



RIO DEL SOL SCHOOL PARENT/STUDENT TK-8th Grade HANDBOOK 2026 - 2027



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Principal's Message

Greetings Phoenix Families!

At Rio Del Sol TK-8 STEAM School, we value all types of learning centered upon a trans-disciplinary approach with an emphasis on STEAM (Science, Technology, Engineering, Art, Math). Our curricular and instructional focus emphasizes the following:

- Student Engagement and Collaboration
- Student Connectedness and Belonging
- Student Big Picture Thinking and Discovery
- Student Interest and Passion for Learning Development
- Student-Centered Learning

Rio Del Sol TK-8 STEAM School encompasses what it means for students to be active learners and part of the instructional environment. Our innovative and caring teachers serve as “Learning Guides” in an effort to guide and ignite the students’ passion for learning through an element of inquiry-based learning. The instructional model is unique in that we utilize an open classroom format with flexible seating along with a supportive and positive learning environment.

While academic excellence is our focus, we also encourage and teach character education as well as leadership. Additionally, through the execution of thoughtful lessons, we will build capacity in our students so that they become life-long learners and are prepared to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and Caring (the 5 Cs) will be focal points across content areas. At Rio del Sol TK-8 STEAM School, we have high expectations for our students. We share a fundamental belief that students will rise to the occasion to meet the expectations of the adults that care for them.

On behalf of the entire Rio Del Sol TK-8 STEAM School team, we wish everyone a great 2026-2027 school year!

GO PHOENIX!

Sincerely,
Dr. Ryan Emery, Principal

INTRODUCTION

A. Welcome!

This handbook is intended to be used by TK-8 students, parents and staff as a guide to the rules, regulations, and general information about our school. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. 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 so as 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 assure the well being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable School District policies, State and Federal statutes and regulations, and the Parents Rights and Responsibilities Annual Notice.

B. Preschool Program

The Rio School District offers an academic preschool program at most of its elementary schools. The district partners with the Ventura County Office of Education, the Rio Neighborhoods for Learning, Child Development Resources and Child Development Inc. to provide this program for children ages 3-5 who meet eligibility criteria.

C. Transitional Kindergarten

This program is for children turning 4 years old by September 2nd of the current school year builds on existing readiness efforts, setting children on a path to develop the skills they will need to be successful in kindergarten. Our transitional kindergarten serves as a bridge for children who, in essence, need the gift of time, time that is essential to absorb and express ideas, learn more about friendships, assert independence, and examine the world around them. This allows the children to become more confident as they move to the next level of academic achievement.

D. 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 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. 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 CHAMPS and other character education curriculums that teach RSD students tolerance and problem-solving skills.

Closed Campus Policy

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

A. The School Day

Students are not permitted on campus until 15 minutes prior to class starting and are to leave promptly after school unless participating in a school sponsored activity.

B. Students who need to leave the campus for any reason must be signed out through the office by a parent, guardian, or emergency contact person (who must be 18 years of age or older).

NOTE: Only those persons designated on the emergency card may sign out students.

C. Students returning to the school must check back into the office to get a pass to return to class.

D. Visitors must have permission from the office to be on campus. They must be adults and sign “in” and “out” at the office. A visitor’s badge will be provided to wear while on campus. Students’ friends or relatives may not attend classes with the student without prior approval from the office.

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 visits by members of the community and other interested persons should be arranged in advance with the teacher, principal, or principal designee in charge. Approval or denial is based upon whether there is a reasonable basis to conclude that the visit will interfere with school activities. Visitors may be accompanied by the principal or principal designee at all times while the visitor is on campus when 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 are required to be in connection with assigned school activities. No electronic listening or recording device may be used by students or visitors in the classroom without the teacher and principal’s permissions. 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 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. (*E.C. 44810 and 44811*)

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

proceed expeditiously to the office of the principal or designee for the purpose of registering.

E. Child Custody

In most cases, when parents are divorced, both parents retain parental rights. If you have a Court Order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the office. Unless your Court Order is on file with us, we must provide the rights that the law allows to parents concerning records, visitation and information about the child.

