

RILEY SCHOOL FAMILY and STUDENT HANDBOOK



2021-2022 School Year
School Procedures and Protocol

San Diego Unified School District Mission Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

Welcome to Riley School!

Welcome to Riley School! Riley School serves students Kinder thru Eighth grade. Our students, staff, and parents are very proud of our community of learners. A dedicated staff of caring professionals supports our students to include teachers, rehabilitation specialists, and mental health therapists. We are committed to working together toward the success of all students on a group and individual level. Please take the time to read the information contained in this document, as it will provide you with school policies and procedures. These policies and procedures allow our school to function in a safe and nurturing environment that fosters academic and behavioral growth. Therefore, it is critical, that parents and students understand information found in this handbook to keep our school running smoothly, have consistent communication, and keep all students safe and supported. We look forward to working together to make sure our students come first!

Riley School Mission and Vision Statements

Our Mission

- *In partnership with Special Education, the Mental Health Resource Center and SDUSD comprehensive school sites, the staff at Riley School:*
 - *Provide our students with rigorous individualized academic instruction*
 - *Ensure a nurturing, inclusive environment that supports social and emotional growth through culturally and linguistically competent practices.*
 - *Engage with families and community to build on existing strengths and resources to achieve positive change.*

Our Vision

- *To provide an educational environment where all students feel safe, valued, and empowered so that they will become productive and contributing members to society.*

Riley School Program Description

Riley School is a holistic and structured learning environment that supports the academic, emotional, behavioral, and social growth of students toward progress and skill mastery. This takes place through an integrated delivery of related services that lends itself to creating an instructional-centered setting with individual and consistent supports throughout the school day. These supports may include small teacher to student ratios, behavior intervention services, and intensive mental health therapy. Placement and services are diagnostic and targeted for specific outcomes based on assessed student needs through the IEP (Individualized Education Program) process.

All students we serve qualify for special education services and are impacted educationally and directly due to the impact of their disability. We are a special education service that is a very restrictive environment for students in that we are separate setting, without general education students or teachers.

The goal of our program is for students to ultimately re-integrate into a school with general education peers because our students have learned and practiced consistent skills to do so successfully. When students demonstrate adequate ability and growth over a period of time, we support their re-integration to a least-restrictive environment in the comprehensive site setting through the IEP process.

Enrollment into our school is determined through the student's IEP process. Determination for the appropriateness of our site for a student is based on the student's unique qualifying condition, the impact of this condition on the educational setting, the student's responses to past and current interventions implemented through the IEP process, and through collaboration of the originating site with our site during this IEP process. All required documents per District policy are required upon enrollment.

If you have any questions regarding qualification, the IEP process, enrollment, or setting up a visit, please contact our Lead Teacher, Sue Salorio, at ssalorio2@sandi.net or 858-302-3300.

School and Staff Contact Information

5650 Mt. Ackerly Drive
San Diego, CA 92111
858-302-3300 (office) and 858-573-0729 (fax)

Front Office Staff:

Pamela Busch, Principal, pbusch@sandi.net
Ramona Alarcon, School & Attendance Clerk, ralarcon@sandi.net
Jasmine Cone, Transportation Liaison, jccone@sandi.net
Adrian Noguera-Fuentes, Site Tech II, anoguedafuentes@sandi.net
Sue Salorio, Lead Teacher, ssalorio2@sandi.net
Betsy Sturdevant, Administrative Assistant, bsturdevant@sandi.net
Laura Dewan, Lead Licensed Mental Health Clinician, ldewan@sandi.net
Marie Saragosa, Lead Licensed Mental Health Clinician, msaragosa@sandi.net
Shana Jennings, Supervising Rehabilitation Specialist, sjennings@sandi.net
Sam Mason, Supervising Rehabilitation Specialist, smason1@sandi.net
Michelle Lolly, School Nurse, mlolly@sandi.net
Andrew Melia, School Psychologist, amelia@sandi.net
Amy Diep, Cafeteria, rileycafe@sandi.net
Parent Community Liaison; Jesus Tapia; jtapia@sandi.net

Riley Teachers:

Carmelita Talamantes, ctalamantes@sandi.net
Donna Ciatti, dcatti@sandi.net
Jana Wagner, jwagner@sandi.net
Jeremy Parson, jparson@sandi.net
Jordan Means, jmeans@sandi.net
Karen Alquero, kalquero@sandi.net
Kelli Dancs, kdancs@sandi.net
Kristin Tappen, ktappen@sandi.net
Liz Toma-Danovsky, etoma-danovsky@sandi.net
Lynn Schulman, lschulman@sandi.net
Sheila Stone-Evans, sevans1@sandi.net
Stephanie Lo, slo@sandi.net

Please call the main school phone line or email the teacher directly if you are needing to contact a teacher. Calls to classrooms will be sent to voicemail during the day as to not interrupt instruction.

Riley Therapists:

Aaron Stroud, astroud@sandi.net
Kevin Kolodziej, kkolodziej@sandi.net
Kristin McDonald, kduering@sandi.net
Lisa Marie, lmairie@sandi.net
Jermaine Simpson, jsimpson3@sandi.net

Riley Rehabilitation Specialists:

Michael Allen, Joseph Augustine, Ralph Bonnett, Andre Coleman, Kelly Cuyjet, Maria Figge, Caleb Hatfield, Tameco Hill, John Kimbrough, Tiffany Klein, Milton Lanier, Jerald LaPierre, Nichole Leary, Herman Monia, Cesar Peralta, Andrea Richardson, Lelani Sams, Bracy Smith, Frances Aguayo, Lonell Stevens, Debra Molina, Terrance Long, Brandon McDonald and Taylor Fabian

2021-2022 Riley School Bell Schedule

Riley Elementary School

- School Starts at 8:55am
- Lunch 1 11:10am - 11:40am
- Lunch 2 11:40am - 12:10pm
- Lunch 3 12:10pm - 12:40pm
- School Ends at 3:45pm

Room 18 and Room 12
 Room 14
 Room 16 and Room 17

Minimum Days are EVERY Wednesday.

- School starts at 8:55am and releases at 1:40pm on minimum days.
- Lunch ONE: 11:10am - 11:40am Room 18 and Room 12
- Lunch TWO: 11:40am - 12:10pm Room 14, Room 16 and Room 17

Riley Middle School

- Advisory 8:55am - 9:15am
- Period One 9:15am - 10:40am
- Period Two 10:45am - 12:10pm
- Period Three 12:15pm - 1:00pm
- Lunch 12:05pm - 1:35pm
- Period Four 1:40pm - 2:30pm
- Period Five 2:35pm - 3:25pm
- Advisory 3:30pm - 3:45pm

Minimum Days are EVERY Wednesday.

- School starts at 8:55am and releases at 1:40pm on minimum days.
- Advisory 8:55am – 9:15am
- Period One 9:20am - 10:20pm
- Period Two 10:25pm - 11:25pm
- Period Three: 11:30pm - 12:10pm
- Lunch 12:15pm - 12:45pm
- PE 12:50pm – 1:25pm
- Community Meeting 1:30pm – 1:40pm

Please note the following for both Elementary and Middle School:

- Office hours are 8:30am-3:50pm
- There is no student supervision available until 8:50am and no supervision available after 3:45pm
- Students may NOT be dropped-off at school before 8:50am
- If students are not to ride the bus after school due to guardian pick-up, the office must be notified by 3:00pm that day by the guardian calling 858-302-3300 to notify.
- Teacher hours are 8:30am - 3:45pm with the exception of lunch.

