teacher or counselor so that necessary steps can be made to stop this type of behavior.

Bicycles, Skateboards and Scooters

Students riding bicycles to school must park and lock them in the designated area immediately upon arrival at school. Bikes must be walked on school property and on sidewalks. Skate boards, bikes and scooters are not to be ridden on campus at any time. Skate boards and scooters should be held and put away while on school property. **Bicycle (skateboard and scooter) riders under age 18 must wear a properly fitted and fastened helmet which meets specified safety standards when they ride on a street, bikeway, or public bicycle path or trail** (Vehicle Code Sections 21212,21204).

School Dance Expectations

The following is a list of expectations for attending dances at the Rio School District's Middle Schools.

Ticket Sales

Tickets are available for sale both prior to the dance (pre-sale) and at the dance. It is highly encouraged that students purchase their dance tickets prior to the actual dance in order to avoid long lines and to receive any ASB discounts. Students must have a school photo identification card to be admitted to any dances.

Tickets may not be purchased for students attending other schools. School dances are for enrolled students only.

Dress Code

The established dress code for students will be in effect during school sponsored dances. Students who are dressed inappropriately will be asked to change into appropriate clothing.

Lighting and Music

ASB or sponsoring clubs will coordinate with the DJ to ensure that lighting and music at the dance is appropriate. ASB will generate a list of alternative songs that may be inserted as a way to divert grinding; student suggested songs that involve specific dance moves.

Dance Supervision

ASB or sponsoring clubs will ensure adequate staff supervision at dances to provide a safe environment for students.

Dance Standards

Dancing styles that involve touching of the breasts, buttocks, or genitals, grinding, straddling each other's legs, or that simulate sexual activity are not permitted. When dancing back to front, all dancers must remain upright – no sexual bending is allowed, no hands on knees and no hands on the dance floor with your buttocks touching your dance partner.

Consequences for Violating Expectations

If a student violates the rules and ignores warnings, they will be asked to leave the dance. Parents/guardians will be contacted and arrangements will be made for them to go home.

School Rules

Site administration has the right to deny entrance to dances and school activities. Students attending a school dance will be held accountable for all school rules and regulations. Dances are a privilege for students and a reward for positive behavior. Students will not be eligible to attend if they have been truant, suspended, no-show to a detention, served two or more detentions, more than one mark per week in the agenda, office referrals, or more than 3 unexcused absences. Students who violate these rules after purchasing a ticket, will not be refunded.

Philosophy of Administrative Student Discipline in Rio School District (K-8)

Disciplinary procedures, when required, should be an educational process. Disciplinary sanctions are imposed to help students develop individual responsibility and encourage self-discipline, to foster a respect for the rights of others, and to protect the rights, freedoms, and safety of all members of the school community. Students who demonstrate an unwillingness or inability to follow established expectations will be treated consistently and fairly.

The Rio School District recognizes that each person has value to him/herself and to the community. To ensure that students acquire and apply the skills necessary to develop into responsible contributing members of the community, those responsible for such growth and development shall work to ensure that acquisition of self-discipline and respect.

The Board of Trustees recognizes the need and responsibility to provide for the programs, staff, and facilities conducive to fostering such student development.

The staff recognizes the need to assist each student in developing responsibility and accountability to both him/herself and the school community.

The student body recognizes the need to act in a positive manner, which encourages a healthy and safe school environment for both themselves and all members of the school community.

Therefore, it is the Board's responsibility to establish a discipline policy, which encourages, teaches, and fosters positive behaviors and the development of self-discipline on the part of each student.

To this end, the District has established a progressive discipline program. Progressive discipline ensures that the consequence for misbehavior is commensurate with the misconduct. In determining an appropriate consequence, principals and vice principals consider multiple factors: the age and developmental level of the student, the circumstances unique to each individual incident, the severity of the incident, the student's attitude, the student's behavior record, and guidelines set forth in Ed Code 48900 through 48918.5. Consequences should be designed to correct the problem with a minimum of attention to the misbehavior and a minimal disruption to the educational process. The ultimate goal is to instruct and counsel students in order to develop a sense of self-control, positive self-esteem, successful interpersonal skills, respect for others, acceptance of responsibility, good judgment, and good citizenship, remembering that suspension is to be imposed only when other means of correction fail to bring about proper conduct (Ed Code 48900.5).

To develop these necessary life skills for success in a communal society, the District uses Positive Behavior Support strategies:

1. Positive Behavior Support focuses upon appropriate social skills, including anger management. (Counselors)
2. Facilitated peer mediation teaches students to resolve their own conflicts by applying the mores of our civilized society. (K-8)
3. Positive Behavior Support celebrates and encourages the values desired in a cooperative social environment. Students practice praising others, giving up put-downs, seeking wise people, noticing hurts, righting wrongs, and helping others. (K-5)
4. Positive Behavior Support focuses upon developing democratic classrooms which detail the rights and responsibilities of its citizens. Students create class rules related to the four compelling state interests -- property loss and damage, legitimate educational purpose, threat to health and safety, and serious disruption of the educational process. (K-8)

A key component of teaching good citizenship is the recognition of good student behavior. Therefore, schools are developing a recognition plan to celebrate positive attendance, academic achievement and effort, and also kindness and cooperation in citizenship.

Within each school community in the Rio School District, there is a professional commitment to keep students in school. Each teacher is responsible for maintaining a positive class climate that supports learning. All minor violations of class rules will be dealt with by the teacher. Such things as talking while the teacher is instructing, passing notes or chewing gum can be handled in the classroom by the teacher. More persistent and serious behaviors will be referred to the principal. For behaviors which cannot be settled in the classroom, our first step would be a parent contact, and a principal or vice principal-student conference. Outcomes might be detention; school community service at lunch, after school, or on Saturday; a counseling referral; and/or a facilitated peer mediation referral. If a pattern of repeated offenses emerges, a behavior contract, or behavior support plan which details the teaching of an acceptable replacement behavior, will be written. A report to the Police or Sheriff's Department may be made in conjunction with any of the offenses which warrant law enforcement involvement.

Off-campus suspension or recommendation for expulsion will be requested for more severe behaviors in accordance with the California Education Code.

The progressive discipline procedures outlined have been adopted by the Governing Board to ensure that each of our campuses is a learning community committed to helping each and every one of our students achieve academic success, while at the same time developing character attributes that will help our students to become productive participants in the 21st century.

