

Rio Vista Middle School
PARENT/STUDENT HANDBOOK

2021-2022



EDUCATING LEARNERS FOR THE 21ST CENTURY

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BOARD OF TRUSTEES

Cassandra Bautista - Board President
Eleanor Torres - Board Clerk
Linda Armas - Trustee
Kristine Anderson - Trustee
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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

Calendar events will be shared via the Parent Square Calendar as well as the Google calendar on the Rio Vista webpage <https://rioschools.org/riovista/>

PARENT-TEACHER CONFERENCES

Parent teacher conferences will be held during the week of October 11-15 and January 24-27 during Middle School Parent Teacher Conference week and throughout the year, 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 or email your child's teacher(s) or reach out to 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 Student Association (PTSA), 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. Calendar events will be shared via the Parent Square Calendar as well as the Google calendar on the Rio Vista webpage <https://rioschools.org/riovista/>. 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.

Q - Parent Connection

Q Parent Connection <https://sis.rioschools.org/parentconnect> 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, cafeteria information, and more. Middle School parents can view students' 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). Parents/Guardians will be required to provide ID prior to receiving the PIN.

ATTENDANCE

ABSENCE

Please call, email, or communicate via ParentSquare with the Rio Vista 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 for 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 at 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 (When out for more than 3 days, a Dr. note required within 72 hours or absence will be recorded as unexcused)

- b -Doctor/Dental appointments (Dr. note required within 3 school days or absence will be recorded as unexcused)
- c - Death in the immediate family – 1 day (mother, father, siblings, grandparents)
- d – Quarantine (Must have a doctor’s release to be readmitted to school)

Whenever a student is absent for any reason, a written note from the parent on the day the child returns to school OR a phone call made to the school by a parent/guardian explaining the reason for absence is mandatory. *Excessive tardies and/or absences may result in referral to the School Attendance Review Team/Board.* An absence may only be cleared within 3 days of the absence.

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 during lunch or after school.**

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.

LEAVING SCHOOL VIA HEALTH OFFICE

Students must report to the health office if they feel unwell. If the health office staff determines that the child needs to go home, a call will be made and the child can be picked up and marked “ill” and receive an excused absence. Students that call or text their parents to pick them up, will receive an unexcused absence if they end up leaving school via parent/guardian.

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. The Rio School District encourages visits to the schools and programs operated by the Rio School District by parents, guardians, members of the community, and other interested persons in order to view the educational program and facilities and to offer constructive comments.

Classroom visitations by members of the community and other interested persons must be arranged in advance with the teacher, principal, or principal’s designee. Approval or denial is based upon whether there is a reasonable basis to conclude that the visit will not interfere with school activities. Visitors may be accompanied by the principal, or designee at all times while the visitor is on campus and while students are present. In all cases, responsible adult behavior shall be required of all visitors. Visitors who pose a threat to the health and safety of students, teachers, or other personnel or who otherwise disrupt the normal operations of the school shall be removed.

Possession of unauthorized dangerous instruments, weapons, or devices is prohibited on school premises or any other place where a teacher or student is required to be in connection with assigned school activities. No electronic listening or recording devices may be used by students or visitors in the classroom without teacher and principal permission. All Rio School District schools and property are Tobacco free zones. Therefore, the use of tobacco including chewing tobacco, cigarettes, e-cigarettes, hookahs and any other vapor emitting devices is prohibited on school grounds, including personal vehicles parked on the school property.

No one, other than those designated on the emergency card, will be permitted to take a child from school. All visitors are required to check in at the school office as soon as they arrive. Parents must report to the office before going to a classroom or coming on

campus. Parents who have a complaint are to request an appointment with the staff member and/or principal. No disruptions of school activities or verbal/physical assaults will be tolerated by visitors on campus. (2f.C. 44810 and 44811)

Administration has the authority to direct non-students to leave campus. No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering.

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 full time counselor on site as well as two counselors that are on site once per week, 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. Reach out to our counselors if you need support or have questions. Full-Time Counselor -Jorge Napoles jnapoles@rioschools.org
One day a week counselors - Janelle Jester jjester@rioschools.org Alex Wheadon awheadon@rioschools.org

ASSOCIATED STUDENT BODY

The 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. Students who fail to follow school rules and demonstrate proper conduct may be suspended from a game(s) or the team.

