"WE ALL BELONG!"

COPE/Opportunity
Raincross High School
Summit View Home-Based Program

Webpage: eoc.riversideunified.org
EOC Google Site: https://sites.google.com/riversideunified.org/educationaloptionscenter/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

Hello Educational Options Center students and families! My name is Dennis Deets and I am the very proud principal of Raincross H.S., Opportunity Program, and Summit View Home-Based Program. I am so happy to welcome everyone back to the 2020-2021 School Year! All Programs (Home Based, Virtual, and In-Person) will begin as Distance Learning.

When we abruptly ended the 2019-2020 school year last March and implemented remote learning, it was a time of new learning and opportunities for us all. Students, teachers, families, classified staff, and administrators all had to learn a new way of connecting, learning, and working. I am amazed and appreciative of the efforts, energy, and engagement that was shown during such an incredibly unprecedented event.

As we move forward and begin the new school year, I would like to introduce our Assistant Principal, Ms. Erin Reid. Ms. Reid has been an educator for over 28 years, with 6 of those being right here at Educational Options Center.

This year also added a new adventure. Summit View Independent Study for 11th and 12th graders was restructured into the Summit View Home-Based Program (SVHP) for students grades TK-12th grade, where the parent is the primary instructor. Each child is assigned an RUSD Advising teacher who provides curriculum, scope and sequence, resources, and suggested activities. Parents will lesson plan, teach their child, provide work samples, meet at least weekly with an Advising Teacher, and assist in attendance monitoring. Although high school students may be doing a lot of their coursework online, the parent is still responsible for ensuring the student is making progress through their coursework. This program allows flexibility for families who cannot be or do not want to be tied to the schedule of the virtual or in-person programs. If you have any questions about this program, please feel free to contact us.

School during the 2020-21 school year will be different, but it will be robust and focused on what works best for our families. Please encourage your children, regardless of program choice and regardless of grade level, to stay connected to school. We are here to help guide and support our community as we embark on this new educational journey.

Respectfully,

Dennis Deets, Director of Alternative Education
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5700 Arlington Avenue, Riverside, CA 92504, (951)788-7135 o (951)352-1200

*Please see the Riverside Unified School District Parent/Student Information Handbook for more information.
# Educational Options Center (EOC) Staff List

(951) 276-7670

## Certificated Staff List

### EOC Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Room #</th>
<th>Email</th>
<th>Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deets, Dennis – Director</td>
<td>100</td>
<td><a href="mailto:ddeets@riversideunified.org">ddeets@riversideunified.org</a></td>
<td>69100</td>
</tr>
<tr>
<td>Reid, Erin – Assistant Principal</td>
<td>100</td>
<td><a href="mailto:ereid@riversideunified.org">ereid@riversideunified.org</a></td>
<td>69102</td>
</tr>
<tr>
<td>Davalos, Eduardo</td>
<td>100</td>
<td><a href="mailto:edavalos@riversideunified.org">edavalos@riversideunified.org</a></td>
<td>69607</td>
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</table>

➢ Teacher, Administrative Designee

### EOC Counselors

#### School Counselors

<table>
<thead>
<tr>
<th>Name</th>
<th>Room #</th>
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<tbody>
<tr>
<td>Webb, Carolyn (A-L)</td>
<td>200</td>
<td><a href="mailto:cwebb@riversideunified.org">cwebb@riversideunified.org</a></td>
<td>69185</td>
</tr>
<tr>
<td>- (LTS: Martha Vasquez- Laramie)</td>
<td></td>
<td><a href="mailto:mvasquez-laramie@riversideunified.org">mvasquez-laramie@riversideunified.org</a></td>
<td></td>
</tr>
<tr>
<td>Wright, Karen (M-Z)</td>
<td>200</td>
<td><a href="mailto:kwright@riversideunified.org">kwright@riversideunified.org</a></td>
<td>69184</td>
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#### SAP Counselors

<table>
<thead>
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<th>Name</th>
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<tbody>
<tr>
<td>Gonzalez, Miranda</td>
<td>605</td>
<td><a href="mailto:mmrivas@riversideunified.org">mmrivas@riversideunified.org</a></td>
<td>69029</td>
</tr>
<tr>
<td>Mace, Stephanie</td>
<td>200</td>
<td><a href="mailto:smace@riversideunified.org">smace@riversideunified.org</a></td>
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</tr>
<tr>
<td>Ramos, Katrina</td>
<td>606</td>
<td><a href="mailto:kramos@riversideunified.org">kramos@riversideunified.org</a></td>
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#### School Psychologists

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<th>Name</th>
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<tr>
<td>Kong, Richard</td>
<td>200</td>
<td><a href="mailto:rkong@riversideunified.org">rkong@riversideunified.org</a></td>
<td>69029</td>
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<tr>
<td>Martin, Suzanne</td>
<td>200</td>
<td><a href="mailto:slmartin@riversideunified.org">slmartin@riversideunified.org</a></td>
<td>69036</td>
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#### COPE/Opportunity Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Room #</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bullock, Monica</td>
<td>903</td>
<td><a href="mailto:mbullock@riversideunified.org">mbullock@riversideunified.org</a></td>
<td>69208</td>
</tr>
<tr>
<td>Jones, Glenda</td>
<td>905</td>
<td><a href="mailto:gjones@riversideunified.org">gjones@riversideunified.org</a></td>
<td>69205</td>
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#### Diploma Access Academy Teachers (Rx)

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<th>Name</th>
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<tr>
<td>Hernandez, Tarah</td>
<td>902</td>
<td><a href="mailto:thernandez@riversideunified.org">thernandez@riversideunified.org</a></td>
<td>69051</td>
</tr>
<tr>
<td>Holmes, Elly</td>
<td>S6</td>
<td><a href="mailto:eholmes@riversideunified.org">eholmes@riversideunified.org</a></td>
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### Raincross H.S. Teachers

<table>
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<th>Name</th>
<th>Room #</th>
<th>Email</th>
<th>Ext.</th>
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<tbody>
<tr>
<td>Bowler, Deborah (RSP/Virtual)</td>
<td>700</td>
<td><a href="mailto:dbowler@riversideunified.org">dbowler@riversideunified.org</a></td>
<td>x 69221</td>
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<tr>
<td>Cooper, Michelle (804/IP-Virtual)</td>
<td>804</td>
<td><a href="mailto:mcooper@riversideunified.org">mcooper@riversideunified.org</a></td>
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<tr>
<td>Duran, Alicia (904/Virtual/IP)</td>
<td>904</td>
<td><a href="mailto:amurray@riversideunified.org">amurray@riversideunified.org</a></td>
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<tr>
<td>Hill, Jerome (E3/Virtual)</td>
<td>E3</td>
<td><a href="mailto:jvhill@riversideunified.org">jvhill@riversideunified.org</a></td>
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<tr>
<td>Lamy, Jennifer (805/IP-Virtual)</td>
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<td><a href="mailto:jilamy@riversideunified.org">jilamy@riversideunified.org</a></td>
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<tr>
<td>McElroy, Rachael (805/IP-Virtual)</td>
<td>805</td>
<td><a href="mailto:rmcelroy@riversideunified.org">rmcelroy@riversideunified.org</a></td>
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<tr>
<td>O’Rourke, Billy (803/IP-Virtual)</td>
<td>803</td>
<td><a href="mailto:worourke@riversideunified.org">worourke@riversideunified.org</a></td>
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<tr>
<td>Rayshel, Erica (E4/Virtual)</td>
<td>E4</td>
<td><a href="mailto:erayshel@riversideunified.org">erayshel@riversideunified.org</a></td>
<td>x 69216</td>
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<tr>
<td>Reynolds, Haley (804/IP-Virtual)</td>
<td>804</td>
<td><a href="mailto:hreynolds@riversideunified.org">hreynolds@riversideunified.org</a></td>
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<td>Roberts, Nicole (901/IP-Virtual)</td>
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<td>Singh, Swati (E3/Virtual)</td>
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<tr>
<td>Uribe, McKenzie (806/IP-Virtual)</td>
<td>806</td>
<td><a href="mailto:mzauderer@riversideunified.org">mzauderer@riversideunified.org</a></td>
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### Summit View Home-Based Teachers