RIO SCHOOL DISTRICT MIDDLE SCHOOL PROGRESSIVE DISCIPLINE PLAN

It is Rio School District's mission to ensure a quality education for all students and provide a safe learning environment. Behavioral expectations can be met by a system of accountability that is communicated to students and parents. The purpose of this discipline matrix is to provide administration with interventions that are fair and equitable for all students. Each school site develops its own progressive discipline plan that reflects interventions for classroom offenses. One of the communication tools is the use of the daily planner. Students list their academic assignments and teachers may write behavioral comments (commendations or misconduct) to parents in the daily planner. The students must have their parents sign the planner once a week to ensure that they are receiving this information. The interventions listed below contribute to an environment that is emotionally, socially, academically and physically safe for all. The In-School, Saturday School, and lunch detentions provide additional opportunities to build character education through the use of materials such as: Positive Action, 40 Developmental Assets, or Teen Leadership. The goal of school discipline is for the students to develop self-control, self-esteem, and positive citizenship. Conduct detrimental to the learning of any student will not be tolerated. Disciplinary action is based on each individual incident of inappropriate behavior and will be dependent on such factors as the severity of the incident, student's attitude, previous behavior record, and individualized education program of an individual with exceptional needs. Additionally, some behaviors warrant a student to be suspended upon a first offense. (EdCode 48900.5) Parents are contacted for any serious offense.

The Progressive Discipline Plan was developed for the two middle schools within the Rio School District and outlines the recommended consequences for inappropriate student actions that have been referred by the teacher to the principal, assistant principal, or counselor. Infractions or possible consequences may not be limited to those found in the Progressive Discipline Standard. It should be noted that although the Progressive Discipline Standard affords a framework for dealing with inappropriate student behavior in a comprehensive and consistent manner, each

disciplinary issue will be reviewed within the context of its unique circumstances and the educational needs of the student. Each administrator must use his/her judgment in applying its provisions, within the limits stated. Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with District policy and the California Education Code.

Types of Interventions/Terms Defined

Behavior Log: Individual record of student behavior which is included in the daily planner.

Lunch/After School Detention: Lunch and after school detentions are assigned at the discretion of the teacher and administration. Parent/guardian will be notified of detention. The student is expected to return the signed detention form the following school day. The school does not provide transportation. Habitual detentions may result in higher-level disciplinary actions.

Peer Mediation Program (PMP): Peer mediation program uses students who are trained in mediation techniques to help the offending student review his behavior. Mediation is coordinated by the counselor.

Friday/Saturday School: A Friday/Saturday School may be assigned at the discretion of administration. The student reports to school at the designated time to provide community service the School. The student will be dismissed at 12:00 p.m. The school does not provide transportation. If the student fails to report, additional appropriate progressive discipline will occur.

In-School Suspension (ISS): Each school will be responsible for designing an in-school suspension program.

Suspension: An out-of-school suspension is assigned at the discretion of administration. Student is removed from school from one to five days, not to exceed twenty days per school year. **A parent conference must be scheduled when a student goes home for the suspension or when he returns from a suspension.**

Teacher Suspension: Ed Code 48910 describes when a teacher may suspend a student from class and the specific responsibilities that the teacher must complete.

Expulsion: Expulsion will be recommended pursuant to provisions of the Education Code and for severe behavioral situations only after progressive discipline measures have failed to change a student's behavior and/or the student poses a threat to himself or other students.

School Attendance Review Team (SART): Site level team, including parent/guardian, to review excessive unexcused absences and/or tardies and to assist with an intervention plan.

School Attendance Review Board (SARB): District level board, including parent/guardian, to review excessive unexcused absences and/or tardies and to assist with an intervention plan.

Law Enforcement: Law enforcement from the Ventura County Sheriff's Department or the Oxnard Police Department may be contacted depending upon the severity of the offense.

Intervention Progress Team (IPT): Intervention Progress Teams may be convened when disciplinary issues are considered to be unaffected by behavioral interventions. The members of a IPT may include: the parent, administrators, counselors, teachers, Office of Student and Family Services (OSFS), and others as needed.

Office of Student and Family Services (OSFS): is a program specifically created to support the academic, physical and social well-being of students and families. The OSFS acts as the centralized location for school sites, students and families to access programs and services that enhance school experiences. The work of OSFS includes but is not limited to promoting protective factors, reducing student risk factors, increasing asset development, decreasing incidents of violence, bullying and fostering resilience. OSFS builds its foundation on the collaborative partnerships of community agencies willing to offer services and programs on school sites while also welcoming them into the education process.

RIO SCHOOL DISTRICT MIDDLE SCHOOL PROGRESSIVE DISCIPLINE PLAN

Student Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd, Subsequent Intervention/Consequence
<p>Caused physical injury on student. *Willful use of force or violence upon the person of another, not in self-defense. EC 48900(a)(1); 48915(a)(1)</p>	<ul style="list-style-type: none"> • Parent conference • Suspension 3-5 days • Facilitated peer mediation/ anger management • Recommend for expulsion unless mitigated by particular circumstances • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Recommend for expulsion unless mitigated by particular circumstances • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Recommend for expulsion unless mitigated by particular circumstances • Notify SRO
<p>Attempted to, or threatened to cause physical injury on student or school personnel but caused no injury. EC 48900(a)(1)</p>	<ul style="list-style-type: none"> • Parent Conference • Suspension 1-2 days (student) or suspension 3-5 days (school personnel) • May Recommend expulsion depending on prior discipline history or particular circumstances 	<ul style="list-style-type: none"> • Parent Conference • SST/SRO • Suspension 3-5 days • May recommend expulsion depending on prior discipline history or particular circumstances 	<ul style="list-style-type: none"> • Parent Conference • Suspension 5 days • Notify SRO • May recommend expulsion depending on prior discipline history or particular circumstances
<p>Assault or battery on school personnel. * EC 48915(a)(5), 44014(a) *May result in legal action against the pupil, parent or guardian.EC44014(a) *Assault is the unlawful attempt, coupled with the present ability, to commit a violent injury. CA Penal Code section 240 *Battery is defined as any willful and unlawful use of force or violence on a person.</p>	<ul style="list-style-type: none"> • Parent conference - student mediation with school personnel • Community service • Suspension 1-5 days • OSFS referral • Recommend for expulsion unless mitigated by particular circumstances • Notify SRO 	<ul style="list-style-type: none"> • Parent conference - student mediation with school personnel • Suspension 5 days • Anger management group/ counseling referral • Recommend for expulsion unless mitigated by particular circumstances • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Recommend for expulsion unless mitigated by particular circumstances • Notify SRO
<p>Brandishing a knife at another person EC 48915(c)(2)</p>	<ul style="list-style-type: none"> • Notify SRO • Suspension 5 days • Mandatory recommendation for expulsion 	<ul style="list-style-type: none"> • Notify SRO • Suspension 5 days • Mandatory recommendation for expulsion 	<ul style="list-style-type: none"> • Notify SRO • Suspension 5 days • Mandatory recommendation for expulsion
<p>Possessed, sold, or otherwise furnished any firearm. EC 48915(c)(1); possession of explosive. EC 48915(c)(5)</p>	<ul style="list-style-type: none"> • Parent conference • Call SRO • Suspension 5 days • Retain weapon • Mandatory recommendation for expulsion 	<ul style="list-style-type: none"> • Parent conference • Call SRO • Suspension 5 days • Retain weapon • Mandatory recommendation for expulsion. 	<ul style="list-style-type: none"> • Parent conference • Call SRO • Suspension 5 days • Retain weapon • Mandatory recommendation for expulsion
<p>Initiating threatening calls, and/or written or oral threatening messages to school, i.e. bomb or terroristic threats, etc., EC 48900.7</p>	<ul style="list-style-type: none"> • Parent conference • Notify SRO • SST/OSFS referral • Anger management/peer relations groups • Counseling referral • Suspension 3-5 days • May recommend expulsion depending on ability, severity or intent 	<ul style="list-style-type: none"> • Parent conference • Notify SRO • SST/OSFS referral • Counselor/Student conference and referral • 1 month Community Service Detention and 3-5 days Suspension • May recommend expulsion depending on ability, severity or intent 	<ul style="list-style-type: none"> • Parent conference • Notify SRO • Suspension 5 days • May recommend expulsion depending on ability, severity or intent