PERSONAL DELIVERIES OF GIFTS, FOOD, BALLOONS

The school will not accept or distribute food, balloons, candy, flowers, pizzas, cupcakes, or other personal gifts to students because they cause a disruption to the educational experience of others on campus. Please reserve these items 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/CHROMEBOOK-LAPTOPS

Students are responsible for all textbooks and technology devices issued to them. Textbooks should be covered and maintained in good condition. Technology devices should be treated with care, free from stickers, and kept in a padded case when not in use. Students will be charged for lost or damaged books and or school issued devices.

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.

Students are responsible for their P.E lock, should it be lost it will be replaced at the cost of \$10 to the student.

PE Uniform = Rio Vista PE T-shirt and shorts– available in ASB for \$10 each. T-shirts and shorts are available for \$20 total. When purchasing outside clothes, T-shirts and Shorts must be the same length, style, and color as the Rio Vista PE uniform without any logos, brands, color, hoods, zippers, or pockets. Approval is required from the PE teacher.

During cold weather, if we are in an activity that is outdoors, you can purchase a Rio Vista PE sweatshirt or sweatpants to wear OVER your PE uniform. You must still wear your uniform to receive your full participation points. IF parents purchase outside, sweatshirts must be the same color as the PE uniform without hoods, zippers, or pockets, or any logos.

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 support 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)	90–100%
B (Meets Standards)	80–89%
C (Marginally Meets Standards)	70–79%
D (Below Standards)	60–69%
F (Unsatisfactory)	Below 60%

I or NM (Incomplete or No Mark)—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. NM will be given to students who have been in attendance for less than 25% of the trimester.

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 (Progress 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.

Student Support and Assistance

Students who do not meet grade level standards in their core subjects will be considered for intervention. Response to Intervention 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 Learner (ELL) Program
- Guidance department
- IPT (Intervention Progress Team)
- Specialized programs
- Summer programs when available
- Title I Programs
- Tier 2 and 3 Interventions

Procedure for Review and Reconsideration of Grades

1. Within ten days of receiving the grades, 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

8th Grade Promotion

Rio School District students must maintain high standards of academic achievement set forth by their teachers, school administration, district, and the State of California to be eligible to participate in any, or all, 8th Grade Activities and Promotion. Students must also maintain good behavioral standing with their peers, teachers, school administration, district, as well as California state law to be eligible to participate in any, or all, 8th Grade Activities and Promotion.

Academic Criteria:

A student will earn 5 credits for each class in which they earn a passing grade. A D/D- will be considered a passing grade.

Academic Criteria Promotion Ceremony: A student who ends the third trimester with the three requirements listed below is academically eligible to participate in the 8th Grade Promotion Activity:

1. 83% or more of the yearly academic credits, (75 of 90 in a 6 period day)
2. has 83% or more of the available third trimester academic credits and (25 of 30 in a 6 period day only 1-F)
3. has passed each subject two of the three trimesters

Behavioral Criteria:

Each student will begin the third trimester with 50 behavioral points. Office referrals, detentions and suspensions will result in a loss of behavioral points. The number of points lost will vary depending on the severity of the student's behavior.

Behavior Criteria Promotion Ceremony: Students must have 20 or more behavioral points to participate in Rio's 8th Grade Promotion Ceremony.

Behavioral Modified Schedules: Students on a modified schedule, due to poor behavior, will not be eligible to participate in the promotion ceremony.

Behavioral points can be lost up to and during the promotion ceremony. Students who are disruptive during the ceremony will be removed, regardless of their academic or behavioral status.

Promotion Advocacy Conference Process:

Students, parents or guardians may only request an advocacy conference to advocate for a student's participation in the promotion ceremony.

The purpose of the Advocacy Conference will be to address any student/parent or guardian request that a student who has not met the promotion criteria be allowed the privilege of participating in the 8th grade promotion ceremony.

The Advocacy Conference Team shall have an odd number of members. One non-teaching staff member will be invited to be on the panel, the other panel members will be site teachers. Each committee member will have one vote.

Academic Advocacy Process:

Once an F is earned, a student may not remove the grade from their academic record or earn back the credits he or she has lost. There will be an Advocacy Process in which a student, parent or guardian can request an academic exemption for the promotion. If the case presented to the Advocacy Team has sufficient merit, an exception to the academic requirements may be granted.

