# ROOSEVELT
# MIDDLE SCHOOL



ROOSEVELT
WILDCATS

# Student & Parent Handbook
# 2026-2027


**Roosevelt Middle School**
850 Sagewood Drive
Oceanside, CA 92057
(760) 726-8003
www.rms.vistausd.org

## Statement of Non-Discrimination

*The Vista Unified School District prohibits discrimination, intimidation, harassment, and bullying based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.*

*For any questions, concerns, or to file a complaint regarding discrimination, intimidation, harassment, bullying, Title IX, or Section 504, contact the school site principal and/or the Director of Student Support Services & Early Childhood Education at 1234 Arcadia Avenue, Vista, CA 92084, (760) 726-2170 Ext. 92182.*

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# GENERAL SCHOOL INFORMATION

**About US**

## Roosevelt Middle School Promise Statement

At Roosevelt Middle School, we have **P.R.I.D.E.** in our students, school, and community. Our **P.R.I.D.E**. is our promise to our students to help them **PERSIST** to achieve their goals. **REFLECT** to connect and understand the world around them, I**NQUIRE** to identify and create solutions, **DEVELOP** their character and build a better community, and to **EXPERIENCE** new perspectives and engage in artful expression.

### P.R.I.D.E. Promise



# Leonard Bernstein Artful Learning School

We are proud to announce that the 2026-2027 school year marks RMS's ninth year in implementing this exciting and dynamic learning approach! The program was established in 1990 and founded by American music icon Leonard Bernstein to strengthen education on a national level by preparing educators to use the Arts and the artistic process to learn across all academic subjects. Artful learning is inspired by Maestro Bernstein's vision that music and the other fine and performing arts – in combination with a concept-based, interdisciplinary construct – could be used to improve academic achievement and instill a love of learning. This reformation of thought embeds the Arts in the learning process and serves as the method of response for students to convey understanding across the curriculum.

The education model is based on over 20 years of intensive collaboration and refinement, field research and implementation with leading educators, researchers, and ultimately, practitioners of the model. The Artful Learning Sequence is a framework for educators to explore and deliver their curriculum in a way that revitalizes teaching, learning and leadership – grounded in the artistic process. Extensive research-proven professional development empowers educators to use this methodology over a three-year implementation process – ultimately building a sustainable and effective learning community. Visit www.artfullearning.org and www.leonardbernstein.com.

VISTA UNIFIED SCHOOL DISTRICT
EXCELLENCE ★ INNOVATION

| VISION | CORE VALUES |
|---|---|
| Every student graduates from Vista Unified as a resilient, agile learner and creative problem solver who navigates the world with confidence and kindness and eagerly embraces local and global challenges. | Core Values illustrate how we will behave and treat each other along the way toward realizing our vision.<br>***Respect.*** Knowing, valuing, and treating all with dignity.<br>***Trust.*** Focusing every decision focuses on the best interests of our learners through transparency, honest communication, and integrity.<br>***Collaboration.*** Creating a culture of continuous improvement, working in partnership with students, families, staff, and the community.<br>***Equity.*** Valuing diversity and providing equitable access and resources across the district for all students and adults to reach their full potential.<br>***Kindness.*** Developing a compassionate, nurturing and kind learning and working environment |
| **MISSION** | |
| The purpose of the Vista Unified School District is to inspire each and every student to persevere as a critical thinker who collaborates to solve real world problems. | |

**School Mission & Vision Statements**



| Our Framework for the Future<br>*Board Adopted on June 23, 2022* *Full Document* | | |
|---|---|---|
| **Learner Portrait** | **Adult Portrait** | **Systems Portrait** |
| The Learner Portrait envisions the outcomes for students. It describes the community's aspirations for what learners will know, be, and be able to do, in order to thrive in their lives and careers. | The Adult Portrait articulates the qualities that *all* adults working in the school district - not just classroom teachers - will demonstrate in order to support each student's journey toward realizing the Learner Portrait. | The System Portrait outlines what the system needs to do to create the conditions that will enable the adults in the system to support every student to successfully attain the Learner Portrait. |
| **Kind and Confident**<br>● Students are positive, patient, appreciative, reliable, and responsible.<br>● Students are resilient, self-directed learners who are self-aware and focused on a hopeful future.<br><br>**Curious and Connected**<br>● Students are inquisitive, innovative, and able to adapt to new ideas and situations.<br>● Students are committed to positively impacting their family, their community, and the world.<br><br>**Capable and Knowledgeable**<br>● Students develop and apply deep core academic knowledge and skills and can make connections across subjects.<br>● Students know how to purposefully adapt communication to deliver information. | **Compassionate Champion**<br>● Adults are motivating, inspiring, kind, compassionate, and empathetic champions for all students.<br>● Adults see and support all students, family members, and co-workers from a strength-based perspective, including inherent cultural wealth and identity.<br>● Adults hold high expectations for all students (just hard enough) while feeding aspirations and possibility-thinking (future self).<br><br>**Flexible and Innovative Facilitator**<br>● Adults work well together, are trustworthy, honest, and committed to collaborate and to build connections with students, families, and other staff.<br>● Adults support learning that is student-centered, innovative, and tailored to meet the individual strengths, interests, aspirations, and needs of students.<br><br>**Open-Minded and Equity-Centered Learner**<br>● Adults are learners open to new ideas, strategies, and practices that lead to continuous improvement in order to serve each and every student well.<br>● Adults engage in practices that are free from bias, are anti racist, and build on the unique strengths each learner brings to the classroom or each colleague brings to their role. | **Inclusive Culture Focused on Growth**<br>● Our system builds a culture that fosters equity, empathy, and inclusion.<br>● Our system reinforces a values and strengths-based culture of growth.<br><br>**Joyful, Innovative, Rigorous, and Equitable Learning Environments**<br>● Our system supports a culture of joyful learning, educational rigor, and innovation.<br>● Our system promotes care, belonging, and connection.<br>● Our system fosters creativity, curiosity, and engagement.<br><br>**Future-Oriented, Forward Thinking**<br>● Our system is designed to be future-oriented and aligned to a dynamic, fast-paced global ecosystem.<br>● Our system creates sustainably designed, future-focused learning environments.<br><br>**Family and Community Partnerships**<br>● Our system is built on a foundation of active community and business partnerships.<br>● Our system intentionally supports collaboration with schools and the community to provide service and real world experiences. |

## Principal's Welcome Message

Dear Wildcat Families and Students,

Welcome to Roosevelt Middle School! I am so excited to welcome both our new and returning students and families to another incredible year at RMS. Roosevelt is a special place, and I am proud to serve as the principal of a school community that is committed to supporting every student academically, socially, and emotionally.

At Roosevelt, we take great PRIDE in our students, our staff, and our community. PRIDE is more than just a word on our campus—it is the promise we make to our students each and every day.

**PERSIST**
Middle school can be challenging, and growth does not always come easy. We encourage our students to keep going, work through challenges, and learn from mistakes. Whether in the classroom, on the field, on the stage, or in everyday life, we want our students to build resilience and confidence in themselves.

**REFLECT**
We want our students to think deeply about their learning, their choices, and the impact they have on others. Reflection helps students grow as learners and as people. We encourage our Wildcats to make connections, learn from experiences, and continue striving to be their best selves.

**INQUIRE**
Curiosity drives learning. We want students to ask questions, explore ideas, and think critically about the world around them. Through engaging instruction, collaboration, and Artful Learning experiences, students are encouraged to be creative thinkers and problem solvers.

**DEVELOP**
At Roosevelt, we believe education is about more than academics. We are committed to helping students develop character, responsibility, empathy, and respect for others. Our goal is to help every Wildcat become a kind, confident, and capable member of our community.

**EXPERIENCE**
Learning should be meaningful, engaging, and memorable. We want students to discover new interests, express themselves creatively, and participate in experiences that help them feel connected to school. From academics and the arts to athletics, clubs, leadership, and community events, there is a place for every student to belong and thrive at Roosevelt.

As we begin the school year, I encourage all families to review the Student Handbook together. It contains important information about our school expectations, policies, and resources that will help ensure a successful year.

I know this year will be filled with opportunities for growth, learning, and connection. Thank you for partnering with us and trusting us with your children each day. Together, we will continue building a positive and supportive school community where all students feel seen, valued, and empowered to succeed.

If you ever have questions or need support, please do not hesitate to reach out. We are here to help.

Go Wildcats!

Amy Zilk, Principal, Roosevelt Middle School

# Roosevelt Middle School Bell Schedule

## Hours of Supervision

Roosevelt Middle School provides general student supervision from 30 minutes before the start of school (9:30 am on Monday and 8:30 am Tuesday-Friday), until 15 minutes after the end of school, (3:50 pm) daily. Students are not to be on campus outside of these hours unless involved in a school sponsored activity. Students will not be supervised outside of these hours. RMS Administration may call home if students are habitually present on campus outside of this time period.

