

Educational Options Center

Home of

COPE/Opportunity

Raincross High School

Summit View Home-Based Program

Student/Parent Handbook

2021-2022

English



**6401 Lincoln Ave.
Riverside, CA 92506
(951) 276-7670**

Non-Discrimination Statement

The Riverside Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment), and bullying based on actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

For any questions, concerns, or to file a complaint regarding discrimination, intimidation, harassment (including sexual harassment), bullying, or Title IX, contact your school site principal and/or the District's Compliance Officer and Title IX Coordinator: Raúl Ayala, Director of Pupil Services, 5700 Arlington Avenue Riverside, CA 92504, (951) 352-1200, or by email at rayala@riversideunified.org, and/or David Marshall, Resolution Officer, 3380 14th Street Riverside, CA 92501, (951) 788-7135, or by email at drmarshall@riversideunified.org.

El Distrito Escolar Unificado de Riverside prohíbe la discriminación, intimidación, acoso (incluyendo el acoso sexual), y acoso escolar (*bullying*) en base a edad actual o percibida, ascendencia, etnicidad, estado marital, estado de embarazo, color, discapacidad mental o física, género, identidad de género, expresión de género, información genética, estatus migratorio, estado marital, información médica, nacionalidad, raza, religión, sexo, orientación sexual, o asociación con una persona o grupo con uno más de estas características actuales o percibidas.

Si tiene alguna pregunta, preocupación o para presentar una queja por discriminación, intimidación, acoso (incluyendo el acoso sexual), acoso escolar (*bullying*), o el Título IX, comuníquese con el director de su plantel escolar y/o el Agente de quejas del Distrito y Coordinador del Título IX : Raúl Ayala, Director de Servicios Estudiantiles, 5700 Arlington Avenue Riverside, CA 92504, (951) 352-1200, o por correo electrónico a rayala@riversideunified.org, y/o David Marshall, Oficial de Resolución de Conflictos, 3380 14th Street Riverside, CA 92501, (951) 788-7135, o por correo electrónico a drmarshall@riversideunified.org.

**Please see the Riverside Unified School District Parent/Student Information Handbook for more information.*

Social Media Links

Webpage: eoc.riversideunified.org

EOC Google Site: <https://sites.google.com/riversideunified.org/educationoptionscenter/home>

EOC Student Center Google Site: <https://sites.google.com/riversideunified.org/eocstudentcenter/home>

Remind: <https://www.remind.com/join/eocrocks> **School Code:** @eocrocks

Facebook: <https://www.facebook.com/EducationalOptionsCenter>

Instagram: https://www.instagram.com/eoc_rocks/

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Principal's Message

Welcome to a new and exciting school year at EOC. As the Director of Alternative Education, I strive to make sure every student is provided with a safe learning environment where students are supported by a dedicated staff that focuses on ensuring academic success. We strive to create a culture of success where students gain a sense of pride and belonging as they prepare for their future.

With the partnership of our parents and the community, our focus is to support students in overcoming the unique challenges they have faced and move them toward graduation, and to develop the skills they will use to be successful in their plans after high school. We are committed to developing relationships that are based on trust and respect so that students feel valued as we support them in reaching their potential. We aim to develop students to become lifelong learners who are critical thinkers prepared for college and career.

I look forward to a successful year for all students.

Respectfully,

A handwritten signature in black ink, appearing to read "H. Valdez", with a stylized flourish at the end.

Hector Valdez, Director of Alternative Education

Educational Options Center (EOC) Staff List

(951) 276-7670

Certificated Staff List

EOC Administration

Name	Room #	Email	Ext.
Valdez, Hector – Director	100	hvaldez@riversideunified.org	x 69100
Reid, Erin – Assistant Principal	100	ereid@riversideunified.org	x 69102
Davalos, Eduardo	100	edavalos@riversideunified.org	x 69607
➤ Teacher, Administrative Designee			

EOC Counselors

Name	Room #	Email	Ext.
School Counselors			
Webb, Carolyn (A-L)	200	cwebb@riversideunified.org	x 69236
Wright, Karen (M-Z)	200	kwright@riversideunified.org	x 69138

SAP Counselors

Gonzalez, Miranda	303	mmgonzalez@riversideunified.org	x 69029
Mace, Stephanie	303	smace@riversideunified.org	x 69215

School Psychologist

Martin, Suzanne	200	slmartin@riversideunified.org	x 69036
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COPE/Opportunity Teachers

Bullock, Monica	903	mbullock@riversideunified.org	x 69208
Duran, Alicia	904	aduran@riversideunified.org	x 69204
Jones, Glenda	905	gjones@riversideunified.org	x 69205

Diploma Access Academy Teachers (Rx)

Hernandez, Tarah	902	thernandez@riversideunified.org	x 69051
Holmes, Elly	S6	eholmes@riversideunified.org	x 69026

Raincross H.S. Teachers

Name	Room #	Email	Ext.
Alsop, Catherine	806	calsop@riversideunified.org	x 69125
Cooper, Michelle	702	mcooper@riversideunified.org	x 69304
Gerlich, Jessica	703	igerlich@riversideunified.org	x 69206
Harris, Leah	901	ltharris@riversideunified.org	x 69224
Johnson, Darrin (LTS)	603	djohnson@riversideunified.org	x 60222
Lamy, Jennifer	805	jlamy@riversideunified.org	x 69404
McElroy, Rachael	704	rmcelroy@riversideunified.org	x 69405
O'Rourke, Billy	803	worourke@riversideunified.org	x 69406
Perez, Elizabeth	700	eperez@riversideunified.org	x 69127
Reynolds, Haley	804	hreynolds@riversideunified.org	x 69214
San Roman, Jocelyn	E3	jsanroman@riversideunified.org	x 69220
Saullo, Catherine	E4	csaullo@riversideunified.org	x 69411
Treidler, Wanda (LTS)	E5	wtreidler@riversideunified.org	x 69221
Velez, Tomma (LTS)	E2	tvelez@riversideunified.org	x 69062
Wasowski, Brian	500	bwasowski@riversideunified.org	x 69013

Summit View Home-Based Teachers

Name	Rm. #	Grade Level	Email	Ext.
Betten, Amy	601	TK-6th	abetten@riversideunified.org	x 69401
Clemons, Tene	603	TK-6th	tclemons@riversideunified.org	x 69303
Dillon, David	504	7th-12th	ddillon@riversideunified.org	x 69238
Hill, Jerome	504	7th-12th	jvhill@riversideunified.org	x 69212
McAllister, Kelly	701	7th-12th	kmcallister@riversideunified.org	x 69409
Murcray, Brook	606	SpEd	bmurcray@riversideunified.org	x 69221
Pattison, Christina	602	TK-6th	cpattison@riversideunified.org	x 69210
Rayshel, Erica	504	7th-12th	erayshel@riversideunified.org	x 69216
Schnakenberg, Racquel	602	TK-6th	rschnakenberg@riversideunified.org	x 69025
Stroud, Jim	701	7th-12th	jstroud@riversideunified.org	x 69222

Special Education Teachers

Name	Position	Room #	Email	Ext.
Alsop, Catherine	Rx SDC	806	calsop@riversideunified.org	x 69125
Bullock, Monica	COPE SDC/St. Advisor	903	mbullock@riversideunified.org	x 69208
Harris, Leah	Rx SDC	901	ltharris@riversideunified.org	x 69224
Johnson, Darrin	Rx SDC	603	djohnson@riversideunified.org	x 60222
Murcray, Brook	SVHP RSP	606	bmurcray@riversideunified.org	x 69221
Perez, Elizabeth	Rx RSP/COPE RSP	700	eperez@riversideunified.org	x 69127

EOC CTE Teacher

Name	Position	Room #	Email	Ext.
Pope, Beverly	Medical Pathway	S2	bpope@riversideunified.org	x 69032

Classified Staff List

<u>Classified Staff</u>	<u>Title</u>	<u>Extension</u>
Abner, Sharain	Campus Supervisor	x 69030
Acosta, April	Attendance Assistant A-L	x69241
Castaneda, Christina	Special Education Instructional Assistant II	x 69028
Cesena, Divina	Accounting Assistant	x 69104
Dietrich, Cindy	Special Education Instructional Assistant I	x 69004
Distel, Caryn	Alternative Education Learning Lab Assistant	x 69135
Espinoza, Angelica	Attendance Assistant M-Z	x 69141
Gama, Maria	School Office Assistant	x 69239
Girgis, Afaf	Alternative Education Learning Lab Assistant	x 69018
Gonzalez, Miranda	SAP Counselor	x 69029
Guitron, Ruben	Campus Manager	x 69107
Ibarra, Yadira	Special Education Instructional Assistant I	x 69011
Lemus, Mayuli	Alternative Education Library/Media Assistant	x 69007
Lopez, Mary	Alternative Education Learning Lab Assistant	x 69009
Mace, Stephanie	SAP Counselor	x 69215
Margolis, Carrie	Special Education Instructional Assistant I	x 69067
Martin, Suzanne	School Psychologist	x 69036
Morales, Karen	Alternative Education Learning Lab Assistant	x 69239
Ochoa, Jaime	Dropout Prevention Specialist	x 69237
Odom, Eboni	Health Assistant	x 69403
Palomares, Isabelle	Alternative Education Learning Lab Assistant	x
Paramo, Annette	Career Guidance Assistant	x 60201
Rajpoot, Urmla	Alternative Education Learning Lab Assistant	x 69019
Roman, Alex	Head Custodian	x 69130
Scarborough, Joshua	Special Education Instructional Assistant I	x 69052
Stephenson, Jarrod	Campus Supervisor	x 69203
Suarez, Ana	Registrar II	x 69146
Sykes, Oljon	Alternative Education Learning Lab Assistant- Technology	x 69003
Tick, Michelle	Director's Secretary	x 69101
Valdez, Ruby	Translator/Interpreter	x 69002
Vacancy	Special Education Instructional Assistant I	x 69016
Vacancy	Special Education Instructional Assistant I	x 69009
Vacancy	Alternative Education Learning Lab Assistant	TBD
Subriar, Magan	Assistant Principal's Secretary	x 69202

EOC Schools

Educational Options Center (EOC)		Educational Options Center (EOC) is an RUSD campus and the home of Raincross H.S., Opportunity Program, and Summit View Home-Based Program. EOC also houses a Riverside County Office of Education Program (Come Back Kids), an RUSD Head Start Preschool, and Diploma Access Academy, a program that works closely with EOC staff to support students with significant credit deficiency.
1.	<u>Raincross Continuation High School</u>	This WASC accredited school accepts students 16+ years old and in grades 11th-12th. Raincross HS provides daily, seat-based, supervised independent study, direct instruction/face-to-face learning sessions, learning laboratory opportunities, and tutorial instruction for individualized educational progress towards a high school diploma.
2.	<u>Summit View Home-Based Program</u>	This WASC accredited school, Summit View Home-Based Program, is a home-based program, similar to homeschooling, where the parent is the teacher and the RUSD credentialed teacher is an advisory teacher, available to support the parent and student to ensure their academic success.
3.	<u>COPE/ Opportunity School</u>	<p>The COPE program is designed for middle and high school students who have been placed on a suspended expulsion from their comprehensive school site. The Opportunity Program is an alternative placement, for the remaining portion of the school year, for middle school students who need a high level of behavioral, social, and academic support (see your middle school of attendance for more information).</p> <p>Students in the COPE/Opportunity Program are in a self-contained class for their entire school day. The curriculum is based on grade-level content standards and each student's individual schedule and course requirements. This program is designed to allow students with credit deficiencies the opportunity to graduate in a timely manner. A strong emphasis will be put on credit recovery/course completion and building positive social/behavioral skills for each student according to their unique needs.</p>

EOC North Campus Map

RX/STEP Harris Castaneda Margolis	At-Promise Office/Campus Resource Center Guitron Ochoa Hernandez Abner Stephenson	COPE/SDC Bullock Scarborough	COPE Duran Rajpoot	COPE Jones Girgis	R e s t r o o m s	Library Resource Center Lemus	RX AB104 T. Velez	RX AB104 San Roman	RX AB104 Saullo	RX AB104 Treitler	LRC Bookroom	RVS Hunting Phillips Talamantes Walker	S1
901	902	903	904	905		E1	E2	E3	E4	E5	E6	RCOE Medical Pope	S2
												Come Back Kids (CBK)	S3
												RUSD Vision/Hearing Office	S4/5
												Diploma Access Academy Holmes	S6

EOC South Campus Map

Counseling/ IEP Conference Room	Kinesiology Lab	RVS Medure	SAP Counselors	Conference Room	Staff Room	Conference Rm	RX PM	Tech Rm	Hill Dillon Raysbel	State Preschool Mrs. Rubi	600
Webb Wright Martin	Temp Check Health Assistant	Weight Rm	Mace Gonzalez			Cafeteria Student Lounge	Wasowski	Work- ability Walker		Anguiano Valdez, P.	
Sykes Valdez Parra Paramo Suarez	Alfaro							Help Desk Analyst			
200	301	302	303	304	400	401	500	501	503- 505	Betten Rajpoot	601
										Pattison Schnakenberg	602
										Johnson	603

Admin Offices Valdez Reid Davalos Cesena Corral Dorman Espinosa Tick	RX/STEP	RX AM	RX AM	RX AM	R e s t r o o m s	Lunch Area	R e s t r o o m s	RX PM McElroy	RX AM- EL Gerlich	RX PM Cooper	SV Sci Lab McAllister Stroud	RX RSP Perez	Custodian	Clemons 605/ Murcay 606
	Alsop	Lamy	Reynolds	O'Rourke								Dietrich	Roman	Ibarra
	(Vacancy) Margolis													
100	806	805	804	803				704	703	702	701	700	604	605/606

RIVERSIDE UNIFIED SCHOOL DISTRICT

Standard School Calendar

2021-2022

JULY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUGUST S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	SEPTEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	OCTOBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
NOVEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DECEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
MARCH S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MAY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNE S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

LEGAL & LOCAL HOLIDAYS

JUL	5	- Independence Day Observed
SEP	6	- Labor Day
NOV	11	- Veterans' Day
	25	- Thanksgiving Day
	26	- All Facilities Closed
DEC	23	- All Facilities Closed
	24	- Christmas Holiday Observed
	30	- (In Lieu of Admissions Day)
	31	- New Year's Holiday Observed
JAN	17	- Martin Luther King's Day
FEB	11	- Lincoln's Day Observed
	14	- Presidents' Day Observed
MAY	30	- Memorial Day

November 22 - 26 All Facilities Closed

December 20 - 24 All Facilities Closed

Board Approved 9/3/19

*Board Approved 12/17/19

*Holiday noted: December 23, 30, 31

IMPORTANT DATES

AUG	4	- New Employee Welcome
AUG	5-6	- All Teachers on Duty
AUG	6	- First Day for 7th Grade
AUG	9	- Classes Begin
OCT	8	- End of First MS/HS Quarter (MS Not in Session)
OCT	29	- Elementary Minimum Day
NOV	4-5	- Parent/Teacher Conferences (Elementary Not in Session)
NOV	5	- End of First Trimester (Elementary sites only)
NOV	22-26	- Thanksgiving Recess
DEC	17	- End of First MS/HS Semester (MS/HS Not in Session)
DEC	20 thru 31	- Winter Recess
JAN	3	- Classes Resume
FEB	18	- Elementary Minimum Day
FEB	25	- End of Second Trimester (Elementary sites only)
MAR	11	- End of Third MS/HS Quarter (MS Not in Session)
MAR	21-25	- Spring Recess
MAR	28	- Classes Resume
MAY	13	- Elementary Minimum Day
MAY	24	- End of High School & 7th Grade
MAY	25	- End of Elem & 8th Grade
MAY	25	- Last Day for Elem/MS/HS Teachers



DISTRITO ESCOLAR UNIFICADO DE RIVERSIDE

Calendario Escolar Convencional

2021-2022

JULIO D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AGOSTO D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	SEPTIEMBRE D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	OCTUBRE D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
NOVIEMBRE D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DICIEMBRE D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	ENERO D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRERO D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
MARZO D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	ABRIL D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MAYO D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNIO D L M M J V S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

DÍAS FESTIVOS LEGALES Y LOCALES

JUL	5	- Día de la independencia
SEP	6	- Día del trabajo
NOV	11	- Día de los veteranos
	25	- Día de acción de gracias
	26	- Todas las instalaciones están cerradas
DIC	23	- Todas las instalaciones están cerradas
	24	- Observación de las fiestas navideñas
	30	- (En lugar del día de admisión)
	31	- Observación de Año nuevo
ENE	17	- Día de Martín Luther King
FEB	11	- Día de Lincoln
	14	- Día de los presidentes
MAY	30	- Día de conmemoración de los caídos en batalla

22 - 26 de noviembre todas las instalaciones están cerradas

20 - 24 de diciembre todas las instalaciones están cerradas

Aprobado por la junta de Educación el 3 de septiembre de 2019

*Aprobado por la junta de Educación el 17 de diciembre de 2019

Día festivo indicado: 23, 30 y 31 de diciembre

El calendario también está disponible en inglés


FECHAS IMPORTANTES

AGO	4	- Bienvenida a los nuevos empleados	
AGO	5-6	- Todos los maestros se reportan a trabajar	
AGO	6	- Primer día de clases para el 7º grado	
AGO	9	- Inicio de clases	
OCT	8	- Fin del primer cuatrimestre secundaria/preparatoria	
		(No hay clases en la secundaria)	
		Horario reducido en la primaria	
OCT	29	- Conferencias de padres/maestros	
NOV	4-5	- Conferencias de padres/maestros	
		(No hay clases en la primaria)	
NOV	5	- Fin del primer trimestre (Solo escuelas primarias)	
NOV	22-26	- Vacaciones por el Día de acción de gracias	
DIC	17	- Fin del primer semestre secundaria/preparatoria	
		(No hay clases en la secundaria y preparatoria)	
DIC	20 thru 31	- Vacaciones de invierno	
ENE	3	- Reanudan las clases	
FEB	18	- Día de horario reducido en la primaria	
FEB	25	- Fin del segundo trimestre (Solo escuelas primarias)	
MAR	11	- Fin del tercer cuatrimestre secundaria/preparatoria	
		(No hay clases en la secundaria)	
MAR	21-25	- Vacaciones de primavera	
MAR	28	- Reanudan las clases	
MAY	13	- Día de horario reducido en la primaria	
MAY	24	- Fin de año para las preparatorias y 7º grado	
MAY	25	- Fin de año para las primarias y 8º grado	
MAY	25	- Último día para maestros de primaria/secu/prepa	


Our Mission

The Educational Options Schools are dedicated to meeting the educational needs of each student by providing academic choices supported by a technology-rich, personalized learning experience. Our school programs are designed to meet the needs of 21st-century learners; preparing self-determined high school graduates that are ready for successful transitions into post-secondary education and/or careers in a competitive global marketplace.