Student Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd, Subsequent Intervention/ Consequence
Engaging in cyberbullying against other students or staff of to threaten district property, etc. EC 32261(f)(g)	<ul style="list-style-type: none"> • Parent conference • Notify SRO • SST/OSFS referral • Anger management/peer relations groups • Counseling referral • Suspension 5 days • May Recommend for expulsion depending on grade level, ability, or intent 	<ul style="list-style-type: none"> • Parent conference • Notify SRO • SST/OSFS referral • Counselor/Student conference and referral • 1 month Community Service Detention and 3-5 days Suspension • May Recommend for expulsion depending on grade level, ability, or intent • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Notify SRO • Suspension 5 days • May Recommend for expulsion depending on grade level, ability, or intent
Possession of knife* or other dangerous object of no reasonable use to the student EC 48900(b), 48915(a)(2) * as defined per Ed Code	<ul style="list-style-type: none"> • Parent conference • Counselor/Student conference and referral • 1 week detention or suspension 1-5 days • Behavioral Contract • SST Referral • Retain weapon/object • Recommend for expulsion unless mitigated by particular circumstances 	<ul style="list-style-type: none"> • Parent conference • SST/OSFS referral • Suspension 3-5 days • Retain object/weapon • Recommend for expulsion unless mitigated by particular circumstances 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Retain object/weapon • Recommend for expulsion unless mitigated by particular circumstances
Possession or use of a controlled substance (excluding less than 1 oz. marijuana), an alcoholic beverage or intoxicant of any kind EC 48915(a) (3), 48900(c), Health & Safety Code 11053 et seq.	<ul style="list-style-type: none"> • Parent conference • Counselor/Student conference • Substance abuse group • OSFS referral • Suspension 3-5 days • Recommend for expulsion unless mitigated by particular circumstances 	<ul style="list-style-type: none"> • Parent conference • Substance abuse group • Counseling referral • Suspension 3-5 days • Recommend for expulsion unless mitigated by particular circumstances 	<ul style="list-style-type: none"> • Parent conference • SST/counseling report • Suspension 5 days • Recommend for expulsion unless mitigated by particular circumstances
Selling a controlled substance EC 48915(c) (3), 48900(c), Health & Safety Code 11053 et seq.	<ul style="list-style-type: none"> • Notify SRO • Parent conference • Substance abuse group/Counseling referral • Suspension 5 days • Mandatory recommendation for expulsion 	<ul style="list-style-type: none"> • Notify SRO • Parent conference • Suspension 5 days • Mandatory recommendation for expulsion 	<ul style="list-style-type: none"> • Notify SRO • Parent conference • Suspension 5 days • Mandatory recommendation for expulsion
Unlawfully offering, arranging, or negotiating to sell a controlled substance, alcohol, or intoxicant of any kind, and delivering or furnishing another substance in its place. EC 48900(d)	<ul style="list-style-type: none"> • Parent conference • Substance abuse group/ Counseling referral • Suspension 5 days • May recommend expulsion depending on prior discipline history or particular circumstances • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • SST/Counseling report • Suspension 5 days • May recommend expulsion depending on prior discipline history or particular • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • May recommend expulsion depending on prior discipline history or particular circumstances • Notify SRO
Committed or attempted to commit robbery or extortion. EC 48900(e) <i>Robbery</i> —taking property by the use of violence <i>Extortion</i> —Using threats to obtain money or property from others.	<ul style="list-style-type: none"> • Notify SRO • Parent conference • Counselor/Student conference/ Counseling referral • Suspension 1-3 days • May Recommend expulsion depending on prior discipline history or particular circumstances 	<ul style="list-style-type: none"> • Notify SRO • Parent conference • SST/OSFS referral • Suspension 3-5 days • May Recommend expulsion depending on prior discipline history or particular circumstances 	<ul style="list-style-type: none"> • Notify SRO • Parent conference • SST referral • Suspension 5 days • May Recommend expulsion depending on prior discipline history or particular circumstances

