



COME BACK KIDS  
– Charter –

# Student and Parent Handbook

2019–2020



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#CBKToday

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# Come Back Kids Charter

## ***Welcome to Come Back Kids Charter***

Our school provides an alternative educational environment that is different from the traditional school that you may have experienced in the past. CBK is designed to meet the individual learning needs of our students in an independent study setting.

Our exemplary staff is committed to the success of every student. Upon enrollment, students are assessed in reading and math to determine appropriate placement in grade level classes and to identify any special needs. Students meet with teachers who assist in developing an Individual Learning Plan (ILP) and setting educational goals. Parents are strongly encouraged to participate in these meetings.

Our Western Association of Schools and Colleges (WASC) accredited program includes California Standards based core instruction, credit recovery classes, Career Technical Education (CTE), and elective classes designed to help students develop their career goals and interests.



We invite you to join our learning community and become involved with helping our students reach their full potential. In this handbook, you will find basic guidelines that will help your student in school. Our School Advisory Council is an excellent way to have a voice regarding academic goals and how school funds are spent in support of those goals.

CBK has student leadership organizations and other volunteer opportunities. Our teaching, administrative, and support staff welcome your contributions to student success. Please don't hesitate to become involved.

We hope this handbook will answer many of the questions you have about our school. Our staff welcomes your questions and comments.

Thank you for joining the team dedicated to preparing students for college and the 21st Century workforce.



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# Come Back Kids Charter



## **Mission**

Creating personalized learning opportunities for all students to prepare them to be future ready through rigorous academics, post-secondary opportunities, and safe and supportive learning environments.

## **Vision**

Preparing every student for success in college, for a career, and the community.

## **Goals**

Our goal is to prepare students for future success by providing a supportive school environment that focuses on increasing academic and pro-social skills and behaviors, while providing functional life skills instruction.



Come Back Kids operates as a charter school under the authority of the Riverside County Superintendent of Schools, as a unique public school designed to:

- Provide parents/caregivers and students with expanded choices in the types of educational opportunities that are available within the traditional public school system.
- Reach students who have “dropped out,” or are not currently enrolled in any school or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- Educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning or make up credits.
- Increase student learning and academic performance.
- Provide alternative methods to master core content standards.
- Create challenging academic standards.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- Stimulate student’s natural interests and curiosity.
- Provide individualized instruction through student-tailored standards-based curriculum as the primary arrangement.
- Develop life-long learners who are self-motivated.



# COME BACK KIDS

– Charter –

**G**rowth minded  
**R**esourceful  
**A**ctively Engaged  
**D**etermined  
**S**ocially Responsible

« *Come Back*  
*To Move Forward* »»»»»

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# Come Back Kids (CBK) Charter Description



- Have exposure to high tech, high demand careers.
- Participate in leadership opportunities.
- Have access to 24 locations.
- Attend a graduation ceremony and senior events.

## Eligibility Criteria:

- Students: 13 and in 9th grade and older.
- Desire to return to school.
- Willing to create short and long term goals toward completing education.

Come Back Kids (CBK) Charter is an independent study program for students 13 and in 9th grade - 25 years. CBK will also serve students older than 25 years at select sites.

## Students receive the opportunity to:

- Complete high school graduation requirements/ credits (200).
- Prepare for the GED/HiSET.
- Take dual enrollment courses at a community college.
- Have access to A-G approved courses.
- Create an individual learning plan.
- Enroll in Career Technical Education (CTE) career courses.
- Participate in College Connection.



# Student Orientation, Registration, Enrollment, Attendance and Records

## **Orientation**

Prior to enrollment, all students and parents will participate in a CBK Orientation, to determine the appropriateness of placement. During orientation, CBK staff will provide a presentation of curriculum, graduation requirements, course expectations, and general policies and procedures. Orientations are provided in person and online. Dates and links are available on our website at: [cbktoday.org](http://cbktoday.org).

## **Registration**

Students may register after an in-person orientation if they have all required documents. All other students will need to set an appointment with an attendance registration technician. The following documents are needed to complete registration:

- Transcripts
- Immunization Records (if under 18)
- Proof of age shall be required of all enrolling students. The legal evidence of age, in order of desirability, are: birth certificate, baptismal certificate, passport, immigration certificate, Bible record, or affidavit from parent/guardian.
- Individualized Education Plan (IEP) (if they are a Special Education student)
- Psychological Report (if they are a Special Education student)



## **Enrollment**

The student's actual enrollment will begin when they report to school on their first day. Students will meet with their teacher to review their transcripts and develop their class schedule.

## **Attendance**

Student attendance and achievement are directly related. Students are required to maintain a minimum of 90% attendance. Attendance is measured by the students' completion of assigned coursework. Each week, teachers will assign five (5) full days of coursework to the student. Students can call or visit their teacher with questions about assignments or clarification of educational material. It is expected that all of the assigned coursework will be completed in an acceptable manner each week in order to receive attendance credit and maintenance of regular course progress. Incomplete work is not acceptable. Parents/Students will be notified when a student does not complete his or her weekly assignments.

The Come Back Kids Charter requires each student to be engaged in an educational activity each weekday that school is in session and requires that this daily engagement be documented on a daily basis by the parent, guardian, or adult student.

If assigned work is not completed or a student misses their assigned appointment, the student may be removed from the program. Timely communication with your teacher is key to maintaining continued enrollment.

## **Records and Transcripts**

Parents or students may request official copies of their student transcripts by contacting their school secretary or attendance registration technician located at the regional learning centers.

# Student Orientation, Registration, Enrollment, Attendance and Records

## ***Student ID Cards and Parking Permits***

Students are required to have identification cards (ID) when they are on campus. Students who drive cars on campus are required to provide a copy of their driver's license and automobile insurance in order to obtain a parking permit.

## ***Visitors on School Campuses- School Visiting Procedures***

All visitors and outsiders, as defined in law, local policy of the host school, and administrative regulations, shall register immediately upon entering any school building or grounds. Parents/Guardians and members of the media (including a publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station) shall register upon entering school premises during school hours (95 Ops.Cal.Atty.Gen. 509, 1996). When a Riverside County Office of Education class/program is located on a school district site, the policy and guidelines of the host school shall prevail for this purpose.

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors/outsiders while they are on school grounds.

The site administrator or designee shall provide a visible means of identification for all individuals, including parents/guardians, who are not students or staff members while on school premises. Volunteers, visitors, parents/guardians, substitute employees, vendors and contractors shall wear a badge or other visible means of identification for the duration of their time on school premises. Students and staff should wear visible means of identification, if available.

The Riverside County Office of Education encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the Riverside County Office of Education's complaint processes if they have concerns with any Riverside County Office

of Education program or employee. In accordance with Penal Code 626.7, the site administrator or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds. The Riverside County Office of Education recognizes that under California law, any person whose conduct materially disrupts classwork or extracurricular activities or causes a disturbance on school grounds may be guilty of a misdemeanor and subject to fine, imprisonment, or both. When such conduct occurs, the Riverside County Superintendent of Schools may take action leading to the imposition of these penalties.

Possession of unauthorized dangerous instruments, weapons or devices is prohibited on school premises, on any public right-of-way immediately adjacent to school property, or any other place where a teacher and student(s) are required to be in a connection with assigned school activities.