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<tr>
<th>Name</th>
<th>Grade Level</th>
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<tr>
<td>Bell, Teresa</td>
<td>6th</td>
<td><a href="mailto:tbell@riversideunified.org">tbell@riversideunified.org</a></td>
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<tr>
<td>Betten, Amy (601)</td>
<td>1st/2nd</td>
<td><a href="mailto:abetten@riversideunified.org">abetten@riversideunified.org</a></td>
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<tr>
<td>Buenrostro, Karina</td>
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<td><a href="mailto:kbuenrostro@riversideunified.org">kbuenrostro@riversideunified.org</a></td>
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<tr>
<td>Bullock, Monica (903)</td>
<td>SPED</td>
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<tr>
<td>Calvin, Kimberly</td>
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<tr>
<td>Clemons, Tene (E2)</td>
<td>11th</td>
<td><a href="mailto:tclemons@riversideunified.org">tclemons@riversideunified.org</a></td>
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<tr>
<td>Cortez, Marcos</td>
<td>7th</td>
<td><a href="mailto:mcor@riversideunified.org">mcor@riversideunified.org</a></td>
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<tr>
<td>DeFelice, Jennifer</td>
<td>TK</td>
<td><a href="mailto:jdefelice@riversideunified.org">jdefelice@riversideunified.org</a></td>
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<tr>
<td>DeWitt, Amanda</td>
<td>K</td>
<td><a href="mailto:adewitt@riversideunified.org">adewitt@riversideunified.org</a></td>
</tr>
<tr>
<td>Duarte, Cynthia</td>
<td>K</td>
<td><a href="mailto:cdurate@riversideunified.org">cdurate@riversideunified.org</a></td>
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<tr>
<td>Guillermo, Elizabeth</td>
<td>4th</td>
<td><a href="mailto:eguillermo@riversideunified.org">eguillermo@riversideunified.org</a></td>
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<tr>
<td>Harris, Lakisha</td>
<td>7th</td>
<td><a href="mailto:lharris@riversideunified.org">lharris@riversideunified.org</a></td>
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<tr>
<td>Harris-Wall, Susan</td>
<td>8th</td>
<td><a href="mailto:swall@riversideunified.org">swall@riversideunified.org</a></td>
</tr>
<tr>
<td>Kalinski, Mandi</td>
<td>5th</td>
<td><a href="mailto:mkalinski@riversideunified.org">mkalinski@riversideunified.org</a></td>
</tr>
<tr>
<td>Khalazi, Tylesse</td>
<td>4th</td>
<td><a href="mailto:tblakley@riversideunified.org">tblakley@riversideunified.org</a></td>
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Landry, Matthew  3rd  mlandry@riversideunified.org  
Lopez, Lori  3rd  llopez@riversideunified.org  
McAllister, Kelly (701)  12th  kmcallister@riversideunified.org  
Malaver-Almeida, Nubia  1st  nalmeida@riversideunified.org  

### Summit View Home-Based Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Level</th>
<th>Email</th>
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<tr>
<td>Merrell, David</td>
<td>9th</td>
<td><a href="mailto:dmerrell@riversideunified.org">dmerrell@riversideunified.org</a></td>
</tr>
<tr>
<td>Okada, Briana</td>
<td>5th</td>
<td><a href="mailto:bokada@riversideunified.org">bokada@riversideunified.org</a></td>
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<tr>
<td>Partridge, Justin</td>
<td>10th</td>
<td><a href="mailto:jpartridge@riversideunified.org">jpartridge@riversideunified.org</a></td>
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<tr>
<td>Pattison, Christina</td>
<td>1st</td>
<td><a href="mailto:cpattison@riversideunified.org">cpattison@riversideunified.org</a></td>
</tr>
<tr>
<td>Ramunni, Tuesday</td>
<td>3rd</td>
<td><a href="mailto:tramunni@riversideunified.org">tramunni@riversideunified.org</a></td>
</tr>
<tr>
<td>Rojas, Rocio</td>
<td>6th</td>
<td><a href="mailto:rrojas@riversideunified.org">rrojas@riversideunified.org</a></td>
</tr>
<tr>
<td>Sanchez, Victoria</td>
<td>2nd</td>
<td><a href="mailto:vgsanchez@riversideunified.org">vgsanchez@riversideunified.org</a></td>
</tr>
<tr>
<td>Schnakenburg, Racquel</td>
<td>12th</td>
<td><a href="mailto:rschnakenburg@riversideunified.org">rschnakenburg@riversideunified.org</a></td>
</tr>
<tr>
<td>➢ (LTS- Treitler, Wanda)</td>
<td></td>
<td><a href="mailto:wtreitler@riversideunified.org">wtreitler@riversideunified.org</a></td>
</tr>
<tr>
<td>Smith, Carol</td>
<td>K</td>
<td><a href="mailto:csmith@riversideunified.org">csmith@riversideunified.org</a></td>
</tr>
<tr>
<td>Vasquez, Sabrina</td>
<td>2nd</td>
<td><a href="mailto:svasquez@riversideunified.org">svasquez@riversideunified.org</a></td>
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<tr>
<td>➢ (LTS- Belinda Rodgers)</td>
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<tr>
<td>Velez, Tomma (LTS)</td>
<td>9th</td>
<td><a href="mailto:tvelez@riversideunified.org">tvelez@riversideunified.org</a></td>
</tr>
<tr>
<td>Zwick, Kathie (E5)</td>
<td>11th/12th</td>
<td><a href="mailto:rzwick@riversideunified.org">rzwick@riversideunified.org</a></td>
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### Special Education Teachers

<table>
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<th>Name</th>
<th>Position</th>
<th>Room #</th>
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<tr>
<td>Bowler, Deborah</td>
<td>Rx RSP</td>
<td>E2 (Virtual)</td>
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<td></td>
<td>Room 903 (Virtual)</td>
<td><a href="mailto:mbullock@riversideunified.org">mbullock@riversideunified.org</a></td>
</tr>
<tr>
<td>➢ SpEd Student Advisor, COPE/Opp RSP &amp; SDC, &amp; SVHP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roberts, Nicole</td>
<td>Rx SDC/RSP</td>
<td>Room 700 (IP-Virtual)</td>
<td><a href="mailto:nroberts@riversideunified.org">nroberts@riversideunified.org</a></td>
</tr>
<tr>
<td>Uribe, McKenzie</td>
<td>Rx SDC /RSP</td>
<td>Room 806 (IP-Virtual)</td>
<td><a href="mailto:mzaunderer@riversideunified.org">mzaunderer@riversideunified.org</a></td>
</tr>
<tr>
<td>VACANCY</td>
<td></td>
<td>Room 901</td>
<td></td>
</tr>
</tbody>
</table>

### EOC Elective Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Room #</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandenburg, Renee</td>
<td>602</td>
<td><a href="mailto:rbrandenburg@riversideunified.org">rbrandenburg@riversideunified.org</a></td>
</tr>
<tr>
<td>Medure, Angie</td>
<td>302/303</td>
<td><a href="mailto:amedure@riversideunified.org">amedure@riversideunified.org</a></td>
</tr>
<tr>
<td>Pope, Beverly</td>
<td>S2/IP-Virtual</td>
<td><a href="mailto:bpope@riversideunified.org">bpope@riversideunified.org</a></td>
</tr>
<tr>
<td>Talamantes, Maria</td>
<td>703</td>
<td><a href="mailto:mtalamantes@riversideunified.org">mtalamantes@riversideunified.org</a></td>
</tr>
</tbody>
</table>