Schoolwide Learner Outcomes



EDUCATIONAL OPTIONS CENTER



Schoolwide Learner Outcomes

In addition to achieving mastery of grade-level and/or content area standards, every student will become...

1. An effective communicator who... <ul style="list-style-type: none">· Responds to the topic· Develops ideas with support· Attends to the needs of the audience· Demonstrates proficiency with multiple communication strategies	2. A skilled problem solver who... <ul style="list-style-type: none">· Restates a given situation· Explains possible choices and consequences· Develops the ability to think logically and abstractly with language, numbers, and symbols· Builds imaginative, creative and innovative responses that incorporate efficient feedback cycles	3. A proficient technology user who... <ul style="list-style-type: none">· Manages data efficiently· Interacts with various print and digital resources· Manipulates print and digital media to communicate ideas· Effectively and appropriately integrates text, graphics, and information sources	4. An informed career planner who... <ul style="list-style-type: none">· Researches various career fields· Identifies a career and/or college pathway· Applies study time to building pathways for attaining a career or college entrance· Understands the importance of networking	5. An engaged community member who... <ul style="list-style-type: none">· Understands the importance of being an active member of a larger community· Volunteers time and energy to causes in the community· Seeks appropriate mentors· Makes relevant connections to continued learning opportunities
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Enrollment/Registration

Student is 18 years old and older

The **adult student** is required to complete the registration process themselves; however, we recommend that the student bring a parent with them to assist them as needed. If the student is 18 years old or older and was not previously registered at another RUSD school, then the student is required to complete the Data Confirmation (online registration) process. The **student** MUST provide two proofs of residence (e.g., a lease, mortgage, pay stub, car/home insurance) with the parent/guardian's or student's name printed on the statement. We cannot accept cable, water, telephone/cell, electric, trash, credit card bills, junk mailers, driver's license, or certain court documents.

Summer Registration

EOC will be holding registration virtually through Aeries Parent Portal. If you've never set up your Aeries Parent Portal, you will need your child's individual Verification Code. Every effort will be made to schedule returning students with the same Homeroom/Advisory teacher that they had the year before. If not possible or you are a new student to Raincross HS and COPE/Opportunity, students will be scheduled based upon space available. If you have questions about the session (AM or PM) that you are scheduled, please contact your counselor. Summit View Home-Based Advisory teachers will work with parents and students to schedule a time that works best for everyone.

School Year Registration

EOC will be holding registration virtually. If you are a new student to Raincross HS and COPE/Opportunity, students will be scheduled based upon space available. If you have questions about the session (AM or PM) that you are scheduled, please contact your counselor. Summit View Home-Based Advisory teachers will work with parents and students to schedule a conference time that works best for everyone.

Students New to RUSD and EOC:

If the student was not previously registered at another RUSD school, then the parent is required to complete the Data Confirmation (online registration) process. A **parent/guardian and student** MUST provide two proofs of residence (e.g., a lease, mortgage, pay stub, car/home insurance) with the parent/guardian's name printed on the statement. We cannot accept cable, water, telephone/cell, electric, trash, credit card bills, junk mailers, driver's license, or certain court documents.

Student Transferring to EOC

All applications to EOC for **referred** students must be submitted from the comprehensive/traditional school sites within Riverside Unified School District.

If the student was previously registered at another RUSD school, they do **not** need to complete the Data Confirmation (online registration). Parents and students will be asked to review this EOC Student/Parent Handbook, confirm receipt of the handbook via a Google Form and students enrolling in Summit View will need parent and student to sign the Independent Study Agreement. Once that has been confirmed, the student will be scheduled into classes.

If you live outside the Riverside Unified School District, please contact Pupil Services for information regarding a transfer at (951) 352-1200. When an application is received, EOC staff will contact the parent/guardian to start your child's transition to Educational Options Center. During registration, all school rules, policies, and

procedures will be sent to the parent and student. Receipt of acknowledgment will be required before the student can be scheduled into classes. with the student and parent/guardian.

Students Returning to EOC

If the student was not previously registered at another RUSD school, parents of **returning** students to Raincross, Opportunity/COPE, Summit View Home-Based Learning Program, who are <18 years old, ***must complete the Data Confirmation (online registration).***

We encourage you to set up or confirm that you can log in to your Aeries Parent Portal account now if you have not already done so. In order to set up your account, if you don't already have one, you will need four pieces of information about your student:

Parent-Student Portal: <https://aeriesportal.rusd.k12.ca.us/LoginParent.aspx?page=default.aspx>

1. **Student ID:** XXXXXX
2. **Main telephone number** (in the case of two households this is the MAIN number we have in Aeries, so please use this number or the parent portal will not be able to be created): (XXX) XXX-XXXX
3. **Parent's personal email account**
4. **Your child's personal Verification Code:** XXXXXXXXXXXX

Library Resource Center (LRC)

Room Change: The Library Resource Center (LRC), located in room E-1 is open daily from 7:30 – 2:30. Bring your student identification card with you for all transactions to include textbook, computer, hotspot, library checkout, and re-setting password. Your ID card scans and tracks all the items currently checked out to you. Library books may be checked out for two weeks and renewed once. PlayAways™ may be checked out for seven days only. If there is no waiting list, you may renew one time. Literature class novels should be checked out when you are ready to begin that unit. Textbooks, electronic devices, and other library materials must be returned when you finish the class during the current school year, withdraw from EOC, or at the end of the school year.

Electronic devices are issued to students for classes as required. Electronic access to digital textbooks by either downloading or demonstrating access to digital content is sufficient to meet the Williams Act requirement. Access can be on district-owned digital devices or on student-owned devices because of RUSD open access policy.

Chromebooks/computers can be checked out in the LRC to students as needed who are engaged in an online curriculum; need access to electronic textbooks, do not have dependable access to a computer or internet capabilities, or for other valid reasons determined by their teacher and administration. Students are responsible for the equipment and will be liable for any damages to returned equipment.

Students must have a signed Acceptable Use Agreement (AUP) on file before checking out a Chromebook/computer. Chromebook/computer allows the user to connect to home networks or open public networks for Internet access. Some classes require the use of online resources (e.g., credit recovery classes, RVS classes). Students that do not have dependable access to a computer with internet capabilities may checkout a Chromebook/computer and/or a hotspot from the LRC. If students violate the Acceptable Use Policy (AUP) they may lose the use of any district computers/Internet for a specified time or indefinitely.

Students assume responsibility for the school's Chromebook/computer and are liable for any damages to the equipment. It is our desire that by making this equipment available, students will be able to complete their work

more efficiently and have access to an increased number of digital learning resources and opportunities. Students who do not have internet access at home may apply for a hotspot. The form is available in Room 100. If approved, the student will be notified to pick up the hotspot from the LRC once the hotspot has been activated. Because of RUSD's open access policy, textbooks can be accessed electronically on a district-owned device or on a personal device. The downloading or online use of digital textbooks meets the Williams Act requirements.

As allowed by law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that he/she fails to return. If the parent or minor cannot pay for the damaged property, the school district shall provide the student with a program of voluntary work in lieu of monetary payment (Education Code 19910-19911, 48904).

If you need help finding research for an essay, or a research project, log into the Destiny website at <http://destiny.rusd.k12.ca.us>. Log in using the following username format: "First Initial + First Four Letters of Your Last Name + Student ID Number" (all lowercase with no spaces), which will look like this: **jsmit123456**. Your password is "read", all lower case without quotes.

When Destiny opens, go to Library View, then Catalog, and open WebPath Express—a robust, district-approved search engine. In WebPath Express, you can access Current Events, Exploring Careers, Games Galore, Homework Helpers, Keep Moving (physical exercise routines), and explore a wide variety of other topics.

Destiny Quest App: Download the Destiny Quest App from the Apple App Store or Google Play Store. Once installed, enter the website URL <http://destiny.rusd.k12.ca.us> into the app. Then select your school from the list. Lastly, enter your username and password as follows: "First Initial + First Four Letters of Your Last Name + Student ID Number". Your password is "read", all lower case without quotes.

Follett Digital Reader (iOS only): Download the Follett Digital Reader from the Apple App Store. Once installed, complete the web address in the top field with "wbb20975" (without the quotes). Then log in using the username and password as follows: "First Initial + First Four Letters of Your Last Name + Student ID Number". Your password is "read", all lower case without quotes.

E-books for all grades and reading levels are now available through the school library and can be accessed through the Web, Destiny Quest App, and Follett Digital Reader.

If LRC fines have been assessed, you will receive a letter notifying you of the money owed for instructional materials/ books. The letter will state:

Notification of Money Owed for Instructional Materials, Books, & Fines

This letter is to inform you that a fine has been assessed for the instructional material(s) or book(s) listed below. Your student may have been enrolled currently or previously with Riverside Unified School District, Opportunity/COPE Program, Raincross High School, Summit View School, or Riverside Virtual School. The Riverside Unified School District establishes that students / parents are responsible for paying the replacement cost for lost / damaged material(s). If this process is not followed, you will be fined for missing and/or damaged materials.

As allowed by law, replacement cost, or reimbursement for lost, or willfully damaged district books, supplies, or property, or for district property loaned to a student that he/she fails to return becomes a fine. Per Student Handbook 2019 – 2020, "textbooks, electronic devices, and other library materials must be turned into the Library Resource Center (LRC) either when you finish the course, withdraw from EOC, or at

the end of the school year, whichever comes first. Students assume responsibility for the school's Chromebook/computer and are liable for any damages to the equipment." If the parent or minor cannot pay for the damaged property, the school district shall provide the student with a program of voluntary work in lieu of monetary payment (Education Code 19910-19911, 48904). A copy of this notice will also go into your student's cumulative records.

If you have any questions regarding this matter, please call (951) 276-7670, extension 69007, in the bookroom / library room E-1.

Student Conduct, Rights, and Responsibilities

Creating a positive learning environment at Educational Options Center is the joint responsibility of students, parents, and staff. When all the parties work cooperatively to prevent problems, it will help to avoid the necessity for disciplinary action. It is impossible to list all student rights and responsibilities, but this is an abbreviated list important to a good education:

Rights

1. Students have the right to free public education.
2. Students have the right to learn.
3. Students have the right to personal safety at school.
4. Students have a right to a clean school building.
5. Students have a right to get help from counselors, teachers, and administrators.
6. Students have a right to be respected by other students and school personnel.
7. Students have the right to the process that means students have a right to a fair set of rules that are applied in a fair and even manner.

Responsibilities

1. Students have a responsibility to come to school regularly, on time, and ready to learn.
2. Students have the responsibility not to deny other students their right to learn.
3. Students have a responsibility not to act in a way that threatens or injures others.
4. Students have a responsibility not to litter or deface property in the building.
5. Students have a responsibility to ask for help in a polite manner and at a time that doesn't deny other students a fair chance to get help from staff.
6. Students have a responsibility to demonstrate respect for each other and school personnel.
7. Students have a responsibility to obey rules and use proper means for telling staff members about rules they believe to be unfair.

Discipline

School discipline is the system of rules, consequences, and behavioral strategies appropriate to the regulation of students and the maintenance of order in schools. It is EOC's intent to provide a safe and nurturing learning environment to facilitate student academic success.

School Rules

1. Students will address teachers and all adults on-site by their titles (Mr., Ms., etc.) and will respectfully listen to and follow specific directions that are given.
2. Students enrolled at COPE/Opportunity are not allowed on the campus of any other school, including other areas of the EOC campus.
3. Students enrolled in Rx and SVHP must obtain permission from the school administrator or designee to be on another campus during school hours.
4. Students must obtain permission, and a pass, from their classroom teacher or other school staff before leaving the classroom or the campus during school hours.
5. Parents will be contacted if a student is defiant, disruptive, or disrespectful to staff, including sleeping in class and unauthorized use of cell phones or other electronics.
6. There is ***NO SMOKING ON CAMPUS***. The California Legislature banned smoking, possession of tobacco products, and/or incendiary devices (e.g., vapes, lighters, or matches) on school campuses. Do not smoke along the street leading to the school site.
7. Beverages, with the exception of water, are not permitted in the classrooms.
8. Food is not permitted in the classrooms.
9. Walk your bike while on campus.
10. Cellular phones are allowed on campus. If a student has a phone in his/her possession, it must be turned on silent or off during instructional hours. See cell phone policy for more information.
11. EOC is not responsible for the loss, theft, or damage of personal items brought to school by students, including cell phones. Students bringing personal items to the school site are responsible for the care and safekeeping of such property. Students are encouraged to leave valuables at home.
12. Students are expected to follow specific site procedures with regard to consequences of tardiness, i.e., arriving after the designated start time of the school day.
13. Although we follow a progressive disciplinary plan, students who participate in activities that violate California Education Code 48900 are subject to immediate suspension from school. Behaviors that violate the California Education Code 48900 are described within this handbook.

School Resource Officer (SRO)

RUSD School Resource Officers (SRO) are sworn law enforcement officers responsible for safety and crime prevention in schools. SROs are employed by Riverside Police Department and work closely with administrators in an effort to create a safer environment for both students and staff. The responsibilities of SROs are similar to regular police officers in that they have the ability to make arrests, respond to calls for service, and document incidents. SROs typically have additional duties, including mentoring and conducting presentations on youth-related issues.

Search and Seizure

School officials may search any individual student, his/her property, or district property under his/her control. The types of student property that may be searched by school officials include, but are not limited to lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices. The decision to conduct a search of a student's desk, pockets, purse, backpack, cellular

phones, other electronic communication devices or similar receptacle may be made by the principal or principal's certificated designee whenever the principal or principal's certificated designee has reasonable suspicion that a student has violated a rule, regulation, or statute. Appropriate disciplinary action shall be taken under provisions of Education Code Section 48900 et. seq. to ensure the health and safety of students and/or staff or to preserve order on the school campus. The school official in his/her discretion may call upon law enforcement to conduct or assist in any search.

School Investigations and Interviews

Every school investigation will involve students, faculty, or non-faculty members, all of whom have privacy rights that must be respected. School administration or their designee has the right to interview students without a parent present. While an administrator/manager can never promise total anonymity, we do commit to respect privacy to the greatest extent possible.

Investigations may include, but are not limited to the administrator/manager:

- Identifying and collecting evidence
 - Reviewing school surveillance equipment (videos)
 - Obtaining and reviewing cell phone videos, pictures, social media, images, and text messages.
 - Reviewing attendance records
 - Items (e.g., contraband)
- Interviewing and obtaining statements from involved parties (e.g., witness, victim, subject, complainant)
 - Interviews will be in private and face-to-face.
- Obtaining, reviewing, and analyzing documents
- Analyzing the credibility and facts of the investigation
- Contacting law enforcement, if applicable

Surveillance Camera Systems

Cameras may be used on campus for the purpose of eliminating and discouraging inappropriate behavior, vandalism, graffiti, or any other criminal activity. Footage may be reviewed and used to address disciplinary or other safety issues.

Detection Canines

RUSD contracts with agencies to provide canine detection services on campus (e.g., classroom, parking lots, PE area, and other common areas. The canines are capable of detecting the following contraband items:

- Illicit Substances: (*Marijuana, Heroin, Cocaine, Methamphetamine*)
- Alcoholic Beverages: (*Beer, Wine, Liquor*)
- Gunpowder Items: (*Ammunition, Guns, Fireworks*)
- Medications: (*Prescription and over the counter medications*)

Closed Campus

Raincross H.S. and COPE/Opportunity School are closed campuses. Once a student has arrived at school by bus, on foot, in a private vehicle, or any other means, he/she may not leave the campus before the end of the student's school day without **written permission** to leave campus, which may be obtained from the Attendance Office. **Leaving campus without written permission will result in disciplinary action.** Students may not loiter in the Student Lounge, Student Center, Discipline Office, Lunch Area/Quad, or other unauthorized areas.

While **Summit View Home-Based Learning** is not a closed campus, students may only be on campus if they have an appointment or scheduled session with their Home-Based teacher. Students may not loiter in the Student

Lounge, Student Center, Discipline Office, Lunch Area/Quad, or other unauthorized areas. Those who do so will be subject to disciplinary action.

Academic Integrity- (Plagiarism/Cheating) is the practice of taking someone else's work or ideas and passing them off as one's own; it is a very serious offense.

1. Parent is notified by the teacher.
2. Assignment(s) will receive zero
3. Makeup will be at the discretion of the teacher
4. If a substantial portion of the class is compromised, the student may not be able to complete the course or may receive an "F" for the class.
5. A second offense of plagiarism will result in:
 - a. Parent notification by school administrator/campus manager and teacher.
 - b. and may result in a parent/teacher/student/administrator conference and the student not being able to complete the course or receiving an "F" for the class, not being able to walk at graduation, and/or other disciplinary action including suspension.