F. School Phones are extremely busy and we only allow students to call home in case of an emergency. Whenever possible, avoid leaving phone messages for your children at school. It is difficult to ensure that they will receive the message. Parents and children are encouraged to make pick-up and after-school arrangements at home.

G. Tobacco-free and Drug-free Campus

We are a drug-free campus. Students who are required to take physician prescribed medications during the regular school day may be assisted by the school nurse or other designated school personnel if the procedures listed in Section VI-A are followed. We are a tobacco-free campus. Smoking is prohibited in any district building or facility.

In addition, smoking or the use of tobacco products by district employees or any other person is prohibited on school grounds or in district vehicles (BP 3513).

H. Counseling Services

Our school has a counselor on site to assist in guiding students through academic and life events. 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 transition back to school.

School Policies

A. Dress Code

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

- Clothing, jewelry and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, depictions of any kind of weaponry, or which advocate racial, ethnic or religious prejudice.
- Hats, caps and other head coverings shall not be worn indoors. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day (Education Code 35183.5).
- Clothes shall be sufficient to conceal undergarments at all times.

- Shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable (For safety reasons, shoes with embedded wheels (Heelys) may only be worn with the wheels removed).

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

B. Personal Property

Children are not to bring toys, games, electronic devices, etc., to school without teacher permission. Upon arrival at school and through dismissal, cell phones should be turned off and not used for text messaging, taking pictures or direct-connect two-way communication unless the use is directed or expressly permitted by a school official. **The school is not responsible for lost, stolen or broken personal items.** * Please label outerwear and backpacks with the student's name.

C. Gum and Food

Gum is not allowed on campus. Food is allowed in designated areas only.

Lunch/Breakfast Money

Breakfast and lunch are free to all students at Rio Del Sol. Adult school lunch is \$6.00 (includes milk) and breakfast is \$4.00. Milk alone is \$0.50. Prices are subject to change.

A. Outside Food

Students are not permitted to order outside food to be delivered to the campus. Any outside food (from restaurants) may be delivered to students by parents, however students will be required to eat this food in the office to avoid food sharing.

B. Lost and Found

We keep a Lost and Found box near the Welcome Center during the year. If your child loses something, he/she is free to look for it there. Unclaimed items will be disposed monthly.

C. Electronics Policy

Cell phones and non-district issued devices (apple watches, airpods, etc) are not allowed to be accessed during school hours. All devices must be left at home or stored in backpacks once they enter campus. If students are seen with devices outside of their backpacks (including in pockets) they will be confiscated and placed in the electronics locker in the front office until the end of the day.

If any device is confiscated more than one time, parents/guardians will be requested to pick up the device from the office at the end of the day. In addition, students will be asked to leave the device at home or to check the device into the electronics locker in the front office at the start of the day.

In the event parents/guardians need to get a hold of their child during school hours, they are more than welcome to contact our front office.

Attendance and Absences

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

- Illness
- Doctor/Dental appointments

c - Death in the immediate family

d - Quarantine

A written note from the parent on the day the child returns is necessary, unless a phone call to the school is made by the parent explaining the reason for absence, otherwise please call the office on the day of your child's absence. An absence does not excuse a student from classroom assignments. It is the student's responsibility to make up for any missed work. *Excessive absences may result in referral to the School Attendance Review Board.* **Students may not participate in after school activities if they are absent from school on the day of the activity.**

A. Tardiness

If a child arrives late to school, he/she must stop by the Office for a pass to class. Please remember, tardiness results in loss of instruction time. **More than 3 tardies per year are considered excessive.** Excessive tardiness may result in the referral to the School Attendance Review Board. Middle School tardies during the day may result in consequences, including an after school detention for 3 or more within a month period.

B. Withdraw from Attendance

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

C. INDEPENDENT STUDY (BP 6158 and AR 6158)

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

Emergency Information

Emergency cards are kept on file for all students with important information in cases of student illness, accident or other emergency. Please return the emergency card to the office as soon as possible. New emergency cards must be completed each school year and signed by the parent/guardian. **If student information should change throughout the year, it is the parent's responsibility to inform the office.** You must have contact phone numbers on the back of the emergency card. These should not be the same as the home number on the front of the card. **NOTE: Only those persons designated on the emergency card may sign out students.**

Student Accident Insurance

Accident insurance is available to students at a reasonable price. Specific information regarding the plan will be supplied during registration and the first week of school.