San Diego Unified 2021-2022 Instructional School Year Calendar

	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	TOTALS	
JULY				1	2	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	Jul	0
AUGUST	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30 F	31				Aug	2
SEPTEMBER			1	2	3	6 H	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		Sep	21
OCTOBER					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	Oct	21
NOVEMBER	1	2	3	4	5	8	9	10	11 H	12	15	16	17	18	19	22	23	24	25	26	29	30				Nov	16
DECEMBER			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	Dec	13
JANUARY	3	4	5	6	7	10	11	12	13	14	17 H	18	19	20	21	24	25	26	27	28	31					Jan	20
FEBRUARY		1	2	3	4	7	8	9	10	11	14	15	16	17	18 H	21	22	23	24	25	28					Feb	18
MARCH		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		Mar	19
APRIL					1 NI	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	Apr	20
MAY	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 NI	30 H	31				May	20
JUNE			1	2	3	6	7	8	9	10	13	14 L	15	16	17	20	21	22	23	24	27	28	29	30		Jun	10
																										Total	180

H Holiday
 F/L First/Last Day of School
 NI Non-Instructional Day (No School)
 I Instruction Day

Blue
 Orange
 Green
 Yellow

2021-2022
 Summer School - 6/20/22 - 7/29/22
 ESY - 7/25/22 - 8/19/22

Embedding Emotional and Behavioral Support with Academic Rigor and Instruction

Our teachers design instruction to deliver grade-level standard content, while implementing IEP goals and objectives in a small classroom setting. Our classes throughout the day blend both academics and behavioral support so that learning skills in areas take place simultaneously. We have content area classes in reading, writing, math, science, and social studies that are taught by Special Education Teachers. We also offer opportunities for individual therapy, group therapy, rehabilitation specialist support, therapeutic P.E., and enrichment opportunities for students to explore and find interest areas. The schedule for both Elementary and Middle School have this built into the daily schedule.

Teachers at all levels use student data (academic and behavioral) to make instructional-based decisions and work in Professional Learning Communities to analyze student academic progress and instructional impact.

All students participate in a school-wide behavioral point-system that is individualized based on student goals and needs. They earn points based on practicing, correcting, and mastering coping and social skills. These points lead to student independence and extrinsic rewards at first, with a goal to move towards more intrinsic motivation. See section on Behavior and Discipline Intervention Plan below.

In Addition for Elementary:

- Students participate in group therapy every week, learning skills as a class together through specific therapy and rehabilitation specialist lessons and activities. Skills focus on coping, self-management, and making healthy choices. These groups include the integration of Art (expression through creativity), Sports (Physical activity through team work and following rules), Game Playing (learning to follow rules while applying focus, mental strategy, and self-control through playing games such as chess), and Independent Life Skills (hygiene, nutrition, gardening, money skills).
- Students participate in P.E. and also have one hour a week of learning about the fine arts and art application.

In addition for Middle School:

- Students participate in a morning block schedule for academics. Academic periods are an hour and a half each day. Students attend English and Social Studies and then Math and Science on alternating days throughout the school year. This allows teacher to dive deeper into content, allowing students more time to exercise and practice their learning.
- Students also participate in a Life Skills class every day, except minimum days. Mental Health therapists provide group and individual therapy, alternating times with Rehabilitation Specialists. Classes focus on social skills, problem-solving, making healthy choices, reflection, and setting goals.
- Students have a Study Skills Elective. However, students alternate attending an academic intervention class and taking an elective of interest every other day.
- In Academic Intervention, students focus on individualized remediation in the areas of reading and math, and practicing these skills for grade-level application. Students generally take this class with their case manager.
- Elective classes are taught by the Special Education Teachers. Students take one class of interest in the Fall and one in the Spring. Interest areas include Career Exploration, Beg and Advanced Art, home economics, and Yearbook.
- Students also participate in Recreational Therapy P.E. daily, working on PE standards while staff incorporates guidance and therapy approach around following rules, health, problem-solving, and working as a team.

Riley School does NOT offer before or after-school child care.

Attendance Policy

Please contact the office each day student is absent and give the reason for the absence.

An acceptable Excused Absence or Excused Tardy (as mandated by the State of California) is as follows: illness, medical, dental, therapy, family emergency, bereavement/funeral services, court appearances, or

religious holidays and ceremonies. Five or more days of an absence due to illness will require a note from the doctor or absences will be categorized as unexcused. Whole day absences not cleared within 72-hours will be recorded as truanancies.

Independent Study Contracts may be provided in advance for excused absences that are 3-days or more. The office must have the request 5 school days prior to the absence in order for teachers to prepare schoolwork. All work must be completed and returned to the front office; the timeline for completion will be reviewed at the time the contract is issued. All work must be completed and returned back to the teacher upon return back to school or per contract.

Repeated tardiness or absences may result in disciplinary actions such as loss of points due to lack of excused participation, which would result in loss of privileges. Repeated absences will also result in the school sending letters to inform parents that attendance is required. Lack of student attendance will result in a referral to the School Attendance Review Board (SARB) per District Policy.

A SARB referral is made after the school site sends a series of attendance letters with interventions taking place between each letter being sent to encourage attendance. When the school has exhausted all of its resources and attendance has not improved, a SARB referral may be submitted to the District SARB committee.

The SARB process may result in parents/guardians to appear in court due to their child's truancy. Unexcused absences will effect a student's level on our school-wide behavior plan.

All absences must be called in by guardian to the front office. School clerk will determine the validity of the absence and determine if it is excused or unexcused.

If an absence is determined excused, points will be adjusted for the week, and the absence will not affect students' level for the week. If absence is determined to be unexcused, student will earn zero points for the missed day, and the absence will affect students' level for the week.

California Education Attendance Codes

48200 – Children Between Ages of 6 and 18 Years

Each person between the ages of 6 and 18 years, not otherwise exempted, is subject to compulsory full-time education.

48260 (a) - Definition of Truant

Any pupil subject to compulsory, full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Definitions

- **Truancy:** Student is considered truant after missing 20 minutes or more of class time for reasons that are not acceptable to the school nor approved by the parent/guardian; or absence where evidence shows that parent/guardian:
 - Misrepresented facts regarding the absence with the intent to have it excused, or
 - Refused to cooperate to keep the student in school as required by law
- **Tardy:** Students are considered tardy to class if he/she arrives to class after the bell.
- **Excused Absences (as defined by the state):**
 - **Illness:** This includes medical, dental, and chiropractic appointments, under a doctor's care, medical quarantine, and hospitalization.
 - **Bereavement:** This includes travel time to attend the funeral services of family members.

- Other Excused Absences: Students may be excused from school for justifiable personal reasons. Such reasons include, but are not limited to:
 - Court appearances
 - Attendance at special religious ceremonies
 - Attendance at religious retreats (not to exceed four hours per semester)
 - Students excluded for 5 days because they are missing the 1st grade physical exam
 - Other family emergencies provided the student's absence is requested in writing by the parent/guardian and approved by the principal or designee
 - Written Contract Independent Study as documented in an IEP prior to the absences
- School initiated absences including:
 - Suspensions
 - Juvenile Hall, because students are incarcerated
 - Students absent pending exemption or placement. Such students are carried on the school roll and included in the enrollment count until the date of placement.
- A student with a temporary disability is making school attendance impossible or inadvisable, your child may qualify for Home/Hospital educational services. This instruction applies to students incurring a physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes. Please reach out to our District's Home Hospital Department at 619-344-6436 or at nstricklan@sandi.net if you would like to initiate these services for your child so that a review for qualification of these services can take place.

IT IS THE PARENT/GUARDIAN'S RESPONSIBILITY TO NOTIFY THE DISTRICT OF THE STUDENT'S PRESENCE IN A QUALIFYING HOSPITAL. IT IS ALSO THE PARENT/GUARDIANS RESPONSIBILITY TO INITIATE A REQUEST FOR HOME/HOSPITAL SERVICES!

Grading Policy Guiding Principles

The purpose of academic grades is to communicate student progress towards mastery of the standards. Grades are important to support and encourage student learning, to advise the teaching process, and to inform students and families of student progress and achievement. At Riley, Marcy and New Dawn Schools, all students are consistently held to high expectations, through grading practices that are fair, specific, and timely. Teachers exercise professional judgment, within the parameters of these required procedures, in their grading practices, which yield grades that are understandable, meaningful, and reflective of student learning. Grades are based on multiple and varied tasks and assessments, over time, and procedures for grading are supported, monitored, and supervised. Grades also reflect the implementation of IEP accommodations and supports.