Defiance (E.C. 48900 (k)): is willfully defying the directions of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Defiance may be by verbal or active means, e.g., a staff member asking the student to return to their seat or put away their cell phone.

Disruption (E.C. 48900 (k)): is the disturbance of the school/classroom learning environment, activities, etc.

Dress Code

This dress code is created in the belief that appearance has an effect on developing an atmosphere conducive to learning. Therefore, students are not permitted to dress in a manner that affects the safety of themselves or others or disrupts the learning process. Students are encouraged not to bring expensive jackets, clothing, shoes, or large sums of money to campus. EOC is not responsible for lost, stolen, or damaged articles. **The administration retains the right to determine if a student's attire is suitable and proper. The administration may approve attire worn for medical or special reasons.**

1. The following **may not** be worn and/or brought to school:
 - Bare midriff (when standing, no midriff may show)
 - See-through or revealing clothing
 - Slippers, pajamas
 - Clothing not sufficient to conceal undergarments
 - No sports teams clothing displaying numbers
 - Chains, wallet chains, spiked necklaces, bracelets, rings, or other dangerous objects or jewelry that may be used as a weapon
 - Sunglasses may not be worn indoors
 - Clothing, hats, head attire, notebooks, backpacks, school supplies, accessories, jewelry, badges, monikers, emblems, symbols, or signs that may be suggestive or offensive, that are considered gang or tagging related, that make references to drugs, sex, alcohol, tobacco products, weapons, racial supremacy, vulgarity, nudity, death, suicide, self-mutilation or other antisocial behavior
2. The following **must** be worn to school:

- Undergarments
 - Shoes
3. Tattoos that depict anything prohibited in these rules must be covered at all times.

The final decision as to whether a student's dress is in alignment with the spirit and intent of the policy and therefore appropriate for school shall be made by the administration.

When a dress code violation is observed:

Replacement with school-provided attire or clothes brought from home will be mandatory. Refusal to wear replacement clothing will result in progressive discipline.

Prohibited Items:

1. The following items are not permitted on campus during school hours:
 - Chains/wallet chains
 - Spiked jewelry
 - Squirt guns and toys
 - Balloons or water balloons
 - Firecrackers or other explosives
 - Weapons or any replicas of weapons
 - Baseball and softball bats (unless authorized by school personnel)
 - Spray paint, markers, or any instrument capable of defacing property
 - Laser pointers
 - Repellant sprays such as Pepper Spray or Mace.
 - Any item not listed which may be used to disrupt school activities

Inappropriate use of cell phones, cameras, video cameras, PlayStations, electronic toys, iPods, CD players, and any other electronic devices (except cell phones governed by District Policy) is not allowed, this includes the video or audio recording of staff or students without explicit permission [CA Education Code 51512](#) BP/AR 3515.2 Disruptions

[BP 5131](#) Students using these items inappropriately shall be subject to regular school discipline procedures. *Parents and students are hereby notified that school staff assumes no liability whatsoever for electronic devices brought on school grounds in violation of this rule. In addition, school staff will not search for, investigate nor attempt to recover any such item that is lost, stolen, or broken on school grounds.*

Public Displays of Affection

The public school setting, both during the school day and at extracurricular activities, is not an appropriate place for public displays of affection. Students are asked to maintain respectable behavior and avoid embarrassment to themselves and others by refraining from displays of affection during the school day and at school events.

Off Limit Areas

Students are directed not to loiter, or during breaks, go to in any of the following areas:

- Athletic facilities
- Bus loading area

Behind campus buildings

Parking lots

Residential property

Another area deemed off-limits by school staff

Those who do so will be subject to disciplinary action.

Sales in School

Students are not permitted to sell any items in school except as a member of an approved school group. Sales by school-sponsored groups are permitted only when given prior permission by the building principal or his/her designee.

Rules for Extracurriculars/Field Trips/Activities/Clubs

1. Once a student enters any extracurricular activity, he/she may not leave and return without the permission of the principal or his/her designee.
2. Food and beverages are allowed only in designated areas with the responsibility for clean-up left to each student.
3. Students are to follow instructions from all staff and/or chaperones.
4. Students are to stay in designated areas during the activity.
5. Students who fail to complete work or who experience discipline problems during the year may be excluded from participation in extracurricular activities by the administration.
6. Students who are suspended may be excluded from attending extracurricular activities.
7. Guests are not allowed at school activities

Lunch Area(s)

1. The safety of the students is the number one priority.
2. Follow directions as given by the lunchtime supervisors and EOC staff.
3. Music is permitted through EOC's Music Lunch only. Students should use earphones for all other music, games, tv, etc.
4. Talk quietly without shouting, whistling, or making loud noises.
5. Do not run, chase, or rough house. Students are not to be involved in wrestling, tripping, or pushing other people.
6. Do not throw food, milk cartons, or any other items.
7. Clean up the table and ground around your area
8. Stay in designated areas.
9. Keep all food and beverages in the lunch areas. Do not take food or drinks to other areas of the campus or into classrooms.
10. Playing tackle football, catch, keep-away, softball, baseball, or other activities that can interfere with the safety of students/staff is not permitted.
11. Students are not to climb the fences at any time.
12. Students are not to throw anything at another pupil.

Restroom Rules

Students:

- are encouraged to use the restroom before/after class, on breaks, and during lunch
 - will accrue “time-owed” for use of the restroom during class time.
- are not to congregate or loiter in the restrooms.
- are to be quiet and orderly
- are not to sit on the sinks, stand on toilets, etc.
- are not to damage or in other ways vandalize school property.

The Hangout (Student Lounge) *CLOSED UNTIL FURTHER NOTICE*

The Purpose of The Hangout is to:

- address social-emotional learning
 - increase positive interaction in a social environment
 - provide a safe space for students to socialize, interact with peers in a less formal environment, study, and retreat before, during, or after classes
 - provide comfortable furniture for students to relax on
 - increase student connection to school
1. The Hangout must be supervised by an EOC staff member any time it is being used.
 2. Students must abide by the posted rules.
 3. Students must ensure that everything is cleaned up before leaving, including:
 - a. Any food or beverages
 - i. No food or drinks on the pool/ping-pong or foosball table
 - b. Returning board games/activities that are in the drawers of the coffee table.
 4. Putting furniture back where it was
 5. Trash must be taken to the outside receptacles. Trash receptacles should not be brought into The Hangout
 6. Students’ personal electronics may be used in [The Hangout](#).
 7. One means of music is permitted at one time. Music must be appropriate. No loud music is permitted.
 8. If any problems (e.g., damage) occur while in The Hangout, please report it immediately to the Campus Manager (Guitron).

Other Means of Correction

Should a student exhibit undesirable behaviors, the school will make use of suspensions and expulsions as a matter of last resort or for very egregious or violent acts. EOC uses **Progressive Discipline**. Progressive discipline is the process of using increasingly severe consequences or measures when a student fails to correct a problem after being given a reasonable opportunity to do so. Progressive discipline may include verbal warning and a phone call home. Assignment to Positive Alternatives to Student Suspension (PASS), school suspension or expulsion, are subject to administrator decision based upon frequency and severity of the offense. Teachers use progressive discipline in their classrooms as well. EOC uses "Other Means of Correction" to ensure that students receive appropriate interventions to correct the behaviors prior to suspension or expulsion, if appropriate. **Other Means of Correction**, may include, but are not limited to:

- ❖ **Parent/Teacher/Student Conference**
- ❖ **Positive Behavior Support/Tiered Interventions**
- ❖ **1:1 or Group Counseling**

- ❖ **Mindfulness Sessions-** Mindfulness is the practice of focusing attention on the experience of the current moment, with an attitude of non-judgemental acceptance and curiosity. Mindfulness in schools is an excellent way to help students learn new skills and manage the rising mental health and disengagement issues that students face today.
- ❖ **Restorative Practices-** Restorative practices is a social science that studies how to build connections among individuals, build a network of relationships and achieve social discipline through participatory learning and decision making.

➤ The use of restorative practices helps to:

- reduce crime, violence, and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

Restorative practices include the use of informal and formal processes that precede wrongdoing, those that proactively build relationships, and a sense of community to prevent conflict and wrongdoing. For example, restorative circles and restorative conferences allow victims and offenders to come together to explore how everyone has been affected by an offense and, when possible, to decide how to repair the harm and meet their own needs.

Suspension and Expulsion

Mandated Recommendation for Expulsion (Possessing a firearm or explosive, brandishing a knife, selling/furnishing any drug/controlled substance, committing sexual battery, attempting to commit a sexual assault or a second drug/controlled substance violation)

1. Five days suspension with a recommendation for expulsion.

Major Behavioral Violations (e.g., possession of or under the influence of drugs/controlled substance, bullying, physical altercation, cause, threaten, or attempt to cause physical injury, sexual harassment, harassment, destruction/ defacing of property)

1. Suspension up to 5 days
2. Recommendation for counseling
3. Potential Restorative Meeting
4. Subject to possible financial penalty
5. Subject to Suspension/Expulsion

Suspensions

The intent of the suspension policy and procedure is to:

- (a) provide for the safety of the student(s) involved, other students, and staff;
- (b) protect the integrity and environmental conditions of our educational programs and support areas (i.e., classrooms, offices, and other work areas); and
- (c) protect the due process rights for students, parents, and staff.

The suspension of a student will occur only for reasons enumerated in Section 48900 of the Education Code. In behavioral violations involving progressive discipline measures, suspension will be a final recourse.

Teacher Classroom Suspension:

The maximum classroom suspension implemented by the teacher is for the day of the incident and the following day.

Classroom Suspension Procedures

- School staff will escort the student to the school office.
- The student will be given the opportunity to write or verbalize his/her statement and details of the situation
- The staff will contact the parent/guardian to inform them of the class suspension.
- A parent conference with the teacher, an administrator, or the designee and counselor is then required.
- The parent and student must be present before the student can return to school.

Administrative School Suspensions:

School Suspension Procedures

- The teacher or other school personnel will notify the administrator/manager or campus security of the violation via radio and electronic referral
- A school staff member will escort the student to the discipline or administration office
- The teacher will submit a student incident report to the administrator/manager that details the behavior, the behavior interventions attempted, and suggestions as to what can be done to remedy the situation
- The administrator will determine if the violation requires an investigation and possible suspension from school
 - The administrator/manager will interview the student.
 - The student will then be asked to provide a written or oral statement from his/her perspective of the incident (written statement)
 - The student will be asked to include details such as who, what, where, why, when
 - The student may decline to write a statement. The student's verbal interview and results of the investigation will be used to determine consequences.
 - The administrator/manager will inform the student of the violation that occurred and the consequence, if applicable
- The administrator/manager will counsel the student.
- If the student is disruptive/uncooperative in the office, additional days of suspension may be given
- If the student continues to be disruptive/uncooperative, legal authorities may be contacted to have the student removed from the campus.
- The administrator/manager will contact the parent/guardian/probation officer to inform him/her of the behavior/violation, suspension and to determine how the student is to leave the campus.
- If the parent/guardian cannot be contacted, the student will remain in the school office until students are released for the day. The suspension will then begin the next school day
- If the parent/guardian gives permission for the student to leave campus on their own, the administrator/manager or secretary will note that information on the log in the school office.
- The administrator/manager will contact the parent/guardian/probation officer/teacher (and others as needed) to attend a conference before the student may return to school.

School officials are placed in the position of being a parent while children are in school which is known as "loco parentis". Given this status, school officials are permitted to talk with students without a parent being present.

Expulsion

Some violations of the Education Code, mandate that the school administration immediately recommend the student be expelled from the school district.

- Possessing a firearm or explosive,

- brandishing a knife,
- selling/furnishing any drug/controlled substance,
- committing sexual battery,
- attempting to commit a sexual assault or
- a second drug/controlled substance violation

Also, if students are involved in multiple other violations, such as fighting, bullying etc., the administration may recommend expulsion. Lastly, students who are attending the COPE program on a suspended expulsion are assigned a Rehabilitation Plan and are to meet specific conditions to remain in COPE and/or to clear their terms and return to a comprehensive site. If COPE students violate the terms of the plan, they may be recommended for expulsion.

EOC Protocol for Reentry Following Suspension

All students returning from incarceration, alternative placement, out-of-school suspension or other sustained absence will participate in a meeting with a school administrator or designee. A plan will be developed to ensure that the student receives a re-entry transition plan and the student and family receive needed support to enable the student to be successful in school. The plan clarifies each participant's role and responsibilities in supporting the student. It is important that the student is supported and held accountable to fulfill his or her plan.

Student Parking Guidelines/Motor Vehicles

updated 2021-22

1. There is no student or parent parking on campus.
2. All students and parents must enter through the main entrance near the campus marquee to go through a temperature screening.
3. All guests, parents, and students are asked to park on Lincoln Ave. or neighboring, adjacent streets.

Cell Phone Policy

Cell phones have become a way of life, a technological convenience that has impacted all of our lives in one way or another. However, in the school environment, cell phones have become a distraction, interruption, and method of illegal exchange of information. The ringing of the cell phone during class, social media, text messaging, playing music, watching videos, etc. takes away from the valuable time needed for instruction and most importantly, student learning.

Students in seat-based schools (Opportunity and Raincross HS), will not be allowed to use a cell phone during school hours with the exception of before school, after school, passing periods, break, and lunch. (CA Education Code 48901.5 and RUSD BP #5136.69) Cell phones must be off and secured in the student's backpack while in class or involved in any other instructional/educational school-sponsored activities (e.g., assemblies, field trips). Of course, the best security for the cell phone is to leave it at home. Students will have opportunities to earn incentives throughout the year for following the cell phone policy.

If a student is found to use a cell phone during prohibited times, the consequences will be as follows:

- | | |
|--------------|--|
| 1st offense: | • Warning by teacher and/or administrator. The offense will be added to the student's discipline record. |
| 2nd offense: | • Phone call home by teacher. The offense will be added to the student's discipline record. |
| 3rd offense: | • Cell phone privilege at school is revoked. Students are prohibited from possessing such |

devices. (RUSD BP #5136.69 1.1) Parents will be contacted and required to promptly come to the school to retrieve the phone. The offense will be added to the student's discipline record.

4th+ offense: • Each subsequent offense-Parent will be contacted and required to promptly come to the school to retrieve the phone. If a parent does not promptly come to school to retrieve the phone, the student will no longer be permitted to remain in their current school program. Raincross HS students may be transferred to Summit View Independent Study or another option. Students in Opportunity School will be provided with other school options outside of RUSD. The offense will be added to the student's discipline record.

A student who refuses to comply with a request during class or other educational activities will be considered insubordinate and the school administration has a right to revoke the privilege and prohibit a student from possessing such a device. Additional offenses will be considered an act of insubordination and defiance. Please know that if students commit additional offenses, including any act of profanity, students will also be subject to added consequences including but not limited to time in PASS, in-school suspension, or out-of-school suspension. Rules governing insubordination will apply as outlined in the student handbook.

We do recognize that cell phones can be a safety/security tool; therefore students will be allowed to possess phones at school unless the privilege is revoked. Parents are urged to utilize the school phone to relay any messages that may be urgent in nature to their child. We will do our best to relay any urgent information to your child. Students are not permitted to receive any phone calls or texts while in class.

Please know that the school staff does not assume liability for cell phones (RUSD BP #5136.69 1.2).

Upon registration, parents/guardians and students will be asked to sign acknowledgment of this cell phone policy. Our goal is to create a safe environment, conducive to learning, and free of all distractions that hinder the learning process.

Online Etiquette, Rules, Conduct, and Responsibilities

When working in an online class, communication is a bit different than in a face-to-face setting. We pride ourselves in providing several opportunities for social interactions, but the difference is that most communication is via written text in an online environment. Because this means you are missing body language cues and immediate feedback from your "listener," it is very important to understand some common rules for good online etiquette. This ensures that the message you intend to convey is received correctly.

1. **Be respectful.** While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own. *If you wouldn't say it to someone's face, don't say it online either.*

2. **Be aware of strong language, all caps, and exclamation points.** It is easy for written text to be misread and misunderstood. Have you ever sent a text message with good intent but your recipient thought you were being rude? If so, then you've experienced this firsthand. By being cognizant of strong language, you can identify potential confusion before sending messages. *Tip: Read everything out loud before you send it.*

3. **Be careful with humor and sarcasm.** Certainly, you shouldn't avoid being funny. We love to see your personality shine through in online classes. Many of our teachers are exceptionally funny too. But like mentioned in Rule #2, make sure that it is clear you are being funny and not being rude. Emoticons and smileys can be helpful when conveying humor or sarcasm so that it is read correctly. Just remember to keep the smiley faces away from academic papers. 😊

4. **Yes, grammar and spelling matter.** While texting, textspeak can be great for friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style. Save written shortcuts and less than stellar grammar for Snapchat if you must, but follow grammar rules for school. Also, use school appropriate language and behavior at all times.
5. **Cite your sources.** Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too. If you read a great thought in your text, share it, but be sure you let your audience know where you saw it first.
6. **Don't post or share (even privately) inappropriate material.** Enough said there. Nothing is truly private online.
7. **Be forgiving.** Remember that not everyone will know these rules before posting. Try to be understanding of others when they struggle with written communication. It is very different from simply talking to a person face-to-face.
8. **Mute.** Always keep your microphone on mute unless you are speaking. Our electronic devices pick up even the smallest of sounds and that can be distracting to the teacher and your fellow learners.
9. **Chat Box.** While on Google Meet with your teacher or other school staff member, please use the Chat Box in the corner to add to the learning. Feel free to make comments, ask questions, etc, but all school rules apply. The Chat Box should not be used to chat informally with your friends, must use school appropriate language and use formal, school spelling and grammar.
10. **Google Meet Camera.** While not required, it is recommended that all students have their cameras turned on to ensure a positive, interactive experience. All participants should be fully clothed with school appropriate clothing.
11. **Google Meets.** Google Meets are designed for teachers, staff and students to meet virtually. Students may not enter or remain in a Google Meets meeting without an RUSD staff member being present in the meeting.