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

1. A student of the school, unless currently under suspension.
2. A Riverside County Board of Education member or Riverside County Office of Education employee.
3. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request.
4. A representative of a school employee organization who is engaged in activities related to the representation of school employees.
5. An elected public official.

In order to register, an outsider shall, upon request, furnish the site administrator or designee with the following information (Penal Code 627.3):

1. His/her name, address, and occupation.
2. His/her age, if less than 21.

# Student Orientation, Registration, Enrollment, Attendance and Records

3. His/her purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

The site administrator or designee may refuse to register any outsider if he/she reasonably concludes that the individual's presence or acts would disrupt normal school operation, threaten the health and safety of students or staff, would result in damage to property, or would result in the distribution or use of a controlled substance. The site administrator or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff (Penal Code 627.4). If such a person is a parent/guardian, appropriate consideration and accommodations will be made with respect to their legal right to participate in their student's education.

When an outsider fails to register, or when the site administrator or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the site administrator or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment (Penal Code 627.7).

Any person who is denied registration or whose registration is revoked may appeal to the Riverside County Superintendent of Schools or site administrator by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the County Superintendent or site administrator shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Riverside County Superintendent of Schools or site administrator shall be held within seven days after receipt of the request. (Penal Code 627.5).

## **School Visiting Procedures-Presence of a Registered Sex Offender on Campus - EC §§ 49091.10 and 51101**

Parents/guardians, including those who are required to register as sex offenders, have a prescribed right to be involved in the education of their children. Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a Riverside County Office of Education student, shall only enter upon school grounds for lawful business and after obtaining written permission from the Riverside County Superintendent of Schools, site administrator, or designee. As necessary, the site administrator shall consult with local law enforcement authorities and/or legal counsel before allowing the presence of any such person at school or other school activity. The site administrator also shall report to the Riverside County Superintendent of Schools or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Any person required to register as a sex offender pursuant to Penal Code 290, including parent/guardians, shall only enter upon school premises for lawful business and after obtaining written permission from the Riverside County Superintendent of Schools, site administrator, or designee (Penal Code 626.81). The Riverside County Superintendent of Schools, site administrator, or designee shall make the determination regarding whether to grant access, for what purpose, and the duration of such access, based upon available information and upon consultation with local law enforcement authorities or legal counsel, if necessary. If a registered sex offender is granted written permission and has lawful business to enter upon school premises, he/she shall be accompanied by the site administrator or designee at all times while on school grounds.

# Student Orientation, Registration, Enrollment, Attendance and Records

## **Administration of Prescribed Medication**

Any pupil who is required to take, during the regular school day, medication prescribed by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting the school district assist the pupil with prescribed medication as set forth in the physician statement.

## **Administration of Epilepsy Medication – EC § 49414.7**

If a pupil with epilepsy has been prescribed an emergency antiseizure medication by his or her health care provider, the pupil's parent or guardian may request the pupil's school to have one or more of its employees receive training in the administration of an emergency antiseizure medication in the event that the pupil suffers a seizure when a nurse is not available.

## **Textbooks, Tablets (Technology Tools), and Instructional Materials**

Textbooks and tablets are issued without charge to students. Textbooks must be returned at the end of the year or when the student withdraws from school. Responsibility for textbooks rests solely with the student to whom the books have been issued. Students will be charged for the textbooks that have been lost, stolen, or damaged beyond reasonable wear and tear. Tablets are checked out to students to use during the school day. Students are responsible for appropriate use of tablets and computers as indicated in the Technology Acceptable Use policy.

## **Access to Internet and Online Sites-Acceptable Use Policy**

One of the goals of Come Back Kids Charter is to assist in advancing the use of technology to enhance student learning. Access to Come Back Kids Charter technology is a privilege, not a right, and students enrolled in district programs or activities must follow guidelines and procedures regarding acceptable use of technology. All RCOE students and their parents/guardians shall sign the Acceptable Use of Technology Agreement prior to using district technological resources. Come Back Kids Charter shall make a diligent effort to filter the inappropriate or harmful matter accessible through the internet, and students shall also take responsibility not to initiate access to inappropriate or harmful matter while using technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.



# Academic Program Description



## ***Earning Credits towards High School Graduation***

Students typically earn five credits for fully completing a one semester, 18 week course or a double block nine week course. Students who do not complete coursework or who are frequently absent may earn fewer than five credits. Course grades and credit is determined by completed coursework, course assessments, student projects, and writing assignments.

## ***Individual Learning Plans***

Upon enrollment in the CBK, students and their parent/guardian will meet with their teacher to review their current academic level. Students will set academic achievement and behavior goals based on testing information, transcripts from previous schools and other relevant sources. These goals and the supports identified for meeting them will be incorporated into the student's Individual Learning Plan (ILP). The ILP will guide the student's academic program at CBK. The ILP goals will be reassessed each semester.



## ***Credit Recovery***

Students who are deficient in credits based on their years in school will have the opportunity to recover credits in after school classes and online credit recovery classes. Other options for credit recovery include enrolling in CTE, work experience classes, and dual college courses.

## ***Intervention Courses***

Students who test below grade level on the math and reading entrance tests will be placed in credit intervention courses in math and language arts. Additional tutoring sessions are offered.



# Academic Program Description

## Report Cards, Grades and Grading Periods

Progress reports will be issued quarterly. Quarters are every 9 weeks from the school start date. Report cards are issued each semester. Semesters are 18 week grading periods. Class credit is issued in 5 credit blocks, unless students leave the class or fail to complete all 5 credits. In that case, partial credits may be issued.

## Assessments

Students are required to participate in standardized tests multiple times throughout the year. It is imperative that students prepare for these tests and perform to the best of their ability. Information from these tests allows Come Back Kids Charter to determine a student's placement in classes and in academic intervention.

CBK notifies parents/guardians of their pupil's participation in the California Assessment of Student Performance and Progress/California Alternate Assessments system in accordance with Education Code section 60604. The notification to parents or guardians shall include a notice of the provisions outlined in Education Code section 60615. A parent or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered shall be granted.

A parent or guardian may annually submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to Education Code section 60640 for the school year. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records. The Local Education Agency (LEA) and its employees may discuss the California Assessment of Student Performance and Progress (CAASPP) assessment system with parents and may inform parents of the availability of exemptions under Education Code section 60615. The LEA and its employees shall not solicit or encourage any written exemption request on behalf of any child or group of children.

## Academic Expectations

Students should demonstrate academic progress by increasing scores on district and state assessments and making progress towards their graduation requirements. Students are expected to earn a minimum of 30 credits each semester

## High School Graduation Requirements

Come Back Kids Charter is a Western Association of Schools and Colleges (WASC) accredited high school and all courses are based on the California State Academic Standards (Common Core State Standards). CBK requires 200 credits to graduate. The following table lists the credit requirements in each subject area.