Policies:

- Extra Credit: Extra credit will not be offered to increase the scores for assignments or assessments. Rather, students will have the opportunity to raise their grades through retakes and revisions.
- Revisions: As skills build sequentially, students are encouraged to revise assignments and complete test corrections for assignments or assessments on which they did not yet demonstrate mastery. Revised work will be accepted in accordance with individual teacher policy.
- Late Work: Late work will be accepted in accordance with individual teacher policy.
- Final Grades: For middle and high school, letter grades will be assigned according to the points earned by the student. As students have regular opportunities for revision, teachers will not round up or down to the next letter grade (e.g. an 89.8% earns a letter grade of B, as 90% and higher earns an A).
- Distribution of Points: In order to reflect mastery of standards, the distribution of points earned for each class should aim to approximately match the following percentages:
 - 20%-40%: Tests, quizzes (no one test or quiz will be more than 15% of the calculation).

- 60% - 80%: Assignments, major/minor/group projects, homework, classwork, binder-checks, group discussion, etc. (no one assignment will be more than 20% of the calculation).
 - Distribution is at discretion of the teacher and equals 100% when combined.
- Each assignment will be graded individually and posted in the grade book. Teachers will use either Google Classroom OR Power Teacher for their gradebook and parents will be notified of the teacher which forum they are using so parents can access grades.
 - As academic skills build sequentially, more recent assignments and assessments are a more accurate reflection of current skills, and thus should be weighted more heavily within the unit grading period.
 - Students with missing assignments, may be assigned to a study skills intervention time to have a specific time during the school day to make up assignments, if this is available. However, it is the student's responsibility to complete make-up or re-do assignments as homework. If the student needs help, it is the student's responsibility to ask their teacher for help and arrange a time for tutoring.

Gradebook Updating:

- Any assignment to be graded, must be added to the grade book by the end of the week (Friday) in which the assignment was assigned WITH the due date listed.
- Once the assignment is turned-in, the grade must be recorded in the grade book no longer than one week (five working days) after the assignment is turned in.
- If an assignment is not turned in on time, a zero must be placed in the grade book until the grade is replaced. The teacher has five working days to place in the new grade from the date of it being turned in.

Citizenship:

Citizenship grades will be assessed separately from academic grades.

Site Policy on Visitors

Visitors at school are required to sign-in at the front office to report their presence on school grounds upon arrival. Visitors are to enter through the office doors in the front of the school to sign-in. Visitors must also adhere to rules and regulations specified in district procedures and in federal, state, and local laws. All schools are tobacco free.

Definition (visitor): Any person entering the school grounds who is not a student of the school or an officer or employee of the district.

All adult visitors are required to have identification.

To assure continuity of instruction, parents/guardians interested in visiting classrooms shall contact the teacher of the class to inform the teacher of the reason for your visit to the classroom and schedule a mutually-agreed upon time. Visitors will be accompanied by an escort to the class. Upon request of the teacher, or at the discretion of administration, the principal or designee shall accompany the parent/guardian during the classroom visitation. At least two school-day notice is required to set up classroom visits that may involve observation for a period of time so that arrangements may be made to assist you with your visit.

Parents/guardians need to make appointments for individual conferences in advance so that the conference can be conducted in privacy and with the appropriate staff present.

Parents/guardians, as with all visitors, must report to the school office upon arrival and sign-in to show identification upon receiving a visitor badge. The purpose of this provision is to ensure safety and appropriate supervision of students. Parents who are on campus without a badge may be asked to return to the office. Students will not be released to parents/guardians that do not have I.D.

Outpatient providers, whom wish to visit a student during school hours, are required to contact the student's therapist and/or case manager to schedule a visit after 2:30pm. Students will not be allowed to miss academic instruction or therapeutic sessions to meet with outside providers. This is not applicable to Probation Officers or Drug Screenings.

Communication

In most circumstances, email is the best means of communication with the classroom teachers. Telephone calls are not sent to classrooms during the school-day. Please call the front office; you can leave a message or voicemail asking the teacher to return your call.

Student Point Sheets can be sent home weekly, as per parent request. These point sheets determine point that average over a week's time to place them on a "level" they have earned.

We also use the SchoolMessenger[®] service, which enables us to better communicate with parents concerning emergencies, school events, and important issues. It allows us to send personalized voice messages to your family's home, work, or cell phones. Essentially, one phone call can be made to reach all families within minutes.

It is important that we always have your current telephone numbers so that we can be sure to reach you! Please call the office immediately if your primary or emergency contact information has changed. Several teachers use Remind101 as a way to send parents/guardians text updates and reminders. Please also see the phone contact list with emails addresses towards the beginning of this handbook.

In the event a family moves or has any other change of address or telephone number, parents, or guardians must give the school of attendance at least 15 school days advance notice of the change to ensure uninterrupted transportation service.

Field Trips

For all field trips, the school requires written consent from the parent or guardian for the student to attend. Students will not be permitted to attend without a signed District permission slip from the parent/guardian. Students are not permitted to bring extra money on the field trip to purchase items. The school will provide lunch for students if the field trip is during lunch time. In these cases, students may bring a lunch per our Food Policy guidelines.

Requested funds for a field trip are considered a donation. If a parent/guardian cannot pay the donation due to financial hardship, please notify your child's case manager that you are unable to donate. *Because field trip fees are a donation to help fund the school or class trip, if your child does not end up attending, there will be NO REFUNDS provided.* Donations do not go to individual student participation, they assist with funding trip as a whole for all students.

Students who misbehave on the field trip will be returned back to school or parents/guardians may be called to pick up their child depending on the circumstances of the field trip location and safety needs.

The cell phone policy applies to field trips. Therefore, no cell phones are to be brought on field trips. The teacher carries a cell phone in case of any emergencies, along with parent contact information.

Educational Field Trips:

All students are eligible, unless there is a recent safety issue, or the student was determined to be ineligible based on their behavior on the previous outing.

A student will be ineligible for the field trip if they have had safety concerns within the week prior to the field trip such as assaults (hitting, kicking, biting, or other behaviors that are a danger to themselves or others; running away or out of assigned area for an extended period of time, or on more than one occasion; significantly unsafe behavior on the bus; or have been suspended. Safety issues related to mental health should be addressed with administration, and may result in a student being ineligible for a field trip if deemed unsafe.

At times, due to space limitations eligibility may be determined based on levels/points. In these cases, students with the highest levels/points will be given priority. While team discussion is valued and important, it is ultimately up to administration if there is a question about eligibility.

Students not attending will be provided alternative assignments.

Incentive Reward Field Trips:

Weekly level must be Gold or above. If space is limited, those students who have earned the highest points/levels will be prioritized.

Students may not have earned a Bronze level during the week prior to the field trip.

Students may not have had any type of referral, suspension or attempting to leave campus during the week prior or week of the field trip.

Students may not have had any unexcused absences during the week.

Safety concerns such as being out of area or issues related to mental health will be considered when allowing students to attend.

Medication Information and Health Office

Students must not keep any medication of any type in their possession at school. This includes over-the-counter medications, to include vitamin and mineral supplements. Students receiving over-the-counter medications must have a signed "Health Information Exchange Consent Form" on file.

All medications are kept in the School Nurse's office where the Nurse or a designee dispenses them and documentation is maintained. Prescription medicines to be given at school must be documented with a "Physician's Recommendation for Medication" form signed by both authorized health care provider and parent/guardian.

Medications are to be brought to school by the parent, or mailed to school directly from the pharmacy. The parent/guardian provides medication to school (usually in limited amounts) in containers clearly marked with the following:

- Name of student
- Name of prescribing physician
- Identification number and name of medication
- Pharmacy that dispensed medication
- Amount of medication to be taken at specified times and/or specific situations in which medication is to be taken.

It is the parent's responsibility to ensure medication is provided to the school on a timely basis so the student does not miss medication doses. Parents are not to rely on the school nurse for reminders regarding refills. It is the parent's responsibility to maintain their child's medications.

Transport of Medication

Medication should be transported to school by the parent, not the bus driver. If this is not possible, the medication must be given to the bus driver by the parent or school official in a sealed envelope marked with the student's name and school. Parents or guardians are encouraged to confer with school staff regarding this procedure.

Illness:

Students who are ill should not be sent to school. If you are unsure if your child should be brought to school or not call the school nurse.