Child Abuse Reporting

Mandated Reporting

All school staff members are mandated reporters. Mandated reporters are individuals who are mandated by law to report known or suspected child maltreatment. They are primarily people who have contact with children through their employment. Mandated reporters are required by the state of California to report any known or suspected instances of child abuse or neglect to the county child welfare department or to a local law enforcement agency (e.g., school district employees, local police).

Definitions and Types of Child Abuse/Neglect

State law defines child abuse as (1) physical injury inflicted on a child by another person, (2) sexual abuse, or (3) emotional abuse. Child neglect is defined as negligent treatment which threatens the child's health or welfare. The different types of child abuse/neglect can be categorized as follows:

- **Sexual abuse** is the victimization of a child by sexual activities, including molestation, indecent exposure, fondling, rape, and incest.

- **Physical abuse** is bodily injury inflicted by other than accidental means on a child, including willful cruelty, unjustifiable punishment, or corporal punishment.
- **Emotional abuse** is nonphysical mistreatment, resulting in disturbed behavior by the child, such as severe withdrawal or hyperactivity. Emotional abuse includes willfully causing any child to suffer, inflicting mental suffering, or endangering a child's emotional well-being.
- **General neglect** is the negligent failure of a parent/guardian or caretaker to provide adequate food, clothing, shelter, or supervision where no physical injury to the child has occurred.
- **Severe neglect** refers to those situations of neglect where the child's health is endangered, including severe malnutrition.
- **Exploitation** means forcing or coercing a child into performing activities that are beyond the child's capabilities or which are illegal or degrading, including sexual exploitation.

What Happens When There Is a Report of Child Abuse/Neglect?

Once a report of child abuse/neglect has been made, there are various steps that are taken as part of the resolution process. These steps generally involve California's CWS system and the juvenile dependency process. Child abuse means a physical injury that is inflicted on a child by other than accidental means by another person. Child abuse includes the sexual abuse of a child. Child abuse can also mean neglect of a child. Child abuse does not mean a mutual fight between minors (Penal Code Section 11165.6). By law, all instances of suspected child abuse must immediately be reported to the local Children's Protective Agency or Police Department. A written report must be submitted within 36 hours of receiving information of the incident (Penal Code Section 11166). Any person reporting a known or suspected instance of child abuse shall not incur civil or criminal liability as the result of any report unless it can be proven a false report was deliberately submitted (Penal Code Section 11172). All reports shall be confidential (Administrative Policy 5210.2 Suspected Child Abuse).

Will the school staff tell me, as a parent, if a report was made about my child?

A mandated reporter's identity cannot be disclosed to the family or anyone else not directly involved in the investigation of the case.

Anti-Bullying Policy

The Riverside Unified School District believes that all students have a right to a safe and healthy school environment. To that end, the District, schools, and community have an obligation to promote mutual respect, tolerance and acceptance. The District will not tolerate behavior that infringes on the safety of any student. A student shall not engage in actions that are severe or pervasive with the intent to intimidate or harass another student through words or actions. Such behavior includes any severe or pervasive direct physical contact, such as hitting or shoving; verbal assaults, such as teasing, name-calling, threats, harassment or using insults, slurs, or fighting words which, by their very nature, are disruptive to the school environment made in person or via the internet or cellular telephone text messages; and social isolation or manipulation. This policy applies whenever a student is on school grounds, traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off-campus, and during a school-sponsored activity.

Definition, Student Conduct and Discipline

Bullying is: Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act by a student, or a group of students, directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other students while on school grounds, traveling to or from school, or at a school-sponsored activity which acts are severe or repeated against the student over time.

The Board of Education prohibits bullying at any location, whether on or off-campus that affects students or school activity under the jurisdiction of the school district. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

The Board of Education expects students and/or staff to immediately report incidents of bullying to the principal or designee using the Riverside USD **Parent/Student Form for Reporting Possible Bullying Behavior**. The form can be found in this handbook, on our school's website, on the District website, in the Riverside USD Parent/Student Information Handbook and hard copies are available in the office. Each complaint of bullying will be promptly investigated. Students at EOC also have access to an electronic, anonymous bullying reporting app called STOPit!

STOPit is an online reporting tool designed to deter and mitigate bullying and cyber abuse, consisting of an app and a back-end incident management system for school administrators. All students at EOC have access to the STOPit mobile app, which has two simple but powerful features.

- **Report** can be used by students to report incidents to school contacts anonymously.
- **Get Help** can be used to engage in anonymous two-way communication with school contacts.

Both Report and Get Help empower students to stand up for themselves and for one another. Students have the power to help put an end to harmful and inappropriate behavior they see online through social media and other means. They can use STOPit to reach out for help if they or a peer are facing a personal crisis or experiencing bullying, abuse, or are otherwise in need of assistance. Our goal with STOPit is to create a safer, kinder school community, both online and off.

No student information is needed to use STOPit. The only way personally identifiable information will be accessible through STOPit is if a student voluntarily includes it within the content of a report or message.

Retaliation Prohibited: The school district prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a report of bullying should not reflect on the reporting student or witnesses in any way. It should not affect the student's future relationship with the school district, grades, class section, or other matters pertaining to his/her status as a student in any program. It is a violation of this policy to engage in such retaliation.

Definitions:

1. General Definitions:

Bullying occurs when one or more students threaten, harass or intimidate another student through words, or actions including:

- direct physical contact such as hitting or shoving
- verbal assaults such as teasing or name-calling
- socially isolating or manipulating a student
- writing/posting threats or harassment on the internet or through cellular telephone text messages.

These incidents will be acted upon when they occur:

- on the school grounds at any time
- en route to and from school or a school-sponsored activity
- during the lunch period whether on or off-campus; or
- during, or while going to or coming from, a school-sponsored activity
- or, at any time that affects students enrolled in the schools of this District.

2. Specific Examples:

For the purpose of further clarification, bullying includes, but is not limited to:

Making unsolicited written, verbal, physical, and/or visual contact. Examples include:

- a. Written – intimidating/threatening letters, notes, or messages whether delivered directly to the student or indirectly through such media as the internet or cellular telephone text messages.
- b. Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes, or epithets.
- c. Visual – staring (mad-dogging) or gestures
- d. Physical – hitting, slapping, and/or pinching
- e. Making reprisals, threats of reprisals, or implied threats of reprisals.
- f. Engaging in implicit or explicit coercive behavior to control, influence, or affect the health and well-being of a student.

Confidentiality:

Reasonable efforts will be made to keep a report of bullying and the results of the investigation confidential. Witnesses should be informed of the confidential nature of the investigation and should be asked to refrain from disclosing the nature of the investigation to others.

Disciplinary Action:

Students who act in violation of this policy and/or the law may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with school district procedures and state and federal laws.

Legal Reference:

Education Code:

- 48900 Grounds for suspension or expulsion
- 48911 Suspension by principal, designee, or superintendent
- 48900.3 Hate violence
- 48915 Expulsion
- 48900.4 Harassment, threats, or intimidation
- 48915.5 Expulsion of pupils with exceptional needs
- 48910 Suspension by teacher
- 48918 Rules governing expulsion proceedings
- 48918.5 Expulsion hearings; District rules and regulations

Parent/Student Form for Reporting Possible Bullying Behavior
Use this link to report: <http://bit.ly/EOCBullyingReportingForm>

Bullying Definition: Any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act by a student, or a group of students, directed against another student with the intent to ridicule, harass, humiliate, or intimidate the other students while on school grounds, traveling to or from school, or at a school-sponsored activity which substantially disrupts the educational environment.

The report will be investigated and a report of the outcome will be issued within 30 business days. The school is not permitted to provide information about other students or discipline issued to other students with the reporting parent.

Name of Student (Target): _____ DOB _____
School: _____ Grade: _____ Teacher/Counselor: _____
Parent Name: _____ Tel/Cell: _____ Email: _____
Full Name of Offending Person(s): _____ Grade: _____
Date of Report: _____

1. Give details of your concerns including dates/times, location(s), witnesses, etc. Please provide specific examples of the offensive conduct. (Use the back-side if necessary.)

2. What remedy are you seeking?

3. Describe the informal efforts that you have made to correct the situation described in #1.

ANONYMOUS REPORT:

- ☐ Please DO NOT use my child's name while investigating and here is why

(Parent Signature) _____

Why not? _____

- ☐ It is ok to use my child's name while investigating

(Parent Signature) _____

TO BE COMPLETED BY SCHOOL

Date Report Received at School: _____

Date Investigated: _____

By Whom: _____

Bullying Verified: ☐ Yes ☐ No

Date Parent Notified of Outcome: _____

By Whom: _____

Comments:

Original: School Site

Formulario para padres/alumnos para reportar la posible conducta de acoso escolar (*bullying*)

Utilice esta liga para reportar incidentes: <http://bit.ly/EOCBullyingReportingForm>

Definición de acoso escolar (*bullying*): Toda conducta o acto severo o perverso, incluyendo comunicaciones hechas por escrito o por medio de un acto electrónico cometida por un alumno o un grupo de alumnos, dirigido contra otro alumno con la intención de burlarse de, hostigar, humillar o intimidar a otro alumno dentro del plantel escolar, cuando se transportaba hacia o desde escuela, o en una actividad patrocinada por la escuela, lo cual altera sustancialmente el ámbito educacional.

El reporte será investigado y se les informará el resultado dentro de 30 días hábiles. No se le permite a la escuela compartir información acerca de otros alumnos o disciplina emitida a otros alumnos con el padre que hizo el reporte.

Nombre del alumno (objetivo): _____ FDN: _____
Escuela: _____ Grado: _____ Maestro/Consejero: _____
Nombre del padre: _____ Tel/Cel: _____ Correo electrónico: _____
Nombre de la(s) persona(s) agresor(or): _____ Grado: _____
Fecha del informe: _____

1. Proporcione detalles de sus preocupaciones, incluyendo fechas/horas, lugar(es) etc. Favor de proporcionar ejemplos específicos de la conducta ofensiva. (Use el dorso de la página si es necesario.)

2. ¿Qué remedio está solicitando?

3. Describa los esfuerzos informales que ha hecho para corregir la situación descrita en #1.

INFORME ANÓNIMO:

- ☐ Por favor NO USE el nombre de mi hijo durante la investigación

(firma) _____

¿Por qué no? _____

- ☐ No tengo problemas en que utilicen el nombre de mi hijo durante la investigación

(firma) _____

TO BE COMPLETED BY SCHOOL

Date Report Received at School: _____

Date Investigated: _____

By Whom: _____

Bullying Verified: ☐ Yes ☐ No

Date Parent Notified of Outcome: _____

By Whom: _____

Comments:

Original: School Site

Visitors On Campus and Raptor

Student safety and well-being are at the top list of priorities in RUSD.

Although there are multiple entrances on EOC's campus, all visitors must first report to the front office in the Administration Building (Room 100). Please let the office staff know who you are here to visit and the purpose.

Raptor

To further enhance security, RUSD has implemented an electronic visitor management system called "Raptor" at all school sites. Raptor reads a visitor's drivers' license (or other approved government-issued ID) for the individual's name, birthday, and picture. Additional personal data is neither gathered nor stored and no data will be shared with any outside company or organization. The system alerts school administrators if there is a match against nationwide sex offender databases. Sites can also customize alerts to include current custody and restraining orders.

All visitors and guests who are NOT RUSD employees, law enforcement, and Child Protective Services will be required to present their valid identification for screening before being granted access to an RUSD site.

After visitors have been screened and approved, the system prints a visitor label for the individual to wear that includes the visitor's name, photo, date of visit, and destination. If the visitor's name pops up on a sex offender database, the site administrator will be contacted. By proactively alerting staff to individuals whose names may be on the sex offender database, Raptor allows school administrators to take appropriate steps to keep our students, employees, and visitors safe.

We welcome and encourage parents to observe their child in class. If you would like to do this, please contact the front office, 24 hours in advance, to arrange to observe your child in his/her classroom.

Food Delivery On Campus

While meal delivery apps have become more and more prevalent, EOC cannot allow guests, including parents, or food delivery companies to bring food to campus to give to students. This process is disruptive to the working and learning environment and is also a school safety concern.

If any food is delivered to the campus for a student, we will not be able to accept or deliver the food to the student. If it is left at the campus, it will be disposed of. We are not responsible for the food or the cost of the food.

Rideshare Services

As technology gets better, more and more options are available for us to use. As we all know, rideshare companies, such as Uber/Lyft have become very popular! Unfortunately, rideshare companies may not be used to pick up or drop off minor students at school or school events, even if the parent/guardian calls and gives permission. It is against the rideshare company's policies to transport minors without an adult. Rideshare drivers are not required to be fingerprinted or have the level of background checks required for transporting minors.

Schools have authority/responsibility over students during school hours and are not to be released to a rideshare driver, even if the parent/guardian has given verbal or written permission. *While the District has no direct control over how students are transported to/from school and to/from after-school activities unless they are riding on a school bus, we wanted to provide some cautionary information regarding rideshare services such as Lyft and*

Uber. Both Lyft and Uber have policies that prohibit their drivers from transporting minors without an adult accompanying them. However, many Lyft and Uber drivers do not follow that policy. Neither Lyft nor Uber requires that their drivers undergo background checks or fingerprinting to check if their drivers have been convicted of a crime or are on the sex offenders' database.

Additionally, the RUSD Parent Handbook provides clear guidance on picking up and removing students from school during the school day. These procedures were put into place to ensure student safety. As a clarification to these procedures, we wanted to let you know that in order to ensure student safety, RUSD staff will not release a student to a rideshare driver during the school day for any reason.

Athletics

General Information

Educational Options Center participates in the Inland Empire Alternative Schools League (IEASL), a competitive athletic league. The league offers four (4) sports over three (3) seasons: Fall- Boys' and Girls' Softball and Boys' and Girls' Volleyball, Winter- Co-ed Basketball, and Spring --Boys' and Girls' Soccer. EOC competes in two (2) seasons of sports; Winter – Co-ed Basketball and Spring – Boys' and Girls' Soccer. Listed below is some information to be aware of if you are interested in playing on an EOC sports team. Please refer to the comprehensive EOC Athletics Handbook and Clearance Packet for more detailed information.

Before tryouts:

- Stay informed and be prepared.
 - It is the student's responsibility to know when tryouts will be held. Look for flyers, check the weekly News Flash, check the EOC website and social media and check your email! You may also ask the Assistant Principal or campus supervisors. Specific dates, times, locations, and expectations will be reviewed by the coach on the first day of tryouts. The coach will provide you with the general information necessary to try out for a sport.

Complete the Student-Athlete Clearance/Participation Packet Early

- To download forms go to the following website [Educational Options Center](#) and click on Athletics.
 - The Athletic Clearance/Participation Packet includes: a medical emergency information sheet, a physical form that must be returned, stamped and signed by an M.D., proof of medical insurance form, and a signed student and parent code of conduct.
- The completed Athletic Clearance/Participation Packet must be submitted to the EOC School Office *prior to your first day of tryouts*. You will be given the proper clearance slip to give to your coach so you may participate/tryout for the team. No one will be allowed to try out without this clearance slip. There are no exceptions.
- All student-athletes must have insurance coverage to participate in athletics.

Attendance:

- Team members must continually meet attendance requirements for their specific EOC school.
 - In Raincross HS (seat-based), more than 1 unexcused absence or truancy will result in consequences, even to the point of suspension from gameplay or dismissal from the team.
- If a SART meeting is scheduled due to excessive absences/tardiness, the student may be dropped from the team. Tardiness on the day of a game may result in not being allowed to attend that game. Any

exceptions to this or special circumstances must be discussed with and approved by the coach and or Assistant Principal.

Practices

- Practice times are determined by the coaches and facility availability. Depending on your sport, practice could be during school or after school. EOC teams do not practice or play games on Sundays.
- Team members are expected to participate in every practice.
 - In addition, team members must attend after-school practice.
 - If a team member does not attend after-school practice, they will miss the following game.
 - Any exceptions to this or special circumstances must be discussed with and approved by the coach or Assistant Principal prior to practice.
 - If a team member is absent from school (excused or not excused), they are not permitted to participate or attend practice on that day.

Practice Clothing

All team members must wear appropriate clothing that they can stretch and move in comfortably for practice. Team members must wear athletic shoes and shorts/joggers to practice in. Clothing that advertises drugs and/or alcohol will not be allowed in accordance with the education code.

Behavior

Team members will represent EOC by demonstrating positive sportsmanship, attitude, and behavior at all times. Poor sportsmanship, verbal or physical altercations with other team members or other schools is cause for termination or suspension, not only from the team but also from school.

- Any school suspension will result in automatic termination from the team.
- All team members are required to sign an RUSD and EOC Code of Conduct.

Eligibility Requirements

To be eligible to participate on an athletic team, an EOC student must meet all of the following criteria:

1. Annually complete a physical exam from a medical doctor and all additional Athletic Clearance Packet information, including appropriate medical insurance coverage.
2. Must have met minimum attendance requirements (no more than 3 absences and 5 tardies) the previous three-week Block, and each Block during the season.
3. Must earn a minimum of 5 credits per Block the previous three-week Block and each Block during the season.
4. No suspensions during the previous three-week Block and each Block during the season.
5. Must maintain a C average for the previous three-week Block and each Block during the season.