**Breakfast Served ( 9:30-9:55 Monday & 8:30-8:55 Tuesday-Friday)**

| Late Start Mondays | | Tuesday-Friday | |
|---|---|---|---|
| **Period** | **Warning Bell 9:55** | **Period** | **Warning Bell 8:55** |
| Period 1 | 10:00-10:37 (37) | Period 1 | 9:00-9:45 (45) |
| Period 2 | 10:42-11:19 (37) | Period 2 | 9:50-10:35 (45) |
| Period 3 | 11:24-12:01 (37) | Period 3 | 10:40-11:25 (45) |
| Period 4 | 12:06–12:46 (40)<br>6th Grade Lunch Starts at 12:01 | Period 4 | 11:30-12:15 (45)<br>6th Grade Lunch Starts at 11:25 |
| Period 5 | 12:51–1:31 (40)<br>7th/8th Grade Lunch Starts at 12:46 | Period 5 | 12:20-1:05 (45)<br>7th/8th Grade Lunch Starts at 12:15 |
| Period 6 | 1:36-2:13 (37) | Period 6 | 1:10-1:55 (45) |
| Period 7 | 2:18-2:54 (36) | Period 7 | 2:00-2:45 (45) |
| Period 8 | 2:59-3:35 (36) | Period 8 | 2:50-3:35 (45) |

| MINIMUM DAY 9:00-12:10 pm | |
|---|---|
| Warning Bell 8:55 | |
| Time | 6th Grade |
| 9:00-9:23 (23) | 1 |
| 9:28-9:50 (22) | 2 |
| 9:55-10:16 (21) | 3 |
| 10:21-10:42 (21) | 4/5 |
| 10:47-11:08 (21) | 6 |
| 11:13-11:34 (21) | 7 |
| 11:39- 12:00 (21) | 8 |
| 12:00-12:10 (10) | Nutrition Break |

**District Calendars/Important Dates**

- 2026-2027 School Calendar

# Roosevelt Middle School Contact Information

## Important Phone Numbers

**Roosevelt Middle School**

Phone: (760) 726-8003 Fax: (760) 726-8596

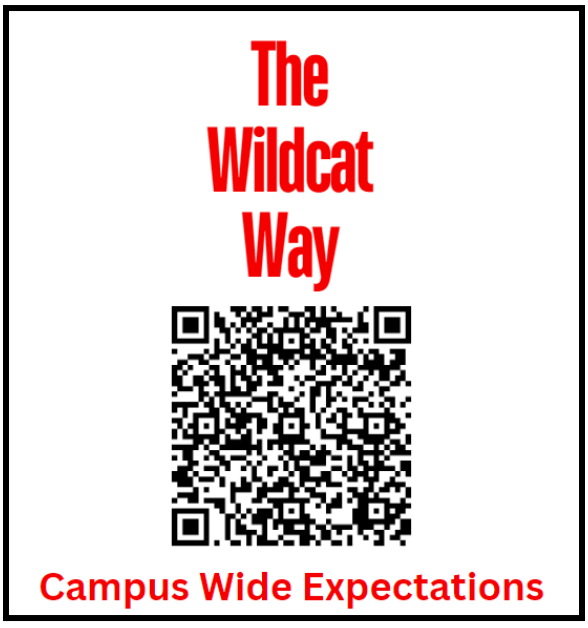
| Department | Extension |
|---|---|
| Attendance Office | 63020 |
| Assistant Principal's Office | 63012 |
| Counseling Office | 63095 |
| Health Office | 63010 |
| Library | 63017 |
| Operator | 63000 |
| Principal's Office | 63002 |
| Registrar | 63020 |

Parents requesting to meet with an administrator should contact that administrator's secretary (Assistant Principals' Secretary: Vanessa Esparza or Principal's Secretary: Lauren Holman). **Please direct concerns related to a specific classroom or teacher to the teacher first, prior to contacting an administrator**.

PBIS helps create a positive, supportive school environment where all students can succeed. At Roosevelt, PBIS helps us build a school culture that is safe, welcoming, and focused on learning. Through clear expectations, acknowledging positive behaviors, and consistent support, PBIS helps students grow academically, socially, and emotionally.

PBIS helps our school by:

- Encouraging positive behavior and strong character
- Creating a safe, respectful, and supportive learning environment
- Increasing student engagement and learning time
- Teaching and reinforcing clear schoolwide expectations
- Providing early support and intervention when students need help
- Building stronger connections between students, staff, and families
- Reducing suspensions and improving attendance
- Helping all students feel connected, valued, and successful



## RMS Positive Attributes Wildcats Show (P.A.W.S)

Each month, we honor Wildcats who exhibit RMS Positive Attributes and show improvement in their social skills. Any member of our staff can nominate you, and you'll be lauded at our Quarterly Awards Assembly. We urge you to embody our school's values and contribute positively to our community!

| Month | Positive Attribute | Positive Attribute Descriptions & Social Skills |
|---|---|---|
| **August & September** | **Respect** | **Respect** applies to so many things: respect for self, for others, for learning, for our school, for family, and respect for teachers-just to name a few! As we begin the school year, respect is particularly important in building a positive, healthy school culture and environment at Roosevelt.<br>**Social Skills:** Following Instructions, Accepting "No" for an Answer, Showing Respect |
| **October** | **Integrity** | **Integrity** is the quality of being honest and maintaining high moral standards. One easy way to define integrity is to think of it as "being good, even when nobody else is watching." Please keep this important quality in mind always Wildcats!<br>**Social Skills:** Accepting Consequences, Following Rules, Making an Apology |
| **November** | **Collaboration** | **Collaboration** is something we all do every day to help make RMS great, and it is also one of the four C's (Creativity, Critical Thinking, Communication, and *Collaboration*) that our students should be practicing to be Common Core-ready. We see collaboration in many of your classrooms already (working in groups, using technology to work with peers on a common task, etc.). Practicing this important life skill is helpful for future success.<br>**Social Skills:** Showing Sensitivity to Others, Listening to Others, Working with Others |
| **December** | **Spirit & Kindness** | **School Spirit** refers to the pride, enthusiasm, and loyalty that students, staff, alumni, and supporters feel towards Roosevelt. It encompasses a sense of belonging, camaraderie, and unity within the school community. You can show school spirit by participating in school sporting events, celebrations, and spirit weeks. You can also show school spirit by helping to keep our campus clean! Kindness is the quality of being friendly, generous, considerate, and compassionate towards others. It involves showing empathy, understanding, and thoughtfulness in your interactions with people, animals, and the world around you. Kindness is everything!<br>**Social Skills:** Offering Assistance or Help, Participating in Activities, Showing Appreciation |
| **January** | **Courage** | **Courage** is the ability to rise above fear and take action based on one's beliefs and values. It's the willingness to confront fear, pain, danger, uncertainty, or intimidation.<br>**Social Skills:** Resisting Peer Pressure, Sticking Up for Others, Sticking Up for Yourself |
| **February** | **Creativity** | **Creativity** is the use of imagination or original ideas. Roosevelt students do creative things everyday! We should all remind ourselves to think creatively inside and outside of the classroom. You will be more productive and have more fun!<br>**Social Skills:** Doing Quality Work, Using Structured Problem-Solving |
| **March** | **Responsibility** | Middle school presents the ideal opportunity for our students to be more **responsible** and accountable for their actions. Roosevelt Middle School encourages students to think ahead and consider any potential consequences that may result from students' behaviors. We encourage students to consider the impact they are having on others, themselves, and the environment.<br>**Social Skills:** Being on Time, Refraining from Possessing Contraband or Drugs, Using Anger Control (Self-Control) Strategies |
| **April** | **Positivity** | At Roosevelt, we want to show **positivity** in all we do. We continue to work and move forward in our education, and we strive to make progress each day. We also stay optimistic as we deal with adversity. We look for positivity in our students every day and hope to hand out many more positive behavior referrals before the year is through!<br>**Social Skills:** Making Positive Self-Statements, Making Positive Self-Statements About Others, Seeking Positive Attention |
| **May & June** | **Determination** | **Determination** is when a person keeps on trying, even though it is difficult. We all need to show extra determination as the end of the year grows closer and summer fun is on our mind. We are looking for students to show some extra grit, perseverance, and determination as they work to finish the year strong and successful!<br>**Social Skills:** Asking for Help, Asking Questions, Staying on Task |

# RMS QUARTERLY ACKNOWLEDGEMENTS

## PAWsitive Parties Every Quarter

### How do I attend?

Students must meet all three criteria during each quarter to attend:

- **LESS THAN 10 TARDIES PER QUARTER**
- **NO MORE THAN 1 REFERRAL PER QUARTER**
- **NO SUSPENSIONS PER QUARTER**



**Students and guardians will be notified via email.**

# ACADEMICS

## Academic Honesty & Integrity

Academic honesty and personal integrity are fundamental components of a student's education and character development. The school's goal is to help each student realize their full academic potential and become a responsible and productive citizen and lifelong learner. Therefore, students are expected not to cheat, lie, plagiarize, or commit other acts of academic dishonesty.

When students cheat or plagiarize, their work does not reflect their own efforts or understanding, and it gives them an unfair advantage over other students. Types of academic dishonesty that are not tolerated include, but are not limited to, the following:

- ***Cheating*** includes, but is not limited to: copying the work of others (including both class work and homework); having someone else do the homework or assignment; looking on/copying another's work/test/essay; stealing someone else's idea for an assignment or project; using notes on tests or quizzes when such notes have been prohibited; or giving others answers to a test or quiz.; giving or "passing" old tests to other students for the following year, or receiving old tests from other students
- ***Fabrication*** includes, but is not limited to: falsifying/inventing/misrepresenting source of cited information.
- ***Unauthorized Collaboration*** includes, but is not limited to: copying another student's work, allowing work to be copied or completing assignments for others.
- **Plagiarism** includes, but is not limited to: copying part or all of another person's work and submitting it as one's own; passing off the ideas or words of another as one's own without giving credit to the source; use of artificial intelligence technology to generate answers for exams and/or assignments or to produce work that appears to be original; or paraphrasing from a different sources without citing those sources, including direct quotations and paraphrasing without citation. This is because any original work is considered the intellectual property of the person who created it -- when another person's work is plagiarized, it is a form of stealing their intellectual property.
- ***Alteration of Materials/Forgery*** includes, but is not limited to: any intentional unauthorized alteration of student/teacher material(s) or unauthorized signature to school related documents, including passes; signing someone's name, including parents/guardians or teachers.

Any student involved in academic dishonesty may receive the following consequences:

1. Receipt of a zero for that assignment/quiz/test/event, with no makeup work/quizzes/tests permitted.
2. Lowering of the citizenship grade.
3. Parent notification and/or parent-teacher conference.
4. Implementation of further consequences.