Parents are encouraged to purchase this insurance as the school accepts no financial responsibility for accidents occurring on school grounds.

Health

When your child is ill 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.

A. Medication

It is desirable for medication to be administered at home. However, it is recognized that some students are able to attend school regularly because of the effective use of medication in the treatment of chronic disabilities or illness. It is also recognized that in many short-term illnesses, medication may need to be continued after a student returns to school. To accommodate this, we need:

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

B. Returning to School After an 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.

Supervision

We provide daily yard duty supervision for 15 minutes before school begins. Teachers supervise students during morning and afternoon recesses. We have Campus Supervisor Assistants who work with students during lunch and lunch-recess. **There is no yard supervision after school.** Parents need to pick up their children promptly at the end of their school day. There is no supervision for them after they are dismissed.

Parking Lot

Parking is very limited. Please remember to drop off and pick up students in the safest manner possible. Drive cautiously and watch for students at all times. The handicap area is for those who have handicap parking permits. Remember do not block parked cars. Adhere to the designated no parking red zones, speed limits and crosswalks. Grades TK and K, and TK/K students with an older sibling, may be dropped off in the southernmost parking lot near the Welcome Center. Grades 1-8 may enter the school through the black gates near the Welcome Center and through the black gates at the northernmost black gates adjacent to Santa Rosa Hall. All bus-riders will be dropped off in front of Santa Rosa Hall and enter the school through the black gates.

Communication

A. Back to School and Parent Information Nights

All parents are encouraged to attend the annual Back-To-School Night scheduled in September of each year. Teachers will provide valuable information regarding academic expectations for the school year. In addition, families are encouraged to attend family events throughout the year.

B. Calendars and Newsletters

Monthly calendars and newsletters are sent home at the end of the previous month. It is important that you note the schedule of minimum days and plan accordingly so that your child is picked up from school in a timely manner. Our concern is that young children are easily frightened when their parent or babysitter does not arrive on time to pick them up from school. Please post these at home for reference.

C. Parent-Teacher Conferences

Parent-Teacher conference dates are listed on your Yearly School Calendar. Your child's teacher will schedule a time for you. Our goal is to work together with you to provide the best education possible for your child. We hope to see you at conferences, as well as at other school activities this year.

Academics

A. Homework

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

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

Recommended Amount of Time:

Homework assignments will vary in length and difficulty according to the individual student.

In addition to doing homework assignments, all students are expected to read nightly for a minimum of:

TK/Kindergarten – 1st Grade: 20 minutes

2nd – 3rd Grade: 20 minutes

4th – 8th Grade: 30 minutes

Nature and Purpose of Homework

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

Principal's Responsibility

- The principal will send home to all parents the homework guidelines in time for parents to read them prior to attending Back to School Night.

Teacher's Responsibilities

- Teachers will communicate homework procedures and expectations to all parents at the beginning of school each year (i.e., Back to School Night, introductory letter).
- Teachers will clarify at the beginning of the school year whether parents are to review and/or assist in correcting homework before it is turned in.
- Teachers generally will assign homework four days a week. These assignments should not require that the homework be completed over weekends or holidays.
- Teachers will assign homework that is commensurate with the 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 students in class or sent home. Teacher will review with student 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.

Students' Responsibilities

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

Parents' Responsibilities

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

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

B. Report Cards

Report cards will be sent home in November, March, and June. Please refer to your Rio School District Calendar for the exact days. The November report card will be discussed with you at fall parent conferences. Grading standards for grades K-5 and 6-8 will be sent home early fall 2022.