Required Courses	Required Credits
English/Language Arts <ul style="list-style-type: none"><li>English Language Development (ELD) in Grade 9 earns ELA credit.</li></ul>	30
Mathematics (Including completing the Algebra I requirement through Integrated Math)	20
History/Social Science: <ul style="list-style-type: none"><li>World History (10 credits)</li><li>United States History (10 credits)</li><li>American Government (5 credits)</li><li>Economics (5 credits)</li></ul>	30
Science <ul style="list-style-type: none"><li>Life Science (10 credits)</li><li>Physical Science (10 credits)</li></ul>	20
Physical Education	20
Fine Arts/Foreign Language	10
Health	5
Electives	65
<b>Total</b>	<b>200</b>

CBK conducts graduation ceremonies at the end of the year for 12th grade students who meet the graduation requirements.

# Support Services and Programs

## English Language Learners

CBK teachers are credentialed to provide specialized instruction to English learners (EL). EL students participate in mainstream core curriculum classes with modified instruction based on their English language ability. EL students may also be placed in research-based intervention classes designed to accelerate the student's English language skills. The student's English language development is assessed yearly with the English Language Proficiency Assessments for California (ELPAC). Support services for EL students may include, but are not limited to, modified lessons and testing, individualized instruction or tutoring and support in their primary language.

English learner (EL) students on Individual Education Plans (IEPs) must not have "an alternate criteria." Each EL on an IEP must be treated individually and the IEP team must decide to reclassify not based on their analysis of the student's disabilities, performance, and assessments. Once an IEP team has this discussion, notes, and minutes must be taken and be part of the IEP forms.



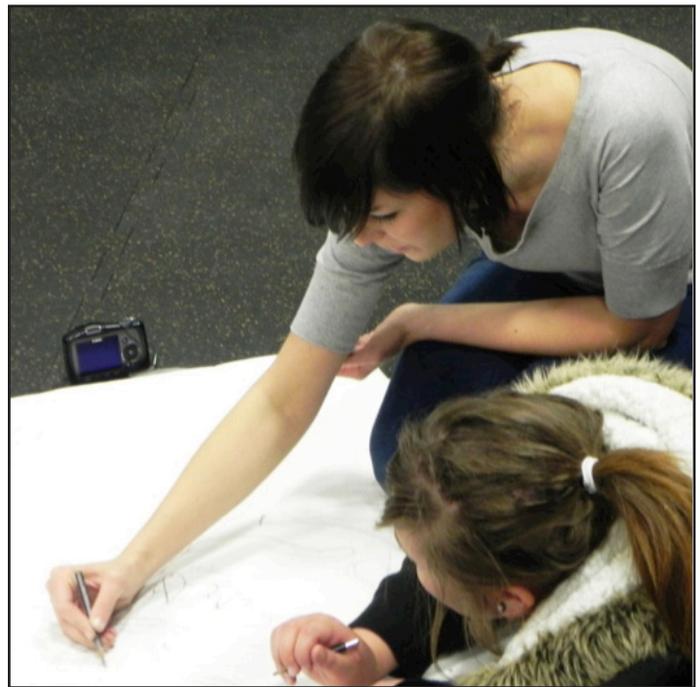
English learner Reclassification Criteria consist of the following components:

1. Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test.
2. Teacher evaluation, including, but not limited to a review of the pupil's curriculum mastery.
3. Parental opinion and consultation.
4. Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

# Student Support Services and Programs

## ***Special Education***

All special education students receive the services identified in their Individual Education Plan (IEP). Services are provided by a credentialed special education teacher who is responsible for implementing the goals and objectives identified in the IEP. Individual Education Plans are reviewed at least annually by the IEP team which consists of the teacher, administrator, student, and parent/guardian. Other support people may be included in the IEP team. Support services for special education students may include, but are not limited to, accommodations in lessons and testing, individualized instruction, speech and language, and career transition services. Parents and students are encouraged to review their Procedural Safeguards and Guidelines for additional information related to special education services.



## ***Foster Youth Services***

The Riverside County Office of Education, Foster Youth Services Coordinating Program is an educational advocacy program that provides services to dependents residing in group homes, foster homes, and in homeless situations. The purpose of the Foster Youth Services Coordinating Program is to provide advocacy and other services designed to help increase academic achievement and decrease truancy and discipline referrals. Goals of the Foster Youth Services Coordinating Program include improving educational access and outcomes for foster youth.

The Foster Youth Services Coordinating Program offers many services to foster care providers, foster care agencies, group homes, and all foster youth throughout Riverside County. The services include:

- Tutoring services.
- Advocate services including assistance for students who are experiencing delays in enrollment.
- Assistance to placing agencies and care providers in meeting legal obligations when foster youth are placed in new school districts.
- Assistance to school districts.

- Assistance in mediation between group homes, school districts and/or placing agencies.
- Collaboration with county departments and agencies including local colleges and independent living programs.
- Training for all stakeholders on critical issues, including educational rights, legal mandates, special education and other school related topics.
- Provides various educational and motivational programs and events to assist youth with successful transition from foster care.

# Student Support Services and Programs

## ***College Connection Program***

Riverside City College (RCC) staff provides individualized educational and transitional support services to all foster, unaccompanied, and at-risk youth who attend Come Back Kids Charter and reside in foster and group homes throughout Riverside County. RCC specialists engage youth by establishing pathways for students to obtain their high school diploma, certificate of completion, or take the high School equivalency test. The RCC specialists provide students with a post-secondary transition plan that includes academic resources, linkage to colleges and universities, career mapping with identified career and technical training, job placement and financial aid application assistance. The RCC specialist follows up periodically with the student in order to review the student's transcript and to review post-secondary education goals.

## ***Career Technical Education (CTE)***

CTE classes are offered in person or online throughout the county. CTE can help students get the training and experience needed to get a job.

## ***Work Experience and Internships***

Students 16 years of age or older may participate in the work experience program contingent upon good behavior, good grades, and attendance. Work experience will be administered by a work experience teacher.

Students will be required to have a valid work permit obtained from the work experience teacher. They will attend a one-hour a week class to comply with the work experience requirements. Up to 10 credits may be earned in a semester (every 30 hours worked is 1 credit). Students may also participate in a career exploration class for credit.

## ***Dual Enrollment***

Dual enrollment provides high school students the opportunity to take college level classes at their local community college. Students must be 16 years or older and complete the admission process for concurrent enrollment at the college. Students in dual enrollment classes can possibly earn credit towards both high school graduation and college. These classes offer an opportunity for students to recover credits or accelerate their high school program.

## ***Dropout Prevention Programs***

The CBK Charter works with community partners to provide students with a supportive and engaging school environment. Dropout prevention programs operate in all of our school sites and include mentoring relationships with community leaders, relevant coursework, extracurricular activities, academic support and intervention programs, work experience, and internship opportunities. The CBK Charter has partnerships with local youth accountability teams and youth opportunity centers throughout Riverside County.

## ***Dropout Prevention Specialists***

Community and Dropout Prevention Specialists work with students, families, teachers, and other school personnel to address a variety of issues which may interfere with student success. Some of the issues they address are attendance, behavior, health, and referrals to other community resources.

# Parent Involvement Opportunities and Support Services

## Parent Involvement

**Volunteers:** Volunteers are always welcomed at Come Back Kids Charter. Any amount of volunteer support is beneficial not just for the students, but also for the overall success of the school program. Please inform the administrator, school secretary or teachers of the time you have to offer as a volunteer. A TB test and fingerprinting are required to work with students.

