



PARENT/ STUDENT HANDBOOK

2026-2027

RIO SCHOOL DISTRICT
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INTRODUCTION

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 its contents. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all-encompassing to cover every situation and circumstance that may arise during any school day or school year. This handbook does not create a “contract.” The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to ensure 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 decide 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 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 act 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. “Judicious Discipline” 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 a Positive Behavior Support approach, 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 curricula that teach RSD students tolerance and problem-solving skills.

8TH GRADE PROMOTION AND END-OF-THE-YEAR CELEBRATIONS

All students begin the school year with 50 behavioral points. Points may be lost for a range of behavioral transgressions. The point loss can range from 1 to 10 points, depending on the severity of the behavior

PROMOTION

1. Students can fail no more than 3 out of 18 classes throughout the school year. (No more than THREE F's throughout the school year as measured by Trimester 1 report card, Trimester 2 report card, and final grade check at the start of June.)
2. Must pass each subject in two of the three trimesters.
3. Have at least 20 behavioral points remaining of the 50 points given to them at the beginning of the school year.

END-OF-THE-YEAR CELEBRATION

Students must have a trimester 2 GPA of 2.0 or higher and a remaining balance of 35 or more behavior points to participate.

STUDENT CONDUCT AND DISCIPLINE

Time - Place - Manner

MESSAGE FROM RIO VISTA ADMINISTRATION

This section is designated to clearly state the rights and responsibilities of Rio Vista Middle School students. We have listed both general behavior expectations and specific consequences for inappropriate behavior. We expect Rio Vista Middle School students to work to the best of their abilities in the classroom, to accept responsibility for their own actions, to treat fellow students and staff with respect, and to accept responsibility for school attendance. We are proud of our school and our student body. We will continue to build success together in all areas.

STUDENT RESPONSIBILITIES

Every student shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his/her teacher and others in authority; propriety of deportment; be diligent in study; be respectful to his/her teacher and others in authority; be kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language. CCR Title 5 §300 & EC §48900

SAFE PLACE TO LEARN AND ACT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identify, or gender expression or association with a person or group with one or more of these actual or perceived characteristics. EC §234 & EC §234.1

BULLYING

The Rio School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics outlined in section 422.55 of the Penal Code and E.C.220 and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Bullying is defined as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. Both students who are bullied and students who bully others may have serious, lasting problems.

What students and parents can do to support and educate regarding bullying

What students can do:

- Be a friend to others: introduce yourself to new students, invite other students to play or hang out with you, work with an adult to solve disagreements.
- Talk to an adult.
- Be a supportive Upstander; speak to an adult if you see another student

- being bullied.
- Report bullying to a trusted adult or via Sprigeo: bit.ly/vistareports

What parents can do:

- Participate in the School Safety Committee, School Site Council, Parent English Language Committee, or other school-wide committees.
- Notify your child's teacher, school counselor, or Principal if your child reports bullying to you or you suspect something is wrong
- Report via Sprigeo: bit.ly/vistareport

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to

- Unwelcome leering, sexual flirtations, or propositions
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
- Graphic verbal comments about an individual's body or overly personal conversation
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way
- Impeding or blocking movements or any physical interference with school activities when directed at an individual based on sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion
- Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

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)).

Schools may adopt and enforce a reasonable dress code policy that requires pupils to wear a school-wide uniform or prohibits the wearing of "gang-related clothing: if it is determined that it is necessary for the health and safety of the school environment. (*E.C. 35183*)

DRESS CODE

The staff and administration at Rio Vista are committed to providing an outstanding education for all students. Clothing choices may cause distractions and disruptions to student learning. The following policy helps create a positive learning environment for student success and promotes:

STUDENT SAFETY:

- Metal accessories and jewelry that present a hazard to health or safety are prohibited, including wallet chains, metal spikes, gauges, or metal studs)
- Closed-toe shoes must be worn at all times to protect the students' feet. Students may wear Crocs/sandals that cover the toes, but slides, open-toe sandals, or Crocs/sandals without a heel strap are not allowed. If a student's footwear is inappropriate for PE, the student will be issued loaner shoes. Science teachers will notify students if they prohibit Crocs/sandals in class when certain activities take place. Slippers are prohibited.
- No clothing identifiable as gang attire or clothing that the administration considers denoting gang involvement is permitted. **Shorts that stop below the knee**, worn with long socks, are considered **gang attire** and may not be worn. Socks should not be worn beyond mid-calf. There must be **at least six inches of skin** visible between the bottom of the shorts and the top of the socks (with the socks pulled up).
- Any garment or accessory containing drugs, alcohol, nicotine, or references to sex, violence, or weapons is not allowed. Professional sports team logos are also prohibited. References to pop culture, inappropriate for school, are also prohibited. Students may not use tape to cover logos or inappropriate references. Collegiate and school spirit clothing is acceptable and encouraged
- Backpacks shall only be worn on the back.