Repeated cheating can result in the student being referred to a counselor or assistant principal. To avoid this, students should master and use the correct skills to cite sources, ask for help when questions arise regarding cheating or plagiarism, and not participate in sharing or receiving answers from others.

## Homework

Homework is an important part of the instructional program and a valuable tool to support students' efforts to master grade level content standards. Homework is defined as school-related assignments that will enhance, reinforce or enrich concepts taught in the classroom and which will require a reasonable amount of time and effort outside the regular school day for successful completion.

In Vista Unified School District, a reasonable homework assignment for 6 through 8 is approximately 60 to 90 minutes per evening, or 240 to 360 minutes per week. For days when no assignment is given, students should read at least 30 minutes.

- Students enrolled in advanced/accelerated/Honors/IB/AP courses may have additional demands to meet the requirements of advanced coursework.

- Homework for students with disabilities will be assigned in accordance with their individualized educational program (IEP) or Section 504 plan.

Students are expected to complete and turn in homework when it is due in order to not negatively impact grades. Students and parents are encouraged to keep track of assignment completion through Aeries Gradebook Details.

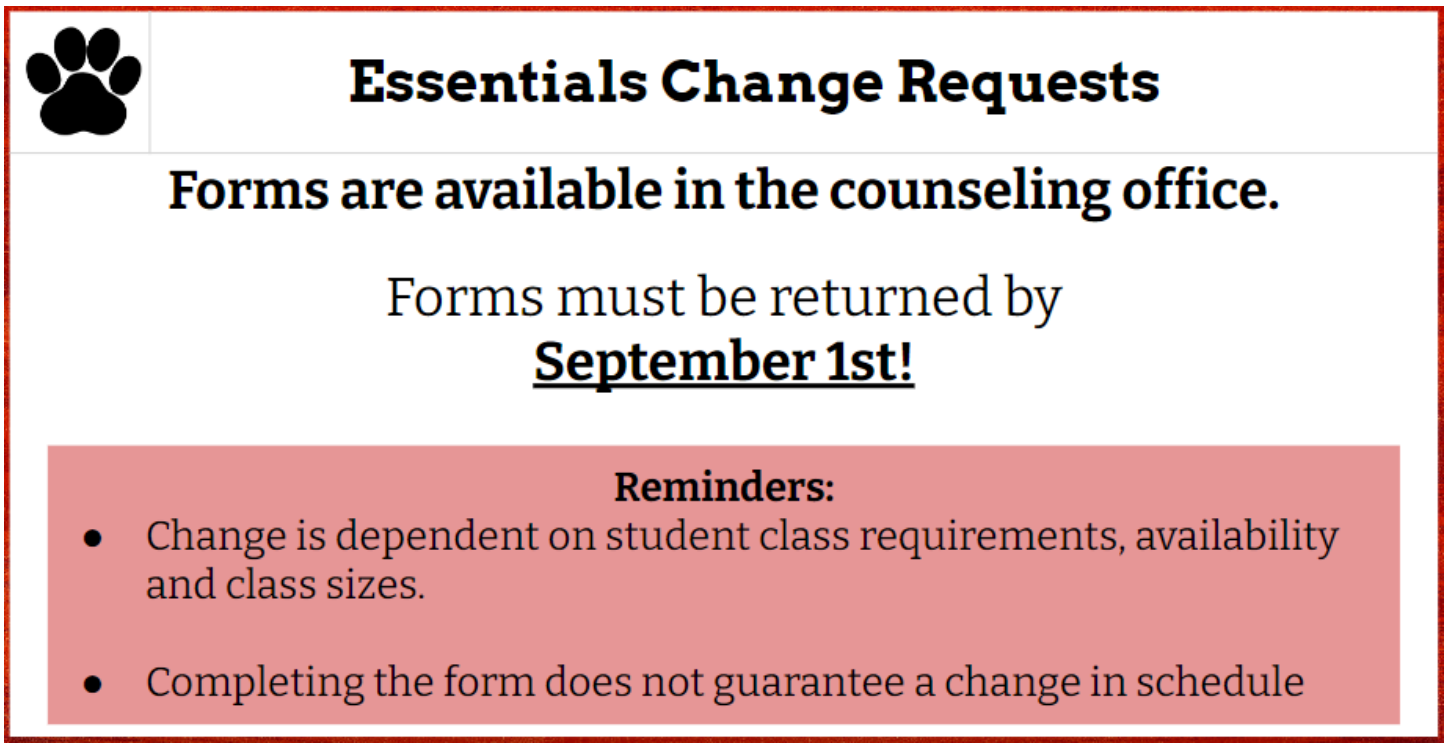
## Make Up Assignments & Tests (EC 48205, EC 34913.5)

Students should take the initiative to make up for missed assignments due to absences. The following provides specific guidelines based on the type of absence:

1. ***School Activities.*** Students must clear all school activities with their teacher(s) in advance in order to get assignments. Lists of students involved in school activities will be approved and distributed to teachers (for verification purposes) by the administration, activities director or athletic director.
2. ***Excused Absence.*** Students will be given the opportunity to make up school work missed because of an excused absence and to receive full credit if the work is turned in within a reasonable period of time, which is usually 1 day for every day absent from the date the student returns to school. Students must take initiative to request assignments from the teacher and to ask for, and follow through on, the due date as determined by the teacher.
3. ***Unexcused Absence.*** Students who miss school work because of unexcused absences will be given the opportunity to make up missed work for full or reduced credit at the discretion of the teacher. This means that the teacher has the right to decide whether or not to provide any credit for this late work.
4. ***Out-of-School Suspension.*** If the student's absence is the result of a suspension, the teacher may require the student to complete any assignments and tests missed during the period of suspension. When a parent/guardian of a student who has been suspended for two or more days from school requests homework that the student would otherwise have been assigned, the student's teacher must provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment may not be included in the calculation of the student's overall grade in the class.

If a student is planning to be absent, homework may be requested from the teacher(s) or office staff at least 24 hours in advance. For absences longer than 3 days, parents are encouraged to call at least 72 hours in advance or request for short-term independent study 7 days in advance if the student meets the eligibility criteria.

**Schedule Changes**




**Physical Education**

Physical Education is an important component of our middle school curriculum. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish physical education daily can provide students with the ability and confidence to be physically active for a lifetime.

**Uniforms & Lockers**

All students are required to wear Roosevelt Middle School PE uniform (red or black shorts and a gray shirt) and athletic shoes. PE clothes will be sold at school during the first week of school. In cold weather, sweats may be worn as described by the Physical Education department. **All students are assigned gym lockers for the year.** Master combination locks will be assigned to students the first week of school. Lockers are the property of the school and may be opened by school personnel at any time. All belongings must be locked up inside the locker at all times. **The school is not responsible for lost or stolen items.** ***No glass containers, hair spray, aerosol cans, or food are allowed in the gym.*** To ensure the safety of personal items, all lockers should be locked and combination numbers not shared with anyone. **Students may not share lockers**. If a locker contains an item that is against school rules, any student whose items are in the locker will be responsible for the unapproved item and any associated consequences.




***Temporary Medical Excuse***

Students who are ill or injured are still expected to participate in class activities with appropriate accommodations in order to receive credit. If the student must refrain from all physical activities, the student is expected to make up the activities once they are physically able to do so in order to receive full credit.

Students are to submit to their teacher a verification of the illness or injury in the following manner based on the number of consecutive days that participation in class activities may be limited:

| | |
|---|---|
| 1 day | Note from the school nurse or health technician |
| 2 to 3 days | Note from parent |
| 4 or more days | Note from a health care provider, specifying the physical limitations of the student and the expected duration of the temporary illness or injury |

Students will be given an alternative assignment while not participating in any P.E. activities.

**Orthopedic Injuries and Protocols** - In order to actively participate in playground/PE activities, all ace wraps, joint braces, splints, casts, knee scooters, crutches, or similar devices must have a note from the treating medical provider* outlining activity restrictions. Sometimes, even with a note, students with hard casts, crutches, knee scooters, or similar devices may need to be excluded from participating in certain playground/PE activities if the device poses a potential danger to other students.

*Certified Athletic Trainers that are employed by the District may recommend use of wraps, braces, etc. to their High School athletes to reduce the risk of injury and/or provide support. These athletes will need to follow the direction of their Certified Athletic Trainer regarding physical activities with use of these items.

# Technology Policies

### Responsible Use of District Technology (BP 6163.4, AR 6164.4)

The Vista Unified School District (VUSD) will provide access to VUSD technology resources to students who agree to act in a considerate and responsible manner. Prior to being allowed access to the Internet at school or through technology resources provided by VUSD, parents/students are required to sign a Student Acceptable Use/Responsibility Agreement during the annual registration process.

If a student violates any of the rules of acceptable use, their use may be terminated and future access possibly denied. Disciplinary action may also result. If criminal activity is discovered, the proper law enforcement authorities will be notified. Disciplinary action for students shall be in accordance with existing discipline policies and may include suspension or expulsion in accordance with the laws of the State of California and District policy.

Parents/guardians may purchase a District Mobile Device Cost Protection Plan for school issued mobile devices given to students which will protect the device against ACCIDENTAL DAMAGE, THEFT, FIRE, FLOOD, NATURAL DISASTERS, POWER SURGE and VANDALISM. This plan will provide full replacement cost coverage and will protect the item on and off school grounds. Device Cost Replacement Plan is valid for the school year (July 1 to June 30) for two incidents. Families that plan to use a device during the Summer will need to pay for the coverage prior to leaving for the Summer.