2020-21 EMR
<table>
<thead>
<tr>
<th>Name</th>
<th>Room #</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betten, Amy</td>
<td>601</td>
<td><a href="mailto:abetten@riversideunified.org">abetten@riversideunified.org</a></td>
</tr>
<tr>
<td>Dillon, David</td>
<td>704</td>
<td><a href="mailto:ddillon@riversideunified.org">ddillon@riversideunified.org</a></td>
</tr>
<tr>
<td>Hunting, Marissa</td>
<td>504</td>
<td><a href="mailto:mhunting@riversideunified.org">mhunting@riversideunified.org</a></td>
</tr>
<tr>
<td>McAllister, Kelly</td>
<td>701</td>
<td><a href="mailto:kmcallister@riversideunified.org">kmcallister@riversideunified.org</a></td>
</tr>
<tr>
<td>Phillips, Elizabeth</td>
<td>504</td>
<td><a href="mailto:ephillips@riversideunified.org">ephillips@riversideunified.org</a></td>
</tr>
<tr>
<td>Stroud, Jim</td>
<td>701</td>
<td><a href="mailto:jstroud@riversideunified.org">jstroud@riversideunified.org</a></td>
</tr>
<tr>
<td>Walker, Nate</td>
<td>504</td>
<td><a href="mailto:nwalker@riversideunified.org">nwalker@riversideunified.org</a></td>
</tr>
</tbody>
</table>
# Classified Staff List

<table>
<thead>
<tr>
<th>Classified Staff</th>
<th>Title</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abner, Sharain</td>
<td>Campus Supervisor</td>
<td>x 69030</td>
</tr>
<tr>
<td>Arias, Laurie</td>
<td>Career Guidance Assistant</td>
<td>x 60201</td>
</tr>
<tr>
<td>Azzam, Hanan</td>
<td>Alternative Education Learning Lab Assistant</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>69010</td>
<td></td>
</tr>
<tr>
<td>Vacancy (LTS- Chantal Portune)</td>
<td>School Office Assistant</td>
<td>x 69234</td>
</tr>
<tr>
<td>Castendes, Christina</td>
<td>Special Education Instructional Assistant II</td>
<td>x 69028</td>
</tr>
<tr>
<td>Corral, Cristina</td>
<td>H.S. Assistant Principal’s Secretary</td>
<td>x 69202</td>
</tr>
<tr>
<td>Dietrich, Cindy</td>
<td>Special Education Instructional Assistant I</td>
<td>x 69004</td>
</tr>
<tr>
<td>Donjuan, Nancy</td>
<td>Attendance Assistant</td>
<td>x 69241</td>
</tr>
<tr>
<td>Dorman, Sharon</td>
<td>Attendance Assistant</td>
<td>x 69141</td>
</tr>
<tr>
<td>Espinoza, Angelica</td>
<td>Alternative Education Learning Lab Assistant</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>69001</td>
<td></td>
</tr>
<tr>
<td>Girgis, Afaf</td>
<td>Alternative Education Learning Lab Assistant</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>69018</td>
<td></td>
</tr>
<tr>
<td>Gonzalez, Miranda</td>
<td>SAP Counselor (0.5)</td>
<td>x 69029</td>
</tr>
<tr>
<td>Gutrion, Ruben</td>
<td>Campus Manager</td>
<td>x 69107</td>
</tr>
<tr>
<td>Hernandez, Rebecca</td>
<td>Accounting Assistant</td>
<td>x 69104</td>
</tr>
<tr>
<td>Ibarra, Yadira</td>
<td>Special Education Instructional Assistant I</td>
<td>x 69011</td>
</tr>
<tr>
<td>Koopman, Jacqueline</td>
<td>Alternative Education Learning Lab Assistant</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>69008</td>
<td></td>
</tr>
<tr>
<td>Lemus, Mayuli</td>
<td>Alternative Education Library/Media Assistant</td>
<td>x 69007</td>
</tr>
<tr>
<td>Lopez, Mary</td>
<td>Alternative Education Learning Lab Assistant</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>69031</td>
<td></td>
</tr>
<tr>
<td>Mace, Stephanie</td>
<td>SAP Counselor (1.0)</td>
<td>x 69215</td>
</tr>
<tr>
<td>Margolis, Carrie</td>
<td>Special Education Instructional Assistant I</td>
<td>x 69067</td>
</tr>
<tr>
<td>Martin, Suzanne</td>
<td>School Psychologist</td>
<td>x 69036</td>
</tr>
<tr>
<td>Negrete-Farfan, Genesis</td>
<td>Special Education Instructional Assistant II</td>
<td>x 69016</td>
</tr>
<tr>
<td>Ochoa, Jaime</td>
<td>Dropout Prevention Specialist</td>
<td>x 69237</td>
</tr>
<tr>
<td>Odom, Eboni</td>
<td>Health Assistant</td>
<td>x 69403</td>
</tr>
<tr>
<td>Perez, Rosalina</td>
<td>School Office Assistant</td>
<td>x 69239</td>
</tr>
<tr>
<td>Rajpoot, Urmla</td>
<td>Alternative Education Learning Lab Assistant</td>
<td>x</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Ramos, Katrina</td>
<td>SAP Counselor (0.5)</td>
<td>x 69220</td>
</tr>
<tr>
<td>Roman, Alex</td>
<td>Custodian</td>
<td>x 69130</td>
</tr>
<tr>
<td>Scarborough, Joshua</td>
<td>Special Education Instructional Assistant I</td>
<td>x 69052</td>
</tr>
<tr>
<td>Solorio, Lena</td>
<td>Special Education Instructional Assistant I</td>
<td>x 69009</td>
</tr>
<tr>
<td>Stephenson, Jarrod</td>
<td>Campus Supervisor</td>
<td>x 69203</td>
</tr>
<tr>
<td>Suarez, Ana</td>
<td>Registrar II</td>
<td>x 69146</td>
</tr>
<tr>
<td>Sykes, Oljon</td>
<td>Alternative Education Learning Lab Assistant- Technology</td>
<td>x 69003</td>
</tr>
<tr>
<td>Tick, Michelle</td>
<td>Director’s Secretary</td>
<td>x 69101</td>
</tr>
<tr>
<td>Valdez, Ruby</td>
<td>Translator/Interpreter</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>69002</td>
<td></td>
</tr>
<tr>
<td>Wright, Janie</td>
<td>Administrative Secretary I</td>
<td>x 69108</td>
</tr>
<tr>
<td>VACANCY</td>
<td>Director’s Secretary</td>
<td>x 69101</td>
</tr>
</tbody>
</table>

2020-21 EMR
## EOC Schools

<table>
<thead>
<tr>
<th>Educational Options Center (EOC)</th>
<th>Educational Options Center (EOC) is a 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), a RUSD Head Start Preschool and Diploma Access Academy, a program that works closely with EOC staff to support students with significant credit deficiency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raincross Continuation High School</td>
<td>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.</td>
</tr>
<tr>
<td>2. Summit View Home-Based Program</td>
<td>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.</td>
</tr>
<tr>
<td>3. COPE/Opportunity School</td>
<td>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). 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.</td>
</tr>
</tbody>
</table>
EOC South Campus Map

EOC- South Campus

100 - Administration Office
200 - Career Guidance/Student Center
301-304 - Physical Education
305 - Grand Point Lab
400 - Staff Lounge/Conference Center
401 - The Hangout
500 - Classroom
501 - Technology Office/Project Team
503, 505, 601, 603 - Classrooms
600 - State Preschool
604 - Custodian
602 - Visual Art
605-606 - SAP Counseling
700 - Early Childhood Education
701-710 - Science Labs
702 - Spanish
704 - International Business
805 - History/Social Science
804 - Math
805 - English Language Arts
806 - Special Education
2020-21 School Calendar