A LEARNING CENTERED ENVIRONMENT:

Clothing should be in good condition and perceived to reflect good judgment

- A wide variety of tops/shirts meet the dress code requirements. However, tops that expose the

midriff or that have spaghetti straps are not allowed. Excessively low-cut tops, muscle tanks, and tops with sheer/transparent material are also prohibited. Hoodies or other outerwear worn over tops/shirts that violate the dress code do not make the garment acceptable.

- Dresses/shorts/skirts must be no shorter than mid-thigh length (the approximate length of the student's fingertips when the arm is at the side).
- Pants must fit appropriately. Sagging or excessively large-waisted pants are not allowed as they may create a safety hazard. Pants must **stay up on the hips** without using a belt and **should not cover shoes**. Undergarments or PE shorts shall not be visible above the top of the waistband, and the waistband must be worn above the hips. Holes and tears in pants are acceptable; however, any above the knee must be covered underneath with a fabric undergarment. Pajama or nightwear is not allowed other than on designated pajama days.

RESPECT FOR SELF AND OTHERS

- Logos, words, or symbols may not be worn on clothing, jewelry, and personal items that are discriminatory, based on ethnicity, religion, age, gender, sexual orientation, color, or physical or mental disability, or promote alcohol, tobacco, drugs, terrorism, or death, or that are/may be affiliated with gangs.
- Students may wear head coverings such as hats, beanies, and hoods outdoors, but are restricted from wearing them indoors in any classroom, office, gym, library, or bathroom.
- Unitards, bodysuits, leggings, and similar garments are not allowed as outerwear.

A student violating the dress code must change out of the violating garment. Students may wear a loaner garment, change it into an acceptable garment in their possession, or have a garment brought to school. Each policy violation will result in a loss of 2 behavior points, which may negatively impact the student's opportunity to participate in end-of-the-year celebratory events or eighth-grade promotion.

Inappropriate garments will be kept in the office until the student returns an exchanged clothing item.

This policy is not all-inclusive and will be adjusted as needed to reduce distractions in the school environment.

PROGRESSIVE DISCIPLINE

1 st Violation	Warning, clothing changed, parent notice sent home
2 nd Violation	Clothing changed, required parent contact, detention assigned
3 rd Violation	After-school detention, Saturday School, or Suspension

PERSONAL ELECTRONICS DEVICE POLICY - PROHIBITED USE

The state legislature passed Assembly Bill 3216: Pupils: use of smartphones, to limit or prohibit student use during school hours. The legislature has cited various studies showing the harmful effects of smartphones on student health and academic performance as the basis for the bill. Research shows that student smartphone use harms academic achievement and mental health, increases anxiety, depression, and the risk factors for suicide, and contributes to an increase in bullying and higher rates of academic dishonesty. The research also demonstrates that student health and academic performance improve when smartphones are limited or prohibited in the school environment.

The staff and administration at Rio Vista understand the negative impact of smartphones, headphones, earbuds, and related electronic devices in the school environment and are committed to providing an outstanding education for all students by limiting their use. We have experienced the distractions and disruptions to student learning and seen the negative impact on student wellbeing. As such, Rio Vista will limit the use of these devices in the following manner in support of AB 3216 and current board policy.

When students arrive on campus, **all smartphones, smartwatches, headphones, earbuds, and related electronic devices shall be powered off and put away inside backpacks for the duration of the school day** (*i.e.*, upon entering campus, during classroom instruction, passing periods, nutrition breaks, after school until exiting campus, during school-sponsored field trips and extracurricular activities on or off campus). **Smart glasses are strictly prohibited on school grounds.**

Students may not manipulate their device in any manner, including when it is inside their backpack. Students may not use their smartphone/smart watches to text, instant message, talk, make video calls, check email, use social media, play games, listen to music or podcasts, browse the Internet, or take/share/send photos or videos. It also includes using the smartphone to connect to any Bluetooth device.