Equipment

An EOC uniform will be issued to you. You are responsible for the maintenance of this uniform. Loss of the uniform and/or alterations of any kind will result in the replacement cost of \$35.00.

Team Rules

Team rules require the athlete's compliance with the established team rules, procedures, and instructions of the coach. Coaches have the authority to suspend an athlete, temporarily, from the team for failure to comply with rules and procedures, or when the athlete's safety or safety of others requires such action. Permanent removal from the team may occur only after consultation with the site administrator in charge of athletics. All athletic events are considered school activities and appropriate consequences will be administered should student-athletes not adhere to the RUSD Athletic Code of Conduct and/or established RUSD Behavior Guidelines. Each student-athlete will need to sign a contract outlining "team expectations" outlining team rules.

*Student-athletes will need to sign EOC/Riverside Unified School District Code of Conduct forms for each sport played.

Student Illness/Emergency and Transporting

In cases of illness or emergency involving minor students at school, the school will contact the parent/legal guardian or relatives/friends listed on the student's emergency card. Only individuals listed on the student's emergency card will be permitted to pick up the student. Any person picking up a student for illness or emergency after being contacted by the school will be required to show identification and to sign the student out using the Raptor System before they pick up or speak to the student. (E.C. 49408).

- ❖ *If the student is 18+ years old (Adult Student), they may contact Uber/Lyft and be picked up/dropped off at school.*

School Emergency Card

For the protection of the health and welfare of all students, parents of a student enrolled at EOC shall provide current emergency information to the school of attendance. This emergency information consists of the home address and telephone number, business phone number, and the name, address, and phone number of a friend or relative authorized to care for the student if the parent cannot be reached (Education Code 49408). This data must be updated when changes occur. The School Emergency Card lists the only persons authorized by the parents to take control of a student and/or authorize a student to leave campus. No person will be allowed to remove a student from campus that is not designated by the custodial parent/guardian.

Photographing and Interviewing Students for Publications

EOC occasionally uses photographs taken throughout the school year to feature in their various publications. To opt out, parents may complete an opt-out form.

Student Records – Parent Access and Privacy

The school will keep records as deemed necessary to respond to the needs and interests of students. Parents/Guardians (and students 18 years of age and older) have the right to inspect and review all pertinent records relating to their child (or themselves). Records will be available for review at any mutually convenient time during the school day. If there are concerns regarding the accuracy or appropriateness of any information or records maintained by the school, it is appropriate to discuss the matter with the school administrators. When a student moves from one school to another, records will be transferred in accordance with state and federal law. The contents of such records are in accordance with Education Code 49060-49079, and Title 5, California Administrative Code, Article 3, Individual Pupil Records, Sections 16020 and thereafter.

Student emails are not considered student records; therefore, we are unable to provide parents/guardians access to their child's email. If it is necessary for law enforcement to search student emails, they will work with the district office to access them. They may also need specific information, for example: when the emails were sent and the other student(s) s/he is communicating with.

Students who are 18 years or older are considered an Adult Student and must sign a consent to release records to allow any school personnel to discuss information with anyone who is not a Riverside USD employee and "needs to know", this includes their parent(s). If you have questions, please see your student's counselor or an administrator.

Student Assistance Program (SAP) (aka Student Counseling)

All RUSD schools have an assigned Student Assistance Program (SAP) Counselor. The SAP Counselors are licensed clinicians who provide a variety of services in our schools including individual and group counseling, social skills groups, and classroom presentations. Students are referred to the counselors by staff members, parents, and other concerned people. Students may also refer themselves to the counselors. Upon receipt of the referral, the SAP Counselor will contact the parent/guardian to schedule a Family Interview. In some cases, minors over 12 may provide their own consent to working with their school's SAP Counselor. For questions about SAP Counseling at Educational Options Center, please call Miranda Gonzalez at (951) 276-7670 x69029 at mmgonzalez@riversideunified.org

504 Accommodation Plans and IEPs

504 Accommodation Plans

The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Individualized Educational Plan (IEP)

The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

Subtle but Important Differences

Not all students who have disabilities require specialized instruction. For students with disabilities who do require specialized instruction, the [Individuals with Disabilities Education Act \(IDEA\)](#) controls the procedural requirements, and an IEP is developed. The IDEA process is more involved than that of [Section 504 of the Rehabilitation Act](#) and requires documentation of measurable growth. For students with disabilities who do not require specialized instruction but need the assurance that they will receive equal access to public education and services, a document is created to outline their specific accessibility requirements. Students with 504 Plans do not require specialized instruction, but, like the IEP, a 504 Plan should be updated annually to ensure that the student is receiving the most effective accommodations for his/her specific circumstances.

Special Education Programs

EOC serves many students in Special Education programs who have Individual Educational Plans (IEP). For those students who attend a school other than EOC, the IEP team must recommend placement at EOC and determine the appropriate school and program/services. If the student already attends EOC, then the IEP team will meet at least annually to review progress towards goals, determine needed services and develop new goals.

The IEP team meeting must include:

- a) an Administrator/Designee
- b) a special education teacher
- c) the parent/guardian
- d) the student
- e) a general education teacher
- f) a representative from EOC (if not currently an EOC student)
- f) other individuals who may assist in the development of the IEP

California Assessment of Student Performance and Progress (CAASPP)

Required California Standards Test (CAST) by Grade

5 th Grade	8 th Grade	11 th Grade
Science	Science	Science

Required Smarter Balanced Assessment Consortium (SBAC)* by Grade

3 rd through 6 th	7 th Grade	8 th Grade	11 th Grade
Math English	Math English	Math English	Math English

*SBAC and CAST – subject to change pending State Regulations

Health/Medical

The Health Office is located in the Administrative Building (Bldg. 100). It is open Monday through Friday from 7:30 a.m. to 4:00 p.m. The following services are available:

- 911

Per RUSD Board Policy 4119.9, in all cases when an emergency arises at a school and the emergency is due to a possible life-threatening injury or sudden onset of a possible life-threatening illness, school staff members shall not hesitate in summoning specialized professional help by dialing 911.

- Illness

If a student becomes ill during the day, he/she should tell his teacher. Parents or designated adults will be contacted by school personnel before the student is released.

- Medication

All medication for student use must be brought to the Health Office. Medications will be dispensed when the following criteria have been met (per Education Code 49423):

1. The medication must be in a current labeled prescription bottle from a U.S. pharmacy and match with physician orders.
 2. The medication must be accompanied by written authorization from the physician and parent or guardian. An acceptable authorization form may be obtained in the Health Office.
 3. No over-the-counter medication will be administered at school without written authorization from the physician and parent. The medication must be in an unopened and sealed container when received at school.
- First Aid
The Health Office provides minor first aid treatment and emergency care. If students injure themselves while on campus, they should report to their teacher who will contact the Health Office for assistance.
 - Health Concerns
It is up to the parent or guardian to supply the Health Office with information regarding individual health concerns/needs of their child. Students who require special health procedures are contacted by the school nurse.
 - Crutches, wheelchairs, etc. require a doctor's note
Whenever a student has a condition or an injury that requires crutches, wheelchair or other mobility assistance, a doctor's release is required before the student can continue to attend school. The note must clearly indicate the doctor's name, phone number, address and specifically state that the crutches or wheelchair or other mobility assistance is necessary and that the student may attend school using such assistance. If you have questions, please contact the attendance office and/or campus manager.

Resources

The Student Center (Room 200)

An outstanding feature of the Educational Options Center (EOC) is the Student Center. This office serves as a counseling, guidance and resource center and is equipped with state-of-the-art computers and up-to-date instructional software and learning programs. Two school counselors, the school psychologist and the registrar are all housed in the Student Center. There will be opportunities, via the school counselors, for students to attend workshops and work online to complete various career surveys, online applications, and other transition/post-secondary tasks that may need to be completed.

EOC Student Center Google Site: <https://sites.google.com/riversideunified.org/eocstudentcenter/home>

***SVHP students will continue to stay connected to their school site counselors.*

Project Connect: Student Assistance Plan (SAP)

Student Assistance Programs (SAPs) are a school-based approach to providing focused services to students seeking or requiring support or interventions for academics, behavior, and/or attendance often due to deeper concerns relating to substance abuse, mental health, or social issues. SAP is a process that connects programs and services within and across school and community systems to create a network of support to help students. As a process, SAPs identify students in need of intervention, assess these students' specific needs, and provide them with support and referral to appropriate resources. The overarching goal of a SAP is to remove barriers to education so that a student may achieve academically.

The goal of the Riverside Unified School District (RUSD) Project Connect: SAP is to coordinate school and community resources to assist families and students in our district. Communication with parents/caregivers is a critical link with regard to this partnership. The goal of the Project Connect Guidebook is to present a practical reference for the development and implementation of the Student Assistance Plan. Developing and

implementing a Student Assistance Plan framework is not a one-shot strategy that offers a quick-fix for student challenges. Successful SAPs build a solid foundation through best practices tailored to the individual student and school needs through access to District common resources. If you have questions about SAP or would like to refer your child, please contact the school's SAP Counselor.

RUSD SAP Program: <http://riversideunified.org/cms/one.aspx?portalId=580805&pageId=7658761>

EOC Closet and Sweet Repeat

EOC has designed a "Closet" that our students and families may use when in need of clothing, shoes, toiletries, school supplies, and more! Also, Sweet Repeat is a part of the EOC Closet designed to loan our students and their families who are seeking clothing and other resources when preparing for a job interview! EOC continues to accept donations for the Closet or Sweet Repeat as well! Please see Mr. Guitron in Room 902 or Ms. Paramo in Room 200 with any questions that you may have.

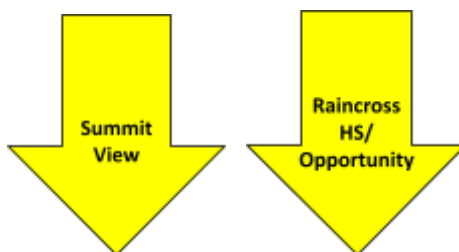
Safety Regulations For Science Students

While working in the science laboratory, you will have certain important responsibilities that may not apply to other classrooms. You will be working with materials and apparatuses that, if handled carelessly or improperly, have the potential to cause injury or discomfort to someone else as well as you.

A science laboratory can be a safe place in which to work if you, the student, are foresighted, alert, and cautious. The following practices will be followed:

1. Report any accident to the teacher/tutor immediately, no matter how minor, including reporting any burn, scratch, cut, or corrosive liquid on skin or clothing.
2. Prepare for each laboratory activity by reading all instructions before coming to the science laboratory. Follow all directions implicitly and intelligently. Make note of any modification in procedure given by the teacher/tutor.
3. Use only those materials and equipment authorized by the teacher/tutor.
4. Inform the teacher/tutor immediately of any equipment not working properly.
5. Wear appropriate eye protection, as directed by the teacher/tutor, whenever you are working in the laboratory. Safety goggles must be worn during hazardous activities involving caustic/corrosive chemicals and other activities that may injure the eyes.
6. Splashes and fumes from hazardous chemicals present a special danger to wearers of contact lenses. Therefore, students should preferably wear regular eyeglasses whenever exposure to chemicals or chemical fumes is possible.
7. Students with open skin wounds on hands must wear gloves.
8. Be aware if the chemicals being used are hazardous. Know where the material safety data sheet (MSDS) is and what it indicates from each of the hazardous chemicals you are using.
9. Never taste anything or touch chemicals with the hands, unless specifically instructed to do so.
10. Eating or drinking in the laboratory or from laboratory equipment is not permitted.
11. Keep hands away from face, eyes, and clothes while using solutions, equipment, or materials in the laboratory. Wash hands as necessary and wash thoroughly at the conclusion of the laboratory activity.
12. Know the proper fire and earthquake drill procedures.
13. Roll long sleeves above the wrist. Long, hanging necklaces, bulk jewelry, and excessive and bulky clothing should not be worn in the laboratory.
14. Confine long hair during a laboratory activity.
15. Wear shoes that cover the toes, rather than sandals, in the laboratory.
16. Students are not permitted in laboratory storage areas without the approval of the teacher/tutor.
17. Report all broken glassware, including test tubes and prepared microscope slides to the teacher/tutor immediately.
18. Operate electrical equipment only in a dry area and with dry hands.
19. When removing an electrical plug from its socket, pull the plug, not the electrical cord.
20. Always approach laboratory experiences in a serious and courteous manner.
21. Always clean the laboratory area before leaving.

High School Graduation Requirements



California High School Graduation Requirements

High School Subject Area	State Mandated Requirements (EC 51225.3) for High School Graduation	Riverside USD Requirements for High School Graduation <i>(non-alternative education)</i>	Riverside USD Requirements for Alternative Education High School Graduation	UC Requirements* for Freshman Admissions	CSU Requirements* for Freshman Admissions
English	Three years	Four years	Four years	Four years of approved courses	Four years of approved courses
Mathematics	Two years, including Algebra I, beginning in 2003–04 (EC 51224.5)	Three years, including Algebra I, beginning in 2003–04	Two years, including Algebra I, beginning in 2003–04	Three years, including algebra, geometry, and intermediate algebra Four years recommended.	Three years, including algebra, intermediate algebra, and geometry
Social Studies/ Science	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics	Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics	Two years of history/social science, including one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government; and one year of world history, cultures, and geography	Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science

Science	Two years, including biology and physical sciences	Two years, including biology and physical sciences	Two years, including biology and physical sciences	Two years with lab required, chosen from biology, chemistry, and physics Three years recommended	Two years, including one year of biology and one year of physical science with lab
Foreign Language	One year of either visual and performing arts, foreign language, or career technical education**	Three years of: visual and performing arts, foreign language, or career technical education**	One year of: visual and performing arts, foreign language, or career technical education**	Two years in same language required. Three years recommended	Two years in same language required
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.			One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Career Technical Education (CTE)					
Physical Education	Two years	Two years	Two years	Not Applicable	Not Applicable
Electives	Not Applicable	5 classes	4 classes	One year**	One year**
Total Classes	13	22	18	15 (7 in the last two years of high school)	
Total Credits	130	220	180		

* Grade of a C or better

** Must be chosen from approved academic courses in history/social science, English, advanced mathematics, lab science, foreign language, social science, or visual and performing arts. See UC's public "a-g" course lists for approved courses at your high school.

Please see the [Annual Notification of the Rights and Responsibilities of Parents/Guardians and Students 2021-22](#) or your Counselor for Information.

	# of Credits		
	State	RUSD High Schools, RVS, & SVHP	Raincross HS, Opportunity Prgrm & Lincoln HS
English	30	40	40
Math	20	30	20
Science	20	20	20
Social Studies	30	30	30
VAPA/Lang/CTE	10	*30	10
Physical Education	20	20	20
Electives	0	50	40
TOTAL	130	220	180

Credits

A passing grade in Foreign Language and Math (Math 1 or higher), completed prior to 9th grade in Riverside Unified School District, will earn subject area credit on the high school transcript and will count towards the credit graduation requirement. Credits earned prior to 9th grade and outside of Riverside Unified School District will not count towards the credits for graduation. No grades earned prior to 9th grade will count in the high school graduation GPA.

Grade point averages are computed on the basis of an A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0.0. Select Honors classes (see specific courses descriptions), Advanced Placement (AP), and International Baccalaureate (IB) classes are awarded grade points on the basis of A = 5.0, B = 4.0, and C = 3.0.

NOTE: For all classes, including Select Honors/AP/IB designation, D = 1.0, F = 0.0. Repeated courses are included in the computation of the grade point average (see REPEATED CLASSES). A grade of No Mark (NM) = 0.0.

California State University (CSU) assigns extra points, for up to eight semesters of approved honors level, AP or IB courses taken in the last three years of high school: A=5 points, B=4 points, C=3 points. No more than two approved honors level courses taken in the 10th grade may be given extra points. Extra points cannot be earned for Honors, IB or Advanced Placement courses where the grade of D was received.

In order to be an “approved Honors level course,” that high school course must be identified as an Honors level on your official high school “a-g” course list. You can find your school’s course list at <https://hs-articulation.ucop.edu/agcourselist#/list/search/all>

Grades

Teachers use the following marks to report student achievement:

A, B, C, D, and F.

- Grade point averages are computed on the basis of an A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0.0.
- Select Honors classes (see specific courses descriptions), Advanced Placement (AP), and International Baccalaureate (IB) classes are awarded grade points on the basis of A=5.0, B. = 4.0, and C= 3.0.

NOTE: For all classes, despite Select Honor/AP/IB designation, D= 1.0, F = 0.0. Repeated courses are included in the computation of the grade point average (See: Repeated Classes).

The University of California does not award extra grade points weighting for honors classes designated as a ninth or tenth-grade course unless they are advanced placement or International Baccalaureate. Courses approved by the University of California for extra grade point weighting are denoted with an asterisk (*).

Request for Variance

Students who wish to attempt more than 35 credits in a given semester, must complete the Request for Variance Form.

Repeated Classes

If a student repeats a course for which credit has already been received, no additional credit will be given for the repeated class unless expressly permitted in the course description. It is the student's responsibility to avoid taking classes that have previously been passed and which cannot be repeated for credit.

If a student retakes a class in order to improve the grade earned previously in the class, it is important to note that both semester grades are included in the computation of the grade point average.

Incomplete (I)

Missing work must be made up by the end of the next grading period. If it is not, the teacher will automatically determine a grade based on the work completed by the student for that quarter or semester. An "I" indicates that no credit is awarded and is included in the computation of the grade point average as a "0.0", until the actual grade and credits are awarded.