## Parent Advisory Committee/School Site Council

Parents/Guardians are encouraged to participate in the Parent Advisory Committee and/or the School Site Council. If you are interested in participating, please contact the school principal or secretary.



## English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC)

Parents/guardians of English learners are encouraged to participate in the ELAC. The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and the school site council on the development of the Single School Plan for Student Achievement. If you are interested in participating in the ELAC, please contact the school principal or secretary.

## Parent Involvement Policy

Come Back Kids Charter's parent involvement priorities include the following:

- Involves parents in the development of the LCAP, LEA Plan, and SPSAs as a part of the process of school review and improvement.
- Provides coordination, technical assistance, and other support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- Builds school and parent capacity for strong parental involvement.
- Conducts, with the involvement of parents,
- An annual evaluation of the content and effectiveness of parental involvement in improving the academic quality of the schools served.

Parent involvement for all students in Come Back Kids Charter is consistent with the following goals:

- Help parents develop skills to use at home that support their children's academic efforts and social development.
- Provide parents with techniques and strategies that may utilize to improve their children's academic success and to assist their children in learning at home.
- Build consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
- Train teachers and administrators to communicate effectively with parents.

# Expectations for Student Conduct

## ***Student Discipline***

Student discipline at CBK Charter is based on Positive Behavior Support. Our discipline goals are to:

- Educate all students.
- Develop safe, trusting, self-managing classrooms.
- Improve attendance by building student's motivation and helping them take responsibility for their actions and performance.
- Reinforce the role of emotional intelligence in teaching.

Behavior Matrices for CBK sites are included in the back of this handbook.

## ***School Dress Code***

Each Come Back Kids site adheres to the Riverside County Office of Education dress code, which has established standards for student dress and grooming. The dress code is in effect during school hours as well as during school sponsored activities. Staff members at Come Back Kids sites seek to maintain a positive learning environment where mutual respect and high personal standards are established.

Students who come to school in clothing that is inappropriate will be required to change into school appropriate attire.

School Dress Code:

- All clothing and accessories must be school appropriate.
- Clothing and accessories must not promote illegal substances, violence, alcohol or sexually explicit material.
- There are certain brand names that are not acceptable: Skin, SRH, Hustler, Metal Mulisha, 187, Playboy, and Hooters. Attire that identifies a city, area code, or a region will not be allowed. For example: a t-shirt with "San Diego 619" printed on it will not be allowed.
- Clothing and accessories must be free of safety pins and spikes.
- No strapless clothing or blouses with one strap (straps may not be tied or hooked on with pins, and must be at least 1" thick).
- Shirts must be worn at all times.
- Clothing shall be sufficient and size-appropriate to conceal all undergarments at all times.
- The bottom of the shirt and the top of the pants must meet.
- Do-rags, wave caps, bandanas, and hair picks are not allowed at school.
- Clothing to deliberately conceal the identity of student (hoods, scarves, bandanas) is not permitted.
- Shoes must be worn at all times. Shoes must be appropriate for the school activity and school safety (no bedroom slippers, steel toed shoes or boots).
- Sweatbands may be worn during physical education classes only.
- Chains are not permitted when attached to a wallet or worn on clothing and will be confiscated.
- Items that are classified as drug paraphernalia are not permitted to be worn as accessories or clothing.
- Any clothing, purse, backpack, notebook, jewelry, etc. displaying a hate symbol related to gender, race, ethnicity, religion, etc., is strictly prohibited at school.
- Gloves are allowed only in cold weather.
- Hats are not allowed.
- No sports team jerseys, logos, or numbers may be worn on campus.
- Any gang related tattoos must be covered.
- Sunglasses may not be worn indoors (unless under doctor's prescription).

# Expectations for Student Conduct

When a new fashion trend becomes a symbol that may be dangerous, anti-social or the arrangement of specific clothing items denotes gang affiliation, the site administration reserves the right to prohibit such items and arrangements.

Parents/guardians and students have the primary responsibility to see that students are properly attired for school. School personnel have the responsibility for maintaining proper and appropriate conditions conducive to learning. Site administration may authorize special activity event days where exceptions to the student dress code may be allowed. Students who violate any part of the dress code will be given an opportunity to change to their own clothing or to school-provided alternative clothing.

## **Prohibition of gang-related apparel**

Gang activity is not allowed on campus. The principal or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. The school will request that this information then be forwarded to the Gang Task Force. Clothing that may have gang implications is not allowed. This includes, but is not limited to, belt buckles (any number or letter, i.e., 13, 14, C. B, etc.), sports team designations, hats other than RCOE school issued hats, and tagging on any surface or item. The Riverside County Superintendent of Schools or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations or disruptive activities, and respond appropriately to gang behavior.

In order to discourage the influence of gangs, school staff shall take the following measures:

- Any student displaying behavior, gestures, apparel, or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
  - The student's parent/guardian shall be contacted and may be asked to meet with school staff.
  - The student may be sent home to change clothes if necessary (cf. 5132 – Dress and Grooming).
- Staff members shall be provided with the names of known gang members.
- Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations (cf. 1020 – Youth Services).
- Any gang graffiti on school premises shall be removed, washed down, or painted over as soon as discovered.
  - Daily checks for graffiti shall be made throughout the campus.
  - Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used for future disciplinary or criminal action against the offenders (cf. 5131.5 – Vandalism, Theft, and Graffiti).

## **Electronic Listening or Recording Device or Electronic Signaling Device**

The use by any person, including a pupil, of any electronic listening or recording or signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any pupil in violation shall be subject to appropriate disciplinary action.

## **Electronic Nicotine Delivery Systems (e-cigarettes)**

RCOE prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times.

# Expectations for Student Conduct

## **Tobacco-free Campus – HSC §§ 104420 and 104495**

Come Back Kids Charter prohibits the use of tobacco products, any time, in district-owned or leased buildings, on district property and in district vehicles.

## **Policy Prohibiting Discrimination, Harassment, Intimidation, and Bullying**

The Riverside County Office of Education believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance. RCOE recognizes the harmful effects of bullying on student learning and new school attendance and desires to provide safe school environments that protect students from physical and emotional harm.

RCOE employees shall establish student safety as a high priority and shall not tolerate bullying of any student. Bullying is defined in Education Code section 48900(r). No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Only SROs/Police Officers are allowed to investigate a discipline matter involving evidence on a cell phone or on social media.

## **Prevention/Intervention**

The Riverside County Office of Education expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying will be promptly investigated. This policy applies to students on school grounds, while 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.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so (Education Code 234.1). As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Each school will adopt a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

# Expectations for Student Conduct

- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the office of student services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- Teachers discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.
- The procedures for intervening in bullying behavior include, but are not limited to, the following:
  - All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
  - The school will make reasonable efforts to keep a report of the bullying and the results of the investigation confidential.
  - Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

## Complaints and Investigation

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level procedures.

When a student is reported to be engaging in bullying off campus, the principal or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance,

or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the principal or designee also may file a complaint with the Internet site or service to have the material removed.

## Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation, and bullying. RCOE prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so. Acts of discrimination or bullying should be brought to the attention of the principal. Students may make an anonymous complaint by contacting the principal. If there is sufficient corroborating information, RCOE will commence an investigation. Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information in order to effectively investigate. Students who violate the

# Expectations for Student Conduct

policies on bullying or discrimination may be subject to discipline, including suspension and expulsion. RCOE prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

## Resources for Anti Bullying and Cyber Bullying

121 Help Me: 1-855-201-2121

Stop Bullying: [www.stopbullying.gov](http://www.stopbullying.gov)

Stop Cyberbullying: [www.stopcyberbullying.org](http://www.stopcyberbullying.org)

## Child Abuse Reporting

As mandated reporters, the staff at each Regional Learning Center follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Pen. Code, 11166, subd. (g)).

The administrative staff at each regional learning center has been trained to handle the disclosure of a child's suspected physical or sexual abuse. These are some of the guidelines used to help a child through this crisis:

- A private place is found to talk to the child, while maintaining eye contact.
- The conversation remains calm, without any expression of panic or shock.
- The facts surrounding the incident are obtained.
- No assumptions are made; the child is allowed to speak, uninterrupted.
- The child is given the benefit of the doubt.
- A child's vocabulary is used.
- Reassurance is given that he or she is innocent and did not provoke the incident.
- Reassurance is given that everything possible will be done to protect and support him or her.
- The child is made aware of what will happen once the report is made.
- An immediate need for safety is determined.

- A report to the proper authorities is made.

If the child discloses the abuse during a lesson, acknowledgement is given and the lesson is continued. Afterwards, a quiet place is found where the teacher can talk with the child alone.

Reports are investigated either by the local law enforcement agency and/or by the county Child Protective Services agency. Cross reporting by these agencies is required to ensure that law enforcement, child welfare agencies, and RCOE attorneys receive all reports they should review, whether initially reporting to them or to another child protective agency.

## Policies and Procedures for Suspension and/or Expulsion

Classroom discipline procedures at each regional learning center are the responsibility of the individual teacher. However, serious misbehaviors including, but not limited to, fighting, openly defying adults, possession of weapons or illegal drugs results in the student being sent immediately to the office where the principal or his/her designee will conference with the student.

## Due Process

All suspensions are preceded by an informal conference between the student and a school administrator during which the student shall be informed of the reason for the suspension and the evidence that supported the action. It is the policy of the school to telephone parents at the time of the suspension, but in all cases, a notice is mailed within 24 hours. Usually a parent conference is requested to take place as soon as is practicable. Parents or guardians are requested to respond to such conferences. Depending on the severity and circumstances, further action may be required such as detention, suspension or expulsion. In these instances, parents will be notified either by phone or mail. Minors under the age of 16 must consult with legal counsel prior to a custodial interrogation and before

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waiving their Miranda rights.

Existing law requires a peace officer to advise minors of their rights by providing a *Miranda* warning. But if the minor or parent waives those rights, officers can interrogate the minor. Senate Bill (SB) 395, which adds section 625.6 to the Welfare and Institutions Code, will prohibit a law enforcement officer from conducting a custodial interrogation of or accepting a waiver of *Miranda* rights by a minor 15 or younger until the minor has had an opportunity to consult with legal counsel. This consultation must occur in person, by telephone or by video conference and may not be waived. SB 395 requires a court to consider the impact of a peace officer's failure to provide such legal consultation in determining the admissibility of statements the minor made during or after a custodial interrogation. SB 395 provides limited exceptions to its consultation requirement. The new law does not require probation officers to comply with its requirements and also excludes questions related to obtaining information believed to be necessary to protect life or property from an imminent threat.

SB 395 creates new issues for police and other public agencies, including schools, when dealing with minors and illegal or inappropriate conduct. School districts that rely upon interviews of students by school district police department officers or contract school resource officers (SRO) in relation to student discipline proceedings may wish to review those practices for conformance with the new law, which covers potential criminal misconduct occurring on school campuses. In particular, school districts may wish to review how and when a law enforcement officer or an SRO may become involved with investigations of student misconduct.

The following rule infractions will lead to an automatic suspension and consequences from law enforcement:  
Education Code 48915 (a) (1)

- A. Causing serious physical injury to another person, except in self-defense.
- B. Possession of any knife, or other dangerous object of no reasonable use to the pupil.
- C. Unlawful possession of a controlled substance.
- D. Robbery or extortion.

E. Assault or battery upon any school employee.

Education Code 48915 (c)

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault, or committing a sexual battery.
5. Possession of an explosive.

Students may be suspended for the following 48900 Education Code violations:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053 ) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053 ) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.

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- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code .
- (k)(1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910 , a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c , 286 , 288, 288a , or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

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- (2)(A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, video, or image.
  - (ii) A post on a social network Internet Web site, including, but not limited to:
    - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - (iii) An act of cyber sexual bullying.
  - (I) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - (II) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on school grounds.
  - (2) While going to or coming from school.
  - (3) During the lunch period whether on or off the campus.
  - (4) During, or while going to or coming from, a school-sponsored activity.
  - (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

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- (u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in EC § 48900.5.

## EC § 48900.2. Sexual Harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

## EC § 48900.3. Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

## EC § 48900.4. Harassment, Threats or Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

EC § 48900.5. Limitations on Imposing Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil’s record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil’s presence causes a danger to persons.

## EC § 48900.7. Terroristic Threats

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

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(b) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

A suspended student shall not:

- Be allowed to loiter on or around any district property.
- Be allowed to participate in any school activities not open to the public.

A student who has been suspended needs to be picked up from school by the parent/guardian. Students with disabilities must have a manifestation determination after 10 days of cumulative suspension.

## **Positive Re-Enforcement for Appropriate Behavior**

The staff at each school believes that when students choose to follow school rules, their positive behavior should be rewarded. As opportunities arise, special events or activities are used to reward student for positive behavior.

## Procedures for a Safe and Orderly Learning Environment-Canine Detection

RCOE strongly believes in safe campuses and for all students to behave in a responsible manner. The purpose of the canine program is to serve as a deterrent to students who might bring harmful items on to campus and to provide all students and staff with a safe environment. Each school participates in random canine inspections using non-aggressive detection canines certified to detect illicit drugs, alcoholic beverages, and gunpowder.

## Emergency, Fire, and Disaster Procedures

Each school’s Emergency Operation Plan (EOP) meets the guidelines of the California’s Standardized Emergency Management System (SEMS) and has developed, in consultation with public safety agencies (law enforcement, fire, public health), an “All Hazards” approach for mitigation, preparedness, response and recovery.

School EOPs address, at a minimum, the following types of emergencies and disasters and protective measures to be taken before, during, and after:

1. Fire on or off school grounds which endangers students and staff.
2. Earthquake or other natural disasters.
3. Environmental hazards.
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group.
5. Bomb threat or actual detonation.
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities.
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak.

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The site administrator acts as the Incident Commander, with the principal's designee to be appointed in the event that the Incident Commander is unable to perform his/her duties. To ensure accountability for emergency response procedures, personnel are assigned specific duties to perform in the event of emergencies. These include turning off water, gas, and electricity. Drills are conducted regularly using an Incident Action Plan to pre-plan and determine the object of the drill, along with After Action Reports to document lessons learned.