RIVERSIDE UNIFIED SCHOOL DISTRICT
Standard School Calendar 2020-2021

LEGAL & LOCAL HOLIDAYS

<table>
<thead>
<tr>
<th>JUL</th>
<th>AUG</th>
<th>OCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Independence Day Observed</td>
<td>5 New Employee Welcome</td>
<td>11 End of First MS/HS Quarter (MS Not in Session)</td>
</tr>
<tr>
<td>7 Labor Day</td>
<td>6-7 All Teachers on Duty</td>
<td>12 Elementary Minimum Day</td>
</tr>
<tr>
<td>11 Veterans' Day</td>
<td>7 Thanksgiving Day</td>
<td>14 Elementary Minimum Day (Elementary Not in Session)</td>
</tr>
<tr>
<td>26 Thanksgiving Day</td>
<td>10 Classes Begin</td>
<td>21 End of First Semester (MS/HS Not in Session)</td>
</tr>
<tr>
<td>27 All Facilities Closed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 All Facilities Closed</td>
<td>1 New Year's Holiday Observed</td>
<td>12 Martin Luther King's Day</td>
</tr>
<tr>
<td>25 Christmas Holiday Observed</td>
<td>13 (In Lieu of Admissions Day)</td>
<td>14 Presidents' Day</td>
</tr>
<tr>
<td>31 Martin Luther King's Day</td>
<td>18 End of First Trimester (Elementary only)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 New Year's Holiday Observed</td>
<td>26 Elementary Minimum Day</td>
<td>1 End of Second Trimester (Elementary only)</td>
</tr>
<tr>
<td>18 End of First Trimester (Elementary only)</td>
<td>27 Elementary Minimum Day</td>
<td>1 End of Third MS/HS Quarter (MS Not in Session)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAR</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Spring Recess</td>
<td>14 End of High School &amp; 7th Grade</td>
<td></td>
</tr>
<tr>
<td>29 End of High School &amp; 8th Grade</td>
<td>25 Last Day for Early/MGHG Teachers</td>
<td></td>
</tr>
</tbody>
</table>

November 23 - 27 All Facilities Closed
December 21 - 25 All Facilities Closed

Board Approved 9/3/19
*Board Approved 12/17/19
*Holiday noted December 31
### DÍAS FESTIVOS LEGALES Y LOCALES

| JUL | 3  | Día de la independencia | AGO | 5  | Bienvenida a los nuevos empleados |
| SEP | 7  | Día del trabajo        | AGO | 6-7 | Todos los maestros se reportan a trabajar |
| NOV | 11 | Día de los intereses    | AGO | 7  | Primer día de clases para el 7º grado |
|     | 28 | Día de acción de gracias |   | 10 | Inicio de clases |
| DIC | 24 | Todas las instalaciones están cerradas | OCT | 9 | Fin del primer cuatrimestre secundaria/primaria (No hay clases en la secundaria) |
|     | 27 | Día de los intereses    | OCT | 30 | Día de horario reducido en la primaria |
|     | 31 | (En lugar del día de admisión) | NOV | 5-8 | Conferencias de padres/maestros |
| ENE | 1  | Observación de Año Nuevo |     |    | No hay clases en la primaria |
|     | 18 | Día de Martin Luther King | NOV | 6  | Fin del primer trimestre (solo escuelas primarias) |
| FEB | 12 | Día de Lincoln          | NOV | 23-27 | Vacaciones por el Día de acción de gracias |
|     | 15 | Día de los Presidentes  | DIC | 18 | Fin del tercer cuatrimestre secundaria/primaria (No hay clases en la secundaria y preparatoria) |
| MAY | 31 | Día de conmemoración de los caídos en batalla |     |  | |

#### FECHAS IMPORTANTES

- 23 - 27 de noviembre todas las instalaciones están cerradas
- 21 - 25 de diciembre todas las instalaciones están cerradas

Aprobado por la junta de Educación el 13 de septiembre de 2019
* Aprobado por la junta de Educación el 17 de diciembre de 2018
** Fecha indicada: 31 de diciembre
El calendario también está disponible en inglés

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2020-21 EMR
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

1. An effective communicator who...
   - 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...
   - 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...
   - 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...
   - 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...
   - 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
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.

Summer Registration
At this time, due to the global pandemic, 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.

School Year Registration
At this time, due to the global pandemic, EOC will be holding registration virtually. This is subject to change based upon the safety/health permissions given to us by the District and County.

Students New to RUSD and EOC:
If the student was not previously registered at another RUSD school, this school year, 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 school sites within Riverside Unified School District.

If the student was previously registered at another RUSD school, this school year, they do not need to complete the Data Confirmation (online registration). Parents and students will be asked to review this EOC Student/Parent Handbook and confirm receipt of the handbook via a Google Form. 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, this school year, 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:


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:** XXXXXXXXXXX

**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 of 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 on-line 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: jsm123456. 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 Parchment Middle School 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:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students have the right to a free public education.</td>
<td>1. Students have a responsibility to come to school regularly, on time and ready to learn.</td>
</tr>
<tr>
<td>2. Students have the right to learn.</td>
<td>2. Students have the responsibility not to deny other students their right to learn.</td>
</tr>
<tr>
<td>3. Students have the right to personal safety at school.</td>
<td>3. Students have a responsibility not to act in a way which threatens or injures others.</td>
</tr>
<tr>
<td>4. Students have a right to a clean school building.</td>
<td>4. Students have a responsibility not to litter or deface property in the building.</td>
</tr>
<tr>
<td>5. Students have a right to get help from counselors, teachers and administrators.</td>
<td>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.</td>
</tr>
<tr>
<td>6. Students have a right to be respected by other students and school personnel.</td>
<td>6. Students have a responsibility to demonstrate respect for each other and school personnel.</td>
</tr>
<tr>
<td>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.</td>
<td>7. Students have a responsibility to obey rules and use proper means for telling staff members about rules they believe to be unfair.</td>
</tr>
</tbody>
</table>

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 RVS, Rx and SV must obtain permission from the school administrator or designee to be on another campus during school hours.
4. Students must obtain permission 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 have 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 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.

**Positive Alternatives to Student Suspension (PASS) Rules**
Students may be assigned to the Positive Alternatives to Student Suspension (PASS) room as a consequence for violating a rule on campus. This consequence may be considered a suspension and may be noted this way in the student’s discipline in Aeries. The following expectations apply to all students who are placed in PASS:

- **Quietly** – No talking or visiting with other students in PASS. No use of cell phones in PASS. This is a distraction to other students who need to concentrate on their work. Food and drinks may not be consumed in PASS.
- **School Assignment** – Bring assignments from your regular classes to PASS. See the PASS staff if you need materials or additional assignments.
- **Scheduled Breaks** – PASS students will not be allowed to take their regularly scheduled breaks. Breaks will be permitted at the discretion of the discipline office staff. Food and drinks may only be consumed during the breaks outside PASS.
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.

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. Assignment(s) will receive zero
2. Makeup will be at the discretion of the teacher
3. 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.
4. A second offense of plagiarism may result in 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.

Dress Code
This dress code is created in the belief that appearance has an effect in 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. Students using these items inappropriately shall be subject to regular school discipline procedures. Parents and students are hereby notified that school staff assume 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 area deemed off limits by school staff

Those who do so will be subject to disciplinary action.

Restrooms
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 vandalise school property.

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.