C. Textbooks

Rio Del Sol teachers have access to the District adopted textbooks for each grade/subject. All District adopted textbooks were recommended by the District's Curriculum Council with significant input from teachers, made available to the public for review, went through a public hearing, and were ultimately approved by the Board. Should a teacher at Rio Del Sol choose to utilize District adopted textbooks, each student in the class would be provided access to the textbook, either in hard copy or electronically. Rio Del Sol is a school of choice which implements an inquiry lead, project based pedagogy with a focus on STEAM. Because of this pedagogy, the majority of teachers at Rio Del Sol are not typically teaching directly from a District adopted textbook. Rio del Sol teachers utilize the Board adopted core curriculum for English language arts and math. Rather, the teachers are utilizing technology, supplementary instructional materials purchased by the District and available to all teachers in the District, and supplementary instructional materials purchased by the District at the request of individual teacher(s) based upon the specific needs of the teacher/class and approved by Dr. Emery and ultimately the Superintendent and/or Board of Education.

On a broad level, the District utilizes the curriculum framework and common core standards developed by the California Department of Education to develop the Rio School District report card. The report card utilized by the District is standards based and provides curriculum mapping for teachers in that it notes which standards are to be covered in each subject matter during each trimester for each grade level. Specific to Rio Del Sol, every six weeks, the teachers at each grade level are provided with half of a day for design time. During design time, the 3-4 teachers assigned to each grade collaborate on short and long term goals for the grade as a whole, which includes goals related to the amount of material to be covered over the following six weeks in each subject matter. The teachers also collaborate regarding the type of projects/tests that will be utilized/administered to measure the students' knowledge of the common core state standards for each subject to ensure that all of the classes in each grade level are covering all of the required curriculum at the same/similar time.

D. Physical Education

All students are required to participate in physical education activities. If a student is unable to participate due to illness or an injury, they must bring a written excuse from a parent or legal guardian and present it to their teacher. If your child is to be excused from PE for more than three days, a note from a doctor is required.

E. Response to Intervention and the Intervention Progress Team (IPT)

The Rio School District's leadership believes that a child's ability to learn is affected by social, emotional, behavioral, health and economic factors outside the classroom. The District's Response to Intervention (RtI) Model provides a framework making it possible for students to access a range of programs and obtain services that will support the individual needs of the child and his/her family. Both academic and Social/Emotional/Behavioral ("SBE") interventions are made available through site Intervention Progress Teams (IPT). The RtI process acts as a framework and organizing tool so that all district services and interventions will be accessible at the appropriate levels of interventions. The team is a regular education process that uses a positive problem solving team approach to do everything possible to make students' school life successful. Parents of referred students are an important part of this process. The student's progress is monitored frequently to see if those interventions are sufficient to help the student to catch up

with his or her peers. If the student fails to show significantly improved skills despite several well-designed and implemented interventions, this failure to 'respond to intervention' can be viewed as evidence of underlying problems that may lead to an assessment for possible special education services.

F. Library

Our school provides library services for students. Students visit the library on a regular basis, during which time they are allowed to check out library books to read at home and at school. It is the student's responsibility to return his/her library book within the designated time period. Failure to do so will result in loss of check-out privileges. Lost or stolen library books are considered the responsibility of the students' family. Written notification for replacement cost(s) of lost book(s) will be provided to parents. Parents will be given the opportunity to abstain from allowing their child/children from checking out books during the year.

G. 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 prior to the trip. No child may attend any trip for which his or her permission slip has not been returned. Field trips are an extension of the school program and all school rules apply, including the dress code policy.

H. 8th Grade Promotion Guidelines and Events Guidelines

Requirements to Participate in 8th Grade Promotion along with 6th-8th Grade Events

Grade	Points
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Academics: Students must earn at least a 2.0 GPA at the end of Trimester 1, Trimester 2, and Trimester 3.

To calculate GPA:

- 1) Convert every letter grade to a grade point number
- 2) Add up all of the grade points
- 3) Divide the total grade points by the number of classes

Example: A student has 2 As, 2 Bs, 2 Cs and 1D on a report card.

$4 + 4 + 3 + 3 + 2 + 2 + 1 = 19$ total grade points

$19 \text{ total grade points} \div 7 \text{ classes} = 2.72 \text{ GPA}$

I. Citizenship Guidelines

Behavior & Citizenship to Participate in Activities: All students, 6th grade thru 8th grade, must have overall good citizenship throughout the year to participate in events. Students are expected to earn Outstanding or Satisfactory marks by the end of each trimester. Students cannot earn more than 2 Needs Improvement or Unsatisfactory marks total at the end of Trimester 2, and Trimester 3.