If any of the previously mentioned electronic devices are used in violation of this policy, the students will surrender the device(s) to a staff member or administrator. The device will be held for the parent/guardian to pick up in the front office. If a student refuses to turn over their device to a staff member, an administrator will be notified, and corrective action will be taken. Each violation of this policy will result in a loss of 2 behavior points, which may negatively impact the student's opportunity to participate in end-of-the-year celebratory events or eighth-grade promotion.

When a student surrenders their device, they may call home using a school phone to inform their parents that they no longer have their device. A parent or guardian on the student's emergency card can pick up the device during regular school office hours, or arrangements can be made for pickup through the after-school program.

In case of an urgent need or emergency, parents may contact the front office at (805) 981-1507, and a message will be relayed to the student.

Repeated or severe violations of the policy (*i.e.*, cheating or creating a major disruption to the learning environment) will require an in-person parent/guardian meeting with an administrator and may result in additional disciplinary action for the student. If a student uses another student's device to violate this policy, both students may receive disciplinary action.

Notwithstanding the restrictions above, students may use their smartphones under the following circumstances:

1. In the case of an emergency or in response to a perceived threat of danger.
2. Under the direction of a staff member, subject to the reasonable limitations imposed by the staff member.
3. When it is necessary for the health and well-being of the student, as documented by a medical professional.
4. When it is required as part of a student's individualized education program.

These exceptions also apply to headphones, earbuds, and other related electronic devices.

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.
- Electronic signaling devices, laser pens, mp3 players, cameras, or any other electronic items of distraction will not be permitted to disrupt instruction, instructional programs, and/or school-related activities. The Rio School District assumes no responsibility for the protection of, loss of, or damage to any electronic device.
- Violations of this policy by a student shall result in disciplinary action and will result in the confiscation of the electronic device.
- 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.

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. 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 curricula that teach RSD students tolerance and problem-solving skills.

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 caring 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 respectfully and safely.

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.
- Leave campus without permission.
- Spit, use offensive language, or make offensive gestures
- Roughhousing

According to school policy

- 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.

BICYCLES, SCOOTERS, AND SKATEBOARDS

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. Skateboards, bikes, and scooters are not to be ridden on campus at any time. 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.

- Tickets are available for sale before and at the dance. It is highly encouraged that students

purchase their dance tickets before the actual dance to avoid long lines and to receive any ASB discounts. Tickets may not be purchased for students attending other schools. School dances are for currently enrolled students only.

- The established dress code for students will be in effect during school-sponsored dances and school activities. Students who are dressed inappropriately will be asked to change into appropriate clothing or leave the event.
- ASB or sponsoring clubs will ensure adequate staff supervision at dances to provide a safe environment for students.
- 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.

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. 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 out of school or suspended at any point in the school year unless approved by the administration.

ATTENDANCE

ABSENCES

Please call the office, send an email to rio-vista@rioschools.org, or utilize ParentSquare on the day of your child's absence. Make sure to include the reason for 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.

TYPES OF ABSENCES

- Excused Absences – student illness; student's medical, dental, optometrist appointment; death in immediate family, quarantine; exclusion-immunization, appearance in court; observance of a religious holiday
- Unexcused Absences – vacation; caring for younger siblings; errands; car trouble; oversleeping; shopping.
- Truancy – absent without parent/guardian knowledge; leaving campus without signing out in the Attendance Office or Health Office; attending a class period where the student is not enrolled.

SARB (School Attendance Review Board) / EXCESSIVE ABSENCE PROCEDURES

State law requires that schools notify parents of excessive absences and report excessive absences to a reporting agency. EC §48260 The third SARB letter may require a parent/student meeting with a district representative, the Deputy District Attorney, the School Resource Police Officer, and a site administrator. The student will be put on a SARB contract. Continued truancies may result in the student being referred to the District Attorney's office. Excessive tardies and/or absences may result in referral to the School Attendance Review Team/Board.

TARDY POLICY

If a child arrives late to school, he/she must stop by the office for a class pass. More than 3 tardies per year are considered excessive. Excessive tardiness may result in a referral to the School Attendance Review Board. A student who is tardy for more than any 30 minutes 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. Weekly reports will be generated for student tardiness. Excessive tardiness to any class period of the day will result in consequences including but not limited to lunch detention, after-school detention, parent conference, and loss of behavioral points.