A parent or guardian is responsible for taking the student home if the student becomes ill at school. A student who has a communicable disease will not be eligible for transportation until the Department of Health or a medical doctor certifies in writing that the disease is no longer contagious. Students need to stay home for at least 24 hours if they have a fever.

Requirements of Students

The following rules have been developed to help Marcy School students and staff members maintain an environment that is safe, caring, and allows meaningful instruction to take place.

- Attend school every day
- Behave in a safe and orderly manner
- Practice use of coping skills
- Do not use aggression or physical acts that could cause harm
- Maintain a safe environment in the school
- Treat all members of the school community with respect
- Respect the property of others
- Follow all school rules
- Seek nonviolent and constructive solutions to conflict
- Not use profanity or cuss words
- Complete assigned work to the best of their ability, turn assignments in on time, and be a contributing member of the classroom
- Practice responsible and honest behavior
- Never be a bully and if bullied, report it to an adult immediately
- Turn off and turn in all electronic equipment (examples: music players, computer games, cell phones) during instructional time. The school is not responsible for their loss or damage.
- Students are escorted at all times on campus.

Dress Code

Students are expected to wear clothes that are appropriate for school, showing respect for themselves and their classmates. Teachers, staff, and administration reserve the right to address clothing issues considered to be disruptive to the educational process or inappropriate for school.

NOT Acceptable Clothing:

- Clothing that is too tight or too loose
- Clothing that exposes midriff, cleavage, or undergarments
- Tube tops, halter tops, and spaghetti straps (straps must be 2 inches wide or more)
- Words, images, or symbols deemed inappropriate
- Open toed shoes, house slippers, Heelies
- Pants that fall below the waistline (more than 2-3 inches)
- Excessively short dresses, skirts, or shorts (must be mid-thigh and below)
- Pajamas, sleepwear, and blankets

- Head coverings of all kinds (hats, bandanas, sweatbands, hoods, doo-rags, hairnets)
- Overly large accessories or can cause danger to others (large belts, spikes, hoop earrings, pins, sunglasses)

Students arriving at school in violation of the above Dress Codes will be sent to the front office to change into Loaner Clothing. If student refuses to change they will be on NPS for the day, with the inability to earn points.

Personal Items (Electronics, Cell phones, Backpacks)

Students may bring personal items such as electronics and cell phones to use during the bus ride to and from school, scheduled breaks, and lunch. Electronics are NOT to be used during school hours. Items such as speakers, electronic accessories, personal laptops and so forth are not to be brought to school. Use of social media is not allowed at any time during school.

Per SDUSD policy: All students may use devices (cell phones, pagers, etc.) on campus before school begins and after school ends. These devices must be kept out of sight and turned off during the instructional program. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of device by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action. (Approved 12-03. Related Procedures 6270; Emergency Procedure 15.)

Students caught using their cell phone, electronic device or social media during school hours will earn a level drop, and his/her phone or device may be confiscated depending on the frequency and severity of the violation. If confiscated, it will be turned into administrator, and the parent will be required to pick up the phone from the Administration Office. Further violations of a student not following policy will result in the student losing the privilege of bringing a cell phone to school.

If a student does not abide by school and district policies with the use of cell phones and electronic devices, the general following progressive discipline will be applied:

1st Offense-Verbal Warning and Loss of Points

2nd Offense-Loss of Points and Lunch Detention

3rd Offense-Level Drop and After School Detention (if not available continue Lunch Detention) and Phone may be Confiscated for Parent Pick-Up

4th Offense- Level Drop, After School Detention if available or lunch detention, w/ Phone Confiscated for Parent Pick-up and loss of cell privileges for the remainder of the year. If student refuses to turn in phone, required parent conference and student is not to bring cell phone to school.

If a student refuses to turn in their phone in to staff, the student moves to the next offense category until the phone is turned in.

If you know your child is going to have a difficult time turning his or her phone into staff when required, then do not send your child to school with a phone or other electronics!

Students are not permitted to use the telephone to make phone calls unless there is an emergency or prior arrangements are made with the school. If there is an emergency or your child is ill, the school will contact the parent/guardian. Staff and school phones are not for student use.

Students do NOT require backpacks for school, unless they are dual enrolled at a comprehensive site. If dually enrolled, backpacks are subject to be searched at any time at staff's discretion.

Inappropriate or Dangerous items will NOT be returned to student. Parent will be required to meet with administration to arrange for pick-up of the item. Depending on the severity of the item; student may be sent home, suspended, or school police called to remove item from school property.

The privilege of bringing personal items to school can be revoked at any time by administration.

Use of Social Media

Students are not allowed to access personal social media sites during school hours. Teachers may arrange the use of it for educational purposes only and use will be monitored by adults in these circumstances.

The use of social media is often a major communication tool in bullying and harassment between students. It is highly recommended that parents monitor their child's social media use and cell phone use. *If your child is being threatened through social media by another student, call the San Diego Police Department to file a report.* Please remember that students are to turn in their phones at the beginning and end of every school day. Therefore, cyber-bullying will not be taking place during school. A majority of this activity takes place in the evenings and on weekends- it is NOT up to the school to manage your child's social media affairs outside of school. If your child is being bullied in school or bullying is effecting your child at school, please report this to your child's case manager or the school Principal right away. Again, if online bullying or harassment is occurring, parents/guardians need to call the police.

Escort and Restroom Policy

Students are escorted at all times. Students are to be under supervision throughout the school day. Students are not to leave class unattended or without staff permission. Students are also escorted to the restroom. Students enter the restroom one at a time, unless there is a same sex staff available to supervise more than one student from inside the door of the restroom. Students should only flush toilet paper. Students should wash their hands before leaving the restroom. Once students are finished in the restroom they should wait quietly outside the restroom until the other students are finished and staff has locked the doors. Parents will be notified when students leave school grounds. If a student is acting unsafe, the police will be called.

Damage to School Property and School Fees

Guardians are responsible for paying for damage to school property per District policy.

H-8800 Students enrolled in a public school shall not be required to pay any fee, deposit, or other charge not specifically authorized by law.

1. Purchase of any instructional materials for a student's use in the schools may not be required of any student by a district employee.
2. For assigned projects in required industrial arts classes, the district shall provide the materials necessary to meet requirements of the industrial arts course of study. If a student elects to make a project out of more expensive materials than those assigned by the instructor, the student shall pay for materials. Shop classes elected by a student shall charge for materials for projects the student takes home.
3. *The district is required by law to collect money in payment for willful or negligent damage or loss of textbooks and instructional materials. Collection of library fines for overdue books and library materials is not mandatory; this decision is made at the school site, based on local community and home circumstances.*

Any electronic devices checked out to students require the guardian to sign a Student Device User Agreement for District Electronic Devices. The terms of the contract are written within the form and upheld by the District. These terms that include that guardians are responsible for fees related to damaged devices.

Food and Drink

Breakfast and lunches are provided FREE to all students. Students may bring their own lunch to school as long as the following guidelines are followed due to the unique nature of our school's program:

- Students must bring their lunch in a *see-through bag*. For example, a zip-lock bag is ideal as this is clear and can be sealed.
- Lunches must be labeled with the student's name.

- We do not have refrigeration or heating services available. Please send foods that can be kept at room temperature. Lunches can also contain frozen inserts to keep food cool.
- Students must turn their lunch in at the beginning of the day. Lunches will be returned at lunch time.
- Do NOT include drinks in the lunch. Students may bring an empty water bottle to school to have filled with water here throughout the day or bring a SEALED water bottle (unopened) to school. Other drinks are not allowed, including energy drinks.
- Students are not allowed to share their lunch from home with other students.
- Students may not eat their lunch on the bus.
- Students MUST bring a HEALTHY lunch! Lunches containing only or excessive unhealthy foods will not be allowed and students will need to eat the school lunch instead. Examples of unhealthy foods are: candy, chips, and desserts. Examples of healthy foods are: sandwiches, fresh fruits and vegetables, unsweetened yogurt, and hard-boiled eggs. You may request a list of promoted healthy foods to be packed in lunches.