Early Graduation

Students are eligible to graduate when they have completed the graduation requirements of the Riverside Unified School District. Some students complete these requirements early and wish to graduate early. Students who wish to apply for early graduation must have attained senior status and should contact their counselor to make appropriate arrangements by the end of the second year (end of tenth grade). Diplomas are issued only in May at the graduation ceremony and in the summer after completion of summer school and/or Independent Study coursework.

Latin Honors System

Beginning with the Class of 2020, a Latin Honors System will be used. A Valedictorian/Salutatorian System and a class rank will not be calculated or reported. Grade Point Average (GPA) will continue to be calculated and listed on report cards and transcripts. This system will be used for both accredited schools: Raincross H.S. and Summit View Home-Based Program.

Distinction Categories:

- **Summa Cum Laude** (With the Highest Praise)
The top recognition awarded. 3.90+ unweighted GPA on a 4.00 scale.
- **Magna Cum Laude** (With Great Praise)
The second highest recognition awarded. 3.70 – 3.89 unweighted GPA on a 4.00 scale.

- **Cum Laude** (With Praise)

The third highest recognition awarded. 3.50 – 3.69 unweighted GPA on a 4.00 scale.

Additionally, students who challenge themselves with a more rigorous course of study will receive additional distinction within the Latin Honors system. Honors courses will receive 0.5 points each semester. Advanced Placement, International Baccalaureate, and Dual Enrollment courses will receive 1.0 point per semester. Points will be totaled at the end of the student's first semester of their senior year.

- 16+ points will receive **Highest Honors**
- 11 – 15.5 points will receive **High Honors**
- 6 – 10.5 points will receive **Honors**
- 0.5 – 5.5 points will receive **Distinction**

Examples:

- Student A has a 3.60 GPA and 11 points- Student will graduate **Cum Laude with High Honors**
- Student B has a 3.90 GPA and 4 points- Student will graduate **Summa Cum Laude with Distinction**
- Student C has a 3.80 GPA and 0 points- Student will graduate **Magna Cum Laude**

Academic Information

Career Technical Education (CTE)

Career Technical Education (CTE) provides high school students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies and makes academic content accessible to students by providing it in a hands-on, real-world experience. Riverside Unified School District offers 38 pathways throughout the district, and several of those pathways are offered through the Riverside County Office of Education's ROP program. If you have questions, please see your school counselor.

- EOC has the following CTE Pathway: Medical

Riverside City College

Students may enroll in Riverside City College and earn college and high school credits at the same time. One college credit is equivalent to 3.3 high school credits. See the counselor for information about community college courses. A student needs to request permission to register at RCC from the counselor. If high school credit is desired, it is the student's responsibility to request a transcript from RCC to be sent to EOC.

R.C.C. High School Concurrent Enrollment Requirements

(Subject to approval by R.C.C. Officials)

This information does not apply to students who will graduate before classes begin.

- Be at least 16 years of age or have completed the tenth grade
- Submit the following documents by the published deadline:
 1. *RCC Application* (or signature page from the online application at rcc.edu)
 2. *School/Parent Approval Form* (available online or at Admissions)
 3. Official School Transcript
- Be a student in the Riverside Community College District attendance area
- Attend high school classes for at least a minimum day and have availed himself/herself of all opportunities to enroll in an equivalent course at his/her high school of attendance

- Be certified by the principal or the principal's designee of the school of attendance that the student has the ability to benefit from advanced scholastic or vocational work (i.e. college-level courses) based on the California Standards Test or its equivalent, 3.0 grade point average, and/ or principal/designee recommendation (*School/Parent Approval Form*)
- Have parental or legal guardian consent (*School/Parent Approval Form*)
- Have fulfilled any prerequisites or their equivalents for the course as determined by each department prior to enrollment

Alternatives to High School Graduation

Riverside Unified School District offers a variety of educational alternative programs for secondary school students whose circumstances require education outside the comprehensive high school setting. Students should contact their high school counselor for more information about any of the following programs offered through the Riverside Unified School District.

1.	Riverside Adult School	<p>Riverside Adult School (RAS) is part of the Riverside Unified School District (RUSD) and the About Students Regional Consortium for Adult Education. The WASC accredited programs include Career Technical Education, Adult Basic Education, Adult Secondary Education, and English as a Second Language. The English as a Second Language (ESL) classes are offered for non-English speakers and limited English speakers who are interested in learning how to speak, read, and write English in all levels: Beginning, Intermediate, and Advanced. Classes for high school diploma, G.E.D. exam preparation, citizenship, parenting, vocational training, and adult basic education may be offered at Riverside Adult School. All teachers are certified in their teaching area by the California Commission for Teacher Credentialing. They offer convenient schedules to fit the needs and lifestyles of Adult Learners, and they welcome students from all of Southern California. The Riverside Adult School's mission is to provide students the opportunity to gain the skills necessary to enter post-secondary education or the workforce. To be eligible for Riverside Adult School, you must have been offered 4 years of high school/be passed June of the year the student should have graduated AND be 18 years of age or older.</p> <p style="text-align: center;">Riverside Adult School 6735 Magnolia Avenue Riverside California 92506 951-788-7185</p>
2.	General Education Development (G.E.D.) Tests	<p>The General Educational Development (GED) Test is a way for adults, who were not able to complete a regular high school diploma, to earn an equivalence certificate. Students 18 years of age or older or test-takers must be within 60 days of reaching 18. Those who pass the exam will be awarded a California High School Equivalency Certificate. The GED exam is offered in English, Spanish and French. For more information visit the State of California website www.ged.com</p> <p>Riverside Adult School offers preparation classes for students interested in taking the GED examination and is a testing center.</p> <p>Information about the GED examination can be found here: www.ged.com</p>

3.	California High School Proficiency Examination (CHSPE)	For students who are 16 years of age or older, or for those students who have completed the tenth grade, the California High School Proficiency Examination (CHSPE) is a testing program established by California law (<i>Education Code Section 48412</i>). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. Students who pass this test and receive the approval of their parents are no longer required to attend high school. These students may then enroll in any post-secondary educational program as long as the students meet the entrance requirements of the educational institution that sponsors the post-secondary program. For more information, students should contact their counselor. For more information visit the CHSPE website at https://www.chspe.net/about/
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Courses Taken Through Colleges/Universities

Under certain circumstances, students may benefit from advanced scholastic or vocational work not available within the district's secondary educational program but offered through colleges and universities. Students may enroll in these courses to gain college credit and high school elective credit.

College/University Entrance Preparation

The following information helps to define a college/university preparatory educational program. Some universities and colleges, such as the University of California, require students to take all of the courses identified in the college preparatory prescribed list of courses, while other universities and colleges indicate that they would like students to take as many of the prescribed courses as possible. Still, other universities and colleges, such as highly selective private universities and colleges, suggest that students take all of these courses in addition to other advanced classes in other subject areas. Students must complete all coursework with a minimum grade of C. Students are strongly encouraged to check the college catalogs to determine what specific requirements they must complete in order to be accepted into the university or college of their choice.

University and college admission requirements frequently adjust to meet the academic demands of higher education. Students should meet with their high school counselors early in the SOPHOMORE year to plan adequately for the changes in admission requirements that may be announced for the following school year.

Raincross Continuation High School & Opportunity Program



Raincross H.S. Mission Statement

Raincross High School provides a personalized and supportive environment that values a balance between individualism and social responsibility, enhances the potential of all students, and builds a foundation for future excellence.

In addition to achieving competency in basic skills, every student will become

1. An effective communicator who... <ul style="list-style-type: none">· Responds to the topic· Develops ideas with support· Demonstrates understanding of standards· Attends to the needs of the audience· Demonstrates proficiency with multiple communication strategies
2. A skilled problem solver who... <ul style="list-style-type: none">· Restates a given situation· Explains possible choices and consequences· Develops the ability to think logically and abstractly with language, numbers, and symbols· Builds imaginative, creative, and innovative responses that incorporate efficient feedback cycles
3. A proficient technology user who... <ul style="list-style-type: none">· Manages data efficiently· Interacts with various print and digital resources· Manipulates print and digital media to communicate ideas· Effectively and appropriately integrates, text, graphics, and information sources
4. An informed career planner who... <ul style="list-style-type: none">· Researches career fields· Identifies a career / or college pathway· Applies study time to building pathways for attaining a career or college entrance· Understands the importance of networking
5. An engaged community member who... <ul style="list-style-type: none">· Understands the importance of being an active member of a larger community· Volunteers time and energy to causes in the community· Seeks appropriate mentors· Makes relevant connections to continued learning opportunities

Assembly Bill 104 (AB 104)

Assembly Bill 104 exempts students in the Class of 2021 and 2022 who are not on track to graduate by May 2022 from all coursework and other requirements adopted by the school district and allows those students to meet only the statewide coursework requirements of 130 credits.

Attendance Policy

Regular attendance

Encouraging regular school attendance is one of the most powerful ways a parent can prepare their child for success—both in school and in life. When school attendance is a priority, children earn better grades, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school. When students are absent for fewer days, their grades and reading skills often improve—even among those students who are struggling in school. Students who attend school regularly also feel more connected to their community, develop important social skills and friendships, and are significantly more likely to graduate from high school, setting them up for a strong future.

But when kids are absent for an average of just two days of school per month—even when the absences are excused— it can have a negative impact. These absences can affect kids as early as Kindergarten. For example, students who miss an average of just two school days per month often have difficulty keeping up with their peers academically and tend to fall behind. Parents can prepare their child for a lifetime of success by making regular school attendance a priority. By figuring out the reasons for a child's absences—whether they're physical or emotional reasons—and taking advantage of support services—such as tutoring, student mentoring and after-school activities—parents can help set their child on the path to success.

Chronic Absenteeism

A "chronic absentee" has been defined in California *Education Code (EC)* Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." - *California Dept. of Education* (e.g., 2 days a month or 18 days a year is considered chronic absenteeism)

Excessive absences, for any reason, *including excused and unexcused absences* will result in a School Attendance Review Team (SART) meeting and may result in being transferred to another school session and/or a referral to School Attendance Review Boards (SARB). Time missed must be made up by attending school on Friday. Suspensions are included.

Truancy

Truancy is the absence from school from one or more class periods without legal excuse. Truancies are violations of California law. If a student does not present a note after an absence, he/she is considered truant. If a student arrives in class 30 minutes after the start of school, he/she is also truant. Frequent truancy will result in a School Attendance Review Team (SART) meeting and may result in being transferred to another school session and/or a referral to School Attendance Review Boards (SARB). Time missed must be made up by attending school on Friday.

Contacting the School to Report an Absence

When a student is absent from class, the parent is responsible for contacting the teacher or the Attendance Assistant to provide a reason for the absence. Parents should contact staff on the day of the absence, using email or this link: <http://bit.ly/EOCStudentAbsence>. Any absences that are not "cleared" will result in a truancy. Parents should also contact their child's teacher to let them know.

Leaving Campus

Leaving campus is not allowed without permission. Parents/guardians are encouraged to schedule doctor or dental appointments before or after school hours. **Leaving campus without written permission will result in disciplinary action.**

Loitering

Loitering is not allowed. Students on campus must be in a classroom or tutoring lab.

Raincross H.S. Bell Schedules

Raincross H.S. (Southside)									
Monday, Tuesday, Thursday				Wednesday		Friday - AM Session		Friday - PM Session	
AM Session				AM Session		Students Stay w/ Homeroom Teacher		Students Stay w/ Homeroom Teacher	
Period 1	7:15 - 8:09 am			Periods 1 - 3	9:00 - 10:12 am	Period 1	8:45 - 9:45 am	Period 5	8:45 - 9:45 am
break	8:09 - 8:14 am			passing	10:12 - 10:17 am	passing	9:45 - 9:50 am	passing	9:45 - 9:50 am
passing	8:14 - 8:19 am			Period 4 (WW)	10:17 - 11:11 am	Period 2	9:50 - 10:50 am	Period 6	9:50 - 10:50 am
Period 2	8:19 - 9:13 am			Lunch	11:11 - 11:46 am	break	10:50 - 10:55 am	break	10:50 - 10:55 am
passing	9:13 - 9:18 am			passing	11:46 - 11:51 am	passing	10:55 - 11:00 am	passing	10:55 - 11:00 am
Period 3	9:18 - 10:12 am			Period 5 (HR Lab)	11:51 - 12:45 pm	Period 3	11:00 - 12:00 pm	Period 7	11:00 - 12:00 pm
passing	10:12 - 10:17 am	PM Session		Dismissal	12:45 pm	passing	12:00 - 12:05 pm	passing	12:00 - 12:05 pm
Period 4	10:17 - 11:11 am	Period 4 (HR Lab)	10:17 - 11:11 am			Period 4	12:05 - 1:05 pm	Period 8	12:05 - 1:05 pm
Lunch	11:11 - 11:46 am	Lunch	11:11 - 11:46 am	PM Session		Dismissal	1:05 pm	Dismissal	1:05 pm
passing	11:46 - 11:51 am	passing	11:46 - 11:51 am	Period 4 (HR Lab)	10:17-11:11 am				
Period 5 (HR Lab)	11:51 - 12:45 pm	Period 5 (WW)	11:51 - 12:45 pm	Lunch	11:11 - 11:46 am	1. No Student Restroom breaks: 10 minutes after Start time, 10 minutes before/after breaks, or 10 minutes before Dismissal			
Dismissal	12:45 pm	passing	12:45 - 12:50 pm	passing	11:46-11:51 am				
		Period 6	12:50 - 1:44 pm	Period 5 (WW)	11:51-12:45 pm				
		break	1:44 - 1:49 pm	passing	12:45 - 12:50 pm				
		passing	1:49 - 1:54 pm	Periods 6-8	12:50- 2:02 pm				
		Period 7	1:54 - 2:48 pm	Dismissal	2:02 pm				
		passing	2:48 - 2:53 pm						
		Period 8	2:53 - 3:47 pm						

Raincross H.S. (Northside) (1.18.2022)					Access
	M-F	M-F	M-F	M-F	M-F
	Velez E2	San Roman E3	Saullo E4	Treidler E5	Holmes S6
Teacher Hours	7:00 - 3:00 pm	7:00 - 3:00 pm	7:00 - 3:00 pm	7:00 - 3:00 pm	7:00 - 3:00 pm
Start (AM)	7:15 am	7:15 am	7:15 am	7:15 am	7:15 am
Break	8:30 - 8:38 am	8:30 - 8:38 am	8:30 - 8:38 am	8:30 - 8:38 am	9:10 - 9:18 am
Dismissal	10:23 am	10:23 am	10:23 am	10:23 am	10:23 am
Student Lunch (AM)	10:23 - 10:40 am	10:23 - 10:40 am	10:23 - 10:40 am	10:23 - 10:40 am	10:23 - 10:40 am
Teacher Lunch	10:23-11:00 am	10:23-11:00 am	10:23-11:00 am	10:23-11:00 am	10:23-11:00 am
Student Lunch (PM)	10:45-10:55 am	10:45-10:55 am	10:45-10:55 am	10:45-10:55 am	10:45-10:55 am
Start (PM)	11:00 am	11:00 am	11:00 am	11:00 am	11:00 am
Break	1:00- 1:08 pm	1:00- 1:08 pm	1:00- 1:08 pm	1:00- 1:08 pm	1:00- 1:08 pm
Dismissal	2:08 pm	2:08 pm	2:08 pm	2:08 pm	2:08 pm

Opportunity Program

Suspended Expulsions

Most of the students in Opportunity School have suspended expulsions. In these cases, the Riverside Unified Board of Education suspended the expulsion order, placed the student on school probation, and assigned the student to the Creative Options for Positive Education (COPE) Program for a specific time period. When a parent(s)/guardian(s) enrolls a student on a suspended expulsion at EOC, EOC staff will review a packet of information from the school district. This information is particularly important because it provides details about the rehabilitation plan for the student.

In order for the student to be reinstated to the Riverside Unified School District, it is necessary for the student to demonstrate completion of the conditions within the Rehabilitation Plan. Evidence of completion of each condition is required. The Rehabilitation Plan varies from student to student. Often though, students are required to satisfactorily complete voluntary community service, counseling sessions, and a letter of apology. It is the responsibility of the parent/guardian and student to arrange for community service and counseling. Opportunity School teachers have a list of *non-profit community service agencies* that may have options for student volunteers. Students and parents/guardians may ask the teachers for the list.

The letter from the Board of Education clearly states the length of the suspended expulsion. It is recommended that the evidence of the completion of the conditions of the Rehabilitation Plan be submitted to the child's teacher at least one month prior to the date the student may be considered for reinstatement to the school district. Students are required to maintain appropriate progress toward the fulfillment of the conditions in the Rehabilitation Plan, including good behavior and no suspensions. Also, students may not go onto or be adjacent to any RUSD campus, other than COPE/Opportunity. If there is a failure to show progress, a violation of the conditions or a suspension, it may result in revocation of the suspended expulsion. If this occurs, the student will be placed on full expulsion status.

Opportunity Program Bell Schedule

Opportunity				
	M-F	M-F	M-F	COPE- RSP
	Duran (904)	Jones (905)	Bullock (903)	M, T, Th/ F
Teacher Hours	7:00 - 3:00 pm	7:00 - 3:00 pm	7:00 - 3:00 pm	7:00 - 3:00 pm
Start (AM)	7:15 am	7:15 am	7:15 am	Perez (700)
Break	8:40 - 8:48 am	8:50 - 8:58 am	9:00 - 9:08 am	Push In to 904/905
Dismissal	10:23 am	10:23 am	10:23 am	9:18 - 10:12 am/
Student Lunch (AM)	10:23-10:40 am	10:23-10:40 am	10:23-10:40 am	7:50-8:30 am
Teacher Lunch	10:23-11:00 am	10:23-11:00 am	10:23-11:00 am	
Student Lunch (PM)	10:45-10:55 am	10:45-10:55 am	10:45-10:55 am	
Start (PM)	1:08 pm	11:00 AM	11:00 AM	
Break	N/A	1:00-1:08 pm	1:00-1:08 pm	
Dismissal	2:08 pm	1:08 pm	2:08 pm	

Raincross and Opportunity Program Parent Resources

Parent Responsibilities

1. Ensure that your child attends school daily and on time
2. Partner with the school staff in addressing inappropriate behavior
3. Support positive student achievement.
4. Contact the teacher or Attendance Assistant when your child will be absent.
5. Immediately inform the school of all changes in address and phone numbers.
6. Maintain open communication with your child's teacher(s)
7. Actively participate in your student's education.