<p>Fire setting, arson.* EC 48900(f)</p> <p>*May result in liability for damages against parent or guardian. EC 48904</p>	<ul style="list-style-type: none"> • <u>Notify Fire Marshall</u> • Parent conference • Counselor/Student conference • Community Service Saturday School • Suspension 1-3 days • May recommend for expulsion depending upon prior discipline, severity, intent, and circumstances 	<ul style="list-style-type: none"> • <u>Notify Fire Marshall</u> • Parent conference • SST referral • Community Service 2 Saturday Schools • Suspension 3-5 days • May recommend for expulsion depending upon prior discipline, severity, intent, and circumstances 	<ul style="list-style-type: none"> • <u>Notify Fire Marshall</u> • Parent conference • SST referral • Suspension 5 days • May recommend for expulsion depending upon prior discipline, severity, intent, and circumstances
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Student Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd, Subsequent Intervention/Consequence
<p>Stolen or attempted to steal school property or private property. EC 48900(g)</p>	<ul style="list-style-type: none"> • Call SRO depending upon severity • Parent conference • Refer to Risk Management for costs/reimbursement of school property • Counseling referral • Community Services 2 Saturday Schools • Suspension 1-3 days • May recommend expulsion depending upon prior discipline, severity, intent, and circumstances 	<ul style="list-style-type: none"> • Call SRO depending upon severity • Parent conference • Refer to Risk Management for costs/reimbursement of school property • SST/OSFS referral/Counseling report • Community Service 4 Saturday Schools • Suspension 3-5 days • May recommend expulsion depending upon prior discipline, severity, intent, and circumstances 	<ul style="list-style-type: none"> • Call SRO depending upon severity • Parent conference • Refer to Risk Management for costs/reimbursement of school property • SST/OSFS referral/Counseling report • Community Service 6 Saturday Schools • Suspension 5 days • May recommend expulsion depending upon prior discipline, severity, intent, and circumstances
<p>Caused or attempted to cause damage to school property* or private property, including graffiti, tagging, etching, vandalism, etc. EC 48900(f)</p> <p>*May result in liability for damages against parent or guardian .EC 48904</p>	<ul style="list-style-type: none"> • Parent conference • Community Service 2 Saturday Schools • ISS 1-2 days or Suspension 1-3 days • May recommend expulsion depending upon prior discipline, severity, intent, and circumstances • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Community Service 4 Saturday Schools • Counseling referral • SST/OSFS referral • Suspension 3-5 days • May recommend expulsion depending upon prior discipline, severity, intent, and circumstances • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Community Service 6 Saturday Schools • SST/OSFS referral • Suspension 5 days • May recommend for expulsion depending upon prior discipline, severity, intent, and circumstances • Notify SRO
<p>Habitual use of profanity or vulgarity; committing obscene act. EC 48900(i)</p>	<ul style="list-style-type: none"> • Parent conference • 2 days after-school detention • ISS 1-2 days • Refer to OSFS for counseling • Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • ISS 2-3 days • Saturday School • SST • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • ISS 3-4 days • Suspension 5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances
<p>Possession of drug paraphernalia. EC 48900(j)</p>	<ul style="list-style-type: none"> • Parent conference • ISS 1-2 days • Counselor/Student conference • Backpack daily a.m. search • 1 week Detention or Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • Counselor/Student conference • Counseling referral • Backpack daily a.m. search • SST/OSFS referral • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • Counselor/Student conference • Counseling referral • Backpack daily a.m. search • SST/OSFS referral • Suspension 5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances
<p>Disruption of school activities. EC48900(k)</p>	<ul style="list-style-type: none"> • Parent conference • Saturday School for balance of ISS assignment • 1 week Detention or Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • Double Saturday School for balance of ISS assignment • SST/OSFS referral • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • Triple Saturday School for balance of ISS assignment • Counseling report • May recommend expulsion depending upon discipline history, severity, intent, and circumstances

Student Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd, Subsequent Intervention/Consequence
Possession of Imitation firearm. EC 48900(m)	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances • Contact SRO
Committed or attempted to commit a sexual assault or committed a sexual battery. EC 48900(n); 48915(c)(4) Penal Code Section 243.4	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Mandatory recommendation for expulsion • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Mandatory recommend for expulsion • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Mandatory recommend for expulsion • Contact SRO
Harassed, threatened, or intimidated a witness. EC 48900(o)	<ul style="list-style-type: none"> • Parent conference • ISS 2 days • Refer to OSFS for counseling • Peer mediation • Suspension 1-5 days 	<ul style="list-style-type: none"> • Parent conference • ISS 2 days • Peer mediation • SST/Counseling report • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. EC 48900(p)	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • Refer to Substance Abuse counseling 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days
Knowingly received stolen school property or private property. EC 48900(l)	<ul style="list-style-type: none"> • Parent conference • ISS 1- 2 days • 1 week Detention or Suspension 1-3 days • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 3-5 days • SST/OSFS referral • May recommend expulsion depending upon discipline history, severity, intent, and circumstances • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances • Contact SRO
Aiding or abetting infliction or attempted infliction of physical injury (cannot expel solely for this offense). EC 48900(s)	<ul style="list-style-type: none"> • Parent contact • Refer to Anger management • Facilitated peer mediation • Suspension 1-5 days 	<ul style="list-style-type: none"> • Parent conference • SST/OSFS referral • Counseling referral • Facilitated peer mediation • Anger management/peer relations groups • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • SST/OSFS referral • Counseling referral • Facilitated peer mediation • Anger management/peer relations groups • Suspension 5 days
Physical Sexual Harassment: Intentional and / or obvious unwelcome or offensive touching or sexual advances Could include "depantsing". EC 48900.2, EC 212.5(c)	<ul style="list-style-type: none"> • Parent contact • SST referral • Counseling referral • Facilitated peer mediation • Anger management/peer relations groups • Suspension 1-3 days • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • SST/OSFS • Counseling referral • Facilitated peer mediation • Anger management/peer relations groups • Suspension 3-5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • SST/OSFS • Counseling referral • Facilitated peer mediation • Anger management/peer relations groups • Suspension 5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances • Notify SRO