Behavioral Points Advocacy Process:

Once behavior points have been lost, they will not be returned. There will be an Advocacy Process in which a student, parent or guardian can request a behavioral exemption for the promotion ceremony. If the case presented to the Advocacy Team has sufficient merit, an exception to the behavioral requirements may be granted.

Advocacy Process:

- Students are responsible for submitting the appeals form to the school office in a timely manner.
- Once submitted, the student will be notified of their Advocacy appointment date and time.
- At the Advocacy Team appointment, the student will present his or her case to the Advocacy Team. Parents/guardians may provide support and/or additional information.
- Once the presented case is concluded, the student, parents/guardians will leave the meeting. The Advocacy Team will then discuss and vote on the appeal.
- Students and parents/guardians will be informed of the Advocacy Team's decision within three days of the meeting. This decision will be final.

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.

Oxnard Grad Night Criteria

Students may participate in the 8th Grade Promotion Ceremony and may be eligible to attend the City of Oxnard's Grad Night Activity by satisfying both the academic and behavioral criteria listed below:

Academic Criteria Oxnard City Grad Night: A student who ends the second trimester with a 2.0 or higher GPA is academically eligible to participate in the Oxnard City Grad Night.

Behavioral Criteria for Promotion and Oxnard Grad Night:

Students must have 35 or more behavioral points to be eligible for the Oxnard City Grad Night.

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 a 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 30 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 a 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 students and/or parents.
- 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 the student in class or sent home. Teacher will review the student's homework corrections/comments, if necessary.
- Teachers will notify parents when a 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 are encouraged to ask the teacher for clarification if the homework assignment is not clear.
- Students are encouraged to talk with the 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, associated with gangs, 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, e-Cigarettes, Hookah Pens, over-the-counter medications, cigarettes, tobacco products, inhalants, cigarette lighters, matches, and look-a-likes.

No coffee, sugar drinks, sodas or restaurant food delivery (Dominos, Toppers).

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones, earbuds, headphones, personal speakers, and other personal electronic devices must be off and away during school hours while on the Rio Vista campus.

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 Rio School District assumes no responsibility or liability for the protection of, loss of, or damage to any electronic device.

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

The following behavior is UNACCEPTABLE at school and will result in consistently applied discipline (according to EDUCATION CODE, SECTION 48900: A student who has committed the following acts is subject to discipline by suspension or expulsion

- 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)
- 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. School parking lots are off limit areas for skateboards and bikes. Skateboards 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 within the trimester that the dance is held. Students, who violate these rules after purchasing a ticket, will not be refunded.

Rio School

Progressive Discipline and Alternate Means of Correction

The Rio School District recognizes that to maximize the learning potential of each student the school environment must be safe, secure and peaceful. The following guidelines, in accordance with Education Code and Board Policy, are enforced district wide in a fair and consistent manner.

The Progressive Discipline Plan was developed for all schools within the Rio School District and outlines the Alternative Means of Correction that school sites may use, as well as consequences that may be issued for inappropriate student behaviors. Each administrator must consider the age, intent, and prior offenses of the student in determining the appropriate consequences. 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. If action warrants, students may be given consequences of second, third, or fourth offense on the first offense.

Alternative Means of Correction (AMC) may include, but are not limited to (no particular order):

- Parent/Teacher conference
- Parent Contact
- Written Warning
- Referral to Student Services staff for intervention
- Citation
- Detention
- Exclusion from school activities
- Counseling
- Preferential seating
- Behavior Contract
- Conflict Mediation
- Community Referral/Services
- Parent accompany student to class
- Parent escorts student to/from school
- Friday/Saturday School
- Class meeting
- Involuntary transfer
- No Contact-Contract
- Student Success Team (SST)
- School Attendance Review Board (SARB)
- Cross Age Mentoring
- Projects on campus
- Community Service
- In-school suspension
- Counseling
- Behavior support plan
- Restitution
- Create presentations for younger students

Home/School communication is critical to our student's success. Therefore, ALL interventions, including most AMC, shall include a parent contact and/or conference. We want our families to be partners in education at all times.

In accordance with Education Code 48911, all home suspensions shall be preceded by an informal conference conducted by the principal or the principal's designee, the pupil, and whenever practicable, the teacher or supervisor or school employee who referred the pupil to the principal. At this conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. At the time of the suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone, and the parent or guardian shall be notified in writing of the suspension within 24 hours. If the parent/guardian cannot be reached, the student's emergency contact number will be called to assist in contacting the parent or to pick up the student. If the student is released to someone other than the parent/guardian, the school will make arrangements to meet to discuss the situation with the parent/guardian.