### Smartphones and Other Electronic Signaling Devices (EC 48901.5, EC 48901.7)

Middle School students are not to use a smartphone or other electronic signaling device (including, but not limited to, cell phone, smartwatch, tablet) on campus. Specifically, such devices must be turned off and kept in the student's backpack at all times while on school campus and at school activities, except under the following circumstances:

- In case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission to the student, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines it is necessary for the student's health or well-being.
- When it is required in a student's IEP or Section 504 plan.

Misuse of personal technology resources on or near school property, in school vehicles and buses, at school-sponsored activities may result in disciplinary action up to and including expulsion from the District. Examples of misuse include, but are not limited:

- Taking photos or recording of any person at school without specific permission from a teacher or administrator (see notification below, Electronic Listening or Recording Device)
- Accessing, posting, displaying, or otherwise using material that is discriminatory, libelous, defamatory, obscene, sexually explicit, disruptive or without permission
- Bullying, harassing, intimidating, embarrassing or threatening others ("cyberbullying")
- Disclosing, using, or sharing other people's personal identification information (such as name, address, telephone number, email, or other personal information) with the intent to threaten, intimidate, harass, or ridicule that person

The school assumes no liability for personal technology, including computers, cell phones, smartphones, network access devices, or other electronic signaling devices, if such devices are damaged, lost or stolen.

Mobile communication devices shall be turned off and kept in the student's backpack at all times while in school. The following disciplinary actions will be taken if students fail to comply with the school's mobile communication policy:

- **Warning/Redirection:** Student is warned and redirected to put away the mobile communication device.
- **1st offense:** mobile communication devices may be confiscated and submitted to the office, and the student may pick it up after school has ended.
- **2nd offense:** mobile communication devices may be confiscated and submitted to the office, and the student may pick it up after school has ended.
- **3rd offense:** mobile communication devices may be confiscated and submitted to the office, t**he phone will need to be picked up by a parent/guardian**.
- **4th offense:** mobile communication devices may be confiscated and submitted to the office, t**he phone will need to be picked up by a parent/guardian and disciplinary action will be taken.**

***Exceptions:*** Students using mobile devices in the locker room or restroom or to take pictures or record an altercation or other school incident will result in an automatic discipline referral with a consequence from Administration.

### Electronic Listening or Recording Device ( ARTICLE 2. Prohibited Materials [51510 - 51514 )

Using electronic devices to listen to others or record (audio, video or photo) by any person, including students, staff, parents/guardians or community members, without prior permission from the teacher or principal is prohibited, as it disrupts and impairs the teaching process, individual privacy and discipline in our schools.

State law prohibits the recording of confidential communication without prior consent by all parties – this is because California is a "two-party consent" state. Confidential communication is one where the parties involved have reason to believe that their communications are being held in private. Any person, other than the student, willfully in violation of recording or listening into confidential conversations, is guilty of a misdemeanor. Any student in violation will be subject to appropriate disciplinary action.

### Specialized Programs

| Special Programs: | |
|---|---|
| **Art** | Art Basics, Art Explore, Advanced Art Both year-long art classes where students explore a variety of art mediums including digital and fine art as they define what it means to be an artist. |
| **Artful Learning Exploration** | Students will get to experience a wide range of art projects and learn the elements of art and principles of design. Students will also experience Artful Learning arts-based skills and strategies such as drama games and music and rhythm activities. |
| **ASB** | Associated Student Body<br>Leadership class for 7th and 8th grade students |
| **AVID (Achievement via Individual Determination)** | Academic program for underrepresented groups of students who have both the desire and ability to attend college |
| **Band** | Beginning, Concert, Advanced Band offered<br>Band is taken as an elective |
| **Broadcasting & Film Production** | This class is an all-year course for 7th and 8th grade students, introducing the operation of a small TV studio with state of the art video equipment and editing programs to produce a quality video production. |

| | |
|---|---|
| **Chorus** | Beginning, Intermediate, Advanced Chorus is offered<br>Chorus is taken as an elective |
| **Making Comic Books** | Students will be introduced to graphic storytelling and sequential art. Students will learn basic methods of constructing comic panels and pages. Additionally, students will analyze comics, graphic novels, and manga as mentor texts to extend their understanding of how writers and artists communicate through comics and to create a culminating project demonstrating what they have learned. |
| **CTE Exploration** | Industrial Arts/Design and Photography/Technology: Students explore photography, video production, visual arts, and a “shop” class. Click link for additional information about “shop” class. |
| **Drama** | Introduction to the world of theatre arts. |
| **Language Development** | Students who do not speak English as their native language develop English Language skills in a variety of Language Development classes. |
| **L.E.A.D.** | Students will build their leadership skills including cultural awareness, college and career readiness, financial literacy, decision making, and collaboration. |
| **Literacy Lab** | Students develop literacy skills and character education (SEL). |
| **Office Aide** | Year-long elective, working in the main and/or counseling office. |
| **Spanish** | This is a year-long elective class for eighth grade students. |
| **Special Education** | Mild/Moderate Full Inclusion and Function Skills/Moderate/Severe Special Education Programs are offered |
| **Wildcat Seminar** | Focus on organization, time management, growth mindset, technology fluency, and developing other practical skills. |
| **Yearbook** | This year-long elective class is one in which students will collaboratively create our school’s yearbook. |

## Suggested Daily Middle School Material & Supplies

| | |
|---|---|
|  **Lined Paper** |  **Pencils** |
|  **Spiral Notebooks** |  **Pens** |
|  **Pocket Folders** |  **Highlighters** |
|  **Three-Ring Binder** |  **Large Eraser** |
|  **Binder Dividers with Pockets** |  **Personal Pencil Sharpener** |
|  **Glue Stick / Tape** |  **Pencil Pouch** |
|  **Personal Water Bottle** |  **Backpack** |

All necessary **textbooks and chromebooks are provided** to each student by the school district. Students will be assigned numbered textbooks for use during the year to use at home. It is the student's responsibility to care for the books and electronic devices assigned to them, and to return them at the end of the year. If a book or electronic device is lost or damaged, the student should notify the teacher, inquire at the front office to see if it has been returned, and check the library. Students are responsible for damaged, lost, or stolen books and electronic devices and all fees that apply.

# School Chromebooks: What You Need to Know!

💻 Ms. Deanna Bennet, Library Media Technician
Roosevelt Middle School
deannabennet@vistausd.org

For complete information, please review the Mobile Device Cost Protection Plan (MDCPP) included in the registration documents available through the Aeries Parent Portal.

👉 Chromebooks are provided for student use during the school day to support learning and classroom instruction. Teachers may assign a Chromebook for students to use in any of their classes throughout the school day. Students do not take Chromebooks home.

👉 Students are expected to use their assigned Chromebook responsibly and care for it while it is in their possession. Chromebooks should only be used for school-related purposes and must be returned as directed by school staff.

👉 Students are responsible for the proper care of any Chromebook assigned to them. Please do not allow other students to use your assigned Chromebook. Any damage, loss, or misuse may result in repair or replacement costs.

👉 Parents/guardians are encouraged to purchase the Mobile Device Cost Protection Plan (MDCPP). This plan helps cover accidental damage, theft, fire, flood, natural disasters, power surges, and vandalism. Coverage is valid for one school year and applies to school-issued devices.

👉 The MDCPP costs $20 per school year and can be purchased online using a credit or debit card by visiting: https://forms.vistausd.org/Forms/MDCPP

The plan is also available as part of the registration documents in the Aeries Parent Portal.

Please note: Chargers are not covered under the MDCPP. The replacement cost for a lost or damaged charger is $50.

## Promotion Requirements (MS)

Promoting from middle school to high school is a big deal.  We celebrate our students with a special Promotion Ceremony that is held at the end of the school year.

**Eligibility for Promotion**
Administration reserves the right to modify participation criteria for promotion.

**Promotion Dress Code**
Students participating in promotion are expected to be dressed appropriately, according to district standards. This means no hats, beanies or hooded sweatshirts. All undergarments are to be covered at all times. Strapless or backless dresses will not be permitted and all straps on dresses/shirts must be at least one wide (1”).  Dresses and skirts must be at least thumb length when against the student’s thigh. Sandals with back straps are allowed, however no flip flops. Heels must be less than two inches (2”) high. Wedges are preferable as students will be walking in the grass.  Remember, there is a bit of a walk during the processional of the event. Choose shoes that won’t hurt your feet!

# ATTENDANCE

## Attendance Awareness Campaign 2026-2027

The national attendance awareness campaign theme for 2026 - 2027 is "Your Presence Matters." Parents/guardians, students and staff can work together to offer positive messaging and practical routines to improve daily attendance.

Daily attendance is key to helping each student reach their dreams of a successful future and showing up on time every day is an important life skill that will help students graduate from college and keep a job. When students do not attend school regularly, they miss out on fundamental academic and social skills and the chance to build a habit of consistent attendance.

Absences can be minimized by scheduling medical, dental, and other appointments after school or when school is not in session. Vacations should be planned around holidays. Students and parents/guardians must make school attendance a priority. School staff will plan and implement positive behavior reinforcement and recognition systems to improve and recognize the efforts of students and parents.




## Absence Verification (BP 5113)

Absences must be verified by the student's parent/guardian by calling the attendance line and reporting the reason for the absence. Our attendance number is **760-726-8003 extension 63000**.

### Contact RMS attendance office:

1. Parents notify the school within 72 hours (3 days).
2. Absences remaining unverified after 3 days will be considered truant or unexcused.
3. Fewer than three unverified absences are considered UNEXCUSED.
4. Three or more unverified absences are considered TRUANT. Please note this includes tardies over 30 minutes.
5. Any student with 10 unexcused absences, verified by phone calls or notes, will be required to provide a written explanation for any/all future absences on appropriate professional letterhead addressing the reason(s).
6. If your child will be absent for an extended length of time (5 days or more), notify the attendance office in writing at least 5 days prior to the departure date.