<p>Any form of pornographic material, whether in written or electronic form.</p>	<ul style="list-style-type: none"> • Parent contact • Confiscate item • ISS 1-2 days • After-School Detention • Counseling referral 	<ul style="list-style-type: none"> • Parent conference • Confiscate item • ISS 3-4 days • Counseling Referral • SST/OSFS referral • Suspend 1-3 days 	<ul style="list-style-type: none"> • Parent conference • Confiscate item • SST/OSFS/Counseling report • Suspension 1-5 days
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Student Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd, Subsequent Intervention/Consequence
Visual Sexual Harassment: Offensive posters, cards, cartoons, writing, graffiti, drawings, objects, or gestures. EC 48900.2, EC 212.5(c)	<ul style="list-style-type: none"> • Parent contact • Counselor/Student conference • ISS 1-2 days • Suspension 1-3 days • Refer to OSFS 	<ul style="list-style-type: none"> • Parent conference • Counselor/Student conference • Refer to OSFS • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • Counselor/Student conference • Suspension 5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances
Verbal sexual harassment: offensive comments, jokes or slurs, graphic verbal comments about an individual's body and graphic or verbal comments of a sexual nature. EC 48900.2, EC 212.5(c)	<ul style="list-style-type: none"> • Parent contact • Counselor/Student conference • Refer to OSFS • ISS 3-4 days • Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances
An act of hate violence, i.e., any words or actions which reflect negatively on a person's disability, gender, nationality, race/ethnicity, religion, sexual orientation, or association with person/ group with one or more of these characteristics. EC 48900.3	<ul style="list-style-type: none"> • Parent contact • Counselor/Student conference • Refer to OSFS • Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days • May recommend expulsion depending upon discipline history, severity, intent, and circumstances
Continual threats, intimidating or menacing another student, hostile environment, bullying, etc. EC 48900.4	<ul style="list-style-type: none"> • Parent contact • Counselor/Student conference • Refer to SST/OSFS • ISS 3-4 days • Suspension 1-5 days • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Refer to SST/OSFS • Suspension 1-3 days • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Suspension 3-5 days • Notify SRO • May recommend expulsion depending upon discipline history, severity, intent, and circumstances
Exhibiting pre-fight behavior such as name-calling, insults, challenging to fight, squaring off, or using words likely to cause a physical altercation, etc.	<ul style="list-style-type: none"> • Parent conference • Peer Mediation/Peer relations group • 2 days after-school detention 	<ul style="list-style-type: none"> • Parent Contact • Peer Mediation/Peer relations group • ISS 1-2 days 	<ul style="list-style-type: none"> • Parent Contact • Peer Mediation/Peer relations group • Saturday School
Violation of hands-off (i.e. pushing, grabbing, hitting, spitting, etc.).	<ul style="list-style-type: none"> • Parent Contact • Peer Mediation/Peer relations group • Detention 2-4 days • ISS 1-2 days or Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent Contact • Peer Mediation/Peer relations group • Counseling referral • ISS 3-4 days • Saturday School • Suspension 1-5 days 	<ul style="list-style-type: none"> • Parent Conference • Peer Mediation/Peer relations Group • SST/Counseling report • Suspension 3-5 days
Gang gesturing/writing.	<ul style="list-style-type: none"> • Parent conference • Social justice group • ISS 1-2 days • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • Social justice group • SST/OSFS referral • Suspension 1-3 days • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • SST/OSFS/Counseling report • Suspension 3-5 days • Contact SRO
Use of electronic and/or signaling device. EC 48901.5	<ul style="list-style-type: none"> • Parent contact • Confiscate device and warn student • Parent must pick up item 	<ul style="list-style-type: none"> • Parent Contact • Confiscate item • ISS 1-2 days • Parent must pick up item 	<ul style="list-style-type: none"> • Parent Contact • Confiscate item • ISS 3-4 days • Parent must pick up item • Suspension 1-3 days
"No show" to detention assigned by an administrator.	<ul style="list-style-type: none"> • Parent Contact • Detentions are doubled if not served. Parent contact will occur. 	<ul style="list-style-type: none"> • Parent Contact • 2nd missed lunch detention will result in after school detention. 	<ul style="list-style-type: none"> • Parent Conference • Saturday School

Student Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd, Subsequent Intervention/Consequence
Inappropriate use of school phone, cell phone, or public phone.	<ul style="list-style-type: none"> • Parent Contact • Confiscate device and warn student • Parent must pick up item 	<ul style="list-style-type: none"> • Parent Contact • Confiscate item • Saturday School • ISS 1-2 days • Parent must pick up item 	<ul style="list-style-type: none"> • Parent Contact • Confiscate item • Saturday School • ISS 3-4 days • Parent must pick up item • Suspension 1-3 days.
Possession of laser pen, stink bomb, poppers, water balloons, squirt gun, etc., water/food fights of any kind.	<ul style="list-style-type: none"> • Parent Contact • Confiscate device and warn student • After School Detention • Parent must pick up item 	<ul style="list-style-type: none"> • Parent Contact • Confiscate item • Saturday School • ISS 1-2 days • Parent must pick up item 	<ul style="list-style-type: none"> • Parent Contact • Confiscate item • Saturday School • ISS 3-4 days • Parent must pick up item • Suspension 1-3 days
Unauthorized area.	<ul style="list-style-type: none"> • After school detention 	<ul style="list-style-type: none"> • After school detention 2 days • After School Detention • ISS 1-2 days • Parent may be required to supervise next lunch 	<ul style="list-style-type: none"> • Parent conference • Suspension 1-3 days
Buying or selling meal tickets, food, drinks, or any other unauthorized material.	<ul style="list-style-type: none"> • Parent contact • Confiscate item • After School Detention • Saturday School • ISS 1-2 days 	<ul style="list-style-type: none"> • Parent contact • Confiscate item • After School Detention • Saturday School • ISS 3-4 days • Suspend 1-3 days 	<ul style="list-style-type: none"> • Parent contact • Confiscate item • Suspension 1-5 days
Falsifying or altering documents, misuse of passes, wrongful possession of school materials, etc.	<ul style="list-style-type: none"> • Confiscate item • Parent conference • Counselor/Student conference • Detention 2-4 days • ISS 1-2 days 	<ul style="list-style-type: none"> • Confiscate item • Parent conference • Counselor/Student conference • Saturday School 1-3 days 	<ul style="list-style-type: none"> • Confiscate item • Parent conference • Counselor/Student conference • Suspension 1-3 days
Gambling in any form (pitching coins, dice, wagering with cards, etc.).	<ul style="list-style-type: none"> • Parent contact • Confiscate item • ISS 1-2 days • Saturday School • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Confiscate item • ISS 3-4 days • Suspension-1-3 days • Notify SRO 	<ul style="list-style-type: none"> • Parent conference • Confiscate item • Suspension 3-5 days • Notify SRO
Loitering/trespassing on another school campus.	<ul style="list-style-type: none"> • Warning • After-School Detention • ISS 1-2 Days • Saturday School 1-2 days 	<ul style="list-style-type: none"> • Parent contact • Warning • After-School Detention • ISS 1-2 • Saturday School 1-2 days • Suspend 1-3 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 3-5 days • Notify SRO
Violation of dress code.	<ul style="list-style-type: none"> • Student referral to office to change clothing • Parent contact 	<ul style="list-style-type: none"> • Parent contact • Counselor/Student conference • Student referral to office to change clothing • After school detention 	<ul style="list-style-type: none"> • Parent conference • Counselor/Student conference • Student referral to office to change clothing • Saturday School Detention 2 days
Tampering with or signaling false fire alarm, fraudulent or unauthorized use of 911.	<ul style="list-style-type: none"> • Parent contact • Suspension 2 days • Counseling Referral • Notify fire Marshall/SRO 	<ul style="list-style-type: none"> • Parent conference • SST/OSFS referral • Counseling referral • Suspension 3-5 days • Notify fire Marshall/SRO 	<ul style="list-style-type: none"> • Parent conference • SST/OSFS referral • Counseling referral • Suspension 5 days • Notify fire Marshall/SRO