Extracurriculars/Field Trips/Activities/Clubs
1. Once a student enters any extracurricular activity, he/she may not leave and return without 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 instruction 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.
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 includes 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, threat 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**
- A 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**

*Reminder: The parking lot speed limit is 5 MPH*

1. Apply for a parking permit with the Campus Manager in Room 902.
2. Verified students must present a valid Driver’s License, current vehicle registration, proof of insurance and a RUSD application signed by a parent and student.
3. Seniors will get first priority, juniors will get second priority, sophomores will be based on administrative approval if space is available.
4. Parking permits may be obtained throughout the year (while spots are available) beginning with registration.
5. If students are not utilizing the parking privilege, then the permit can be revoked.
6. All vehicles parked on campus must display a current school parking permit.
7. Students must park in the designated student parking area in the North parking lot, along the fence on Lincoln Ave.
8. Parking permits are not transferable.
9. Replacement permits will only be replaced for valid reasons at a charge for $5.
10. Students parking their cars on campus without a permit are subject to parking tickets by the city, disciplinary action including PASS and loss of parking privileges. Cars in violation may be towed at owner’s expense.
11. RUSD is not responsible for damage, theft and/or vandalism to vehicles or articles left in the parking lot.
12. Report any accident to the Campus Manager and School Resource Officer within 24 hours.
13. Parking is on a first come, first served basis daily. A permit does not guarantee a parking spot.
14. Speed limit in the parking lot is 5 M.P.H.
15. Students are not to loiter or sit in vehicles in the parking area at any time. Students are not permitted in the parking lot during class time or between classes.
16. Students are not to tamper with any vehicle
17. School officials or law enforcement personnel may search a vehicle whenever there is reasonable suspicion that the vehicle is involved in any violation of a rule, regulation or statute.
18. Parking on campus is a privilege that may be revoked if you do not follow the school rules and guidelines.
19. Parking in the community may be unlawful and could result in parking tickets and/or your car being towed.

Students are urged, while on school premises, to drive more carefully than seems necessary. Students will be expected to fully comply with all parking and driving regulations. Reckless use of motor vehicles on campus or in the immediate vicinity will result in disciplinary action and possible revocation of the privilege to bring a vehicle on campus.

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 a 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 the 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 do 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.

### 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 which 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 reporters 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 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:
1. Please DO NOT use my child’s name while investigating and why
   (signature)_________________________ Why not? ________________________________
2. It is ok to use my child’s name while investigating
   (signature)_________________________

TO BE COMPLETED BY SCHOOL
Date Report Received at School: ______________________
Date Investigated: _______________________ By Whom: _______________________
Date Parent Notified of Outcome: ____________ By Whom: _______________________
Bullying Verified: □ Yes □ No
Comments:

Original: School Site

2020-21 EMR 37
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(oras): ______________________________________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:

1. Por favor NO USE el nombre de mi hijo durante la investigación (firma)_________________________________ ¿Por qué no? _______________________________

2. No tengo problemas en que utilicen el nombre de mi hijo durante la investigación (firma)_________________________________________

TO BE COMPLETED BY SCHOOL (Para uso exclusivo de la escuela)
Date Report Received at School:______________________
Date Investigated:_________________________ By Whom:____________________________
Date Parent Notified of Outcome: ____________ By Whom:____________________________
Bullying Verified: ☐ Yes ☐ No
Comments: ________________________________
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.

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 require 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 at 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 a 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 tryout 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 game play 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 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 of 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 mmrivas@riversideunified.org

What Is The Difference Between a 504 Accommodation Plan and an IEP?

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>5th Grade</th>
<th>8th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
</tbody>
</table>

Required Smarter Balanced Assessment Consortium (SBAC)* by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>3rd through 6th</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>11th Grade</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
</tbody>
</table>

*SBAC and CAST – subject to change pending State Regulations

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 work completion, attendance etc.).

- **Raincross HS/Opportunity Program:** Applications may be obtained from Room 100 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 are 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 right 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).

**Health/Medical**

**THE HEALTH OFFICE IS CLOSED WHILE CAMPUS IS CLOSED**

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 with 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 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 Student Assistance Program (SAP) 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 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 Mrs. Arias 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

*Please see the Riverside Unified School District Parent/Student Information Handbook or your Counselor for Information.*

## California High School Graduation Requirements

<table>
<thead>
<tr>
<th>High School Subject Area</th>
<th>State Mandated Requirements <em>(EC 51225.3)</em> for High School Graduation</th>
<th>Riverside USD Requirements for High School Graduation <em>(non-alternative education)</em></th>
<th>Riverside USD Requirements for Alternative EducationHigh School Graduation</th>
<th>UC Requirements* for Freshman Admissions</th>
<th>CSU Requirements* for Freshman Admissions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Three years</td>
<td>Four years</td>
<td>Four years of approved courses</td>
<td>Four years of approved courses</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Two years, including Algebra I, beginning in 2003–04 <em>(EC 51224.5)</em></td>
<td>Three years, including Algebra I, beginning in 2003–04</td>
<td>Two years, including Algebra I, beginning in 2003–04</td>
<td>Three years, including algebra, geometry, and intermediate algebra</td>
<td>Three years, including algebra, intermediate algebra, and geometry</td>
</tr>
<tr>
<td><strong>Social Studies/Science</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>Two years, including one year of U.S. history or U.S. history and government and one year of other approved social science</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Two years, including biology and physical sciences</td>
<td>Two years, including biology and physical sciences</td>
<td>Two years with lab required, chosen from biology, chemistry, and physics</td>
<td>Three years recommended</td>
<td>Two years, including one year of biology and one year of physical science with lab</td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>Visual and Performing Arts</td>
<td>Career Technical Education (CTE)</td>
<td>Physical Education</td>
<td>Electives</td>
</tr>
<tr>
<td>--------------------------------</td>
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<tr>
<td>One year of either visual and performing arts, foreign language, or career technical education**</td>
<td>One year of either visual and performing arts, foreign language, or career technical education**</td>
<td>One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.</td>
<td>One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.</td>
<td>Two years</td>
<td>One year**</td>
</tr>
<tr>
<td>Three years of: visual and performing arts, foreign language, or career technical education**</td>
<td>Three years of: visual and performing arts, foreign language, or career technical education**</td>
<td>Three years recommended</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>4 classes</td>
</tr>
<tr>
<td>One year of: visual and performing arts, foreign language, or career technical education**</td>
<td>One year of: visual and performing arts, foreign language, or career technical education**</td>
<td>Two years in same language required</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
<td>One year**</td>
</tr>
</tbody>
</table>

* 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.

<table>
<thead>
<tr>
<th></th>
<th>RUSD High Schools (non-alternative education)</th>
<th>Raincross HS and Lincoln</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Math</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Social Studies</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>VAPA/Lang/CTE</td>
<td>10</td>
<td>*30</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Electives</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>130</td>
<td>220</td>
</tr>
</tbody>
</table>

2020-21 EMR          51
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).

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 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 and Valedictorian/Salutatorian System
The Class of 2021 will continue to use the Valedictorian/Salutatorian System. Valedictorian and Salutatorian are two honors recognized in graduating classes in the United States. The valedictorian of the graduating class is the student who has the highest grade point average, and is often lauded for his extracurricular activities and service hours, as well. The salutatorian of a graduating class is the student who has the second highest grade point average, and is often lauded for his extracurricular activities and service hours as well. Class rank and Grade Point Average (GPA) will continue to be calculated and reported. Valedictorians/Salutatorians are determined for each of the three accredited schools: Raincross H.S., Riverside Virtual School (RVS), and Summit View Independent Study.

Beginning with the Class of 2020, a Latin Honors System will be used. Also, 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 all three accredited schools: Raincross H.S., Riverside Virtual School (RVS), and Summit View Independent Study.

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 Pathways: International Business, Medical, Arts & Media, and Early Childhood

Riverside Community College
Students may enroll in Riverside Community 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.