An automated courtesy phone call will be sent out when a student's absence has not been verified.

Absences not cleared within 72 hours (or three days) from the last day of the student's absence will remain unverified and considered unexcused.

It is important for parents and students to understand that writing a note to verify an absence does not excuse the absence. Absences are excused only if they meet state criteria listed under "Excused Absences". A doctor's note may be requested by the principal or designee when the student has been absent more than 10 days in the school year due to illness. Absences that are not excused are marked unexcused in the student's records and can potentially lead to a referral to the School Attendance Review Board.

## Attendance Accountability & Communication

Communication between the home and school about attendance is a priority and we implement several processes to ensure that parents are informed about their child's attendance and are actively engaged in supporting positive attendance.

### *Monitoring Daily Attendance*

- Parents/guardians have access to Aeries Parent Portal to monitor their child's attendance at all times
- Parents/guardians will receive an automated notification when their child is absent from school and the school has not received a notification from the parent/guardian with the reason for the absence. Upon receiving the notification, a parent/guardian must contact the office and provide the reason for the absence.

### *Unexcused Absence Notifications (BP 5113.1, BP 5113.2)*

Unexcused absences are all absences that are not listed under "Excused Absences" in the section below. Each unexcused absence is considered a *truancy*. Coming late to school also matters and can impact attendance records. Coming late to school by 30 minutes or more three times is also considered a truancy.

- After 3 and 6 *unexcused absences,* parents/guardians will receive a letter notifying them of the absences. A student is considered ***truant*** after three unexcused absences and/or tardies of more than 30 minutes each time.
- After 6 absences, the school will follow up to schedule a School Attendance Conference to identify any barriers to attendance and set up a plan to improve attendance. After a student has been reported as a truant three or more times in a school year and the school has made a conscientious effort to meet with the family, the student is considered a *habitual truant*.
- After 9 unexcused absences, a third letter will be sent out to notify parents/guardians.
- If attendance does not improve, the parent/guardian and student may be referred to the Student Attendance Review Board to develop an attendance action plan.

A student who is absent from school without a valid excuse for 10% or more of the schooldays that they have been enrolled for is considered a ***chronic truant.***

### *Excessive Excused Absence Notifications*

A student who is absent from school for 10% or more of the school days that they have been enrolled is considered *chronically absent*. In order to ensure that parents/guardians are aware if their children are moving toward chronic absenteeism, a letter is sent after 5 excused absences, and again after 10 excused absences.

## Excused Absences

In order for an absence to be excused, the reason for such absence must meet the criteria specified under EC 48205, as provided below. A student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

EC 48205. (a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

1. Due to the pupil's illness, including an absence for the benefit of the pupil's mental or behavioral health.

2. Due to quarantine under the direction of a county or city health officer.

3. For purposes of having medical, dental, optometrical, or chiropractic services rendered.

4. For purposes of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.

5. For purposes of jury duty in the manner provided for by law.

6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child, for which the school shall not require a note from a doctor.

7. For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district.

8. For purposes of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

9. For purposes of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

10. For purposes of attending the pupil's naturalization ceremony to become a United States citizen.

11. For purposes of participating in a cultural ceremony or event.

12. (A) For purposes of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

    (B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one schoolday-long absence per school year.

    (ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

13. (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.
    i. To access services from a victim services organization or agency.
    ii. To access grief support services.
    iii. To participate in safety planning or to take other actions to increase the safety of the pupil or an

immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

14. Due to the pupil's participation in military entrance processing.

15. Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.
    a. A pupil absent from school pursuant to this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for those assignments and tests. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.
    b. For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.
    c. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
    d. For purposes of this section, the following definitions apply:
        1. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.

        2. "Cultural" means relating to the practices, habits, beliefs, and traditions of a certain group of people.

        3. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

        4. "Victim services organization or agency" has the same meaning as defined in subdivision (j) of Section 12945.8 of the Government Code.

## Late and Tardy Policy

Students are expected to arrive at school on time and be in their classroom and ready to learn when each class period begins. When students are late/tardy, they are missing instruction or instructional activities that could lead to learning loss. In addition, when a student arrives late to class or is late/tardy, it can be distracting to the other students and the teacher.

- A student is considered ***late*** when they arrive at school or miss class for less than 30 minutes.
- ***Tardy*** means that the student has arrived late to school or has missed more than 30 minutes of class; three tardies will result in the student being considered a truant.

***Consequences for being tardy or late may include, but are not limited to:***

1st/2nd: Teacher warns student.

3rd/4th: Teacher meets with the student and contacts parents.

5th Late/Tardy per Period: Character Development Intervention (CDI) Assigned with Student Call Home

Consequences may include:

- Counselor or Administrator contact to parents
- CDI Character Development Intervention
- On-time Agreements
- Other attendance interventions

- Referral for School Attendance Review Team (SART)

## Leaving School Early (AR 5142: Safety)

Students may be released during the school day only to the custody of an adult in possession of a valid, government issued photo identification card and if the adult is any of the following:

1. The student's custodial parent.
2. Authorized on the student's emergency card as someone to whom the student may be released with authorization from the custodial parent or when the custodial parent cannot be reached, and the principal or designee verifies the adult's identity.
3. Authorized law enforcement officer acting in accordance with law.
4. Taking the student to emergency medical care at the request of the principal or designee.

Early release from school is an unexcused absence unless the reason for the absence is listed under "Excused Absences" above. Please avoid early pick up during lunch as students' release may be delayed.

## Short-Term Independent Study (BP 6158, AR 6158)

Short Term Independent Study may be an option for students who have necessary and unavoidable absences that will result in **missing a minimum of 3 and up to 14 school days**. Parents/guardians must **request I.S. at least 7 days in advance** of the absences using the Independent Study Request form and the Principal must make a determination as to whether to approve and initiate a short-term independent study agreement.

If approved, the Principal will initiate a Short Term Independent Studies Agreement which must be signed by the student, parent/guardian, teacher(s) and Principal *prior to* the Independent Study time. Within 5 days of returning from the approved Independent Study (I.S.), the student must submit all work completed in order to receive credit for the I.S. agreement. Students who do not complete the required work may not be approved for future agreements.

Individual arrangements made with teachers that have not been approved by the Principal or have a signed I.S. agreement in advance will not be considered as Independent Study. It is not possible to retroactively approve I.S. agreements.

## Transfers/Withdrawals

Parents/Guardians of withdrawing students must notify the Attendance Office prior to the student's last day and sign a withdrawal agreement. A student's withdrawal is complete when all fines, textbooks, library books, and records are cleared and a transfer/withdrawal form is completed. Failure to return, or damage of, school/district property may result in withholding of student grades, transcripts or diplomas.

# SUPPORT SERVICES

## School Counseling Program (AR 6164.2)

Roosevelt Middle School's counseling department implements a comprehensive counseling and guidance program that supports the academic, career, and personal/social development of 21st century learners. The counseling department offers services in guidance curriculum, individual planning, and responsive services. The counseling team presents classroom and group presentations on topics that are relevant to developmental needs of middle school students. Students who are experiencing peer issues, self-esteem issues, and academic issues are encouraged to visit their counselor during break, lunch, or afterschool. Students may also email or leave a written request to be seen by their counselor. Responsive services include counseling or referral activities to meet the immediate needs and concerns of students.

## Access to Mental Health Services (BP 5141.52)

Students and parents/guardians can contact their school counselor or district social worker to discuss mental health concerns or needs and they can provide referrals to support services.

In the event of a life threatening emergency, please call 9-1-1 or the National Suicide Hotline 988.

**The following list of resources is rapidly changing- please also refer to 211sandieo.org or call 211**

- Access & Crisis Line
  - www.up2sd.org
  - Call 888-724-7240
- National Suicide Prevention Lifeline
  - www.suicidepreventionlifeline.org
  - Call 800-273-TALK
- California Youth Crisis Line
  - www.calyouth.org
  - Call 800-843-5200
- The Trevor Project (LGBTQ support)
  - www.thetrevorproiect.org
  - Call 866-488-7386
- Crisis Text Line
  - www.crisistextline.org
  - Text "home" to 741741

- San Diego Warm Line:
  - 619-295-1055
  - Open 3:30pm-11pm 7 days a week
  - A *warmline is a telephone service (aka a call line) for people who are looking for someone to discuss their daily struggles. Warmlines are staffed with peers who have lived experience of mental health struggles themselves and who are open to sharing their stories of challenging situations, recovery, and perseverance. Moreover, they listen to callers share their own struggles. Anyone can call a warmline (for free) to talk about their day, learn more about mental health resources in the area, and/or receive peer support as they themselves serve as a caregiver for a family member going through a mental health crisis.*

### Before and After School Program (BP 5148.2, AR 5148.2)

The VUSD offers extended learning opportunities before and after school. Program Coordinator Christine Ramirez at christineramirez@vistausd.org. Program Hours: M-F 3:30 pm - 6:30 pm.

# AM-PM Program Flyer

### Programs and Activities

#### Pass AmeriCorps

The **PASS AmeriCorps Program** serves students in grades 3 through 12 at select schools in VUSD and across San Diego County.

Each PASS AmeriCorps member provides support for 30 targeted students through individual and group mentoring, academic support, grades and attendance reviews, leadership development, guest speakers, service learning projects, and parent outreach. Through their service with PASS, our AmeriCorps members are able to create positive change in our schools and communities.