BATHROOM VISITS AND WATER BREAKS DURING INSTRUCTIONAL TIME

Students must have a hall pass at all times while out of class during instructional time.

Only one student may leave the same class at a time during a class period (unless it is deemed an emergency)

Progressive Support

Step 1: Students who habitually use the restroom or are out of class for water breaks will have a teacher/student check-in regarding the concern.

Step 2: If habitual restroom usage continues, the teacher or administration will communicate concerns with the parent/guardian.

Step 3: Continued habitual bathroom or water break visits will result in a referral to administration. A Campus Supervisor escort may be assigned for future bathroom or water

breaks during instructional time.

BEFORE AND AFTER SCHOOL

Students may be on campus 35 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.

SHORT TERM 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 school days before the scheduled leave. Parents/guardians of students who are interested in independent study should contact the principal or designee before the scheduled leave to verify eligibility. Upon return to school, student work should be turned in immediately to receive credit for completed and accurate assignments. It is the student's responsibility to check in with teachers upon return to school for any additional work missed.

WITHDRAWAL FROM ATTENDANCE

The school should be notified by the parent in advance of a student withdrawing from attendance. Parents need to indicate where they 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 before moving.

EMERGENCY CARDS

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

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 and the duration of the restriction (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 and/or has a fever 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.

ACADEMICS

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/LAPTOPS

Students are responsible for all textbooks and school devices issued to them. Textbooks should be covered and maintained in good condition. Students will be charged for lost or damaged books. Books not turned in by the last day of school will be charged a late fee. Student-issued laptops are considered school property and shall also be maintained in good working condition. Any cost for repairs or loss to the computer may become the responsibility of the student and their parent/guardian.

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 taken 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 student's cost.

GRADE REPORTING

Interim grade reports are issued at the end of each six-week grading period. Each six-week 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, before the 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 an improvement plan.

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 interventions are made available through site Intervention Progress Teams (IPT). The Rtl process acts as a framework and organizing tool so that all district services and interventions will be accessible at the appropriate levels of intervention. 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 (Rtl)

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
- Before or after school tutoring
- Saturday School
- IPT (Intervention Progress Team)
- Specialized programs
- Summer programs, when available
- Title I Programs
- Tier 2 and 3 Interventions

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.

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 REVIEW AND RECONCILIATION

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.

HOMEWORK

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

- Recognizes that homework contributes toward building responsibility, self-discipline, and lifelong learning habits.
- Recognizes that the time spent on homework directly influences students' 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

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.

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 before 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.

Throughout the school year, there will be opportunities for incentive field trips for 6th, 7th, and 8th grade students in which behavior criteria will be used to determine eligibility. Students must have at least 35 behavior points remaining as of the day of the end-of-the-year field trip (see 8th Grade Promotion and End-of-The-Year Celebrations).

STUDENT SERVICES

COUNSELING SERVICES

Rio Vista has a full-time 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. Call the school office for counselor contact information or visit our website: <https://rioschools.org/riovista/> or <https://rioschools.org/counselor-corner/>

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 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.).

WEB

Where Everybody Belongs (WEB) is a student leadership program composed of trained eighth-grade WEB Leaders who serve as mentors and role models for incoming sixth-grade students. WEB Leaders help foster a welcoming, inclusive, and supportive school culture by assisting with sixth-grade orientation, leading advisory and team-building activities, mentoring students throughout the school year, and helping new students successfully transition to middle school. Through leadership training, collaboration, and service, WEB Leaders promote school connectedness, encourage positive relationships, and support student success by creating an environment where every student feels valued, respected, and that they truly belong.

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 child from school activities. Parents are asked to pick up their student promptly at the end of the activity. Students absent from school the day of the dance/activity may not attend without prior permission from school administration.

SPORTS

The Rio School District offers opportunities to participate in sports on the middle school campus during and after school. All students must have a 2.0 GPA to participate in athletic contests. 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 or the team. Students absent from school the day of the competition may not participate without prior permission from school administration.

LUNCH/FOOD DELIVERIES

Any food that is brought to school from a restaurant must be consumed in the office. Food from restaurants such as a pizza establishment, In-N-Out, Chick-fil-A, etc., disrupts campus and therefore must be eaten in the school office if brought to campus.

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.