Outstanding (O)	Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Consistently exceeds expectations in work completion, preparation, and participation and actively contributes to the learning experiences of their peers. Also shows respect to others.	Consistently meets expectations: completes work on time, is prepared to learn, participates regularly, shows respect for others, and contributes to building a positive community.	Inconsistently meets expectations: occasionally completes work on time, not always prepared to learn, participates irregularly, and rarely works well with others.	Does not meet expectations: work is habitually late, not prepared to learn, does not participate, and does not work well with others.

Inappropriate cell phone usage, violations of the computer acceptable use policy, behavior referrals, detentions and suspensions will also affect a student's participation in activities and will be determined by the principal and assistant principal.

Code of Conduct

Our school adheres to the principles of **Positive Behavior Support which include:**

- Health and safety
- Legitimate Educational Purpose
- Property Loss and Damage
- Serious Disruption

Students are taught the importance of balancing their **rights and responsibilities** as citizens of our school community.

A. Student Rights

All students can learn and they have the right to:

- Be safe and protected
- Be free from verbal abuse and harm
- Have personal belongings safe
- Be treated with respect
- Learn in a "cared for" environment
- Be able to learn without distraction

B. Student Responsibilities

Students are expected to display appropriate behaviors while in class, on the school grounds, while going to and from school, and during school-sponsored activities:

- Show respect for yourself and others.
- Be in the assigned seat, ready to work and with all materials, when the bell rings.
- Follow directions the first time they are given.
- Keep hands, feet, and objects to yourself.
- Use a pleasant voice when talking to others.

C. Sexual Harassment

Rio School District prohibits student sexual harassment. Student sexual harassment includes both student-to student harassment and adult-to student harassment. Sexual harassment is any unwelcome

sexual behavior from another person and can include sexual comments, jokes, rumors, graffiti, or touching or staring in a sexual way. Students who sexually harass other students at school, at a school related activity or while going to, or coming from school, will be disciplined. Appropriate student discipline for sexual harassment may include suspension and/or expulsion. Students who believe that they have been sexually harassed either by an adult or by another student should immediately tell the school principal, a teacher, or a school counselor so that the District can take action to stop the harassment and protect the student.

EDUCATION CODE SECTION 231.5.

(a) It is the policy of the State of California, pursuant to Section 200, that all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in the educational institutions of the state. The purpose of this section is to provide notification of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies.

(b) Each educational institution in the State of California shall have a written policy on sexual harassment. It is the intent of the Legislature that each educational institution in this state include this policy in its regular policy statement rather than distribute an additional written document.

(c) The educational institution's written policy on sexual harassment shall include information on where to obtain the specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies.

(d) A copy of the educational institution's written policy on sexual harassment shall be displayed in a prominent location in the main administrative building or other area of the campus or school site. "Prominent location" means that location, or those locations, in the main administrative building or other area where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted.

(e) A copy of the educational institution's written policy on sexual harassment, as it pertains to students, shall be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable.

(f) A copy of the educational institution's written policy on sexual harassment shall be provided for each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

(g) A copy of the educational institution's written policy on sexual harassment shall appear in any publication of the institution that sets forth the comprehensive rules, regulations, procedures, and standards of conduct for the institution.

D. Bus Conduct 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.

E. Playground Behavior

Students shall:

1. Follow directions and playground rules
2. Stay in assigned areas
3. Keep hands, feet and objects to themselves
4. Treat others with respect (no teasing, insulting, provoking)
5. Use equipment appropriately:
6. Follow school procedures as set by the administration and teachers.

Consequences for Misbehavior

School site staff will follow the district discipline matrix for inappropriate behavior. Inappropriate incidents are reported to the Principal or his/her designee who may complete the following:

1. Holds a conference with the child/children to provide due process.
2. Contact the child's teacher and/or parents/guardians to report the incident.
3. Determines an outcome which is appropriate to the incident and which helps the child correct his/her own future actions.