Student Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd, Subsequent Intervention/Consequence
Possession or use of matches or lighter.	<ul style="list-style-type: none"> • Parent contact • Confiscate item • After school detention 2-4 days • Saturday School • ISS 1-2 days 	<ul style="list-style-type: none"> • Parent conference • Confiscate item • Daily a.m. office backpack search • ISS 3-4 days • After school detention 2-4 days • Saturday School 	<ul style="list-style-type: none"> • Parent conference • Confiscate item • Daily a.m. office backpack search • Suspend 3- 5 days
Habitually unprepared for class.	<ul style="list-style-type: none"> • Parent conference • Daily home contact log • Detention 1-2 days • Refer to SST • Refer to OSFS • Parent contact by teacher 	<ul style="list-style-type: none"> • Parent/teacher conference • Daily home contact log • Saturday School • Parent all day at school 	<ul style="list-style-type: none"> • Parent conference • Daily home contact log • ISS 1-2 days (that teacher's class period only) Counselor/Parent/ teacher conference
Habitual or egregious cheating.	<ul style="list-style-type: none"> • Parent/teacher conference • ISS 1-2 days • SST 	<ul style="list-style-type: none"> • Parent conference • Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 3-5 days
Reckless riding, continued defiance of bike rules, riding skateboards, roller skates, roller blades, scooters, etc. on school campus.	<ul style="list-style-type: none"> • Confiscate item • Parent must pick up item • After school detention 	<ul style="list-style-type: none"> • Parent conference • Confiscate item • ISS 1-2 days • Saturday School 1-2 days 	<ul style="list-style-type: none"> • Parent conference • Confiscate item • ISS 3-4 days • Saturday School 1-2 days
Misuse of computer network account and password; allowing another student to use a student's network account and password, or using another student's network account. EC 48900(g)	<ul style="list-style-type: none"> • Parent contact • SS 1-2 days and suspend student's use of Internet for one trimester/ semester • Suspend 1-3 days 	<ul style="list-style-type: none"> • Parent conference • ISS 3-4 days and suspend student's use of Internet for one trimester/semester • Suspend 1-5 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 1-5 days and suspend student's use of Internet for remainder of year
Theft or unauthorized possession and/or use of a network account—theft of an account by watching another student or staff member log on, or by other means. EC 48900(g)	<ul style="list-style-type: none"> • Parent contact • ISS 1-2 days • Remove student from use of Rio network for one semester/trimester 	<ul style="list-style-type: none"> • Parent conference • ISS 3-4 days • Remove student from use of Rio network for remainder of year 	<ul style="list-style-type: none"> • Saturday school 1-2 days • Remove student from use of Rio network for remainder of year
Violation of computer and/or network security.	<ul style="list-style-type: none"> • Parent contact • After school reflective paper • ISS 1-2 days • Remove student from use of Rio network for one semester/trimester 	<ul style="list-style-type: none"> • Parent contact • Saturday school 1-2 days • Remove student from use of Rio network for remainder of year 	<ul style="list-style-type: none"> • Parent conference • ISS 3-4 days • Remove student from use of Rio network for remainder of year
Defiance of authority including lying and refusing to provide or falsifying information, etc.	<ul style="list-style-type: none"> • Parent contact • 2-4 detentions • Saturday School 1-2 days • ISS 1-2 days • Refer to OSFS • Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • ISS 2-4 days • Saturday School 3-4 days • Anger management counseling • Facilitated mediation • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days
Intimidating or menacing school personnel or students including hand gestures, written materials, or verbal comments, etc.	<ul style="list-style-type: none"> • Parent conference • Social justice group • Saturday School 2 days • ISS 1-2 days • Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • ISS 2-4 days • Saturday School 4 days • SST/OSFS referral • Suspension 3-5 days • Notify SRO 	<ul style="list-style-type: none"> • Suspension 5 days • Parent conference • Notify SRO
Hazing/initiation. EC 48900(q)	<ul style="list-style-type: none"> • Parent contact • Social justice group • Suspension 1-3 days 	<ul style="list-style-type: none"> • Parent conference • Counseling referral • Suspension 3-5 days 	<ul style="list-style-type: none"> • Parent conference • Suspension 5 days

Smoking, use, or possession of tobacco. EC 48900(h)	<ul style="list-style-type: none"> • Conference with Counselor • ISS 1 day if intervention is refused • Parent contact 	<ul style="list-style-type: none"> • Conference with Counselor • Research paper on effects of smoking • ISS 2 days • Parent contact 	<ul style="list-style-type: none"> • Conference with Counselor • Suspension 1-3 days • Parent conference
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Student Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd, Subsequent Intervention/Consequence
Tardy EC 48260	<ul style="list-style-type: none"> • Office referral • Detention 	<ul style="list-style-type: none"> • Parent contact • Detention • ISS 1-2 days 	<ul style="list-style-type: none"> • Parent conference • SART referral
Truancy (part or entire day) EC 48260	<ul style="list-style-type: none"> • Parent conference • Detention • Saturday School • SART • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • ISS 1-2 • Saturday School • SART • Contact SRO 	<ul style="list-style-type: none"> • Parent conference • ISS 2-4 • Saturday School 2 days • SARB • Contact SRO
Teacher Class Suspension EC 48910	<ul style="list-style-type: none"> • Parent contact/office referral • Counselor/Student conference • Use district approved form • Includes required parent conference with individual teacher 	<ul style="list-style-type: none"> • Parent contact/office referral • Use district approved form • Includes required parent conference with individual teacher and administrator 	<ul style="list-style-type: none"> • Use district approved form • Includes required parent conference with individual teacher • SST
Off Campus without permission	<ul style="list-style-type: none"> • Parent contact • Saturday School • After-School Detention • Suspension • Contact SRO 	<ul style="list-style-type: none"> • Parent Conference • Refer to SST/OSFS • As per truancy 	<ul style="list-style-type: none"> • As per truancy
Disorderly Conduct on Bus	<ul style="list-style-type: none"> • Warning letter • Parent Contact 	<ul style="list-style-type: none"> • Parent Contact • Saturday School 	<ul style="list-style-type: none"> • Parent Contact • Denial of transportation for a limited time dependent upon infraction
Daily planner not signed by parent for 2 consecutive weeks* *The parent is contacted to confirm the student is giving it to the parent.	2 nd Week not signed <ul style="list-style-type: none"> • Parent contact • 5 days lunch detention, or 1 after school detention 	3 rd Week not signed <ul style="list-style-type: none"> • Referral to Admin. • Saturday School 	4 th Week not signed <ul style="list-style-type: none"> • Parent Conference • Saturday School
Violation of Classroom/School Rules Marks from various Teachers	3 marks = parent contact	<ul style="list-style-type: none"> • 5 = after school detention, Parent Contact • 8 = 2 after school detentions, Parent Contact 	<ul style="list-style-type: none"> • 10 = referral, Team Conference, ISS, behavior contract • Every 5th mark thereafter will result in referral and higher-level disciplinary action.
Cheating, Academic Dishonesty	<ul style="list-style-type: none"> • Teacher conference with student, grade of zero • Referral to Admin, Parent contact, detentions, Saturday School 	<ul style="list-style-type: none"> • Parent contact • Referral to Counselor • After School/Saturday School 	<ul style="list-style-type: none"> • As per habitual or egregious cheating

Rio School District

STUDENT ACCEPTABLE USE AGREEMENT

Use of Rio School District technology is intended to support your academic success. You must read and agree to follow the network rules below to use your network account.