Overt physical contact and/or excessive displays of affection are not permitted on campus or at any school-sponsored activity or trip. Students are expected to demonstrate respectful and appropriate behavior at all times.

Examples of prohibited behavior include, but are not limited to:

- Prolonged hugging or embracing.
- Sitting on another student's lap.
- Kissing.
- Cuddling.
- Giving back or shoulder massages.
- Holding or caressing another person's face, waist, legs, or other body parts.
- Playful wrestling, roughhousing, or other physical behavior that could be mistaken for fighting or make others feel uncomfortable.

Students are expected to use good judgment and maintain appropriate personal boundaries while at school. Students who do not meet these expectations may receive a warning, parent notification, and/or disciplinary consequences consistent with school policy.

OBLIGATIONS

Obligations are charges for the loss or damage of school materials, technology devices, textbooks, library fines, cafeteria, and athletic fees. Book and technology-related obligations must be cleared in the school library. Cafeteria obligations should be paid in the cafeteria or online through Student Connect. All other obligations are cleared at the ASB Student Store. After written notice, the school or district may withhold grades, activities, diplomas, or transcripts of the pupil responsible for damage or loss of property (including damage or loss of property that occurred when the student attended another school district) until such damages are paid or until completion of a voluntary work program instead of payment of monetary damages.

PARENT INFORMATION AND COMMUNICATION

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 the academic expectations of their instructional programs.

CALENDARS

Monthly calendars and cafeteria menus are sent home at the beginning of each month and are available on the Rio Vista website.

PARENT-TEACHER CONFERENCES AND COMMUNICATION

- Parent conferences are scheduled in the Fall and the Spring.
- 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. For a conference outside of the scheduled dates, please call the school office to schedule an appointment.
- Please feel free to communicate with teachers via email, ParentSquare, or leave a message with the front office.

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 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.

Q - PARENT AND STUDENT CONNECTION

Q Parent/Student 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, cafeteria information, and more. Middle School parents/students can view students' academic progress.

This system is only available to students' parents or legal guardians. A PIN and password are required to access the system. Parents can obtain their PIN and password by contacting any school at which one of their children attends (the same PIN and password will access information for all students whose parents are in the district). Parents/Guardians will be required to provide ID before receiving the PIN.

STUDENT ACADEMICS AND BEHAVIOR CONCERNS

Close communication with parents is essential to ensure an effective learning environment. Academic and behavior concerns will be communicated via US mail, ParentSquare, email, or personal phone calls.

MEDICATION

Medication should 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 can attend school regularly because of the effective use of medication in the treatment of chronic disabilities or illnesses. 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.

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 on school property without permission from the Superintendent or Designee. 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 t48II)

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.

SCHOOL - PARENT - STUDENT SCHOOL COMPACT

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 RESPONSIBILITY

- 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.
- The 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'S 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 their parents any checked or corrected homework returned by the teacher.

PARENT'S RESPONSIBILITIES

- Parents are expected to provide 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.

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 fairly and consistently.

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 for a second, third, or fourth offense on the first offense.

ALTERNATE MEANS OF CORRECTION (AMC)

The list below contains examples of Alternate Means of Correction instead of suspension.

Parent / Teacher Conference	Behavior contract	Intervention Progress Team
Parent contact	Conflict mediation	Cross-age mentoring
Written warning	In-school counseling	Projects on campus
Citation	Saturday school	Community service
Detention	Involuntary transfer	Behavior Support Plan
Restitution	No Contact Contract	Community services referral
Counseling	Preferential seating	Exclusion from school activities
Parents accompany students to class	Referral to student services staff	School Attendance Review Board
Parent escort to and from school		

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; and
5. not be stigmatized or segregated based on their status as homeless.

FEDERAL EDUCATIONAL DEFINITION OF HOMELESS

According to the McKinney-Vento Assistance Act, a homeless student 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 they are living in conditions described above; and
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 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 student 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 student 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 student of his/her right to appeal; and
 11. if the student is placed at a school other than the school of origin or a school requested by the parent/guardian, the school shall provide a written explanation of its decision, including the student's 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 the school, pending resolution of the dispute. Explanations and the right to appeal MUST be provided IN WRITING to parents/guardians; and
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.; and

9. contact the new district's homeless liaison for help in enrolling in the new school.