The goal of this process is to assist students in understanding the relationship between rights (free play time on the playground) and responsibilities (maintaining appropriate behavior). Ongoing referrals may be addressed through an Intervention Progress Team (IPT) meeting including playground personnel, parent, teacher, and principal.

F. Unacceptable Behavior and Suspensions

The Following behavior is UNACCEPTABLE and will result in consistently applied discipline (according to Education Code 48900, 48260, 31583):

School sites will follow the Rio School District's Progressive Discipline Matrix for unacceptable behaviors.

- Threatening, bullying, fighting, assault and battery.
- Extortion (taking or attempting to take money or property from another person by the use of a threat).
- Discrimination towards another student based on race, gender, and or demographics
- Truancy: excessive absences and/or tardiness.
- Causing or attempting to cause damage to school or private property.
- Disturbing class or student activities.
- Use of profanity, vulgarity, or obscenity.
- Disobedience, defiance, or disrespect to school employees.
- Inappropriate mode of dress.
- Possession of personal radios, tapes, CD Players.
- Electronic devices: Students are permitted to carry a cell phone; however, all cell phones must remain turned off and in student backpacks when at school. If a student is caught with a cell phone in hand or clothes pocket during school hours, the phone will be confiscated and a parent will need to come to the office to retrieve it.

- Severe disruptive behavior is not tolerated in the Rio School District. Students may be suspended from school and a conference will be held with their parents. As an alternative to suspension, a parent may be required to spend a day at school with his/her child.

G. Discrimination Policy

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 set forth 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.

Discrimination is the unfair or prejudicial treatment of individuals or groups based on characteristics such as race, gender, age, or disability. The Rio School District is committed to maintaining a safe, respectful, and inclusive environment for all students and staff. Any acts of discrimination will be addressed in accordance with the Rio School District discipline matrix, with consideration given to the student's age, grade level, and the severity of the behavior.

H. Anti-Bullying

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:

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 bystander; speak to an adult if you see another student being bullied.

What parents can do:

- Volunteer in the school.
- 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.

I. Bicycles, Skateboards and Scooters

Children riding bicycles to school must park and lock them in the designated area immediately upon arrival at school. Bikes must be walked on school property and on sidewalks. Skate boards, bikes and scooters are not to be ridden on campus at any time. 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).

Title I School-Level Parental Involvement Policy RIO DEL SOL SCHOOL

Rio del Sol School has developed a written Title I parental involvement policy with input from Title I parents. Parents are given the opportunity to provide input during the following meetings: SSC, ELAC, PTA and Coffee with the Principal. We distribute the policy to parents of Title I students at our Annual Title I Meeting at the beginning of every school year. The policy includes a description of how the Title I parental involvement requirements will be met.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Rio del Sol the following practices have been established:

- Rio del Sol holds an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. .
 - An annual Title I meeting is held within the first trimester of each year.
 - Parents are reminded of the meeting through a telephone message to the home, the monthly calendar and via school newsletter.
 - The annual Title I meeting may be held in conjunction with another regularly scheduled parent meeting such as Back to School Night, Coffee with the Principal etc.
- Rio del Sol offers a flexible number of meetings for Title I parents.
 - Parents can be involved through PTA meetings, School Site Council meetings, Coffee with the Principal, ELAC, parent conferences, parent education nights and parent workshops.
- Rio del Sol involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of Rio del Sol's Title I programs and the Title I parental involvement policy.**
 - Parents are given the opportunity to provide input as to how we can improve our program and policy. We provide this opportunity at the following meetings: PTA, SSC, ELAC
- Rio del Sol provides parents of Title I students with timely information about Title I programs.
 - Information is provided at our annual Title I meeting.
- Rio del Sol provides parents of Title I students with an explanation of the curriculum used at Rio del Sol, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Information is provided at our annual Title I meeting.
 - All parents receive information about the curriculum and programs at Back to School Night.
 - Parents are informed of programs during fall conferences.

- If requested by parents of Title I students, Rio del Sol provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
 - Parents are provided with parent rights at IEP meetings and reminded that they have the right to call a meeting at any time to discuss their child's education.
 - Rio del Sol holds 3 parent meetings a year to which parents are invited and provided with a translator in their own dialect if needed.