All unauthorized items brought to school and confiscated by staff may be returned to the student at the end of the school day on the first offense. Upon the second offense, parents may recover confiscated items, not held in evidence, upon administrative approval. Items not recovered by the end of the school year may be discarded. The Rio School District, or any individual, is not liable for damage or loss to these confiscated items. The primary objective of requiring students not to bring restricted materials to school is to ensure students' focus on educational tasks, students' safety, and to prevent the loss or damage of private property.

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.

EDUCATIONAL 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 a 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 Vista Middle School

Title I School-Level Parent and Family Engagement Policy

2.0 With approval from the local governing board, **Rio Vista Middle School** has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]). The school jointly developed, distributes to, parents and family members of Title I students a written parent and family engagement policy using the following systems:

Development Process:

The Rio Vista community which includes parents, students, Rio Vista Staff, and administration have engaged in the following activities that have contributed to the development of this Parent and Family Engagement Plan.

- School Site Council & ELAC meetings in which the plan is presented to the committee for feedback
- Parent/Guardian feedback is also obtained through:
 - Parent Monthly Workshops
 - Youth Truth Surveys
 - Thought Exchange surveys

Distribution Process:

- The parent engagement policy shall be part of the school handbook, and will be distributed with the 1st Day Information Packet
- Parent Engagement Policy document will be available on our school website
- The document will be shared, reviewed, and updated through the School Site Council and ELAC meetings

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at **Rio Vista Middle School**, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

Title I information is shared with parents and the community in the following manner:

- School Site Council Meeting, held on the 3rd Thursday of the month held from 3:30-5:00pm
- ELAC meetings held four times per year

- Scheduled Title I meeting held at a convenient time in the month of October
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])
- The school will provide:
- i. Child care during meetings
 - ii. Refreshments for attendees
 - iii. Home visits by the counselor(s)
 - iv. Flexibility in meeting times
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
- In order to obtain the greatest amount of joint collaboration on the parent involvement policy, the school will:
- i. Meetings in which the parents/guardians are encouraged to actively participate and advocate for the learning needs of their child, as well as share ideas on increasing and improving parent participation
 - ii. Survey information will be collected throughout the school year, at appropriate intervals as to maximize participation
 - iii. Survey information will be shared with parent groups to gain additional feedback
 - iv. Parental Involvement Policy and the School-Parent Compact are reviewed annually by the School Site Council, English Language Advisory Committee and the School Instructional Leadership Team
 - v. The Title I program is reviewed as part of the annual review of the SPSA.
- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
 - a. Through School Site Council, ELAC, and Title I, and Back to School meetings.
 - b. School Site Council, ELAC, and Title I meeting date information will be sent to parents via Parent Square communication system
 - c. Agendas for all meetings will be posted on the school website and entrance to the school at least 72 hours prior to the meetings.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])
 - a. At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards will be explained to parents including the curriculum being used, grade-level expectations for proficiency, data reporting for state and local assessments and available interventions in reading, ELA and mathematics for students needing assistance
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
 - a. Through formal parent-teacher conferences, informal requests by parent meetings, Back to School Nights, SSC, ELAC and PTSA, and parent meetings led by the counselor.
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

- a. Rio Vista will submit all written documentation of parent comments that reflect that the program is not satisfactory to LEA

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
 - a. During parent-student-teacher conferences
 - b. During Title I, SSC, and ELAC
 - c. Monthly parent meetings focusing on student achievement, learning, and parent support, Renaissance Awards nights, Drama productions, Music Concerts, Art Shows, Robotics Competitions, etc...
 - d. School communication regarding State Assessment results and student progress
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
 - a. Training to enhance parents' abilities to support and assist their children's education. This may include activities such as: Google classroom parent training, Q parent training, 6th Grade Parent & Student Orientation, monthly parent nights/workshops
 - b. 8th Grade Transition workshops for parents
 - c. District wide parent workshops led by district counselors
 - d. Home visits by counselors to support parents and students, especially during COVID-19 Distance Learning
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
 - a. At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program
 - b. Implementing the districts customer service protocols
 - c. Offering professional development opportunities around the school-parent engagement paradigm
 - d. At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
 - a. The school will develop and foster networking opportunities that involve and support parents in engaging in their student's education