The Rio School District hereinafter referred to as Rio, has a strong commitment to providing a quality educational curriculum for its students, including access to and experience with technology. Rio's goals for technology in education include promoting educational excellence in schools by facilitating collaboration, innovation, and communication, providing appropriate access to all students, supporting critical and creative thinking, fully integrating technology into the daily curriculum, and preparing students and educators to meet the challenges of a highly technological and information-rich classroom and workplace.

Rio recognizes that curricular technology can enhance student achievement. Rio provides a wide range of technological resources, including Internet access, to its students for the purpose of advancing the educational mission of the district.

Students waive any right to privacy or confidentiality to material that was accessed, created, sent or stored using Rio technology or a Rio provided network account.

Rio provides students with access to technology and the Internet. Through the Internet, students may have access to applications, databases, web sites, and email. Students are expected to use the technology and the Internet responsibly for school related purposes.

In compliance with California legislation, E-Rate, and the Children's Internet Protection Act, Rio addresses the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism and provides for the education of minors about Internet safety, including appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, cyberbullying awareness and response, and protect online privacy and avoid online predators.

Students are expected and will be held accountable to follow current legal regulations and the rules set forth in this policy and the student disciplinary code. Board Policies and Administrative Regulations will govern all violations of this policy. For clarification of other related student policies and consequences including suspension or expulsion that may result from misuse, please refer to your student handbook.

Student and Parents - Please review the agreement below.

As a condition of the right to use Rio School District technology services, students understand and agree with the following:

I will use technology resources responsibly:

- I will use the Internet and other technology resources for academic activities.
- I will store only educationally appropriate materials.
- I will not use Rio technology for commercial purposes or to offer or provide products or services through Rio technology.
- I will not use technology resources to violate Rio policies, federal and/or state laws.
- I will not intentionally access and/or store inappropriate information, including, but not limited to the following:
 - material that is obscene;
 - child pornography;

- material that depicts, or describes in an offensive way, violence, nudity, sex, death, or bodily functions;
 - material that has been designated as for adults only;
 - material that promotes or advocates illegal activities;
 - material that promotes the use of alcohol or tobacco, school cheating, or weapons;
 - material that advocates participation in hate groups or other potentially dangerous groups.
- I will not participate in unacceptable behaviors including but not limited to:
 - personal attacks, harassment or bullying another person;
 - creation and transmission of offensive, obscene, or indecent material;
 - creation of defamatory material; plagiarism; infringement of copyright laws, including software, published texts, and student work;
 - political advocacy and/or religious proselytizing;
 - transmission of commercial and/or advertising material;
 - creation and transmission of material which a recipient might consider disparaging, harassing, and/or abusive based on race, ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, and/or political beliefs.

I will use technology resources safely:

- I will not share my password with anyone.
- I will not give out my name, picture, address, e-mail, or any other personally identifying information online.
- I will only access social networking and collaborative web sites, blogs, or post to Internet sites as it relates to educational purposes.

I will use technology resources respectfully:

- I will not deliberately attempt to harm or destroy data on any system on the network or Internet.
- I will not damage equipment or inappropriately alter settings.
- I will not inappropriately alter any other users' files.
- I will not log in through another person's account or access another person's files.
- I will not attempt to gain unauthorized access to the (insert district name/abbreviation here) network or to any other system using the (insert district name/abbreviation here) network.
- I will not go beyond my authorized access.
- I will not circumvent (i.e., use proxies) (insert district name/abbreviation here) Internet filters.
- I will not disclose names, personal contact information, or any other private or personal information about other students.
- I will not use the (insert district name/abbreviation here) network to engage in any unlawful activity or to threaten the safety of any person.
- I will not use threatening, obscene, profane, lewd, vulgar, rude, inflammatory or disrespectful language.
- I will neither transmit nor post information that could cause disruption to my school or any other organization.

I will use technology resources in a manner that respects the intellectual property of others:

- I will respect the rights of copyright owners in my use of materials.
- I will not install, store, or distribute unauthorized copyrighted software or materials.
- I will properly cite sources for material that is not my own.

I understand that:

- By accepting these terms and conditions, I waive any right to privacy or confidentiality to material created, sent, accessed, or stored using Rio technology or a Rio provided network account.
- Rio School District personnel have the right to review any material sent, emailed, accessed, or stored through Rio technology or a Rio provided network account.
- My use of the Internet will be monitored, as required by federal law. Rio's monitoring of Internet usage can reveal all activities I engage in using the Rio network.
- Rio personnel can remove any material that it believes may be unlawful, obscene, indecent, harassing, or otherwise objectionable.

- Rio does not promise that the functions of the Internet service will meet any specific requirements I may have, or that the Internet service will be error-free or uninterrupted.
- Rio administrators have the final say on what constitutes a violation of the Acceptable Use Policy. Violations include, but are not limited to, all bulleted points in this agreement.
- In the event there is a claim that I have violated this policy or the student disciplinary code in my use of Rio Network, I will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary code.
- Rio will not be responsible for any damage I may suffer, including but not limited to loss of data, interruptions of service, or exposure to inappropriate material or people.
- Rio will not be responsible for the accuracy or quality of the information obtained through the system. Rio accepts no liability relative to information stored and/or retrieved by students on Rio-owned technology resources.
- Rio will not be responsible for financial obligations arising through unauthorized use of the system.
- My parents can be held financially responsible for any harm that may result from my intentional misuse of the system.
- Although Rio will make a concerted effort to protect me from adverse consequences resulting from use of Rio technology resources, I must exercise individual vigilance and responsibility to avoid inappropriate and/or illegal activities.
- Rio accepts no liability for student-owned technology resources used on Rio property.

Student Name: _____

Student Signature:_____

Date: _____

Parent Name: _____

Parent Signature:_____

Date: _____

McKinney-Vento Education Program

Title X, Part C, of the No Child Left Behind Act, McKinney-Vento Assistance Act requires Local Education Agencies (also known as school districts) to:

1. Ensure that homeless children and youth have equal access to the same free and appropriate public education, including public preschool education, as provided to other children and youth;
2. Remove barriers to enrollment, attendance, and success of homeless students;
3. Immediately enroll homeless students in school, even if they lack the required documentation for enrollment;
4. Have access to educational and other services necessary for them to meet the same challenging performance standards as the students;
5. Not be stigmatized or segregated on the basis of their status as homeless.