<table>
<thead>
<tr>
<th></th>
<th>Program Description</th>
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</table>
| 1 | Riverside Adult School | 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 past June of the year the student should have graduated AND be 18 years of age or older.  
Riverside Adult School  
6735 Magnolia Avenue  
Riverside California 92506  
951-788-7185 |
| 2 | General Education Development (G.E.D.) Tests | 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](http://www.ged.com).  
Riverside Adult School offers preparation classes for students interested in taking the GED examination and is a testing center. Information about the GED examination can be found here: [www.ged.com](http://www.ged.com) |
| 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 ([Education Code Section 48412](https://leginfo.legislature.ca.gov/faces/billText.xhtml?billId=2009-2010%2cSB%2c0056)). 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/](https://www.chspe.net/about/) |
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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>An effective communicator who…</td>
</tr>
<tr>
<td></td>
<td>· Responds to the topic</td>
</tr>
<tr>
<td></td>
<td>· Develops ideas with support</td>
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<tr>
<td></td>
<td>· Demonstrates understanding of standards</td>
</tr>
<tr>
<td></td>
<td>· Attends to the needs of the audience</td>
</tr>
<tr>
<td></td>
<td>· Demonstrates proficiency with multiple communication strategies</td>
</tr>
<tr>
<td>2.</td>
<td>A skilled problem solver who…</td>
</tr>
<tr>
<td></td>
<td>· Restates a given situation</td>
</tr>
<tr>
<td></td>
<td>· Explains possible choices and consequences</td>
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<tr>
<td></td>
<td>· Develops the ability to think logically and abstractly with language, numbers, and symbols</td>
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<tr>
<td></td>
<td>· Builds imaginative, creative, and innovative responses that incorporate efficient feedback cycles</td>
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<tr>
<td>3.</td>
<td>A proficient technology user who…</td>
</tr>
<tr>
<td></td>
<td>· Manages data efficiently</td>
</tr>
<tr>
<td></td>
<td>· Interacts with various print and digital resources</td>
</tr>
<tr>
<td></td>
<td>· Manipulates print and digital media to communicate ideas</td>
</tr>
<tr>
<td></td>
<td>· Effectively and appropriately integrates, text, graphics, and information sources</td>
</tr>
<tr>
<td>4.</td>
<td>An informed career planner who…</td>
</tr>
<tr>
<td></td>
<td>· Researches career fields</td>
</tr>
<tr>
<td></td>
<td>· Identifies a career / or college pathway</td>
</tr>
<tr>
<td></td>
<td>· Applies study time to building pathways for attaining a career or college entrance</td>
</tr>
<tr>
<td></td>
<td>· Understands the importance of networking</td>
</tr>
<tr>
<td>5.</td>
<td>An engaged community member who…</td>
</tr>
<tr>
<td></td>
<td>· Understands the importance of being an active member of a larger community</td>
</tr>
<tr>
<td></td>
<td>· Volunteers time and energy to causes in the community</td>
</tr>
<tr>
<td></td>
<td>· Seeks appropriate mentors</td>
</tr>
<tr>
<td></td>
<td>· Makes relevant connections to continued learning opportunities</td>
</tr>
</tbody>
</table>
Student Participation in Distance Learning

The school will be utilizing Google Meet (access via RUSD student email, Google Classroom or Google Calendar) to conduct lessons remotely via distance learning. Students will virtually participate in their classes, 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.

Students will have access to Google Meet by using their school-issued email address (riversideunified.org). Distance learning and communications will take place during the school day. 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. The rules and responsibilities of the student are the same as if the student was participating in learning on-campus. 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. 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 distance learning was not in effect. As applies at all times, students are expected to do their own work in compliance with the school’s rules related to cheating, plagiarism, or other violations of the school’s honor code. The School’s 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. Students and parents must understand and acknowledge that all of the school’s policies and procedures apply to students while participating in distance learning. 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. Classes 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. 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. 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.

In summary,
- Classes will continue via distance learning or virtual learning using Google Meet as well as other online tools. Please see the District’s webpage for updates on distance learning.
- Policies and procedures in the Handbook continue to be in effect, including but not limited to:
  - Expectations for academic honesty, including the Honor Code, as stated in each division’s Student Handbook.
  - Acceptable Use and Privacy Policies
- 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.
- Email correspondence sent after the school day may not be responded to until the following day.
- Teachers/administrators may record classes (not advisory sessions or 1:1 meetings) to facilitate the review of direct instruction for students who are absent or who need reinforcement.
  - Students may not record classes or meetings. 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.
Online Etiquette

As an online student, 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 b gr8 4 ur 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.
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.
# Attendance/Absences During Distance/Virtual Learning

<table>
<thead>
<tr>
<th>Distance Learning Engaged-Synchronous</th>
<th>Participated in live online interaction/session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning Engaged- Asynchronous</td>
<td>Did not participate in live interaction/session, but participated in independent work such as regular assignments, assessments, and online activities.</td>
</tr>
<tr>
<td>Student or Parent/Guardian Contact</td>
<td>Not present for ANY synchronous or asynchronous activities, but communication between teacher/s or any other staff member and student or parent/guardian occurred on that day which fulfills daily participation.</td>
</tr>
<tr>
<td>Distance Learning Not Engaged*</td>
<td>Not present for ANY synchronous instruction and did not participate in ANY asynchronous activities. There was NO student or parent/guardian contact for that day. Teachers have one day from the time attendance was taken to change attendance to reflect asynchronous work completed.</td>
</tr>
</tbody>
</table>

## 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
During Distance or Virtual Learning, when a student is absent from class, the parent is responsible for contacting the teacher or the child’s assigned 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](http://bit.ly/EOCStudentAbsence). Any absences that are not “cleared” will result in a truancy. Parents should also contact their child’s teacher.

## Leaving Campus
Leaving campus is not allowed without permission. Students must present a note signed by a parent or guardian before leaving campus in order to be excused. 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.
### Secondary Virtual Model (M/T/Th/F)
#### Alternative Education Live Interaction 10:00am - 11:10am

<table>
<thead>
<tr>
<th>Time/Length</th>
<th>Possible Times</th>
<th>Content/Lesson</th>
<th>Independent/</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 min.</td>
<td>8:00 - 8:50 am</td>
<td>Period 1/2/3/4 Small Groups/ Independent Work/ELD/Social Emotional/Interventions</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>10 min.</td>
<td>8:50 - 9:00 am</td>
<td>Transition Time</td>
<td></td>
</tr>
<tr>
<td>50 min.</td>
<td>9:00 - 9:50 am</td>
<td>Period 1/2/3/4 Small Groups/ Independent Work/ELD/Social Emotional/Interventions</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>10 min.</td>
<td>9:50 - 10:00 am</td>
<td>Transition Time</td>
<td></td>
</tr>
<tr>
<td>70 min.</td>
<td>10:00 - 11:10 am</td>
<td>Period 1/2/3/4</td>
<td>Live Online Interaction Session</td>
</tr>
<tr>
<td>10 min.</td>
<td>11:10 - 11:20 am</td>
<td>Transition Time</td>
<td></td>
</tr>
<tr>
<td>45 min.</td>
<td>11:20 am - 12:05 pm</td>
<td>Period 1/2/3/4 Small Groups/ Independent Work/ELD/Social Emotional/Interventions</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>45 min.</td>
<td>12:05 - 12:50 pm</td>
<td>Lunch &amp; Transition Time **</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>125 min</td>
<td>12:45pm-2:50pm</td>
<td>Small Groups/ Independent Work/ELD/Social Emotional/Interventions/Office Hours</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
</tbody>
</table>

** Lunch is 35 minutes and transition time is 10 minutes

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### Secondary Virtual Model (Wednesday)
#### Alternative Education Live Interaction 10:00am - 11:10am