TITLE I SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY

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 and 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, has 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:
 - Title I Parent Information Night
 - Surveys
 - School District Parent Information and feedback meetings

DISTRIBUTION PROCESS

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

PARENT INVOLVEMENT IN TITLE I PROGRAMS

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:

The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited 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 six times per year
- ELAC meetings held four times per year
- Scheduled Title I meeting held at a convenient time

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:

- Child care during meetings
- Refreshments for attendees
- Home visits by the counselor(s)
- Flexibility in meeting times

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])

To obtain the greatest amount of collaboration on the parent involvement policy, the school will:

- Hold 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
- Survey information will be collected throughout the school year, at appropriate intervals to maximize participation
- Survey information will be shared with parent groups to gain additional feedback
- Have the Parental Involvement Policy and the School-Parent Compact reviewed annually by the School Site Council, English Language Advisory Committee, and the School Instructional Leadership Team
- The Title I program is reviewed as part of the annual SPSA review.

The school provides parents of participating children with the following:

Timely information about the Title I program through School Site Council, ELAC, and Title I, and Back to School meetings (20 U.S.C. § 6318[c][4][A])

- School Site Council, ELAC, and Title I meeting date information will be sent to parents via the ParentSquare communication system
- Agendas for all meetings will be posted on ParentSquare and at the entrance to the school at least 72 hours before the meetings.

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])

- At parent-teacher conferences, assessment information on student academic progress and grade-level standards is 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 English language arts, and mathematics for students needing assistance.
- 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]) 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.

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

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, establishing the practices listed below. (20 U.S.C. § 6318[e])

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])

- During parent-student-teacher conferences
- During Title I, SSC, and ELAC meetings
- At monthly parent meetings focusing on student achievement, learning, and parent support
- In school communication regarding State Assessment results and student progress

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])

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, and monthly parent nights/workshops
- 8th Grade Transition workshops for parents
- District-wide parent workshops led by district counselors
- Home visits by counselors to support parents and students

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])

- At staff meetings and grade-level teacher meetings, strategies to enhance parent involvement are discussed and integrated into our educational program
- Implementing the district's customer service protocols
- Offering professional development opportunities around the school-parent engagement paradigm
- At staff meetings, parent survey results are reviewed, and strategies for parent engagement and partnerships are discussed and integrated into the SPSA.

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])

- The school will develop and foster networking opportunities that involve and support parents in engaging in their student's education
- Coordination of parent involvement activities at the site is done by a parent volunteer, PTSA, an employee, a staff committee, the leadership team, and/or the SSC.
- Through parent communication, 6th grade orientations, and referral to viable parent resources
- 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

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])

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

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])

- Parent involvement strategies within the SPSA are integrated based on parent input through survey data.
- Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school's planned activities.

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])

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

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])

- 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 how 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 Student-Teacher-Parent Compact is reviewed annually by Rio Vista Middle School community stakeholders.
- 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 midpoint
 - b. Report cards will be sent at the end of each trimester
 - c. Parents will have access to grades via the 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, ParentSquare communications software, and conferences
 - b. Parents will have the opportunity to participate in committees such as SSC, ELAC, and PTA
 - c. Board policy will be followed regarding parent classroom visits and participation
 - d. 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])
 - e. 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. Translators will be available for the parent meeting and activities

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 how 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 its ability:

INSTRUCTION

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that 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 others 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, 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 vital to the success of the child and school
- Communication will be established through ParentSquare, email, phone, or text
- 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.
- Parents will provide a quiet place for their child to study nightly, ensure homework is complete, and frequently monitor their child's progress by reviewing progress reports from both the classroom teacher and the 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 regularly
- 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 shall be held 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, and 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 the progress of RFEPs and reclassified students annually;
- progress reports will be mailed halfway through each of the trimesters. Report cards will be mailed at the end of each trimester; and
- parents are encouraged to sign up for Parent Portal to access student progress, and partner with their student and discuss/view the Student Portal

PARENT INVOLVEMENT OPPORTUNITIES

- Attend parent meetings such as Welcome Back Day, Back to School Night, Title 1 Parent Meeting, and parent-teacher conferences;
- join school site council, English language advisory committee, or other committees available;
- parent workshops;
- high school information nights; and
- 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;
- the translator will be available for conferences; and
- 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, websites, 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 for following current legal regulations and the rules outlined 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.

Students 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:

- obscene material;
- 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 websites, blogs, or posts 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 outlined 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 from 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 the 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.