Parent Strategies for Student Success

The education of students requires a continuous partnership between parents, teachers, and the community. Parents are a crucial part of helping their children receive an education. Here are some ideas to assist parents in this vital task:

1. Meet the school personnel involved with your student's education: principal, assistant principal, counselor, advisor, and other teachers.
2. Request a conference with your student's teachers and/or counselor.
3. Know the school rules and regulations and discuss them with your child.
4. Know when progress reports and/or report cards are due. Discuss these reports with your student.

5. Become a member of the Educational Options Center School Site Council.
6. If you need to encourage better attendance, accompany your student to school and attend all classes.
7. If you are interested, request information on parenting classes and community counseling.
8. Provide a well-lit, quiet study space.
9. Require your student to study and complete school work at home during a specific time each day.
10. Insist on good grades and attendance. The staff is here to assist you. Please email your child's Attendance Assistant for assistance.

Parent Strategies for Checking Academic Progress

Parents are encouraged to monitor the academic progress of their children. The following are suggestions:

- Check that your child is completing work at home. Students in Raincross HS and Opportunity Program are not explicitly assigned homework but because most students are credit deficient and are enrolled in classes that are self-paced, students always have work that they can complete to make progress towards course completion.
- Review the Edgenuity and eDynamic Learning Parent Portal to monitor your child's progress.
- Review grade sheets. Students are given a grade sheet for each course. Grade sheets are assignments and tests. Parents can verify work is being turned in and passed by looking for scores on the grade sheets. The assignments score will be initialed by the teacher or teacher's aide.
- Monitor the amount of work completed. Students are to write their name, date and page numbers on their assignments.
- Track the student's progress. Students are to complete a chapter of math, history, science, and language arts every two to three weeks. Completing the chapter includes passing the required assignments and tests.
- Confirm that tests are being passed. Students are able to take tests after the assignments leading to the test are completed, corrected, and passed.

Contacting Teachers

Each teacher has a phone extension assigned to them, as well as a voice mailbox and email. If the teacher does not answer the phone, please leave a voicemail message, s/he will be able to listen to your voicemail once they are available. They will return your call as soon as possible.

Frequently Asked Questions About Raincross HS and Opportunity Program

What do letter grades and credits mean?

Letter grades reflect the **quality** of your work; the number of credits earned per class reflects the **quantity** of work produced. The quantity of work produced depends on the quality of the work. To earn credits, students must submit acceptable homework and pass unit and final tests.

How can I earn credits more quickly?

Homework - Students should work on their classes at home, as well as during the school day. This will allow the student to complete the class quicker and be assigned another class.

My child has a job, can they earn credit for having a job?

Raincross offers work experience credit. The purpose of Work Experience is to provide the student with a school contact (the Work Experience teacher) so they have a person to go to for help with work issues.

Courses Offered:

Work Experience 1a #192610 5 Credits/semester

Work Experience 1b #192710 5 Credits/semester

Work Experience 2a #192810 5 Credits/semester

Work Experience 2b #192910 5 Credits/semester

1. Students are issued a Work Permit from the Career Guidance Assistant, Mrs. Annette Paramo
Annette Paramo
2. Student provides the teacher with an electronic copy of the Work Permit.
3. Once the teacher has the Work Permit
 - a. Student turns in weekly (or biweekly) paystubs to the teacher electronically
 - b. 36 hours of paid work (according to the paystub) equals 1 credit.
 - c. 180 hours of paid work (according to the paystub) equals 5 credits.
 - d. The most hours that you can earn in a week is 28 hours (student can work more, but can't be given credit for more)
4. Teachers will regularly collect pay stubs; do not wait until the end to turn them all in.
5. The student will meet with the Work Experience Teacher weekly/biweekly, to ask questions, share concerns/issues/celebrations and ask for advice.

** No credit may be given until the teacher has a copy of the Work Permit.*

***The District cannot give hours/credits to students working without a permit.*

What is Community Service?

Community service work is unpaid volunteer work for the community or a non-profit agency. Community service develops character and is essential to maintaining a democratic society. Community service can also be a source for earning credits. Eighteen volunteer hours = 1 elective credit. Students may earn a maximum of 20 elective credits per year and a total of 40 elective credits overall. Students must get approval from their advisor before starting any community service project.

How do I earn Physical Education credit?

Physical Education (PE) credits may be earned by participating in approved activities outside of school that are supervised by an instructor or coach. Students must first get approval from their advisor.

Summit View Home-Based Program



[LINK to SVHP Parent University Google Site](#)



Summit View Home-Based Program Overview

Summit View Home Program (SVHP), a TK-12th grade school was opened as a home-based (aka homeschooling) option in August 2020 in response to the pandemic; however many families enjoyed this option for their children so the program continued. Many parents prefer to choose this method of educating their child. SVHP is one of three schools at the Educational Options Center(EOC). The home-based program functions similarly to a “home-schooling” option. The school is designed to allow parents to educate their children at home using the same RUSD curriculum used in our elementary, middle, and high schools. This curriculum is fully aligned to state and district standards.

Home-Based Program Guidelines

Every TK-12th grade SVHP student and their parent will have one SVHP Advisory Teacher. The Advisory Teacher will coordinate all subject/content areas for the child and provide all state and district approved curriculum, scope and sequence, and resources.

In SVHP, the parent uses the scope and sequence or pacing guides to prepare lessons, teach their child, and grade assignments. Parents will turn in work samples as requested by the teacher through an electronic/online format. Instruction in most courses in grades 7th-12th grade will be via a Learning Management Platform (e.g., Edgenuity and eDynamic Learning). All students and their parent(s) will participate in weekly in-person or virtual conferences with the Advisory Teacher. ***As a rule, students should expect to spend 3 to 5 hours per day working on completing course assignments, activities, readings, and assessments.***

Timelines and Assessment

Students pacing and grading periods will align to all of the same district timelines (trimester or semester) that s/he would if they were in a traditional school. Individual course objectives are consistent with and will be evaluated in the same manner that they would be if your son or daughter were enrolled in a traditional school. Students will be required to participate in state-mandated testing, such as the California Assessment of Student Performance and Progress (CAASPP) and California Science Test (CAST). All Special education students must have an individualized education program (I.E.P.) that specifically indicates placement and services in Summit View Home-Based Program (home-schooling). Each student will be assigned an Advisory Teacher who will work with the parent, providing curriculum and instructional advice. The Advisory Teacher will meet once a week with the parent and student to make sure students are progressing, answering parent questions, and providing the support necessary to ensure student success.

Work Completion

Students must complete all assigned work and middle and high school students must achieve at least the minimum performance requirements of 1.75 credits per week and/or 25 hours of work completed per week. Therefore, it is necessary for students in an independent study setting to follow the strict pacing of the course as laid out by the pacing guides to remain on track to complete the required grade-level work. A “Request for Variance Form” is required for students to attempt more than 35 credits in a given semester period.

Secondary Courses

Some secondary classes may not be available through Summit View; therefore, the student may need to choose an alternate course that is available. Students may concurrently enroll in their school of residence for classes such as

Band Choir, Pep, Sports, etc upon space available. Summit View has a robust and wide array of online elective classes in the areas of Career/CTE and other high-interest topics.

Advanced Placement (AP)

Many AP classes will be available through Summit View Home-Based Program; however, in some cases, a student may need to choose an alternate course if it's not available. It is expected that students enrolled in Advanced Placement (AP) courses will take the AP exam for that course. Students may also choose to concurrently enroll in RCC instead of enrolling in the AP Course.

Weekly Conferences

Parents and students will have an opportunity to meet at a scheduled time with their teacher to check in at 1x per week to collect work, monitor progress, and determine the next week's/month's standards to be met. Weekly Conferences may be held virtually through Google Meets or face-to-face. Students and parents are responsible for transportation to scheduled conferences.

Live Interaction and Synchronous Instruction

SVHP Advisory Teachers will provide parents and students a schedule of the required Live Interaction and Synchronous Instruction. Please see below.

- ❖ **Kindergarten to grade 3** — daily synchronous instruction for all students throughout the school year.
- ❖ **Grades 4 to 8** — both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.
- ❖ **Grades 9 to 12** — at least weekly synchronous instruction for all students throughout the school year.
- ❖ **"Live interaction"** means interaction between the student and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to: wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person or in the form of internet or telephonic communication.
- ❖ **"Synchronous instruction"** means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications and involving live, two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.

Participation

- a. Weekly Conference: Weekly conference check-ins are designed for the Advisory Teacher, parent and student to talk in-person, on the phone, or meet virtually via Google Meet to discuss progress towards meeting their work completion goals, ask questions, and progress monitor. Due to the freedom afforded by Summit View's schedule, parents and Advisory Teacher will be able to schedule Check-Ins at a time within the teacher's workday, that works for both the teacher and parents. If the scheduled Conference cannot be attended, the parent and/or student should inform the monitoring teacher so that a check-in can be rescheduled.
 - i. Grades TK - 8th Gr.: Parents and students must both conference with the Advisory Teacher together weekly in-person, via phone, or via Google Meet. (*Younger-age students are not required to remain on the phone or Google Meet the entire conference.*)
 - ii. 9th - 12th Gr.: If the parent chooses, and the Advisory Teacher agrees, the student may conference with the Advisory Teacher without the parent for weekly conferences as long as work is being

completed and progress is being made. *Based upon the student's progress, the teacher may require the parent to attend with the student.

1. 9th -12th Gr. Monthly Conferences: If the parent does not attend the weekly conference, then a monthly conference must be scheduled between the Advisory Teacher, parent, and student to meet in-person or virtually via Google Meet to discuss the completion of the assigned work, progress made, grades, collect work samples and assessments, ask questions, and determine the next step of learning goals/outcomes that must be completed within the month.

The Advisory Teacher will review whether the student is meeting the minimum credit requirement (Gr. 9th-12th) and remains on track to earn the credits for each class. The teacher will also determine if more frequent check-ins with parent participation are necessary depending on the student check-ins, completion of assignments, credits being earned, etc.

Interventions

We want to ensure that every family is supported and that each student is making progress in their education. Occasionally, a student (and parent) are in need of more support and intervention. If a student is in need of additional support, the Advisory Teacher may require the student/parent attend more frequent check-ins, a minimum standards letter may be sent home, a specially scheduled make-up conference or meeting with the teacher and/or counselor may occur, an increase in the amount of time student must work each day may be recommended, required attendance at tutoring, revocation of any work permit until minimum standards are met may be implemented, and the issuance of below standards or non-passing grades may occur.

Materials

Students will check out Chromebooks, hard copy books, consumables, etc. for their grade level or scheduled courses from Educational Options Center. Many Student Edition textbooks and Teacher's Guides are available digitally. Parents are liable for the cost of damaged or lost books and materials that are checked out to their child. Hard copy Teacher Editions are not available to parents. (*See Library Resource Center Section*)

Attendance **PENDING UPDATES**

Master Learning Agreement (MLA)

Summit View students and parents must sign a written "Independent Study Master Learning Agreement" as prescribed by law. This written agreement, with all of the required components, must be agreed to by the student, parent/guardian/caregiver, certificated employee, and all other persons who provide direct assistance to the student. Parent/guardian/caregiver and student voluntarily sign the "Independent Study Master Learning Agreement".

Events/Activities

Students may attend events and activities at their school of residence. Some events or activities will also be available through Summit View. Summit View students must follow the discipline code of the Riverside Unified School District and the behavior guidelines, including online etiquette, of the Summit View Home-Based Program.

Unsatisfactory Progress

Education Code EC 51749.5 (c) requires that if satisfactory educational progress is not being made in the full-time independent study program, the student may be referred to his/her regular program.

Parent Communication and Support

RUSD has long wanted to be able to support parents wanting to educate their children at home. We are so excited to provide this option to families and we look forward to working closely with parents and students. RUSD Advisory teachers will maintain a Google Classroom as their primary hub so that both students and parents can access curriculum and maintain communication, will assist students/parents in pacing, provide coaching, and proctor tests/assessments. They may also hold in-person small group instruction or individual conferences. Many teachers also use other software, e.g., Remind, ClassDojo, etc., to help with communication. Parents will be offered various training such as: Technology, Parent Portals, English/Language Arts, Math, Science, History/Social Science, English Language Development (ELD), Social Emotional Learning (SEL) and more throughout the year! SVHP has a [SVHP Parent & Student University Google Website](#) that provides parents schoolwide resources and information. This site will not have classroom/grade level specific information or assignments as that can be found in the teacher's Google Classroom.

Student Participation via In-person and/or Distance Learning

The Summit View Home-Based program will be utilizing both in-person and Google Meet (access via RUSD student email, Google Classroom or Google Calendar) to conduct meetings, interactions, lessons, and more. Students may participate in advisory meetings or small group instruction in-person or virtually. They can communicate with classmates, teachers, and other school employees, and receive other support services they ordinarily receive from the school, including individual and group meetings with teachers, advisors, and other forms of academic support virtually or in-person, face to face meetings.

Virtual Access:

1. Students will have access to Google Meet by using their school-issued email address (riversideunified.org).
2. Distance learning and communications will take place during the school day.
3. The education provided by the school through distance learning is considered a continuation of the school's educational program in the same manner as if the program was being provided on-campus.
4. The rules and responsibilities of the student are the same as if the student was participating in learning on-campus.
5. Students are expected to come to class in a timely manner, prepare in advance for the lesson, and participate in a meaningful and respectful manner.
6. Tests and other assessments that may be performed will count towards a student's grade in the same manner as if it had occurred when the student was in an in-person classroom.
7. Policies and procedures in the Handbook continue to be in effect, including but not limited to:
 - a. Expectations for academic honesty, including the Honor Code, as stated in each division's Student Handbook.
 - b. Acceptable Use and Privacy Policies
 - c. Bullying and Harassment Policy
 - d. or other violations of the school's honor code.

8. The RUSD and EOC Student Handbook, including but not limited to the Acceptable Use Policy, Privacy Policy, and other policies and procedures related to electronic communications, shall apply to your child's participation in distance-learning classes.
9. Students and parents must understand and acknowledge that all of the school's policies and procedures apply to students while participating in distance learning.
10. Parents should communicate these responsibilities to their child(ren), and ensure that their child(ren) complies with all school policies while participating in distance learning.
11. As a result, your child's image, likeness, or voice may be recorded while he or she is participating in distance learning via Google Meet. Recording of the class or other online interactions with a student or students may not be recorded in any manner by anyone other than a representative of the school without permission in writing from a school or district administrator.
12. Classes will continue to be available via or virtual learning using Google Meet as well as other online tools.
13. Group and one-on-one consultations (including email) will continue to occur between students and teachers, advisors, learning specialists, counselors, staff, and administrators during the school day.
14. Email correspondence sent after the school day may not be responded to until the following day.
15. Recording Sessions:
 - a. Live interaction and synchronous instruction conducted through Google Meet may be recorded by your child's teacher for educational purposes and may be shared with other students or employees of the school to facilitate the review of direct instruction for students who are absent or who need reinforcement.
 - b. Advisory conferences or 1:1 meetings will not be recorded.
 - c. Students/Parents may not record classes or meetings.
 - d. Failure to comply with this restriction may result in disciplinary action of the student regardless of who made the recording, including but not limited to removal from the school.
16. While minimal, there may be risks related to the use of online platforms. It is important that parents/guardians recognize and accept those risks as we continue with distance learning. Your child's participation in school starting on the first day of distance learning serves as your acknowledgment and understanding of the school's distance learning program.

Elementary SVHP

In the **Elementary** SVHP School, the parent or guardian of the student is considered the daily instructor of the student whereas the assigned RUSD teacher of record is the Advisory Teacher. Teachers work with multiple grade levels and may be assigned up to 37 students. The Advisory Teacher provides RUSD curriculum and pacing guidelines to the parent. The parent or guardian is responsible for daily lesson planning and the instruction of the student in all subject areas. However, the Advisory Teacher may provide suggested weekly pacing, assessments, activities, and projects by posting in their Google Classroom hub.

Teachers meet with parents and students at least once a week in 1:1 conferences via phone or Google Meet, as well as meet with students for live interaction and synchronous instruction through individual/grade level and/or small group meetings to check-in, provide academic or other support to students and parents, provide social-emotional activities for students, to help monitor progress, pre-teach or review content. Although direct instruction may occur during live sessions, it is not the intent of the live sessions to replace daily instruction given by parents. Teachers will hold formal weekly conferences individually with each parent to discuss progress and to address assessment data including formative and summative curriculum embedded assessments as well as district and state quarterly and yearly assessments. The student must join the parent and Advising teacher but based upon their age, they do not need to remain in the conference the entire time. Upon mutual agreement between teacher and parent, meetings may be held in person.

Attendance in live interaction and synchronous instruction is required. See below.

- Kindergarten to grade 3rd — daily synchronous instruction for all students throughout the school year.
- Grades 4th to 6th — both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.
 - “Live interaction” means interaction between the student and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to: wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person or in the form of internet or telephonic communication.
 - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications and involving live, two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.