<table>
<thead>
<tr>
<th>Time/Length</th>
<th>Possible Times</th>
<th>Content/Lesson</th>
<th>Independent/</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 min.</td>
<td>8:00 - 8:50 am</td>
<td>Period 1/2/3/4 Small Groups/ Independent Work/ELD/Social Emotional/Interventions</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>10 min.</td>
<td>8:50 - 9:00 am</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td>9:00 - 9:20 am</td>
<td>Period 1/2/3/4 Small Groups/ Independent Work/ELD/Social Emotional/Interventions</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>10 min.</td>
<td>9:20 - 9:30 am</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td>9:30 - 9:50 am</td>
<td>Period 1/2/3/4 Small Groups/ Independent Work/ELD/Social Emotional/Interventions</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>10 min.</td>
<td>9:50 - 10:00 am</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>70 min.</td>
<td>10:00 - 11:10 am</td>
<td>Period 1/2/3/4</td>
<td>Live Online Session</td>
</tr>
<tr>
<td>10 min.</td>
<td>11:10 - 11:20 am</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>40 min.</td>
<td>11:20 - 12:00 pm</td>
<td>Period 1/2/3/4 Small Groups/ Independent Work/ELD/Social Emotional/Interventions</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>45 min.</td>
<td>12:00 - 12:45 pm</td>
<td>Lunch and Transition Time **</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
<tr>
<td>75 min</td>
<td>12:45pm-2:00pm</td>
<td>Small Groups/ Independent Work/ELD/Social Emotional/Interventions/Office Hours</td>
<td>Independent &amp; Possible Live Online Session</td>
</tr>
</tbody>
</table>

** Lunch is 35 minutes and transition time is 10 minutes
Raincross and Opportunity Program Parent Resources

Parent Responsibilities

1. Ensure that your child logs into class 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. Maintain open communication with your child’s teacher(s)
6. 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 homework is being completed. Students should study their notes, section reviews, and lessons to prepare for the test.
- 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 the 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. Many teachers are not working from the classroom at this time. If the teacher does not answer the phone, please leave a voicemail message, s/he will be able to listen to your voicemail from their email and 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.

Work Experience - Raincross offers work experience.

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

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 for help with work issues.

1. Students are issued a Work Permit from the Career Guidance Assistant, Mrs. Arias at larias@riversideunified.org
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.
**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.

**Physical Education** - 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.

**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) enrols 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.
Summit View Home-Based Program

LINK to SVHP Parent University Google Site

Summit View Home-Based Program
Parent University
Summit View Home-Based Program Overview

Summit View Home Based Program (SVHB), officially Summit View Independent Study School, is a TK-12th grade home based program run from the Educational Options Center. The home-based program is run similarly to a “home-schooling” option. Many parents prefer to choose this method of educating their child.

In the SVHB, the parent or guardian of the student is considered the daily instructor of the student whereas the assigned RUSD teacher of record is the homeroom teacher (sometimes referred to as the Advising Teacher). Teachers are assigned a grade level (or multiple grade levels) and may be assigned up to 50 students. The homeroom teacher provides RUSD curriculum and pacing guidelines to the parent. The Advisory Teacher is not responsible to provide lesson plans. However, over the course of the year, the homeroom teacher may add sections to his/her Google Classroom and/or Google Site with suggested weekly pacing, assessments, activities and projects. The parent or guardian is responsible for lesson planning and the daily instruction of the student in all subject areas.

Teachers meet with parents and students at least once a week in live 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, or in the case of secondary students, possibly instruction through online courses. Teachers will hold formal weekly meetings individually with each of their students and parents to discuss progress and to address assessments including formative and summative curriculum embedded assessments as well as district and state quarterly and yearly assessments. During COVID restrictions, all meetings will be held virtually. When restrictions are lifted, upon mutual agreement between teacher and parent, meetings can be held in-person or virtually.

Teachers will maintain a Google Classroom/Site through which both students and parents can access curriculum and regular communication. Many teachers also use other software, e.g., Remind, ClassDojo, etc., to help with communication. Parents will be offered various training such as: Technology ELA, Math, Science, HSS, ELD, SEL and more! SVHP has a SVHP Parent University Google Site that provides parents schoolwide resources and information. This site will not have classroom/grade level specific information; that can be found in the teacher’s Google Classroom.

In grades TK-6th, the homeroom teacher will contact the parent, provide access to his/her Google Classroom/Site, orient the parent and student, provide curriculum for roughly a month, and help the parent plan out a general overview of their daily learning schedule. The parent will also complete the “Summit View Independent Study Agreement”. In most cases, curriculum is the most commonly used RUSD adopted elementary curriculum, e.g. Wonders, Eureka, etc., but in some cases, the parent can request an RUSD unique program curriculum which can be made available if possible, e.g., Core Knowledge. TK-6 students will be assessed following the same protocol as other TK-6 students to the extent possible given limitations of virtual interactions between student, teacher, and parent.

In grades 7-12, the student’s counselor at the school of residence will assign classes for the student ensuring that the homeroom teacher is the teacher of each class. The homeroom teacher will contact the parent, provide access to 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. In most cases, curriculum will be housed in an online course.
provider’s LMS, e.g., OdysseyWare, Edgenuity, eDynamic, etc. but in some cases, the curriculum will be shared using the district adopted text and materials and curriculum guide with detailed instructions for what needs to be done, 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. 7-12 students will be assessed following the same protocol as other 7-12 students to the extent possible given limitations of virtual interactions between student, teacher, and parent.

All students retain a tie to their school of residence. Students' books and materials are distributed from their school of residence. Although 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 most similar activities at their school of residence: clubs, sports, band, choir, etc. and, for the 2020-21 school year only, graduating seniors will be able to participate in EOC ceremonies or their school of residency ceremonies and earn a school of residence diploma.

Under normal circumstances, progression through grade levels and courses will parallel the comprehensive sites, SVHB allows for personalized academic plans to be created and agreed upon through the Independent Study Agreement. For example, students may progress more quickly and/or graduate early (provided all RUSD grade level/graduation requirements are met). 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 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. Most classes are a single grade level (a few combo classes) grades TK-12
2. Only district approved curriculum and platforms are used
3. Students must maintain pace to complete work within the trimester/semester
4. Report cards are marked, 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. Weekly live interaction is a component of the program for 20-21 under SB 98
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
9. Completes the Weekly Engagement Record and submits to the teacher

Student:
1. Completes assignments
2. Takes assessments
3. Maintains login information
4. Attends and participates in live weekly interaction with teacher
5. Communicates with 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 and grades assessments
6. Assigns official grades to progress reports and report cards
7. Schedules live group interactions
8. Creates and maintains a Google Classroom “hub”
9. Submits attendance to the District

Elementary Specific:
1. One Teacher: Students are scheduled in Aeries into one homeroom class and all subjects will be taught by the same teacher
2. All elementary teachers use Wonders
3. Teachers with CK students will be trained in CK; however, the instruction still comes from the parent. (Effort will be made to group CK students wherever possible)
4. 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 into one homeroom class and all classes with the same teacher (with exception: AVID and some AP classes)
2. Students participate in courses via: LMS Odysseyware, 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 inorder to graduate early
   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. (e.g., ERWC, MRWC, Spanish Native, Marine Biology)

**LINK to:**

[SVHP Parent’s Frequently Asked Questions](#)
Summit View Independent Study Agreement
2020-21 School Year
This Agreement follows the guidelines laid out in RUSD BP 6158

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID:</th>
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<table>
<thead>
<tr>
<th>Address:</th>
<th>Grade:</th>
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<table>
<thead>
<tr>
<th>Duration of Agreement:</th>
<th>Beginning Date:</th>
<th>Ending Date:</th>
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<tbody>
<tr>
<td>One School Year</td>
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</table>

OBJECTIVES, METHODS OF STUDY, METHODS OF EVALUATION AND RESOURCES: Course values and objectives reflect the curriculum adopted by the Riverside Unified School District Board of Education and are consistent with District standards, as outlined in the District’s course descriptions, and is substantially equivalent in quality and quantity to classroom instruction. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement are described in the following: The teacher provided curriculum, in the Home Based Program Guidelines, pacing and teacher’s guides, teacher provided resources. The course catalog, subsidiary agreements, student/parent handbook, and student registration forms are also part of this agreement, and do not change the basic features of this agreement.