Come Back Kids works with RCOE to update the emergency plan and incorporate the National Incident Management System (NIMS), which includes staff trained in the following Federal Emergency Management Agency (FEMA) courses: IS 100 (Incident Command for Schools), IS 700 (NIMS) and IS 200 (Incident Command for Single Resources and Initial Action Incidents) and IS 800 (National Response Framework). During disasters, pre-determined areas will identify the various stations (i.e., student holding, command post, and student release).

**Fires:** When a fire is discovered in any part of the school, the following actions shall be taken:

- The principal or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system.
- The principal or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to a designated assembly area.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers take roll, report missing students, and provide assistance to any injured student.
- In outside assembly areas, the principal or designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- If the fire is extensive, students shall be taken to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

**Fire Drills:** Each regional learning center holds fire drills on a regular basis. As amended by SB 575 (Ch. 725, Statutes of 2001), Education Code 32001 states that every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.

- The principal shall notify the staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building (5 CCR 550).
- Teachers shall ascertain that no student remains in his/her classroom and the building.
- Teachers and/or campus security supervisors shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The principal/designee and/or campus security supervisor shall keep a record of each fire drill conducted and file a copy of this record with the office of Superintendent or designee.

**Earthquake Drills:** Earthquake emergency procedures include the school building Emergency Operation Plan (EOP), drop and cover procedures, dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools, protective measures to be taken before, during, and after an earthquake, a program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system. Earthquake Drill Procedures:

A drop/cover/hold-on procedure in which students and staff members:

- Principal/Designee announces to drop to the ground and take cover.
- Students and staff take cover by getting under a desk or table.
- Hold on until the all clear signal is announced.
- Evacuate only if directed.

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## Specific Steps for the Drill:

1. Via the public announcement (PA) system, alarms, or verbal direction (in the event of a real earthquake, your signal will be the beginning of shaking itself):
  - Announce that the earthquake drill has begun and to Drop, Cover, and Hold On.
  - Suggest that while dropping under a sturdy desk or table, students and teachers look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.
2. After at least one minute, announce that the shaking is over.
3. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.
4. When the shaking has stopped (or when the all clear bell rings) IMMEDIATELY and before teachers exit their rooms, take ten seconds to look around, make a mental note of damage and dangers, check to see if any students are injured. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire, do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be reassured and wait for treatment where they are, unless it is more dangerous to remain.
5. Teachers take their classroom roll books and emergency kits to the evacuation area. Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).
6. Staff use the buddy system. Classes should exit in pairs with one teacher in front and one in the back. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need.
7. In the absence of an instructional assistant, teachers need to be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort class(es) to their designated place in the EAA.

- Use the suggested routes on your evacuation map or alternate route if your route is blocked or unsafe.
- Everyone is to stay together and quickly and quietly evacuate following four Evacuation Rules: Don't talk. Don't push. Don't run. Don't turn back.
- Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together.
- Check that exit routes are clear. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

**Shelter in Place:** One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors.

## Specific Steps to Shelter-in-Place at School:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.

# Expectations for Student Conduct

- Provide directions to close and lock all windows, exterior doors and any other outside openings.
- If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.
- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

**Lockout and Lockdown:** Lockouts and Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside at an RCOE facility. For detailed instructions, refer to ANNEX I to RCOE Emergency Operation Plan.

## Definition

- **Lockout (Level 1):** This is a threat that is off site that does not directly involve the school or students. A Lockout Level 1 stops people from going on or off campus. *Examples: A scenario could be triggered by a nearby arrest or search warrant being conducted, often triggered by notification from law enforcement; high speed chases; suspicious activity off-campus, etc...*

- **Lockout (Level 2):** This is when a threat to a school is made or information is presented that an event could potentially affect the school site. A Lockout Level 2 calls for staff and students to stay in the classrooms with unsupervised movement on campus prohibited. *Examples include events occurring with the vicinity of the school, fugitive in the area, etc...*
- **Lockdown (Level 3):** There is a direct threat to the school and the safety of the school and those inside are at risk. A Lockdown Level 3 mandates that all students and staff stay in locked classrooms. *Examples include active assailant, hostage situations, or a direct knowledge of a planned event, etc...*

## Procedures to follow:

### Lockout - Level 1

- Verbal Command is Lockout - Level 1
- Lock all exterior doors except for the main entrance.
- Limit vehicle access to a single point of entry if possible.
- Keep all classroom doors locked when possible.
- Keep blinds open for increase awareness.
- Classroom activity is to remain NORMAL.

### Lockout - Level 2

- Verbal Command is Lockout Level 2.
- Lock all exterior doors.
- Keep blinds open for increase awareness.
- Secure all vehicle access gates, if safe to do so.
- All classroom doors are to remain locked and hall activity is to be limited during class.
- Classroom activity is to remain normal.

# Expectations for Student Conduct

## Lockdown - Level 3

- Verbal Command is Lockdown.
- Lock all doors and access onto school compound.
- Doors are not to be opened for anyone. Officials who may need access have keys.
- All classroom activity is to stop.
- Assembly in designated "safe areas" of the classroom.
- Turn off lights.
- Conceal yourself from view.
- Use furniture to barricade entrances, if safe to do so.
- Staff and students are to remain out of sight away from windows and in a protected area until the "all clear" call is communicated by the administration office or law enforcement.

## Active Shooter Protocols (Active Assailant)

During an active assailant incident, staff and students must quickly determine the most reasonable way to protect their own life. The primary purpose is to prevent, reduce or limit access to potential victims, and to mitigate the loss of life. Training on the FBI's "Run, Hide, and Fight" protocol is implemented at all sites.

## Air Quality Reports

During times of heightened air pollution (especially spring, summer, and fall) RCOE (OSS, Safety Emergency Management) sends out a daily air quality report obtained from local government sources. This report makes recommendations of individual physical activity based upon the current air quality. Each school uses this to limit outside activities, especially physical education, to protect the health of our students and staff.

## Policy Prohibiting Sexual Harassment

Each regional learning center adheres to the guidelines on sexual harassment set forth by the Riverside County Office of Education. The Board of Education prohibits sexual harassment in the working environment of RCOE employees or applicants by any person in any form. Sexual harassment of or by any employee is not tolerated. The Board considers sexual harassment to be a major offense, which may result in disciplinary action or dismissal of the offending employee or suspension/expulsion of any offending student.

It is the policy of the Riverside County Office of Education that sexual harassment is unacceptable conduct in the workplace and is not tolerated. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or education setting.

Sexual harassment guidelines apply to school personnel, as well as students. Kindergarten through third grade students are not responsible for their behavior according to California State Law. However, students in fourth through fifth grade are subject to all legal actions under the law.

**Purpose:** The purpose of the policy is to provide the work environment free of sexually harassing conduct or behavior and to provide uniform guidance and procedures on this subject.

**General Procedures and Definitions:** Pursuant to Education Code 212.5, unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment or status for promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

# Expectations for Student Conduct

**Examples:** Other examples of sexual harassment, whether committed by a supervisor or any other employee are:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual manner.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.
9. Any act of retaliation against an individual who reports a violation of the RCOE's sexual harassment policy or who participates in the investigation of a sexual harassment claim.

The site administrator has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the RCOE's harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

**Complaint Procedures:** Employees at RCOE are encouraged to avail themselves of our internal complaint procedure if they are confronted with sexual harassment or any prohibited form of harassment. Such internal complaints are investigated promptly, confidentially and corrective action is taken where allegations are verified.