#### Boys and Girls Clubs of Vista

Sports Academy at Roosevelt sponsored by the Boys and Girls Clubs of Vista

- Boys and Girls basketball
- Boys and Girls Flag football
- Girls Volleyball
- Girls and Boys Soccer
- Cross Country

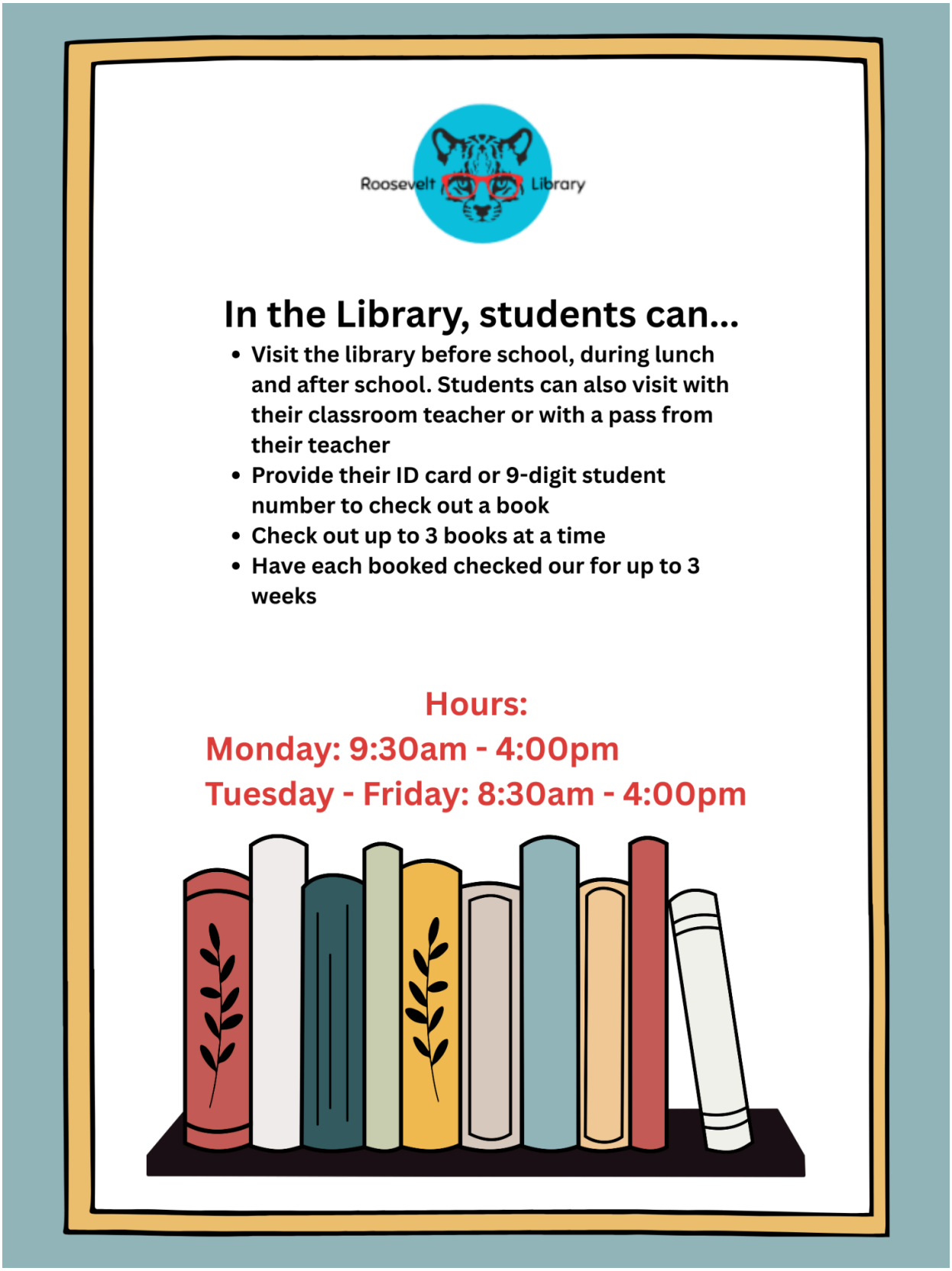
Program and Transportation:

Sports practices days and times vary. take place four times a week, Monday through Thursday, from 3:45 pm to 5:30 pm. Game days vary, please refer to your child's schedule. (Time frame subject to change depending on sport and competition schedule).

All practices and home games will be held at RMS. Away game locations TBA.

Parents and students are to arrange transportation to and from practices and games (home and away). Coaches are not permitted to transport players to and from practice/games at any time.

**Library** (BP 6163.1 & AR 6163.1)



## Library Expectations

| Be Respectful | Be Successful | Be Safe |
|---|---|---|
| • Maintain Voice Level 1<br>• Please leave food and/or drink outside<br> | • Find a purpose<br>  ○ Read a book<br>  ○ Do assignments<br>  ○ Use ChromeBook<br>  ○ Mindful Moment<br> | • Remove hat or hood<br>• Move safely throughout the library<br> |

### Lost/Stolen Items

Students should never leave their purses, backpacks, books, or personal property (cell phones, musical instruments, etc.) unattended. PE lockers should be securely locked at all times. Students should bring only as much money as they need for that particular day. The school is not responsible for replacement of lost, damaged, or stolen property or for investigating the loss of personal items. Lost or stolen cell phones will not be investigated by school personnel. Students may submit a statement to administration as a way to identify lost or stolen items if recovered. Students may inquire with custodians, campus supervisors, front desk and counseling secretaries about lost items.

### Positive Behavior Interventions and Supports (PBIS) Incentives and Awards:

| Incentive | Timeline (Quarter) | Criteria |
|---|---|---|
| **Incentives for Wildcats who demonstrate they are meeting the Wildcat Way Expectations: Be successful. Be respectful. Be safe.** | | |
| Grade Level Social | Quarter 1 | • Less than 10 tardies per quarter<br>• No more than 1 referral per quarter<br>• No suspensions per quarter |
| Grade Level Social | Quarter 2 | |
| Grade Level Social | Quarter 3 | |
| Grade Level Social | Quarter 4 | |

## Positive Behavior Interventions and Supports (PBIS) Awards

- 4.0: Academic Excellence Gold Award
- 3.5-3.99: Academic Excellence Silver Award
- 3.0-3.49: Academic Excellence Bronze Award
- Achievement in Academic Growth Award
- Perfect Attendance
- Students of the Month, PAWS Character Awards (clink link HERE to see PAWS monthly positive attributes & Social Skills)

## Positive Behavior Referral Cards (Wildcat Roars)

R.O.A.R. stands for Reach Out And Recognize! RMS Staff members are provided with Wildcat R.O.A.R. cards to present to students whom they observe have gone above and beyond. The cards are good for a special treat, redeemable at the cafeteria window and are entered in opportunity drawings.

## Education & Advocacy for Homeless Children and Youth (BP 6173, AR 6173)

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless youth is defined as a child who lacks a fixed, regular, and adequate nighttime residence and includes children and youth who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- May be living in motels, hotels, trailer parkers, or shelters;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Are living in cars, parks, public spaces abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Or are migratory children who qualify as homeless because of similar living circumstances. Unaccompanied youth who meet the definition of homeless youth are also eligible for rights and services under the McKinney-Vento Act.

An unaccompanied youth is defined as a minor who is not in the physical custody of a parent.

To ensure that each school identifies all homeless and unaccompanied youths enrolled at the school, a housing questionnaire is administered at least once a year. The questionnaire can be made available in the primary language of the student's parent or unaccompanied youth upon request. If a student's status changes at any time during the school year, please contact the homeless liaison and/or submit a housing questionnaire, which can be found in any school office or by using this link.

Notice of the educational rights of homeless youth and resources available to persons experiencing homelessness, as well as the name and contact information of the educational liaison for homeless youth, are posted on the District and school websites. The notice of education rights is also posted in the District and school offices. Parents should contact the homeless liaison for assistance in removing barriers to their child's education.

## Student and Parent/Guardian Rights under McKinney Vento:

| | |
|---|---|
| **You can enroll in school even if you have:**<br>● Uncertain housing<br>● A temporary address<br>● No permanent physical address<br><br>**You are guaranteed enrollment in school by the federal McKinney-Vento Act and California state law if you live:**<br>● In a house or apartment with more than one family due to loss of housing or economic hardship<br>● With friends or family because you are a runaway or an unaccompanied youth<br>● In substandard housing (without electricity, water, or heat)<br>● In a shelter (family, domestic violence, or youth shelter or transitional living program)<br>● In a motel, hotel, or weekly rate housing<br>● In an abandoned building, in a car, at a campground, or on the streets | **You can enroll in school immediately even without the documents normally required for enrollment, such as:**<br>● Proof of residency<br>● Immunization records or other required health records<br>● School records<br>● Legal guardianship papers<br><br>**Your child may:**<br>● Participate fully in all school activities and programs for which<br>● he/she is eligible.<br>● Receive transportation to and from the school of origin if you request it.<br>● Continue to attend the school in which your child was last enrolled even if you have moved away from that school's attendance area.<br>● Qualify automatically for school nutrition programs.<br><br>**Your responsibilities are to:**<br>● Make sure your child gets to school on time and ready to learn.<br>● Stay informed of school rules, regulations, and activities.<br>● Contact the homeless liaison for assistance in removing barriers to your child's education<br>● Attend parent/teacher conferences, Back-to-School Nights, and other school-related activities. |

**Classified Representative: Donna Ortega,** donnaortega@vistausd.org

**Certificated Representative: Cory Way,** coryway@vistausd.org

For questions about enrolling in school or for assistance with school enrollment, contact:

| | | |
|---|---|---|
| **Vista Unified School District Liaison**<br>Student Support Services Coordinator<br>1234 Arcadia Avenue, Vista, CA 92084<br>(760) 726-2170 ext. 92180 | **County Homeless Liaison**<br>Susie Terry<br>Homeless Education Services<br>San Diego County<br>Office of Education<br>(619) 683-9340 ext. 33030 | **Homeless State Coordinator**<br>Leanne Wheeler<br>Department of Education<br>1430 N Street, Suite 6408,<br>Sacramento, CA 95814<br>(866) 856-8214 |

## Education and Advocacy for Foster Youth (BP 6173.1, AR 6173.1) and Children of Military Families (BP 6173.2, AR 6173.12)

Specialized programs, policies, services and advocacy are provided for children currently enrolled in the Foster Youth Program as well as Children of Military Families.