Rio del Sol distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways Rio del Sol and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- Rio del Sol's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The School-Parent Compact was developed with input from the PTA, SSC, ELAC and Coffee with the Principal parent groups.

Building Capacity for Involvement

Rio del Sol engages Title I parents in meaningful interactions with Rio del Sol. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, Rio del Sol has established the following practices.

- Rio del Sol provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - Teachers provide this information at back to school night
- Rio del Sol provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the academic achievement of their children.
 - During Coffee with the Principal, ELAC, SSC and PAC meetings, the principal conducts PowerPoint presentations and holds discussions to educate parents about the Common Core State Standards, assessments, and monitoring their child's progress or lack thereof.

With the assistance of Title I parents, Rio del Sol educates staff members about the value of parent contributions, and how to work with parents as equal partners.

- Rio del Sol provides Title I parents with materials and training to help them work with their children to improve their child's achievement.

- Parent Education Nights take place 3 times a year during which time teachers offer parents tips and strategies to help their child in Language Arts and Math. Teachers provide handouts with directions, provide free books with reading guides for parents to use when reading as well as modeling for parents how to use the materials provided.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
 - The principal provides teachers with feedback and comments from parent discussions held during Coffee with the Principal meetings.
 - A panel of parents and community members are invited into a staff/professional development meeting to present information about their indigenous culture.
- Rio del Sol coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
 - Promotoras and Family Development workers conduct outreach to families who might not otherwise be able to connect with the school by conducting home visits and providing translation services.
 - Evening parenting classes are offered to families struggling with students who are considered at risk or participate in high risk behaviors in or out of school.
- Rio del Sol distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
 - All written information is sent out to parents in Spanish and English.
 - Automated telephone messages are programmed to be sent out in both Spanish and English, depending on the language preference indicated by parents.
- The school provides support for parental involvement activities requested by Title I parents.
 - Parents are provided support in translation to their language during parent conferences, support in filling out school related forms is offered in the office through a dedicated Student Support Specialist, outreach to families through the Healthy Start Center Family Development Worker,

Accessibility

Rio del Sol provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Meetings are scheduled during evening hours and on Saturdays for the parents of Migrant students who would otherwise be unable to attend meetings held during the day.
- All school buildings and classrooms are accessible to parents who are physically disabled to allow them to participate fully in all school parent meetings and activities.
- All notices and fliers sent home are both in English and Spanish.

- All school meetings are held bilingually when required by the attendance of both Spanish and English speakers.

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 a 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. McKinney-Vento participants have access to educational and other services necessary for them to meet the same challenging performance standards as the general population of students;
5. Not be stigmatized or segregated on the basis of their status as homeless.

FEDERAL EDUCATIONAL DEFINITION OF HOMELESS

According to the McKinney Vento Assistance Act, a homeless 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 the children are living in conditions described in above;
9. “Unaccompanied”, not in the physical custody of a parent or guardian.

EDUCATIONAL RIGHTS OF HOMELESS STUDENTS

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

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

11. If the student is placed at a school other than school of origin or a school requested by the parent/guardian, the school shall provide a written explanation of its decision, including their right to appeal the decision.

RESPONSIBILITY OF THE SCHOOL

Per the MCKINNEY-VENTO ACT, schools must:

1. Identify students who meet the federal definition of homelessness.
2. Enroll immediately, even if records normally needed for enrollment are lacking, such as proof of residency, school records, immunizations, etc.
3. Contact the last school of attendance to obtain relevant records.
4. Do not immediately drop students from the school due to change of address.
5. Investigate a student's change of address and if it is due to loss of housing, the student must be allowed to attend for the duration of homelessness.
6. When homeless students become permanently housed, allow them to complete the school year.
7. The school district shall provide transportation to the school of origin and share the cost of transportation if the student is displaced to a neighboring school district.
8. If a dispute arises, allow the homeless student to immediately enroll/continue attending in the school, pending resolution of the dispute. Explanations and the right to appeal MUST be provided IN WRITING, to parents/guardians.
9. School districts must have a dispute policy in place.