Any employee or applicant for employment who feels that he/she or another individual in the RCOE is being sexually harassed is encouraged to immediately contact his/her supervisor, principal, other RCOE administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint. Complaints of harassment are filed in accordance with AR4031, "Complaints Concerning Discrimination in Employment."

Any supervisor who receives a harassment complaint notifies the Superintendent or designee, who ensures that the complaint is appropriately investigated.

All employees receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of the RCOE's information sheets that contain, at minimum, components on:

- a. The illegality of sexual harassment.
- b. The definition of sexual harassment under applicable state/federal law.
- c. A description of sexual harassment, with examples.
- d. The RCOE's complaint process available to the employee.
- e. Directions on how to contact the Fair Employment and Housing Department and Commission (Government Code 12950).

In addition, RCOE educates its personnel on sexual harassment guidelines at the beginning of each school year. New RCOE employees must sign that they have received a copy of sexual harassment descriptions, guidelines, policies, and procedures for filing a claim. Policy updates are disseminated to the staff throughout the year. If further information, interpretation or advice is needed regarding sexual harassment, the Assistant Superintendent or Director of Human Resources for the Riverside County Office of Education can be contacted.

## **Prohibiting Sex-Based Discrimination: Title IX Notifications – EC § 221.61**

Requires schools to post information on their Web sites relative to the designated Title IX coordinator, rights of students and responsibilities of schools, and a description of how to file a complaint. Title IX of the Education Amendments of 1972 ("Title IX") is a federal law that prohibits sex-based discrimination in all educational programs and activities, including athletic programs. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity operated by RCOE.

# Expectations for Student Conduct

Title IX protects all participants in RCOE's educational programs and activities, including students, parents, employees, and job applicants. RCOE does not discriminate on the basis of sex. Discrimination on the basis of sex can include sexual harassment and sexual violence. In addition to Title IX, the California Education Code prohibits discrimination on the basis of sex in schools. (California Education Code §§ 220-221.1.) Other state and federal laws also prohibit discrimination and ensure equality in education. Please refer to an overview of all RCOE's nondiscrimination policies and the following specific policies and procedures regarding sexual harassment:

- Non-Discrimination in Employment – Board Policy 4030
- Non-Discrimination in Employment – Administrative Regulation 4030
- Non-Discrimination in Programs and Activities Board Policy 0410.3
- Sexual Harassment (Employees) – Administrative Regulation 4119.11.01/4129.01/4319.01
- Non-Discrimination/Harassment (Students) – Board Policy 5145.3
- Sexual Harassment (Students) – Board Policy 5145.7
- Sexual Harassment (Students) – Administrative Regulation 5145.7
  - Uniform Complaint Procedures – Board Policy 1312.3
  - Uniform Complaint Procedures – Administrative Regulation 1312.3
  - Uniform Complaint Form – AR 1312.3, Attachment 1
  - Uniform Complaint Notice – AR 1312.3, Attachment 2

Information provided here applies to every RCOE school site and all RCOE programs and activities.

## ***Come Back Kids (CBK) Charter Locations***

Theresa Swickla, Principal  
South and Mid-County Areas  
tswickla@rcoe.us  
(951) 296-8700

Janice Delagrammatikas, Principal  
Corona, Riverside, and Desert Areas  
jdelagrammatikas@rcoe.us  
(951) 826-6548