**Classified Representative: Donna Ortega,** donnaortega@vistausd.org

**Certificated Representative: Cory Way,** coryway@vistausd.org

Please reach out to your School Counselor or to the District Foster/Military Liaison - Student Support Services Coordinator for questions or needs. (760) 726-2170 ext. 92180

**Foster youth** are provided with full access to the District's educational program and will be placed in a school that is based on the student's best interest. The educational liaison for foster youth will:

- Ensure and facilitate the proper educational placement, enrollment, and checkout from school of students in foster care.
- Ensure proper transfer of records and grades when students in foster care transfer from one school to another.
- Notify a foster youth's educational rights holder, attorney, and county social worker when a foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination for a foster youth with an IEP or Section 504 plan, prior to a change in the foster youht's placement.
- As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

Rights that a student in foster care is entitled to includes:

- The right to attend either the school of origin or the current school of residence.
- The right to immediate enrollment even if the foster youth is unable to produce records normally required for enrollment, does not have clothing normally required by the school, or has outstanding fees, fines, textbooks, or other monies due to the school last attended.
- The right not to have grades lowered for any absence from school that is due to either of the following circumstances:
    - A decision by a court or placement agency to change the student's placement
    - A verified court appearance or related court-ordered activity.

## Education and Advocacy for English Learners (BP 6174, AR 6174) and the Migrant Education Program (AR 6175)

Specialized programs, policies, services and advocacy are provided for English Learners and students who qualify for the Migrant Education Program.

**ELL/Migrant Contact: Jennifer Waite,** jenniferwaite@vistausd.org

Please reach out to your School Counselor or to the District Director of Multilingual Education, for questions or needs. (760) 724-6783 ext. 92111

## Married, Pregnant and Parenting Students (BP 5146)

Married, pregnant and parenting students often face overwhelming obstacles to receiving an education of equal quality to that of their peers, placing them at higher risk of dropping out of school. A student under the age of 18 years who enters into a valid marriage has all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. The District further supports pregnant and parenting students by providing them with the opportunity to succeed academically while protecting their health and the health of their children in the following ways:

1. The District will not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
2. The District will not exclude or deny any student from an educational program or activity, including any class or extracurricular activity, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery; the District will treat pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery in the same manner and under the same policies as any other temporary disabling condition.
3. Pregnant and parenting students have the right to participate in the regular education program and will not be required to participate in a pregnant minor program or alternative education program. Students who voluntarily participate in an alternative education program must be given educational programs, activities, and courses equal to those they would have been in if participating in the regular education program.

4. A pregnant or parenting student may remain enrolled for a fifth year of instruction to complete high school graduation requirements if the District determines that the student cannot reasonably complete those requirements in time to graduate by the end of the fourth year of high school.
5. The District may require a pregnant or parenting student to obtain the certification of a physician or nurse practitioner that they are physically and emotionally able to participate, or continue to participate, in the regular education program or activity.
6. The school will provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student will not incur an academic penalty for using any of these reasonable accommodations and will be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to:
    a. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
    b. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
    c. Access to a power source for a breast pump or any other equipment used to express breast milk
    d. Access to a place to store expressed breast milk safely
    e. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child
7. A pregnant or parenting student will be excused from school when the absence is due to the illness or medical appointment of their child, including absences to care for a sick child.
8. During the school year in which the birth of the student's infant takes place, a pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before childbirth if there is a medical necessity and after childbirth to care for and bond with the infant. If deemed medically necessary by the student's physician, parental leave may be extended beyond eight weeks.
9. Specific to parental leave:
    a. No student is required to take all or part of the parental leave.
    b. A student on parental leave cannot be required to complete academic work or other school requirements but has the right to make up work missed upon return to school.
    c. The student has the right to return to the school and course of study in which they were enrolled before taking parental leave.
    d. The District's Supervisor of Attendance will ensure that absences from school, as a result of the parental leave, are excused until the student returns to school.

A student cannot be penalized for exercising the rights listed above. A complaint of noncompliance by the District can be filed through the Uniform Complaint Procedures.

# PARENT/FAMILY ENGAGEMENT

(BP 5020, AR 5020, BP 1250, AR 1250, BP 1240, AR 1240, BP 1313, AR 1313)

Parents/guardians are essential partners in the education of their children and the school is committed to providing a variety of two-way communication and engagement opportunities.

## Community Liaisons & FACE Network

Roosevelt's Middle School's Community Liaison works closely with parents and community members to increase involvement in the educational process; refer and provide information on services available to students and families; convey and interpret information regarding school and/or District activities, and coordinates a variety of events and activities in support of the District's educational program.

**Contact:**

Gabriela Thompson

760-726-8003  Ext. 63013

## Home-School Communication

The *Wildcat Weekly* contains information on school events, announcements, and activities.  The Wildcat Weekly is sent out every Friday at 6:00 pm. In addition to *The Wildcat Weekly, updates are made to the Roosevelt Middle School website.*

## Parent-Teacher Conferences

Parents/guardians have the right to meet, within a reasonable time of their request, with their child's teacher(s) and/or principal. Such conferences can allow parents/guardians the opportunity to stay involved in their child's education, and can be held for reasons that include, but are not limited to, any of the following:

- To examine the curriculum materials of the class(es) in which their child is enrolled.
- To discuss their child's progress in school, and any issues that are getting in the way of that progress.
- To review the results of their child's performance on standardized statewide tests.
- If their child is identified as being at risk of retention, to discuss and/or appeal the decision.
- To question anything in their child's record that the parent/guardian feels is inaccurate or misleading, or is an invasion of privacy.

### *Conferences*

Formal Student-Led Conferences are scheduled in the Fall and Spring to ensure that parents, teachers, and students have an opportunity to celebrate growth and determine action plans for areas that need improvement. Information on how to schedule a formal conference is shared a month in advance through the Wildcat Weekly and our school website.  Interpretation services are available for those families who need that extra support.

### *Informal meetings*

Parents/guardians also have the right to meet, within a reasonable time of their request, with their child's teacher(s) and/or the principal. Teachers share with families at the beginning of the year the process to schedule meetings.

## Committees/Councils

Parents/guardians are encouraged to participate in parent advisory committees, school site council or site-based management leadership teams.

PTA

Roosevelt Middle School's Parent Teacher Association (PTA) serves as a channel of communication between parents, teachers, and administrators. PTA members are not required to attend meetings or volunteer, but all are encouraged to and will always be welcome.

PTA Membership Form

ELAC

Roosevelt Middle School works collaboratively each school year to comprise a committee of parents, staff, and community members specifically designed to advise school officials on English Learner program services.The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council with the development of the Single Plan for Student Achievement (SPSA).

During these meetings information is shared about the English Learner Program and the objectives of the program. Members will be able make important recommendations to school administration and to the School Site Council. Parents will collaborate with the school, district, and community to improve the quality of students' education.

School Site Council

A School Site Council must be established at all VUSD Schools. The elected members of the SSC represent parents, students, community members, and school staff in school governance. By state law, the SSC must oversee the site-based budgeting of categorical funds.

## Classroom Observations

Parents/guardians have the right to observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled. They may also observe instructional and other school activities that involve their child.

School administration will review and arrange for requests for observation, including the determination of the date and amount of time appropriate for the observation and the assignment of appropriate staff to supervise the observation. Arrangements for classroom observations must be made with the teacher at least 48 hours in advance – no unannounced visits will be permitted. To minimize interruptions and distractions during instructional time, and to ensure the health and safety of students, classroom observations may not last longer than 20 minutes per visit unless prior agreement has been made with site administration. The teacher or principal may also limit the number of observations that a parent/guardian can make.

Observations are opportunities for parents/guardians to see and experience the programs and services that their child is participating in. School administration are responsible to ensure that observations provide reasonable accommodation to parents/guardians while preventing undue interference with instruction, harassment of students and/or staff, conduct that hinders school/district operations, or conduct that creates a hostile, intimidating, or unsafe learning or working environment.

During a classroom observation, the parent/guardian may not interact with any student or the teacher unless the interaction is initiated by the teacher. The principal or designee may be present in the observed setting in

order to accommodate follow-up discussion or clarify questions that may arise. A follow-up meeting with the teacher or principal may be scheduled as needed to address any questions or concerns.

On the day of the observation, the parent/guardian must follow the rules and procedures for visiting the school campus, including signing in at the front office and providing proof of identification. The use of any electronic listening or recording device in the 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.

School administration may deny requests or ask any visitor to leave campus if, by their presence or action, disrupts or threatens to disrupt normal school operations at a school campus or any other district facility, threatens the health and safety of students or staff of anyone on district property, does not demonstrate civil and non-discriminatory behavior, or causes or threatens to cause damage to any property damage in accordance with law, Board policy, or administrative regulation.

## Volunteering on Campus

Volunteer assistance enriches the educational program, enhances supervision of students, and contributes to school safety while strengthening the school's relationships with the community.

Parents/guardians have the right, under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher.