Transportation

School Bus Expectations:

- Please see Appendix A

Bus Discipline Procedures:

- Referral 1: Student Conference, reminder of bus rules
- Referral 2: Reward Lunch not Earned
- Referral 3: After School Detention, parent contacted by Teacher
- Referral 4: In School Suspension, parent contacted by Principal
- Referral 5: One day Bus Suspension, parent contacted by Principal
- Referral 6: Two days Bus Suspension, parent contacted by Principal with Parent Conference

A student can be moved up the progressive discipline plan at any time due to SAFETY or FREQUENCY

Bus rules are designed for the safety of all students riding the buses. Bus drivers have a difficult job as they must drive safely in traffic while managing a bus load full of students. They must enforce bus rules to maintain order and ensure safety at all times. Students are to remain seated until the bus comes to a complete stop and the driver has opened the door. Since safety is a serious matter, major or repeated violations of safety rules may result in suspension of bus riding privileges. The parent or guardian would then be responsible for transporting their child to and from school. Suspension from the bus does not mean that students are suspended from their special education program.

Students must be at their bus stop at least ten minutes to the assigned bus stop time. Buses do their best to run on schedule, but there are many factors that may prevent this and cause for pick up or drop off times to be a bit delayed.

If a student's IEP requires "must be met" services, and a parent/guardian is not at the stop to meet the student, the bus driver will notify dispatch to contact you. If you are unable to be contacted to pick up your child, the police will be called and your child may be transported to Polinsky Center.

If a student will not be riding the bus for an extended period, a parent or guardian must notify the school or the Transportation Services Department.

Parents/guardians may be called to pick their child up from school at the end of the school day if a student's behavior is deemed as being unsafe for bus riding or their behavior is causing a delay in getting on to the bus on time for departure. In these cases, parents will be notified and need to pick up their child upon school before the end of the school day. If a student's behavior on the bus is unsafe, then the bus driver may pull the bus over and inform the police for assistance. Students in these situations may have to be picked up from the location by the parents, be brought back to the school if appropriate (staff must be available on-site to supervise for this to take place) for immediate parent pick up, or the police will contact the parent.

Temporary Change of Bus Stop/Address:

Drivers may not change established bus stops or routes without authorization from the Transportation Services Department. Bus stops or routes are not changed to meet temporary needs. If your child's bus is late, please call (858) 496-8460, (858) 496-8785, or (858) 496-8751.

In the event a family moves or has any other change of address or telephone number, parents, or guardians must give the school of attendance at least 15 school days advance notice of the change to ensure uninterrupted transportation service.

Liability

Parents or guardians are liable for damages committed by their child to the bus and to private property at the bus stop.

If you have concerns related to late busses, bus stops, or bus drivers, please contact the Transportation Department at 858-496-8725.

Please see the "Information for Children Receiving Special Education Transportation Service" flyer at: <https://www.sandiegounified.org/parents>

Riley Campus Behavioral Goal Level System

Riley campus utilizes a level system which is a structured behavior management system that provides ongoing feedback to students. This behavior system tracks student behavior throughout the school day and allows for very frequent discussion with and feedback to students regarding their behavioral progress. Throughout the school day, students are to reflect on their behavior and points are awarded based on their choices and interactions with others and the learning process. These points add to where a student is on our level system. Each level allows for incentives and privileges that students earn. This tracked on a daily point sheet and a copy is sent home with students every single day. Guardians are expected to review these sheets every evening with their child to review and reflect on what went well during the day and what could be improved, along with why and how. These make for great family conversations and parental engagement in the daily lives of our students at school.

- Behavior levels are determined on a daily basis for those in Grades 1st and 2nd
- Behavior levels for students in Grades K-8 are determined on a weekly basis. Daily points earned Friday through Thursday are averaged weekly on Thursday afternoon. Students are notified of their new weekly level on Friday morning.
- Each level has a particular set of privileges with the higher levels having more privileges than lower levels. The levels are VIP, Platinum Level (45-50 points), Gold Level (40-45 points), Silver Level (35-39 points) and Bronze Level (0-34 points).
- Each new school year, and students new to Riley, will start the year on Platinum Level for the first week of school. Their future levels will be determined based on the daily points they earned from Friday to Thursday of the following week.
- Level drops may occur throughout the week depending on the seriousness and the frequency of the incidents.
- Parents may access their child's point sheet at any time following the link that is emailed to parents during the first week of school.

Discipline Procedures

If a student's behaviors is impeding the learning of others or their own learning, is disruptive, offensive, or unsafe, the progressive discipline steps will take place. The is a general example of progressive discipline (skips may be stepped depending on the severity of the behavior):

- Verbal prompt or warning
- Student requested to access the Zones of Regulation
- Verbal prompting or warning the student and loss of classroom points

- Classroom and/or therapeutic interventions (examples: conference with teacher, walk with a rehab, therapeutic session with therapist, loss of points, basic lunch applied, meeting with Principal- a combination of these may be applied)
- After-School Detention
- In-School Intervention
- Restorative justice intervention (student making the situation right- example: student cleaning up a mess he or she made, fixing something that was damaged, replacing an items that was destroyed, working on school grounds to beautify or give-back to the school environment, helping a teacher with a chore, etc...)
- Out-of-school suspension
- Expulsion in extreme cases of behavior such as bringing weapons or drugs to school, continued or extreme harassment, causing serious injury to another.

Bullying is not tolerated. If you child reports that he or she is being bullied, please inform your child's case manager or the Principal right away so that we may investigate the issue, address any concerns your child or you may have, and ensure safety. The San Diego Unified School Police will be contacted when necessary and when required per District policy (for example: students makes a threat to bring a knife to school, threatens to assault or does assault another, drug infraction, weapon infraction, consistent bullying, etc...).

If a student is suspended for more than ten cumulative days during a school year, a manifestation determination IEP meeting is required to take place.

Requirements of Students

The following rules have been developed to help Riley School students and staff members maintain an environment that is safe, caring, and allows meaningful instruction to take place. This is not an exhaustive list, but rather general guidelines.

- Attend school every day
- Behave in a safe and orderly manner
- Practice use of coping skills
- Do not use aggression or physical acts that could cause harm
- Maintain a safe environment in the school
- Treat all members of the school community with respect
- Respect the property of others
- Follow all school rules
- Seek nonviolent and constructive solutions to conflict
- Not use profanity or cuss words
- Complete assigned work to the best of their ability, turn assignments in on time, and be a contributing member of the classroom
- Practice responsible and honest behavior
- Never be a bully and if bullied to report it to an adult immediately
- Turn off and turn in all electronic equipment (examples: music players, computer games, cell phones) during instructional time. The school is not responsible for their loss or damage.
- Students are escorted at all times on campus.
- Students are not permitted to sell items and/or food.
- Students are NOT allowed to bring items to school such as hand sanitizer, open containers of food or drinks, money, sharp items, drugs, weapons, etc... Students really do not need to bring ANYTHING to school with them. We provide all required learning materials and supplies.

Please note that the school has the right to search students if it is suspected the student has an unauthorized or dangerous item on him or her. All searches are done in a confidential location and by two adults (one being the same sex as the student). If a student refuses to be searched, the police will be notified and the student suspended.

Dual Enrollment

Students are dual-enrolled, attending school at Riley and also a comprehensive site, after they have demonstrated sufficient mastery of skills over a period of time and the IEP team agrees that the student needs to participate in a least restrictive environment using the “Dual-Enrollment Requirements” check-list below. The logistics of dual-enrollment are decided upon at an IEP meeting involving Riley School and the dual-enrollment school. The decision for dual-enrollment is not made by any one individual, rather this is decided upon by the IEP team based on student progress on all IEP goals and objectives, behavior patterns and progress over a period of time, and data-based decision making that will include the assessment process upon full-enrollment to a comprehensive site. The student’s case manager is the point of contact for any inquiries related to dual-enrollment proposals.

Dual-Enrollment Requirements

The following must be taking place consistently for at least twelve weeks (three months):

- Attending all classes at least 80% of the time
- Completing work in all classes at least 80% of the time
- Utilizing self-regulation and coping skills across all settings throughout the school day
- Making progress towards all IEP goals
- Earned an average of “Gold”
- Received no suspensions
- Demonstrated no unsafe behaviors towards self or others
- Received no bus referrals
- Responds to IEP Behavior Intervention Plan
- Actively participates in therapy
- Improved management of symptoms with the understanding that there may still be areas for continued growth
- Decreased need of required staff support and supervision due to increased independency across settings throughout the school day

Please note that all dual-enrollments are implemented with the student’s comprehensive neighborhood school unless the student has already been accepted to attend a different school through the District’s Choice process.