**Anza CBK**  
**Hamilton High School**  
57430 Mitchell Road  
Anza, CA 92539

**Educational Options Center CBK**  
6401 Lincoln Avenue  
Riverside, CA 92506  
**(951) 276-7670**

**Perris CBK**  
515 E. 7th Street  
Perris, CA 92570  
**(951) 657-2014**

**Arlington Regional Learning Center\***  
6511 Arlington Avenue  
Riverside, CA 92504  
**(951) 826-4400**

**Empower Youth Hemet\***  
930 N. State Street  
Hemet, CA 92543  
**(951) 765-0917**

**Riverside Youth Opportunity Center**  
2060 University Avenue  
Riverside, CA 92507  
**(951) 784-1026**

**Betty G. Gibbel Regional Learning Center\***  
1251 Eagle Road  
San Jacinto, CA 92543  
**(951) 826-4250**

**Grindstaff CBK**  
9825 County Farm Road  
Riverside, CA 92504  
**(951) 826-6548**

**Rubidoux Youth Opportunity Center\***  
5656 Mission Boulevard  
Riverside, CA 92509  
**(951) 683-9622**

**Blythe CBK (Coming soon)**

**Jurupa CBK**  
10551 Bellegrave Avenue  
Jurupa Valley, CA 91752  
Room G6  
**(951)-360-1006**

**Val Verde Regional Learning Center\***  
3010 Webster Avenue, Library  
Perris, CA 92571  
**(951) 826-4300**

**Corona CBK**  
3785 Neece Street  
Corona, CA 92879  
**(951) 817-3072**

**Lake Elsinore Planet Youth\***  
400 W. Graham Boulevard  
Lake Elsinore, CA 92530  
**(951) 471-8415**

**Palm Springs CBK \***  
1800 East Vista Chino Road  
Palm Springs, CA 92262  
**(760)-863-3091**

**David L. Long Regional Learning Center\***  
41350 Guava Street  
Murrieta, CA 92583  
**(951) 296-8700**

**Mead Valley CBK**  
21580 Oakwood Street  
Perris, CA 92570  
**(951) 657-2014**

**Santa Fe/Hemet CBK**  
831 E. Devonshire Avenue  
Hemet, CA 92543  
**(951) 826-6458**

**Desert Hot Springs CBK**  
11-711 West Drive  
Desert Hot Springs, CA 92240  
**(760) 778-2812**

**Mecca CBK**  
**Boys and Girls Club Mecca**  
91391 66th Avenue  
Mecca, CA 92254

**School of Career Education\***  
2100 East Alessandro Boulevard  
Riverside, CA 92508  
**(951)-826-6140**

**Dr. Milo P. Johnson Center for Learning**  
671 N. Florida Avenue, Room C-4  
Banning, CA 92220  
**(951) 826-4550**

**Moreno Valley Regional Learning Center**  
13730 Perris Boulevard  
Moreno Valley, CA 92553  
**(951) 826-4900**

**Don F. Kenny Regional Learning Center\***  
47-336 Oasis Street, Room 41  
Indio, CA 92201  
**(760) 863-3065**

**\*Adults 25+ may enroll only at these sites.**

**For all CBK locations and general information call:  
1-877-RCOE-CBK**

## CBK Regional Learning Centers PBIS Expectations

	Classroom	Office	Hallways Walkways	Restrooms	Parking Lot Lunch Area	Community Excursions
<b>G</b> rowth Minded	<p>Be ready to learn. Keep an open mind. Establish individual short-term and long-term goals. Use positive language with fellow students. Ask open-ended questions.</p>	<p>Be willing to take suggestions and learn new ways to do things.</p>				<p>Try new things. Treat field trip like a privilege. Exhibit "Attitude of Gratitude." Use positive talk. Represent CBK positively.</p>
<b>R</b> esourceful	<p>Share insights and help others. Know class resources. Be willing to ask for help. Speak freely. Take initiative to work independently. Be prepared with supplies. Collaborate. Exercise creativity.</p>	<p>Convey all necessary information. Ask for help using polite language and actions.</p>	<p>Keep hands to yourself. Use time wisely. Be responsible when using common areas.</p>	<p>Use bathroom supplies appropriately. Keep restrooms free of illegal activity. Report any unusual activity to staff immediately.</p>	<p>Be aware of your surroundings. Report suspicious behaviors. Clean your area. Recycle.</p>	<p>Recycle. Set good examples. Ask for help. Offer to help. Share your knowledge. Represent CBK positively.</p>
<b>A</b> ctively Engaged	<p>USE SLANT Use technology appropriately. Use appropriate language. Eliminate distractions (cell phones). Complete tasks on time.</p>	<p>Greet staff politely. Comply with instructions when given by staff. Politely sign in at appointment time.</p>	<p>Go directly to destination. Greet other students with a smile.</p>	<p>Keep restrooms clean and sanitary.</p>	<p>Pick up your trash. Be aware of time. Be mindful of other students. Be observant. Park your vehicle in designated spaces.</p>	<p>Participate in activities. Ask questions. Offer assistance. Be aware of surroundings.</p>
<b>D</b> etermined	<p>Finish assignments on time. Do more/go beyond.</p>	<p>Follow school rules. State your purpose in a respectful way.</p>	<p>Walk with purpose. Socialize outside of class time.</p>	<p>Be responsible when using common areas (flush toilet, throw away your trash in the trash bin).</p>	<p>Return to class ready to learn. Remind others to pick up trash in lunch area. Drive safely. Watch for pedestrians.</p>	<p>Finish the task. Be positively persistent. Set a positive example. Follow directions. Commit to attend field trips.</p>
<b>S</b> ocially Responsible	<p>Use eye contact. Follow community school site expectations. Share school expectations with fellow classmates. Follow instructions immediately.</p>	<p>Politely state your purpose. Follow school expectations. Respect staff at all times. Use appropriate introductions (i.e., "Good Morning", "Good afternoon"). Use polite and appropriate language. Act in a professional manner.</p>	<p>Pick up trash in common areas. Report unlawful/suspicious behaviors. Look for ways to improve surroundings. Maintain/monitor personal space. Stay on designated path. Go directly to destination. Identify student triggers and respond appropriately.</p>	<p>Clean up after yourself. Throw all trash into nearby trash cans. Wash your hands with soap and water. Keep restrooms free from illegal activity.</p>	<p>Drive safely. Respect private property. Throw all trash into proper receptacles. Treat people the way you want to be treated. Act in a safe manner. Follow facility-parking rules.</p>	<p>Show up on time. Communicate if late. Exhibit polite behaviors with community members. Thank others.</p>

## CBK Single-Site Expectations

	<b>Classroom</b>	<b>Parking Lot/School Perimeter</b>	<b>Bathroom</b>	<b>Experiential Learning</b>
<b>Growth-Minded</b>	<ul style="list-style-type: none"> <li>Use the “Yet” phrase</li> <li>Ask questions</li> <li>Be open to new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Have purposeful and positive interactions</li> </ul>	<ul style="list-style-type: none"> <li>Practice proper hygiene</li> <li>Leave area nicer than you found it</li> </ul>	<ul style="list-style-type: none"> <li>Practice positive interactions</li> <li>Use appropriate social skills</li> <li>Be open-minded</li> <li>Practice a positive attitude</li> </ul>
<b>Resourceful</b>	<ul style="list-style-type: none"> <li>Use a variety of reliable media resources</li> </ul>	<ul style="list-style-type: none"> <li>Be conscious of others</li> <li>See something? Say something!</li> </ul>	<ul style="list-style-type: none"> <li>Be environmentally conscious</li> <li>Be respectful of all school property</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared and punctual</li> </ul>
<b>Actively-Engaged</b>	<ul style="list-style-type: none"> <li>Be well rested and coherent</li> <li>Have quality work completed</li> </ul>	<ul style="list-style-type: none"> <li>Stay in boundaries</li> <li>Keep activities law abiding</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous of common areas</li> </ul>	<ul style="list-style-type: none"> <li>Participate in activities</li> <li>Engage with other adults and students</li> <li>Be positive</li> </ul>
<b>Determined</b>	<ul style="list-style-type: none"> <li>Stick to your word</li> <li>Don’t leave until you are done with assignment commitments</li> </ul>	<ul style="list-style-type: none"> <li>Handle rather than ignore a problem</li> </ul>		<ul style="list-style-type: none"> <li>Be open to learning</li> <li>Take something from each experience</li> </ul>
<b>Socially-Responsible</b>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Code switch appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Practice positive actions</li> <li>Respect others’ opinions, beliefs, interests</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of others</li> </ul>	<ul style="list-style-type: none"> <li>Friendly</li> <li>Polite</li> </ul>

## Come Back Kids California Life Center Positive Behavioral Interventions and Supports EXPECTATIONS

<b>Come Back Kids California Life Center Positive Behavioral Interventions and Supports EXPECTATIONS</b>					
<i><b>The GRAD Way!</b></i>	<b>Classroom</b>	<b>Computer Lab</b>	<b>Common Areas</b>	<b>Parking Lot</b>	
<b>Growth-minded</b>	Willingness to try new things or do things a different way.	Utilize new programs. Research new websites.	Welcome new people. Pick up trash, close doors, help others.	Maintain a positive attitude.	
<b>Resourceful</b>	Ask for help. Know class resources.	Try to fix a problem first. Get help/ideas from a friend.	Find help for others in need.	Know campus supervisor/administrator on campus.	
<b>Actively-Engaged</b>	USE SLANT. Use technology appropriately. Use appropriate language. Eliminate distractions like cell phones. Complete tasks on time.	Organize yourself and stay focused on assignments.	Greet staff politely. Comply with instructions when given by CFLC staff.	Report unusual or unsafe activity. Drive safely. Walk in designated areas.	
<b>Determined</b>	Attend appointments as scheduled without excuse. Complete assignments with intentional excellence.	Set goals to complete assignments/modules and stay focused to completion.	Leave CFLC areas neater than you found them.		
<b>Socially Responsible</b>	Politely sign in at appointment time.	Help others in the lab. Value other's need to use computers. Leave food/drinks outside.	Report problems or issues when noticed.	Report problems or issues when noticed. Park only in designated spaces.	

# Parent/Guardian Involvement Information

Parent Involvement Interest (Please provide to school.)

- I would like more information about serving on the School Advisory Council.
- I would like more information about serving on the English Learner Advisory Council (ELAC) or District English Learner Advisory Council (DELAC).

Parent/Guardian Name (Please Print): \_\_\_\_\_

Student Name ( Please Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

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*Please cut bottom portion of page and submit to school.*

I \_\_\_\_\_ acknowledge receipt of the Come Back Kids Student-Parent Handbook, which includes notification of the Parent Involvement Policy.

Parent/Guardian Name (Please Print): \_\_\_\_\_

Student Name ( Please Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

For additional information, please call:  
**877-RCOE-CBK**

**CBKtoday.org**



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*To Move Forward* »»»»

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