COURSES ENROLLED: The student is to complete the courses listed on this agreement.

MANNER, TIME, AND FREQUENCY OF APPOINTMENTS: As a condition of continued enrollment, students must meet with teacher virtually and/or in person (in person is only an option when schools resume in-person student classes) and participate in all on-demand testing on the dates established by State and/or school testing calendars. California Education Code prohibits continued enrollment in independent study for students that do not make adequate academic progress. In order to monitor academic progress, and because the parent/guardian is considered the teacher in the Home-Based Instructional program, the Weekly Engagement Record must be completed by the parent/guardian and the certificated employee will verify instructional minutes and attendance. More frequent contact may be required as necessary to support student success. The manner of submitting work or contact: virtually, a predetermined and teacher approved digital process/platform, in person (as it becomes available).

<table>
<thead>
<tr>
<th>Supervising Teacher</th>
<th>Conference Day</th>
<th>Conference Time</th>
<th>Location</th>
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2020-21 EMR
ASSIGNMENTS: Assignments are given and due on a monthly basis unless prior exception is made in accordance with District policy. After three (3) missed assignments/appointments occur during this agreement, an evaluation will be made to determine whether independent study is an appropriate setting for this student.

VOLUNTARY STATEMENT: Independent study is an optional educational alternative that students select voluntarily, including expelled students (Ed Code 48915) and/or students whose expulsion has been suspended (Ed Code 48917). All students who choose independent study must have the continuing option of returning to a classroom setting.

EQUITABLE PROVISION OF RESOURCES AND SERVICES: The independent study option is to be substantially equivalent in quality and quantity to classroom instruction, and students who choose to engage in independent study are to have equality of rights and privileges with students in the regular school program.

SIGNATURES AND DATES:
I have read and understand the terms of this agreement, and agree to all the provisions set forth.

Student: ________________________________ Date: ________________

Parent/Guardian/Caregiver: __________________________ Date: ________________

Supervising Teacher: ____________________________ Date: ________________

Other Assisting Person: _________________________ Date: ________________

Other Assisting Person: _________________________ Date: ________________

Other Assisting Person: _________________________ Date: ________________
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.
## Glossary

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Term</th>
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<tbody>
<tr>
<td>504 Plans</td>
<td>Education plans for students who do not meet the Special Education requirements but do have a recognized disability that significantly impacts their learning</td>
</tr>
<tr>
<td>AMAOs</td>
<td>Annual Measurable Achievement Objectives for EL students</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>API</td>
<td>Academic Performance Index (state measure)</td>
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<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination</td>
</tr>
<tr>
<td>AYP</td>
<td>Adequate Yearly Progress (federal and state measure)</td>
</tr>
<tr>
<td>CAASPP</td>
<td>California (CA) Assessment of Student Performance and Progress</td>
</tr>
<tr>
<td>CAST</td>
<td>California (CA) Science Test</td>
</tr>
<tr>
<td>CBEDS</td>
<td>California Basic Educational Data System</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
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<tr>
<td>CKLA</td>
<td>Core Knowledge Language Arts</td>
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<tr>
<td>COPE</td>
<td>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.</td>
</tr>
<tr>
<td>CLAD</td>
<td>Crosscultural Language and Academic Development</td>
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<tr>
<td>DataQuest</td>
<td>The California Department of Education’s web source for school data</td>
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<tr>
<td>eDL</td>
<td>eDynamic Learning</td>
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<tr>
<td>EL</td>
<td>English Learner(s)</td>
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<tr>
<td>ELAC</td>
<td>English Learner Advisory Committee</td>
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<tr>
<td>ELD</td>
<td>English Language Development</td>
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<tr>
<td>ELOs</td>
<td>Expected Learning Outcomes (replacing ESLRs)</td>
</tr>
<tr>
<td>ELPAC</td>
<td>English Language Proficiency Assessments for California</td>
</tr>
<tr>
<td>EOC</td>
<td>Educational Options Center</td>
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<tr>
<td>FEP-R</td>
<td>Fluent English Proficient-Reclassified</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>FileMaker</td>
<td>An in-house database used to track student achievement, attendance, discipline, and communication with parents and guardians</td>
</tr>
<tr>
<td>FRPM</td>
<td>Free and Reduced-Price Meal</td>
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<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
</tr>
<tr>
<td>Gateway to College</td>
<td>A charter school at RCC for students over age 16 that are behind in credits.</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Education Plan for students receiving special education services</td>
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<tr>
<td>ILP/PLP</td>
<td>Individual / Personal Learning Plan</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Educational Agency (in our case, it is Riverside Unified School District)</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>MAP</td>
<td>Measures of Academic Progress</td>
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<tr>
<td>MCHS</td>
<td>Model Continuation H.S.</td>
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<tr>
<td>NPS</td>
<td>Non-Public School</td>
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<tr>
<td>Opportunity</td>
<td>A program designed for short-term academic intervention for students with behavior issues.</td>
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<tr>
<td>PASS</td>
<td>Positive Alternatives to Student Suspension</td>
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<tr>
<td>PGS</td>
<td>Professional Growth Systems</td>
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<tr>
<td>PI</td>
<td>Program Improvement</td>
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<tr>
<td>PLC</td>
<td>Professional Learning Community</td>
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<tr>
<td>RAPTOR</td>
<td>Visitor Sign-In</td>
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<tr>
<td>RAS</td>
<td>Riverside Adult School</td>
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<tr>
<td>RCC</td>
<td>Riverside Community College</td>
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<tr>
<td>RCOE</td>
<td>Riverside County Office of Education</td>
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<tr>
<td>RUSD</td>
<td>Riverside Unified School District</td>
</tr>
<tr>
<td>Rx</td>
<td>Raincross High School is a continuation high school that shares facilities, curriculum, and resources with other EOC schools</td>
</tr>
<tr>
<td>SB 98</td>
<td>Senate Bill 98 is a budget bill and it includes requirements regarding distance learning and in-person instruction, among other topics, for the 2020-2021 school year. <a href="#">SB 98 Summary- LINK</a></td>
</tr>
<tr>
<td>SBAC</td>
<td>Smarter Balanced Assessment Consortium, California’s large scale assessment system</td>
</tr>
<tr>
<td>SDAIE</td>
<td>Specially Designed Academic Instruction in English</td>
</tr>
<tr>
<td>SLOs</td>
<td>Schoolwide Learner Outcomes (formerly ESLRs)</td>
</tr>
<tr>
<td><strong>SMART</strong></td>
<td>Goal Strategic, Measurable, Attainable, Results-based, and Time-bound; the district’s model for developing school improvement plans</td>
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<tr>
<td><strong>SSC</strong></td>
<td>School Site Council</td>
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<tr>
<td><strong>SIMs</strong></td>
<td>Student Instruction Manuals</td>
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<tr>
<td><strong>SVHP</strong></td>
<td>Summit View Home-Based Program, a RUSD home-schooling program that shares facilities, curriculum, and resources with other EOC schools</td>
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<tr>
<td><strong>WASC</strong></td>
<td>Western Association of Schools and Colleges</td>
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