Applications for Choice are done on-line through the District’s Enrollment Options office. This takes place each Fall for the following school year- so please plan ahead and “choice” your student to a preferred school if you do not want your child to attend your neighborhood school when it comes to dual-enrollment. It is better to apply and not have a student dual-enrolled than to not apply because you are not certain your child will be dual-enrolled.

Bullying, Harassment and Intimidation Prohibition Policy

In its commitment to providing all students and staff with a safe learning environment where everyone is treated with respect and no one is physically or emotionally harmed, the Board of Education will not tolerate any student or staff member being bullied (including cyber-bullying), harassed, or intimidated in any form at school or school-related events, (including off-campus events, school-sponsored activities, school buses, any event related to school business), or outside school hours with the intention carried out during any of the above. Such acts include those that are reasonably perceived as being motivated either by an actual or perceived attribute that includes, but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic. Any student who is found to have violated the district’s Bullying, Harassment or Intimidation Prohibition Policy will be subject to appropriate disciplinary action. The Riley School discipline plan is generally progressive, and will apply to all incidents related to bullying, harassment and intimidation. Although, the discipline plan is progressive both the frequency and severity of the offense will be considered by the Principal or Principal’s designee when determining the appropriate level of discipline.

SDUSD District Policy Related to Student Discipline

H-6000 The Board of Education supports school principals, vice principals, counselors, teachers, and students in maintaining good discipline in schools and at all activities sponsored by schools. Acts in defiance of district policies regarding discipline or established school rules and regulations may result in student suspension or other appropriate disciplinary action.

1. In conformance with the district's discipline policy, the school principal shall be responsible for establishing school rules and regulations that will ensure an educational program free from disruption for all students, and for enforcing consistently and fairly all district policy and school rules and regulations regarding discipline.
2. In support of district policy and to identify additional discipline standards based on local school needs, each school shall develop its own site discipline plan outlining specific rules for student conduct and the disciplinary actions to be taken when these rules are not followed.

(Approved 3-88. Related Procedures 4620, 4710, 4905, 4907, 5006, 5050, 5060, 5065, 5135, 5140, 6230, 6240, 6250, 6270, 6285, 6290, 6295, 6298, 7046; Emergency Procedures 6, 8.)

Gang-Related Dress and Behavior

H-6050 The district recognizes the importance of providing a school environment that will strongly discourage student gang-related dress and behavior. It is, therefore, a goal for the district and for each school to create a caring atmosphere for each student which will deter such involvement.

The Board of Education finds the wearing of gang-related signs, insignia, distinctive modes of dress denoting gang affiliation, and gang-related behaviors by students constitute a substantial disruption of school and school-related activities, and regulation of student dress is necessary for the health and safety of the school environment.

In conformance with the district's discipline policy, each school community shall establish a school dress and behavior code that will eliminate gang-related behavior. Parents of students who wear gang-related dress will be advised that the wearing of such apparel by their children place them at risk of unintended harm. Each school's principal, staff, and parents shall be involved in developing any dress code policy that requires uniforms.

Schools in the district shall adopt a dress code that may include the wearing of school uniforms. A school dress code policy that requires pupils to wear a uniform shall not be implemented with less than six months' notice to parents of students currently enrolled. The school shall make available resources to assist economically disadvantaged pupils who cannot afford a uniform. The school dress code and uniform policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents choose not to have the pupil comply with the school uniform policy. The school dress code and/or uniform policy shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting. (Approved 5-92. Revised 2-1-94, 5-9-95. Related Procedures 4710, 6230, 6240, 6270.)

Student Detention

H-6500 Students may be detained in school for disciplinary or other reasons for periods up to one hour after close of the maximum school day.

(Approved 3-88. Related Procedures 4022, 4026, 6270.)

Suspension

H-6800 The school principal, the principal's designee, or the superintendent may suspend a student from school for a maximum of five consecutive school days. The Board of Education may suspend a student from school for any number of school days within the limits prescribed in the Education Code. A teacher may suspend a student from his/her class for the day of the suspension and the day following. During the period of suspension, the

student shall not be returned to that class without concurrence of the teacher of the class and the principal. (Approved 3–88. Related Procedures 6270, 6290, 6295, 6298.)

H–6810 Under conditions described in district procedures, the teacher of a pupil suspended from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or willfully defying authority is authorized to provide that the parent/guardian of the student attend a portion of the school day in the classroom from which the student was suspended. (Approved 5–89. Related Procedure 6291.)

Weapons, Violent Acts, and Repeated Fighting

H–6950 The Board of Education hereby declares the San Diego City Schools to have a zero tolerance policy on weapons, violent acts, and repeated fighting. This policy shall apply to middle, junior, and senior high school students. Hereafter, all students who possess a firearm, knife, explosive, or any other dangerous object in school or at a school-sponsored function shall be immediately suspended and recommended for expulsion with the option of suspension of the expulsion if the student agrees to attend a district Zero Tolerance Program. For the purposes of this policy, an object used in a threatening manner shall be considered a weapon even if its normal use is not as a weapon.

Hereafter all acts of physical violence and weapons will be recorded for every pupil on their permanent record, including information on suspensions and expulsions, but such information will not follow the student after graduation. The first offense for weapons and violence and the third offense for fighting that inflicts injury within one year shall require attendance in the Zero Tolerance Program for a minimum of one semester. Schools shall implement intervention strategies with students after the first and second incidents of fighting that inflict injury.

In addition, trespassing on school grounds by students who are not enrolled and are not cleared by the school office shall be a recorded suspendable offense and a third offense shall require attendance at a Zero Tolerance Program.

In every case where students in middle, junior, and senior high schools violate appropriate Education Code and Penal Codes referenced by this policy, they will be charged and arrested and taken to a juvenile detention facility or county jail. This policy shall be publicized and each student shall have a signed copy of the policy in their cumulative file effective 1993–94 school year. (Approved 4–93. Revised 7–13–93, 5-22-2001. Related Procedures 6270, 6290, 6295, 6520; Emergency Procedure 11.)

Possession and Use of Cellular Telephones and Other Electronic Signaling Devices

H-6980 Student possession and use of cellular phones, pagers and other electronic signaling devices on school campuses and school buses, at school-sponsored activities and while under the supervision and control of school district employees is permitted under the circumstance described herein.

All students may use these devices on campus before school begins and after school ends. Students in high school grade 9-12 also may use such devices during the lunch period.

These devices must be kept out of sight and turned off during the instructional program. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore unauthorized use is grounds for confiscation of device by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action. (Approved 12-03. Related Procedure 6270; Emergency Procedure 15.)

Expulsion

H-6900 Only the Board of Education may expel a student. The decision to expel a student shall be based on substantial evidence relevant to the charges adduced at the expulsion hearing before the Expulsion Review Panel. Final action to expel a student shall be taken in a public session meeting of the Board of Education. The Board of Education may approve placement of some students in an independent study program as an alternative to expulsion.

(Approved 3-88. Related Procedures 4316, 4317, 6270, 6295, 6298.)

Alcohol, Tobacco, and Drugs

H-6940 The Board of Education is committed to providing a positive school environment that encourages all students to reach their highest potential academically, physically, emotionally, and socially and to become productive members of society. The board believes that involvement and/or use of controlled substances will seriously impair students' ability to achieve academically and to live healthy lives. The board will not tolerate the possession, use, or sale of alcohol, tobacco, or other drugs on district campuses. To this end the Board of Education approves a K-12 districtwide policy on alcohol, tobacco, and other drugs and designates the superintendent to enforce, monitor, and evaluate the district programs and procedures related to this policy. The district policy will conform to all local and state laws and regulations governing elementary and secondary students. The goal will be to employ prevention and early intervention strategies, as well as progressive discipline and consequences including expulsion. The board shares responsibility for ensuring drug-free campuses and will work with school staff, students, parents, law enforcement/school police, public agencies, and community organizations.