- b. Coordination of parent involvement activities at the site are done by a parent volunteer, PTSA, an employee, a staff committee, the leadership team, and/or the SSC.
 - c. Through parent newsletters, 6th grade orientations, and referral to viable parent resources
 - d. Appropriate roles for community organizations will be developed and may include: supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
- a. School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
- a. Parent involvement strategies within the SPSA are integrated based on parent input through survey data.
 - b. Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

2.3 Accessibility

Rio Vista Middle School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- a. All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.
- b. Access to all facilities and parking are provided to parents with disabilities.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
 - The attached Student-Teacher-Parent Compact is attached and reviewed annually by Rio Vista Middle School community stakeholders.
- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
 - 1. Parent-teacher conferences in schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
 - a. Parent-Teacher conferences will be held formally twice per year. Once during the first trimester, and again during the second trimester.
 - b. Informal conferences can be held throughout the school year
 - 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
 - a. Progress reports will be provided at the trimester mid-point

- b. Report cards will be sent at the end of each trimester
 - c. Parents will have access to grades via Parent Portal
3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - a. Parents will have access to teachers through email, Parent Square communications software, and conferences
 - b. Parents will have the opportunity to participate in committees such as SSC, ELAC, PTA
 - c. Board policy will be followed regarding parent classroom visits and participation
4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - a. School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school
 - b. Translators will be available for parent meeting and activities

<https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp>

Title I, Part A School-Parent Compact

Rio Vista Middle School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Rio Vista Middle School understands the importance of the school experience for every student. The school agrees to carry out the following responsibilities to the best of their ability:

Instruction

- Provide high-quality curriculum and instruction in a supportive and effective learning environment which allows the children served under Title 1, A to meet the challenging state standards,
- Utilize research based intervention programs such as: IXL, Read 180, Moby Max, and other programs that support student learning
- Provide support in targeted areas as identified by formative and summative assessments such as the State Exams, district CFA Benchmark exams in Math and ELA, unit formative assessments, and/or based on teacher input.
- Utilize district support staff to implement engaging instructional strategies.

- Provide highly qualified teachers and instructional aides to deliver instruction and Multiple Tiered System of Support (MTSS) strategies.

Communication

- Acknowledge that parents are a vital to the success of the child and school
- Communication will be established through Parent Square(phone, email, and text), email, Trimester 1, 2, and 3 Progress reports & Report cards, parent-teacher conferences, Q Parent Connect, & Google Classroom
- Hold Intervention Progress Team Meetings (IPT)
- Personal phone calls.

Parent Involvement

- Parents will provide a quiet place for their child to study nightly, ensure homework is complete, frequently monitor their child’s progress by reviewing progress reports from both classroom teacher and Title 1 program,
- Parents are encouraged to participate in school committees such as PTSA, ELAC (English Language Advisory Committee), and School Site Council (SSC)
- Volunteering in their child’s school
- Participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time
- Send the student to school on-time, well-fed, and well-rested on a regular basis
- Attend school functions and conferences

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- Parent-teacher conferences twice annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.
- frequent reports to parents on their children’s progress;
- reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
- ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Conferences:

- Parents will have the opportunity to participate in conferences twice per year in Trimester 1 and Trimester 2, student progress toward grade level standards or IEP goals will be shared
- Parents and teachers will work together to find ways in which to support student learning
- Parents may request a conference throughout the year,
- The ELD coordinator will provide information on progress of RFEPs and reclassified students annually

Student Progress:

- Progress reports will be mailed half-way through each of the trimesters. Report cards will be mailed at the end of each trimester
- Parents are encouraged to sign up for Parent Portal to access student progress, and partner with their student and discuss/view Student Portal

Parent Involvement Opportunities:

- Attend parent meetings such as Back to School Night, Title 1 Parent Meeting, Music Concerts, Art Shows, sporting events, 6th Grade Welcome Day, and the overall involvement in their child's education is encouraged.
- Parent Workshops
- High School information nights
- Extra-curricular activities such as sports events, and volunteer opportunities at school events.

Communication Accessibility:

- To the extent possible communication will be made in a language that is understandable to our parents/guardians,
- Translator will be available for conferences,
- To the extent possible events will be held in a language that provides access, or a translator will be present

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.

***Please sign the mandatory information request form if you agree with the following:**

(The request form will be located with the other documents you will receive on the first day of school).

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.