In grades TK-6th, upon enrollment, the Advisory Teacher will contact the parent, provide access to his/her Google Classroom/Site, orient the parent and student, and provide recommended lesson pacing for 1 week to 1 month. The Advisory Teacher may help the parent plan out a general overview of their daily learning schedule. The curriculum that will be used is the RUSD adopted elementary curriculum, e.g. Wonders, Eureka, etc. TK-6 students will be assessed following the same protocol as other TK-6 students in the virtual and in-person classrooms.

Secondary SVHP

In the **Secondary** SVHP School, the parent or guardian of the student is required to monitor the student’s progress, grades and credits earned. The RUSD teacher is the Advisory Teacher and will facilitate the student’s access and learning through the various online platforms used in grades 7th-12th gr. (e.g., eDynamic Learning, Edgenuity, Google Classroom). The parent will have access to Parent Portals and will meet with the teacher at least monthly to discuss progress and the student must meet with the teacher weekly.

In most cases, curriculum will be housed in an online course provider’s LMS (e.g., Edgenuity, eDynamic) but in some cases, the curriculum may be shared using the district adopted text, materials, and a pacing/curriculum guide, Student Instructional Manual (SIM), or housed in a Google Classroom/Site. The parent and teacher will share monitoring responsibilities of students’ progress through online classes. Parents may provide supplemental activities that can be shared with other parents through the grade-level Google Classroom/Site.

Advisory Teachers meet students at least once a week in 1:1 conferences via phone or Google Meet, as well as meet with students for live interaction and synchronous instruction through individual/grade level and/or small group meetings to: check-in, provide academic or other support to students and parents, provide social-emotional activities for students, to help monitor progress, pre-teach or review content. Although direct instruction may occur during live sessions, it is not the intent of the live sessions to replace daily instruction through online courses, Google Classrooms or other means of instruction. Teachers will hold formal weekly meetings individually with each of their students to discuss progress and to address assessment data including formative and summative curriculum embedded assessments as well as district and state quarterly and yearly assessments. Parents must meet with the Advisory Teacher and their child at least 1x per month. Upon mutual agreement between teacher and parent, meetings may be held in person or virtually.

Required Attendance

Attendance in live interaction and synchronous instruction is required. See below.

- Grades 7 to 8 — both daily live interaction and at least weekly synchronous instruction for all students throughout the school year.
- Grades 9 to 12 — at least weekly synchronous instruction for all students throughout the school year.
 - “Live interaction” means interaction between the student and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to: wellness checks, progress monitoring, provision of services and instruction. This interaction may take place in person or in the form of internet or telephonic communication.
 - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications and involving live, two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.

SVHP Scheduling

In grades 7-12, the student’s counselor will assign classes for the student ensuring that the Advisory teacher is the teacher of each class. Upon enrollment, the Advisory teacher will contact the parent, provide access to his/her Google Classroom/Site, orient the parent and student, and help the parent and student plan out a general overview of their daily learning schedule. 7-12 students will be assessed following the same protocol as other 7-12 students in the virtual and in-person classrooms.

Materials, Equipment, Activities for SVHP Students

SVHP students no longer retain a tie to their school of residence. Students' books and materials are distributed from EOC. Students are able to participate in regular EOC activities like: field trips, clubs, sports, promotion ceremonies, and graduation, they are also able to participate in some activities at their school of residence if Summit View does not offer the activity or course: sports, band, choir, etc. Graduating seniors will participate in the EOC graduation ceremony and will earn a diploma from Summit View.

Under normal circumstances, progression through grade levels and courses will parallel the comprehensive sites, SVHP allows for personalized academic plans to be created and agreed upon through the Independent Study Master Learning Agreement. For example, students may progress more quickly and/or graduate early (provided all RUSD grade level/graduation requirements are met). The school counselor must meet with the parent and student to make this decision. At the secondary level, it is possible to work on a few classes at a time whereby the student might complete 3 classes each quarter, still completing the requisite 6 per semester. The home-based model is designed to allow families to follow a more customized educational program while ensuring RUSD and State learning objectives are met.

State Education Code and Board Policy state that students need to be able to work independently and have the support needed at home for success,

The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom setting.

The program may be ideal for some students with unique needs, e.g., students with mood disorders, ADHD, students who have struggled with large comprehensive school culture, etc.. Still, students with an Individualized Education Plan (IEP) must go through the IEP process for placement.

General:

1. All SVHP teachers work with multiple grade levels and subject areas.
2. Only district-approved curriculum and platforms may be used. *Parents may supplement other materials but they cannot substitute the curriculum with one that they may have purchased.
3. Students must maintain the pace to complete work within the trimester/semester.
4. Report cards are generated, by the teacher, based upon work samples, progress evidenced while in meetings, assessment results, etc. Students may earn non-proficient and non-passing grades.
5. Teachers meet a minimum of 1x a week with parent/student via Google meeting/phone call
 - a. Weekly meetings: monitor progress, answer questions, collect work samples
 - b. 1x a month: (more in-depth meeting): plan for the next month, ensure collection of work samples, discuss participation/task completion and on-target pacing
 - c. Daily/Weekly live interaction is a component of the program for 21-22 under AB 130

Parent:

1. Designs lesson plans
2. Teaches the student
3. Paces out the work (individual teachers may choose to provide weekly/bi-weekly assignments)
4. Assigns and grades tasks/assignments
5. Attends and participates in the weekly meeting with the teacher
6. Provides requested work samples to teachers, as requested
7. Communicates with the teacher, as needed
8. Monitoring: Ensures student can log in, is completing assignments, and is maintaining pace

Student:

1. Completes assignments
2. Takes assessments
3. Maintains login information
4. Attends and participates in live weekly interaction with teacher
5. Communicates with parent and teacher, as needed

Teacher:

1. Meets weekly with parent/student
2. Collects work samples
3. Provides scope/sequence

4. Provides teacher resources digitally, if available
5. Assigns, proctors and grades assessments
6. Assigns grades to progress reports and report cards
7. Schedules live group interactions and synchronous instruction
8. Creates and maintains a Google Classroom “hub”
9. Submits attendance to the District

Elementary Specific:

1. One Teacher: Students are scheduled with one teacher and all subjects will be taught by the same teacher
2. All elementary teachers use Wonders.
3. Curriculum, pacing, and resources are provided to the parent/student via the teacher’s Google Classroom hub

Secondary Specific:

1. One Teacher: Students are scheduled with one teacher and all subjects will be taught by the same teacher
2. Students participate in courses via: LMS EdGenuity, LMS eDynamic Learning and/or Google Classroom.
 - a. Only approved RUSD eDL courses will be offered. *The entire catalog may not be available at this time
3. Specialized Activities: students wishing to enroll in classes that are not available in SVHP can request to concurrently enroll at their school of residence (e.g., Band, Orchestra, JROTC, Pep Squad, Sports, Theater)
4. High School students:
 - a. May enroll in Credit Recovery classes (online platform only) and complete them at a faster pace than typical semester-long classes, to be able to recover credits at a faster pace
 - b. May enroll in up to 8 classes per semester (includes periods 1-6, 0, and 7)
 - c. May accelerate in order to graduate early (with counselor and parent agreement and a plan)
 - d. May create schedules that work with their learning style so long as they are staying on pace, (e.g., finish 3 classes first semester and 3 classes second semester)

Specialized Courses: Certain classes may not be available in SVHP. Students may need to choose an alternate, available course or request to enroll in them at their school of residence. (e.g., ERWC, MRWC, Spanish Native, Marine Biology)



[LINK to:](#)
[SVHP Parent's Frequently Asked](#)
[Questions](#)



Summit View Independent Study Master Learning Agreement
2021-22 School Year
This Agreement follows the RUSD BP 6158

COMING SOON!

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following:

1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
9. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

EOC Frequently Asked Questions

What is Continuation High School?

Continuation high school is an alternative high school diploma program. It is for students in 11th and 12th grade who are sixteen years of age or older, have not graduated from high school, are still required to attend school, and who are at risk of not graduating. Many students in continuation education are behind in high school credits. Others may need a flexible school schedule because they have jobs outside of school. Some students choose continuation education because of family needs or other circumstances.

Students who attend continuation high schools must spend at least 15 hours per week or three hours per day at school. They take courses that are required for graduation. They also receive guidance and career counseling. Some programs offer independent study, job-placement services, and concurrent enrollment in community college.

Continuation education is a high school diploma program designed to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education. California *Education Code (EC)* sections that provide for continuation education include sections 44865, 46170, 48400-48438, and 51055.

RUSD has two continuation high schools- Raincross H.S. and Lincoln H.S. Raincross H.S. is a daily, seat-based program and it assumes some level of self-discipline and independence that will enable the student to work independently but obtain assistance while in class.

I currently attend Summit View Home-Based Program; what do I do if I want to transfer to a Continuation H.S. (Raincross HS or Lincoln HS)

Discuss your concerns and questions with your parent(s) and with your school site counselor. The site counselor should discuss your request with your Advisory Teacher. The school site counselor will discuss options with you and your parent(s) and determine if a transfer to your desired school is appropriate.

I currently attend Raincross H.S. or Summit View Home-Based Program; what do I do if I want to transfer back to my comprehensive school?

Discuss your concerns and questions with your parent(s), advisory teacher, and then with your school site counselor. Should this be the decision of the group, students may transfer during the program choice change windows, should there be space available.

The goal of some students is to catch up on their credits in order to go back to their comprehensive high school and graduate with their class. Some factors that students need to know about transferring back to a comprehensive school are:

- Students at Raincross H.S. may transfer back to their comprehensive high school only at the beginning of a new semester.
- Comprehensive high schools will *not* accept partial credits. Students must complete a full 5 credits in each class in order for the school to accept the credits.
- All comprehensive high schools, STEM, and Summit View Home-Based Program require 220 credits, whereas, Raincross requires 180 credits to graduate.
- If students plan to go back to their comprehensive high school, a counselor from the comprehensive high school should be contacted a few weeks before the end of the current semester. The student should

make an appointment with the counselor. At the appointment, the counselor will explain the re-enrollment process. Students can request a transcript evaluation from the Raincross guidance office to take to the counseling appointment at the comprehensive high school.

How can the counselor help me?

The counselor is a highly qualified and very caring person who can help students in many ways. For example:

- | | | |
|-----------------------------|------------------------------|------------------------------------|
| *Check on credits | *Plan classes | *Make schedule changes |
| *Plan for college or career | *Help with personal problems | *Enroll in vocational classes |
| *Counsel on substance abuse | *Provide group counseling | *Discuss peer pressure & conflicts |

Counselors try to maintain an "open-door policy" that assures quick access to counseling services. However, appointments for non-emergencies situations should be scheduled in advance.

What does my Advisory (Homeroom) Teacher teacher do for me?

Each student is assigned a teacher who serves as his/her advisor or homeroom teacher. The advisor is responsible for monitoring attendance, academic progress, and for meeting with or contacting parents, if necessary. Every student is encouraged to meet with his advisor any time questions or concerns occur about meeting educational goals.

What if I have a job?

Students under 18 years of age need a Work Permit to get a job.

- ❖ **Summit View:** Applications may be obtained from their school of residence and must be renewed each school year. Work permits will only be issued if the student is in good standing (e.g., work completion, attendance, etc.). Your job should not interfere with school hours or your attendance/progress at school.
- ❖ **Raincross HS/Opportunity Program:** Applications may be obtained from Room 200 with Mrs. Paramo and must be renewed each school year. Work permits will only be issued if the student is in good standing (e.g., work completion, attendance, etc.). Your job should not interfere with school hours or your attendance/progress at school.

*Work permits may be revoked if work completion or attendance is poor.

Can I smoke on or near campus?

State law makes it illegal for students to possess tobacco on campus, adjacent to the school, or at school activities. According to Penal Code Section 308.b, students can be arrested for possessing cigarettes or other tobacco products, *including e-cigarettes/vape pens*. If a student is arrested, he will be required to appear in Juvenile Court. His punishment can include a fine and/or community service hours. Possession of tobacco products, including e-cigarettes/vape pens, on school property or at school activities is also a suspendable offense. This includes possession of tobacco in the parking lot and on adjacent streets. If a student would like help to stop smoking, he should see his advisor or school counselor.

What happens when I become a senior?

Completing the diploma requirements and receiving a diploma at the graduation ceremony is a culminating life event, a rite of passage into adulthood, and the beginning of a new chapter of life. There will be frequent checks on a student's "grad status". The student's advisor and counselor will meet with the student to advise him regarding what he needs to do to graduate and they will keep him updated about his progress. Students may

obtain a transcript evaluation from the guidance office at any time. Remember, by knowing where they are, students can better plan where they are going.

If seniors in Opportunity or Raincross H.S. do not earn 160 credits by January of their senior year, they will be reclassified as a junior. The student may continue to earn credits to graduate and will be permitted to do so if they earn the required credits to graduate. However, if the student does not graduate before state testing, they will be required to participate in the state testing, as an 11th grader again.

If seniors in Summit View Home-Based Program are credit deficient, their school site counselor will discuss transferring to continuation high school with the student and parent.

Students should check with the counselor about SAT and ACT testing, scholarships, and financial aid application. If a student is not sure what he wants to do after high school, his counselor can make suggestions to help guide him in making that decision.

What happens when I turn 18?

We want each student to succeed. We want to help every student get their diploma. When a student turns 18 years old, the educational rights formerly given to parents under the *Family Educational Rights and Privacy Act* (FERPA) transfer from the parents to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records, and the right to file a complaint with the US Department of Education. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

In an effort to keep parents fully informed in all aspects of their 18 year old student's status, an AUTHORIZATION FOR USE AND/OR DISCLOSURE OF MEDICAL AND/OR EDUCATIONAL INFORMATION form should be completed by the student. Parents should review this Authorization with 18 year old students and obtain their consent on or after their 18th birthday. All signed Authorizations may be returned to the school site office and records will be updated to reflect an 18-year old student's consent to allow his/her parents or guardians to have access to all health, discipline and education-related matters.

Also, as an 18 year old, we do expect mature behavior and role modeling. As long as the student continues to meet behavior, attendance and productivity standards, we want the student to remain part of our school. However, if the adult student chooses not to comply with rules and expectations, they may be referred to other program options (e.g., charter schools, Riverside Adult School).

If I don't graduate during my senior year, may I stay at Educational Options Center for a "5th Year"?

California has compulsory education laws for students until they are 18 or have completed four years of high school. However, as long as the adult student continues to meet behavior, attendance and productivity standards, we want the student to remain part of our school. However, if the adult student chooses not to comply with rules and expectations, they will be dropped from our program and referred to other program options (e.g., Riverside Adult School).

Glossary

The following abbreviations, acronyms, and terms are commonly used by personnel at Educational Options Center.

504 Plans	Education plans for students who do not meet the Special Education requirements but do have a recognized disability that significantly impacts their learning
AB 104	Assembly Bill (AB) 104 requires school districts to implement policies that give students opportunities to counteract the impact of the pandemic on students' academic achievement and graduation credits. To obtain more information click on the following link AB 104 LINK
AB 130	Senate Bill 130 language for independent study has been released as part of the education trailer bill. AB 130 Summary- LINK
AMAOs	Annual Measurable Achievement Objectives for EL students
AP	Advanced Placement
API	Academic Performance Index (state measure)
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress (federal and state measure)
CAASPP	California (CA) Assessment of Student Performance and Progress
CAST	California (CA) Science Test
CBEDS	California Basic Educational Data System
CDE	California Department of Education
CKLA	Core Knowledge Language Arts
COPE	Creative Options for Positive Education: COPE Students are on a suspended expulsion and must meet certain academic/ behavioral criteria to return to the home school.
CLAD	Crosscultural Language and Academic Development
DataQuest	The California Department of Education's web source for school data
eDL	eDynamic Learning
EL	English Learner(s)
ELAC	English Learner Advisory Committee
ELD	English Language Development

ELOs	Expected Learning Outcomes (replacing ESLRs)
ELPAC	English Language Proficiency Assessments for California
EOC	Educational Options Center
FEP-R	Fluent English Proficient-Reclassified
FileMaker	An in-house database used to track student achievement, attendance, discipline, and communication with parents and guardians
FRPM	Free and Reduced-Price Meal
FTE	Full-Time Equivalent
Gateway to College	A charter school at RCC for students over age 16 that are behind in credits.
IEP	Individualized Education Plan for students receiving special education services
ILP/PLP	Individual / Personal Learning Plan
LEA	Local Educational Agency (in our case, it is Riverside Unified School District)
LEP	Limited English Proficient
MAP	Measures of Academic Progress
MCHS	Model Continuation H.S.
NPS	Non-Public School
Opportunity	A program designed for short-term academic intervention for students with behavior issues.
PASS	Positive Alternatives to Student Suspension
PGS	Professional Growth Systems
PI	Program Improvement
PLC	Professional Learning Community
RAPTOR	Visitor Sign-In
RAS	Riverside Adult School
RCC	Riverside City College
RCOE	Riverside County Office of Education
RUSD	Riverside Unified School District
Rx	Raincross High School is a continuation high school that shares facilities, curriculum, and

	resources with other EOC schools
SBAC	Smarter Balanced Assessment Consortium, California's large scale assessment system
SDAIE	Specially Designed Academic Instruction in English
SLOs	Schoolwide Learner Outcomes (formerly ESLRs)
SMART	Goal Strategic, Measurable, Attainable, Results-based, and Time-bound; the district's model for developing school improvement plans
SSC	School Site Council
SIMs	Student Instruction Manuals
SVHP	Summit View Home-Based Program, a RUSD home-schooling program that shares facilities, curriculum, and resources with other EOC schools
WASC	Western Association of Schools and Colleges