(Approved 11-88. Revised 3-18-97 and renumbered from F-4190. Related Procedures 0215, 5140, 6290, 6295, 6298.)

Students are not allowed to bring any cigarettes, vape devices or devices that support the use of vape devices such as chargers, drugs to include marijuana, alcohol and type of paraphernalia associated with any drugs or alcohol. Students may not come to school under the influence of drugs or alcohol. These behaviors will result in suspension, police involvement, parent meetings and potential expulsion from school.

Weapons, Violent Acts, and Repeated Fighting

H-6950 The Board of Education hereby declares the San Diego City Schools to have a zero tolerance policy on weapons, violent acts, and repeated fighting. This policy shall apply to middle, junior, and senior high school students. Hereafter, all students who possess a firearm, knife, explosive, or any other dangerous object in school or at a school-sponsored function shall be immediately suspended and recommended for expulsion with the option of suspension of the expulsion if the student agrees to attend a district Zero Tolerance Program. For the purposes of this policy, an object used in a threatening manner shall be considered a weapon even if its normal use is not as a weapon.

Hereafter all acts of physical violence and weapons will be recorded for every pupil on their permanent record, including information on suspensions and expulsions, but such information will not follow the student after graduation. The first offense for weapons and violence and the third offense for fighting that inflicts injury within one year shall require attendance in the Zero Tolerance Program for a minimum of one semester. Schools shall implement intervention strategies with students after the first and second incidents of fighting that inflict injury.

In addition, trespassing on school grounds by students who are not enrolled and are not cleared by the school office shall be a recorded suspendable offense and a third offense shall require attendance at a Zero Tolerance Program.

In every case where students in middle, junior, and senior high schools violate appropriate Education Code and Penal Codes referenced by this policy, they will be charged and arrested and taken to a juvenile detention facility or county jail.

This policy shall be publicized and each student shall have a signed copy of the policy in their cumulative file effective 1993–94 school year.

(Approved 4–93. Revised 7–13–93, 5-22-2001. Related Procedures 6270, 6290, 6295, 6520; Emergency Procedure 11.)

Use of Restraint for Safety Reasons

All rehabilitation specialists are trained in the use of Professional Assault Crisis Training (Pro Act). Professional Assault Crisis Training is designed to minimize the risks associated with the emergency response to assaultive behavior, emphasizing the role of supervision of behavior, strongly worded and strictly enforced policies, regular in-service training, and continuous upgrading of skills and knowledge.

Pro-ACT: Professional Assault Crisis Training

The goal of Pro Act strategies is to minimize behaviors before they become assaultive. If student behaviors were to become assaultive, or the nature of the behavior could result in the student being a danger to self or others, staff may be required to use hands-on physical techniques such as a walking escort or restraint in more extreme cases. The techniques of Pro Act training teach how to keep any injury to a minimum as best as possible when physical contact with the student is required to keep the student safe. There is never a guarantee that all involved have no injury. The nurse will be notified in these cases.

If a restraint is required due to safety reason, a Behavior Emergency Report (BER) is filled out by staff involved. Parents will receive a phone call the day of the incident from the student’s case manager, informing you of the incident. You may come to the school to review the incident in-person and sign the BER, or it will be mailed to you.

Zero Tolerance Offenses per District Policy:

The following issues may require suspension and recommendation for the student to be expelled from the school district, including arrest:

- Possession of weapons or explosives
- Selling drugs or drug offenses
- Assault on a school employee
- An aggressive act that could cause or result in injury
- Three cases of physical violence
- Terrorism
- Sexual assault and battery
- Hate incidents resulting in serious injury

If your child has a pattern of incidents regarding any of the above, an IEP meeting will need to take place to address the behavior, consequences, interventions, and next steps to teach replacement behaviors.

Parents/guardians and staff need to be available for these meetings at a mutually-agreed upon time in an urgent fashion to address unsafe issues.

Please see the District Notice of Zero Tolerance Policy, “Facts for Parents” for details at

<https://www.sandiegounified.org/sites/default/files/link/district/files/facts-for-parents/documents/1718/facts-for-parents.pdf>

In Closing

Please keep this Family Handbook in a convenient location so that you can refer to it throughout the school year for information. Please see our contact list at the beginning of this handbook for any reason that you may need further assistance. We are here to help and answer any questions you may have.

Sincerely,

Dear Parents and Students:

This brochure will acquaint you with some of the policies governing school bus transportation. Your comments and cooperation will help us to maintain timely, reliable, and safe bus service. Please contact the Transportation Services Department or your school principal if you have suggestions.

Gene Robinson
Director, Transportation Services Department

SPECIAL EDUCATION PROGRAM OFFICE:
(619) 725-7700

TRANSPORTATION SERVICES DEPARTMENT:
(858) 496-8460 (358) 496-8480

Este folleto informativo se puede obtener en español. Si desea una copia llame a la escuela de su niño/a o a la oficina del programa Special Education Program Office, Eugene Brucker Education Center

SCHOOL BUS SERVICE GUIDELINES

Transportation As A Related Service: A student's IEP will reflect if the related service of transportation is necessary for the regular and extended school years. A student's individual needs will be addressed in a least restrictive environment.

Bus Stop: Students will be assigned to a specific route and stop. Parents should provide the necessary supervision and assistance to ensure their child's safe and timely arrival at the designated bus stop. The need for this supervision will not determine the location of the bus stop. Pick-up or release of a student will not be made on private property without prior authorization or at a location determined by the driver to be unsafe. The bus will not depart from the stop before the designated pick-up time. Students may board and leave only on the specified route and at the stop to which they are assigned.

A student:

- Is expected to arrive at the bus stop 10 minutes prior to his/her pick-up time.
- should wait 10 minutes past the pick-up time before returning home to inquire about a late bus.
- will not be dropped more than 10 minutes

prior to the scheduled drop-off time. The bus may not wait past the stop time for tardy students.

"Must Be Met" Bus Stop Delivery: A special needs program student, identified as "Must Be Met" requires the parent, or their designee, to be at the bus stop while waiting for the bus to arrive en route to school. The adult and the student should arrive at the bus stop at least ten minutes before the scheduled departure time. Upon return from school, the "Must Be Met" student must be met at the bus door by parent or parent's designee, who should also be at the bus stop at least ten minutes prior to the scheduled delivery time. If the bus does not arrive within 15 minutes of the stop time, the Transportation Services Department or the school should be contacted.

The IEP team will determine if a student must be released at the bus stop to a specified adult. If so determined, the parent/guardian should contact the school to insure the name(s) of the designated individual(s) are listed.

A parent prevented by an emergency from meeting a child at the bus stop should notify the school and Transportation Services Department by telephone that another designated adult will be at the stop when the bus arrives. The school will issue a note or temporary bus pass to the driver noting the name of the designated person. The driver may not deliver the child to any other location and the designated adult must present identification to receive the student.

If no authorized individual is at the bus stop, the school bus driver will return the student to:

- the school of attendance before 3:30 p.m., or
- Brucker, Eugene Education Center, 4100 Normal Street Annex 6, San Diego CA, 92103 (619) 725-7327

A social service agency will be called if the child is not picked up by the parent or if contact cannot be made.

Seating: Students may be assigned specific seats on the bus.

Route Identification: Routes are identified by school name and the letters A-Z or numbers. Each bus displays the assigned route letter/number.

Student Tags: Elementary students are given tags to wear during the first month of school. The tag lists a

Student's name, school, bus route letter or number, and pertinent bus stop information. Parents or guardians should notify the school immediately if a student's tag is lost or damaged.

Processing Changes: Address changes will sometimes result in changes in assigned service times and stop location information. When a change occurs, parents or guardians will be notified by a form given to the student by the school. Route changes are typically processed within three weeks.

Delayed Buses: Traffic or inclement weather can delay buses. If a bus is delayed:

- the school bus driver notifies the Transportation Services Department via the communications radio in the bus.
- the Transportation Services Department notifies the school if a bus will be more than 10 minutes late.
- the Transportation Department will attempt to telephone residences if a delay exceeds 30 minutes.

Street Crossings: Students crossing the street after leaving a school bus MUST:

- use a crosswalk controlled by a traffic signal, or
- cross under the protection of the red signal lights of the bus. Students in 8th grade or below will be escorted by the driver if there is no traffic signal.