RESPONSIBILITY OF THE PARENT/GUARDIAN

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 everyday.
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 (ie. immunizations, grades, IEPs)
9. Contact the new district's homeless liaison for help in enrolling in the new school.

Rio del Sol School TK-8

School-Parent Compact

Rio del Sol School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the schools and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities to observe classroom activities

Rio del Sol School Site Council reviews and provides input annually on how parents, staff and students can share in the responsibility for improved student academic achievement. The School Site Council also considers the recommendations from the English Language Acquisition Committee (ELAC) parents and Parent Teacher Association members.

Building Capacity for Involvement

Rio del Sol School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
All parents/guardians are invited to parent conferences to discuss content standards, assessments and student achievement. Parents also have access to Intervention Progress Team meetings where progress is monitored. An overview of how to access this is done at the annual Title I meeting at the beginning of each year.
- The school provides title I parents with materials and training to help them work with their children to improve their children's achievement.
Support is offered through individual parent/teacher conferences and at different parent support workshops throughout the year. Teacher letters are sent home throughout the year in addition to support provided at Intervention Progress Team meetings and, Individual Education Plan meetings.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.
Information and input from parents is shared at staff meetings. Teacher liaisons are able to offer insight and guidance on what is being shared at School Site Council meetings, PTA meetings and individual parent meetings. Parent involvement is a shared goal of staff at Rio del Sol and staff strive to offer a welcoming and safe environment.

- The school coordinates and integrates the title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
The office support specialist provides access to and helps to coordinate parent Intervention Progress Team meetings where student progress is monitored. The school counselor provides access to district academic and social/emotional supports and community resources through the counseling resource office. Services include the coordination of district programs such as McKinney Vento supports, Migrant Education supports, extended learning supports and intervention services.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
School calendars, documents and parent letters are distributed in English and Spanish. The office staff and support specialist assists with enrollment and access to programs, meetings and other activities in Spanish and English. Translation support is provided at all parent conferences, Intervention Progress Team meetings, Individual Education Plan meetings and at the annual Title I meeting.
- The school provides support for parental involvement activities requested by title I parents. *Parents have access to school Support Specialists and the school counselor throughout the year to assist with access to activities. Parents also have translation support as needed. Parent involvement and input is considered and discussed with various parent groups such as School Site Council, ELAC and PTA.*

Accessibility

Rio del Sol School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Rio del Sol School provides written translation of letters, fliers and school documents for parents. An office support specialist is readily available to verbally translate and provide information on a daily basis for all parents and community members in Spanish and/or English. Individual support meetings are available to parents/guardians to assist with the understanding of progress and reports at school. Translators are also available at all parent/guardian meetings.

THE TEACHER PLEDGE:

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

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

- I will communicate with you regarding your child's progress on an ongoing basis (i.e., mid-term reports, phone calls, report cards)
- I will provide a description and explanation of the curriculum, academic assessments, and the proficiency levels students are expected to meet.
- I will involve parents/guardians in the planning, review, and improvement of programs under Title I.
- I will be available to discuss your child's progress by phone or by appointment.

Teacher Signature: _____

THE STUDENT PLEDGE:

I realize that my education is important to me. It helps me to develop tools I need to become a happy and productive person. I also understand that my parent(s) or guardians want to help me do my best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

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

Student Signature: _____

THE PARENT PLEDGE:

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will ensure that my child attends school each day unless he/she is ill.
- I will make sure that my child arrives at school on time.
- I will notify the school when my child is absent and state the reason for the absence.
- I will make sure my child gets an adequate night's sleep and has a healthy diet.
- I will support our school's/district's attendance, discipline, and homework policies.
- I will monitor my child's progress in school regularly.
- I will provide an appropriate place for my child to study.
- I will encourage my child to complete his/her homework.
- I will attend Back to School Night, parent conferences, Open House, and other school activities.

- I will limit any activities that interfere with my child's learning.
- I will be sure that the school has my child's completed and updated Emergency Card.
- I will schedule my child's personal, medical and dental appointments after school hours when possible.

Parent Signature: _____