FEDERAL EDUCATIONAL DEFINITION OF HOMELESS

According to the McKinney Vento Assistance Act, a homeless students is a person between the ages of two and eighteen who lacks a fixed, regular, and adequate nighttime residence who is:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
2. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals;
5. Awaiting foster care placement;
6. Staying in a primary nighttime residence that is a public or private place not designed for regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
8. Migratory children who qualify as homeless because the children are living in conditions described in above;
9. "Unaccompanied", not in the physical custody of a parent or guardian.

EDUCATIOINAL RIGHTS OF HOMELESS STUDENTS

Students who find themselves in any of these living situations are deemed homeless by the federal definition and are entitled to the following rights:

1. School placement must be made regardless of whether the child or youth resides with the homeless parent or has been temporarily residing.
2. Homeless students have the right to attend the school of origin, or the school in the attendance area in which they are temporarily residing.
3. Homeless students shall, to the extent feasible, be placed in their school of origin, unless it is against the wishes of their parent/guardian, then the students will attend the school in the area where they are temporarily residing. School placement for homeless students is based on the student's best interest as defined in law.
4. Homeless students have the right to attend the school of origin for the duration of their homelessness. If the student becomes permanently housed during the academic year, he or she is entitled to stay in the school of origin for the remainder of the academic year.
5. Students who become homeless in between academic years are entitled to attend the school of origin for the following academic year.
6. School districts are required to adopt policies and practices to ensure that transportation is provided to or from the school of origin, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison).
7. If a homeless student continues to live within the boundaries of the school district of the school of origin, the school district must provide or arrange transportation for the students to and from the school of origin.
8. If a homeless student continues to attend the school of origin but is living within the boundaries of another school district, the school district of origin and the school district where the homeless student is living must agree upon a method to apportion the responsibility and costs for providing the students with transportation to and from the school of origin.
9. If the school districts cannot agree upon a method, the responsibility and cost for transportation are to be shared equally.
10. In the case of an unaccompanied youth, the school district's homeless liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the students of his/her right to appeal rights.
11. If the student is placed at a school other than school of origin or a school requested by the parent/guardian, the school shall provide a written explanation of its decision, including their right to appeal the decision.

RESPONSIBILITY OF THE SCHOOL

Per the MCKINNEY-VENTO ACT, schools must:

1. Identify students who meet the federal definition of homelessness.
2. Enroll immediately, even if records normally needed for enrollment are lacking, such as proof of residency, school records, immunizations, etc.
3. Contact the last school of attendance to obtain relevant records.
4. Do not immediately check out students due to change of address.
5. Investigate a student's change of address and if it is due to loss of housing, the student must be allowed to attend for the duration of homelessness.
6. When homeless students become permanently housed, allow them to complete the school year.
7. The school district shall provide transportation to the school of origin and share the cost of transportation if the student is displaced to a neighboring school district.

8. If a dispute arises, allow the homeless student to immediately enroll/continue attending in the school, pending resolution of the dispute. Explanations and the right to appeal MUST be provided IN WRITING, to parents/guardians.
9. School districts must have a dispute policy in place.

RESPONSIBILITY OF THE PARENT

1. Enroll your children in school immediately.
2. Sign your children up for food program (you automatically qualify).
3. Make sure your children attend school every day.
4. Ask about support services like tutoring, counseling, after school programs, etc.
5. Meet with your child's teacher regularly.
6. Give your input on what you think is best for your child.
7. Notify the school when moving.
8. When leaving a school, get current school records, such as immunizations, check out grades, IEPs, etc.
9. Contact the new district's homeless liaison for help in enrolling in the new school.

Rio School District Teacher-Student-Parent Agreement

It is important that families and schools work together to help students achieve high academic standards. The following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

The Teacher/Staff Pledge

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

- I will provide a safe, positive and healthy learning environment for your child.
- I will strive to be aware of the individual needs of your child and will work to maximize instructional time to achieve his/her educational potential.
- I will provide your child with instruction to develop language skills for academic success.
- I will ensure that appropriate skills and concepts are taught to maximize student performance
- I will communicate class work and homework expectations clearly
- I will assign homework to promote, enhance, and/or reinforce concepts previously taught
- I will correct and return appropriate work in a timely manner.
- I will communicate with you regarding your child's progress.
- I will be available do discuss your child's progress by phone or by appointment.

Teacher / Staff _____

The Student Pledge

I realize that my education is important to me. It helps me to develop tools I need to become a happy and productive person.

I also understand my parent(s) or guardian wants to help me do my best in school.

I know I am the one responsible for my own success, and that I must work hard too achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will attend school each day staying out only when I am sick.
- I will arrive at school on time and be ready to work.
- I will return completed homework on time.
- I will share work, school information, and notes with my parent(s) or guardian and return them to school, when requested.
- I will be responsible for my own behavior.
- I will be a cooperative learner, allowing the teacher to teach and the other students to learn.
- I am responsible for seeking help in an appropriate time and manner when I need it.

Student _____

The Family/Parent Pledge

I realize that my child’s school years are very important, and I understand that my participation in my child’s education will help

his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will ensure that my child attends school each day unless he/she is ill.
- I will see to it that my child arrives at school on time.
- I will notify the school when my child is absent and state the reason for the absence.
- I will make sure my child gets an adequate night’s sleep and has a healthy diet.
- I will support our school’s/district’s attendance, discipline, and homework policies.
- I will monitor my child’s progress in school regularly.
- I will provide an appropriate place for my child to study.
- I will encourage my child to complete his/her homework.
- I will attend Back to School Night, parent conferences, and Open House, and other school activities.
- I will limit any activities that interfere with my child’s learning.
- I will be sure that the school has my child’s completed and updated Emergency Card.
- I will schedule my child’s personal, medical and dental appointments after school hours when possible.

Student _____ Parent/Guardian _____

Parental Permission Form

If you **do not** wish for your child’s name and photo to be used in Rio School District outreach materials including media use, printed materials produced by or on behalf of the district and the Rio School District’s web site during the **2014-2015** school year, please sign and return this form to your child’s teacher.

Parent or guardian name (please print)

Parent or guardian signature

Date

Child’s name

School

Teacher

Parents please read and share the information in this handbook with your child. Communication and understanding are the keys to success. If you have any questions please call our school office.

I have read and understand the information and policies in the Parent/Student Handbook.

Print Student Name _____

Student Signature _____ **Date** _____

Parent Signature _____ **Date** _____

*** Please return this form to your child's advisory teacher.**