Parents or guardians should instruct children not to cross the street diagonally or behind the bus. Parents picking up and/or dropping off students at the bus stop should park safely away from the stop, but on the same side of the street as the bus stop, to avoid the possibility of a student being hit by traffic while crossing the street.

Travel Time: Travel time may change when modifications are made to a route. The district does attempt to limit riding time to less than one hour when possible.

Tardy Students: Students tardy to school will be excused if the delay is a result of transportation service. Students will not be excused, however, if they have caused discipline problems or were late in arriving at the bus stop. The school determines whether or not a student's tardiness is excused.

Animals: Per Civil Code 54-2, service, signal, and guide dogs are the only animals allowed to be transported aboard a school bus.

Personal Articles: Students are not permitted to bring aboard the bus items that the school bus driver or monitor determines to be dangerous. Students may not use plastic bags to carry personal belongings; lunches must be packed in appropriate containers. Strollers, skate boards and razor scooters are not allowed on the bus.

Cell Phones: During the bus ride, these devices should be turned off and kept out-of-sight, preferably in a backpack, bookbag, or purse. Cell phones may be used only with the driver's permission. Students may not take photos of other passengers.

Lost Items: Parents or guardians may telephone the Transportation Services Department regarding lost items. The Transportation Services Department, however, is not responsible for personal belongings left on a bus.

SCHOOL BUS SAFETY

School bus transportation is rated by the National Safety Council as the safest form of passenger transportation. The district's bus drivers are specially trained to give students the best service available.

School Bus Driver Qualifications: Federal law mandates that a potential school bus driver complete classroom and behind-the-wheel instruction before receiving certification. In addition, the district requires school bus drivers to complete first-aid training and to attend ongoing training sessions to maintain their certification.

School Bus Equipment: School buses are inspected regularly by the bus driver and district mechanics, and periodically by the California Highway Patrol to ensure each bus meets all safety standards.

Accidents: Any student injured in an accident will be treated at the district's expense after consent has been given by the parents. If a bus is involved in a non-injury accident, the parents or guardians of the students on board will be notified by a note from the school bus driver.

STUDENT RESPONSIBILITIES

Rules: Each student riding a bus is expected to:

- Follow any directions given by the school bus driver or monitor.

- Enter/exit the bus in an orderly manner in single file
- Avoid physical playing or rough conduct.
- Show the bus driver a bus pass when boarding, if the student's school uses passes.
- Remain seated at all times.
- Keep head and extremities inside the bus.
- Avoid loud conversation.
- Refrain from playing musical instruments inside the bus.
- Ask the driver's permission before opening windows.
- Refrain from eating, drinking, gum chewing, or smoking while on the bus.
- Respect the rights of others inside and outside the bus.

Conduct: Many bus stops are designated at corners in residential areas. The bus stop is not a playground and students should respect other's property. Students who disobey bus rules will be subject to disciplinary action based on rules governing misconduct on campus. Malicious damage to a bus, private property at a bus stop, or persistent infraction of rules will result in denial of transportation service.

Unacceptable Behavior: If a student's behavior is unacceptable, the driver will file a written report with the school site administrator. The administrator will investigate the incident and take appropriate action. Suspension is considered when the unacceptable behavior jeopardizes other passengers or the safe operation of the bus.

PARENT RESPONSIBILITIES

Car Seats: A student or a student's child who weighs less than 40 pounds must be transported while secured in a car seat that meets federal safety standards for child safety-restraint systems. The car seat should be certified, clean, in working condition, and not have been involved in a crash or have been recalled. The parent or guardian is responsible for providing the car seat. Transportation Services personnel are responsible for ensuring the car seat and child are secured appropriately.

Wheelchairs: Parents or guardians must provide a restraining belt attached to the wheelchair to secure the student in the chair. The belt should be of auto quality and not Velcro. The child must be secured in the wheelchair when the bus arrives. Wheelchairs are firmly secured to the floor of the bus by the school bus driver. The framing of the wheelchair must be

sufficient to allow securement to the floor from four or more locations on the chair.

Transportation of wheelchairs that cannot be secured to the bus without some modifications of the chair or bus equipment may be denied. All wheelchairs must be equipped with functioning and properly maintained brakes, appropriate trunk support, and working footrests. Powered wheelchairs must utilize spill-proof batteries (California Code of Regulations 1293, Title 13). The district complies with current industry standards in transporting students in wheelchairs and therefore lap trays will be removed and stored for transport. Parents or guardians should consult the wheelchair manufacturer's manual regarding the appropriateness of using the wheelchair to transport the student.

Special Equipment: Transportation staff will notify the parent or guardian of any safety conditions regarding a student's wheelchair, car seat, or other special services equipment. Direct questions about the transportation of wheelchair and other special equipment should be referred to the Transportation Services Department at (858) 496-8480.

Personal Hygiene: Students still in the process of being toilet trained should be toileted just before boarding the bus. The ride to school may take up to one hour and drivers are not permitted to stop.

Transport of Medication: Medication should be transported to school by the parent, not the bus driver. If this is not possible, the medication must be given to the bus driver by the parent or school official in a sealed envelope marked with the student's name and school. Parents or guardians are encouraged to confer with school staff regarding this procedure.

Illness: Students who are ill should not be sent to school. A parent or guardian is responsible for taking the student home if the student becomes ill at school. A student who has a communicable disease will not be eligible for transportation until the Department of Health or a medical doctor certifies in writing that the disease is no longer contagious.

Absences: If a student will not be riding the bus for an extended period of time (five or more days), a parent or guardian must notify the school or the Transportation Services Department. To resume service, the parent or guardian should call Transportation by 5 p.m. on the day before service is to be resumed.

Change of Address/Telephone: In the event a family moves or has any other change of address or telephone Number, parents or guardians must give the school of attendance at least 15 school days advance notice of the change to ensure uninterrupted transportation service.

Temporary Change of Bus Stop/Address: Drivers may not change established bus stops or routes without authorization from the Transportation Services Department. Bus stops and routes are not changed to meet temporary needs.

Child-Care Addresses: Parents or guardians often request that students be delivered to a child-care facility instead of the neighborhood stop in the afternoon. Students may be dropped at a child-care address if the service occurs on a consistent basis and if the service can be accommodated on an existing route.

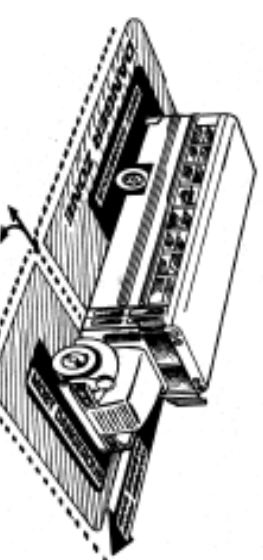
Liability: Parents or guardians are liable for damages committed by their child(ren) to the bus and to private property at the bus stop.

NEW OR RENTAL WHEELCHAIRS

13 CCR 1293: Part (g) of this section requires all wheelchairs used to transport pupils in school buses have brakes and a restraining belt. **Service is not possible if the wheelchair is not equipped properly.** Temporary/new equipment often is not designed with passenger transportation in mind. Please call if you have any questions.

DANGER ZONES

Safety Around The Bus: It is critical we keep all students away from moving buses. When the bus is coming to a stop or getting ready to depart is the most dangerous time for any student to be within 12 feet of the bus. Please follow the driver's instructions and if possible, stay out of the danger Zones at all times.



TEAR THIS PAGE OUT OF YOUR HANDBOOK
RETURN IT TO YOUR STUDENT'S CASE MANAGER

Riley School
Student and Family Handbook
2021-2022 School Year

I have read and understand the contents of this handbook. I commit to following all rules, policies, and expectations outlined within this document. I understand I may also reference all District Policies at www.sandi.net.

Student Commitment

Student Name Printed: _____

Student Signature: _____

Date: _____

Guardian Commitment

Guardian Name Printed: _____

Guardian Signature: _____

Date: _____

RETURNED ON: _____

TEACHERS: Please return ALL signed copies to Lead Teacher, Sue Salorio