Volunteers are required to:

- Beginning July 1, 2026 all volunteers who interact with pupils are considered mandated reporters. Volunteers must complete the state-approved child abuse and neglect mandated reporter training within the first six weeks of beginning volunteer service.
- Complete a volunteer application and meet any screening criteria required generally for volunteers as well as specific criteria for assigned tasks
- Complete a volunteer orientation and any appropriate training
- Register/sign in immediately each time upon entering any school building or grounds
- Get permission from the site administrator prior to bringing other children or individuals with them during their volunteer hours
- Report directly to and remain in the designated location(s) and time identified for their volunteer service
- Work cooperatively with school personnel and consistently demonstrate appropriate language and behavior, as defined by school personnel
- Maintain confidentiality, as volunteers may be exposed to information, incidents or interactions that are not for public distribution
- Report concerns or concerning observations promptly and directly to staff they are assigned to and/or administration
- Act in accordance with district policies, regulations and school rules

Site administration determines the extent and scope of the use of volunteers at the site. Volunteers will be assigned specific responsibilities under the supervision of identified staff members. Volunteer registration may be denied or revoked and volunteers may be asked to leave school or district facilities by school staff.

School administrators will request prompt removal of any individual from school grounds who, by their presence or action, disrupts or threatens to disrupt normal school operations at a school campus or any other district facility, threatens the health and safety of students or staff of anyone on district property, does not demonstrate civil and non-discriminatory behavior, or causes or threatens to cause damage to any property damage in accordance with law, Board policy, or administrative regulation.

## Parent Responsibilities

Parents/guardians support the learning environment of their child by:

- Monitoring and encouraging consistent attendance of their child
- Ensuring that homework or activities are completed and turned in on time as applicable

- Encouraging their child to participate in extra-curricular and co-curricular activities
- Monitoring and regulating television viewed by their child and their media exposure/activities
- Working with their child at home in learning activities that extend the classroom learning
- Volunteering in their child's classroom(s) or for other school activities
- Participating in decisions related to the education of their own child or the total school program as appropriate

### Custodial Rights and Responsibilities of Parents/Guardians (BP 5020, AR 5020, BP 5021)

The Vista Unified Board of Trustees recognizes the right of parents/guardians to be involved in the education of their children and desires to balance that right with the district's need to ensure the safety of students while at school. Our school procedures are consistent with applicable laws and regulations regarding enrollment and residency requirements connected to the custodial rights and responsibilities of parents/guardians.

Upon registration, a copy of the child's birth certificate with the names/contact information for parents/legal guardians is provided. Staff will presume that both parents/guardians have equal rights regarding a child, including, but not limited to:

- enrollment in school,
- pick up during or after school
- disenrollment from school
- access to student records, including Aeries Parent Portal, documents, meetings with staff
- make updates to student information, including contacts, phone numbers, addresses
- participate in school activities, or visiting the school

The school has no legal jurisdiction to refuse a biological parent or legal guardian access to their child and/or school records. The only exception is when signed restraining orders or proper divorce papers, specifically stating visitation limitations, are on file in the school office. Parents/guardians are responsible to ensure that school staff possess current copies of all legal custody or other documents that limit or restrain any parental rights.

Parents are asked to make every attempt not to involve school sites in custody matters. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the principal or designee. Should any such situation become a disruption to the school, law enforcement will be contacted, and an officer will be requested to intervene. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child. Please refer to our Rights and Responsibilities of Parents and Guardians Regarding Custody and Enrollment brochure for more details and information.

Student Support Services at the district office can provide guidance and support for unique custody situations such as a power of attorney or caregiver affidavit.

### Educational Partnership: Home-School Compact

Roosevelt School Home-School Compact

### Educational Partnership: Parent-Family Engagement Policy

RMS Parent-Family Engagement Policy

## SCHOOL ACCOUNTABILITY REPORT CARDS (SARCs)

A School Accountability Report Card or SARC is an annual report to parents of California's school children and is required by the State of California. The SARC provides parents with valuable information about the overall performance of the school their child attends.  The District maintains digital copies of SARCs and parents/guardians can request a printed copy in the school office.

# EXTRACURRICULARS

## Student ID Cards & Lanyards

Students are expected to wear their provided RMS ID card and RMS lanyard and must be visible at all times during the school day and at all school functions. If a student defaces an ID card or lanyard, they must purchase a replacement ID card or lanyard in the office.

The ID card is to not be defaced or destroyed. This ID card also functions as a library card for checking out any books or sports equipment.

Additionally, IDs are needed for purchasing tickets to some school functions. Replacing an ID or lanyards costs:

- New ID Card $ 5.00
- Lanyard $3.00
- Both ID Card & Lanyard $8.00

**Consequences:** Any student who does not wear his/her RMS ID and RMS lanyard will be spoken with upon the first incident. The second incident may result in detention. The third will include additional consequences.

## Participation in School-Sponsored Activities (BP 6145.5, AR 6145.5)

All students are eligible to participate in school-sponsored activities, but participation in such activities is a privilege not a right. Specific activities, groups or privileges may also require certain levels of academic achievement. Students may be excluded from activities for any of the following reasons:

- Multiple unexcused absences or lates/tardies
- Multiple discipline referrals
- On-campus or out-of-school suspensions or other administrative discipline

School-sponsored activities include, but are not limited to: student government, sports, clubs, other extracurricular activities, 5th grade promotion ceremony, and end-of-year activities.

Students are responsible for regular school rules, expectations, and consequences in all school activities, including evening and weekend events.

## Study Trips (Field Trips) (BP 6153, AR 6153)

Academic field trips are meant to supplement and enrich the classroom learning experience, lead to increased student achievement, and foster student engagement. They are to be conducted in connection with the adopted course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co-curricular activities. Field trips may also be intentionally planned to incentivize appropriate behavior and academic progress during the school year. For these trips, students that do not meet the established criteria (e.g., grades, behavior, attendance) will not be eligible to attend.

## Student Leadership

At Roosevelt Middle School, we believe in developing student leaders. Our student leaders plan school wide events such as dances, assemblies, lunchtime activities, field days, and more. Our Student Ambassadors also represent RMS during school tours and roadshows to the elementary schools. Students interested in becoming part of our student leadership team should contact our ASB Director, Julian Esquibel, at julianesquibel@vistausd.org.

## Athletics (BP 6145.2, AR 6145.2)

Roosevelt Middle School, with the support of the Boys and Girls Club, offers a variety of opportunities for students to be a part of a team sport. All students participating in after school sports are required to have a completed sports permission slip, signed by parent/guardian on file prior to their participation. **Student athletes are required to maintain an overall GPA of 2.0, have no suspensions, and no N's or U's in citizenship or effort, in order to participate in any sport.**

| Season | Sports |
|---|---|
| Fall | Cross Country, Girls Volleyball, Boys Flag Football, Girls Soccer |
| Winter | Boys Basketball |
| Spring | Girls Basketball, Boys Soccer, Girls Flag Football |

## School Insurance

Shortly after school starts, parents will have an opportunity to purchase a low cost accident insurance policy. Students participating in athletics must have adequate insurance or complete a district insurance waiver form. School insurance provides the needed protection for the participation in athletics. Information will be posted on the school website once school starts.

## Dances

After school dances are sponsored by ASB. Student identification cards are required for admission. On-campus dances are only open to RMS students.

# HEALTH & WELLNESS

## Health Services

The Health Office provides first aid and evaluation of symptoms or injuries that occur at school. The goal of the Health Office is to enable students to remain at school while preventing the spread of contagious disease.

**Students who become ill or injured at school must check in to the Health Office first before calling or going home.** When a student checks in at the Health Office, an assessment of the symptoms and determination of treatment will be done. If the student needs to go home, then a call will be made to a parent, or another contact listed in Aeries, to pick up the student. If the school nurse or health tech feels that the student is able to stay in school, the student will be treated and then sent back to class, unless the parent/guardian requests that the student is to go home.

During class time, students will be required to have a pass from a teacher when entering the Health Office. If it is an emergency, this requirement can be waived. The Health Office can get very busy, so if immediate attention is not necessary, students are directed to wait until lunch time.

## Health Concerns & Monitoring Health Conditions (BP 5141.21, AR 5141.21, BP 5141.24 )

Parents/guardians must notify the school if their student has a specific health condition. This can be done at the time of enrollment, when completing or updating the Emergency Card via Parent Portal online, or whenever the student's health status changes. It is necessary that the school has the correct address of the student's residence, multiple working phone numbers for the parent(s), and a complete listing of adults who the office can contact in the event of illness or emergency. If a phone number or address changes at any time during the school year, the parent/guardian must update the student's record in the Parent Portal and, if applicable, bring proof of address to the office.

Information and forms for specific medical conditions or situations can be found on the School Nurse and Healthcare web page.

Any medical condition that may require special handling must be documented in the medical file. There must be written documentation from the physician. All notes and forms containing student medical information including, but not limited to, doctor's notes, prescriptions, diagnostic assessments, psychology assessments, etc., must be submitted to the Health Office. The Health Office staff will ensure that the documents are distributed to the appropriate personnel on campus.

## Medication & Controlled Substances (BP 5141.21, AR 5141.21, BP 5141.24 )

The Health Office is to be notified when a student is on any type of continuing medication even if it is taken at home. This will alert the staff in the event your child has a reaction at school.

Unless authorized to carry and self-administer prescription asthma medication or auto-injectable epinephrine, students should not be in possession of any prescribed or over-the-counter medications while at school. All medications must be left in the Health Office following the directions below. Students who use their medication other than as prescribed and authorized (*i.e.,* giving or selling it to other students) will be subject to disciplinary action.

In order for medication to be administered at school, parents/guardians must complete an Authorization for Medication Administration Care form, available online or in the Health Office. The completed form should be submitted to the Health Technician at the same time the student's medication is provided. Prescription medication must be in a pharmacy-labeled container/packaging, while over-the-counter medication must be in its original container/packaging, with the student's full name, medication name, proper dosage, and time to be

given. Medication cannot be provided in baggies, pill boxes, or any other container in which the medication was originally packaged.

The School Nurse or Health Technician cannot dispense any (prescription or over the counter) medication without a doctor's written order and written parent permission. All medication is locked up in the Health Office and dispensed per the physician's order. Parents/guardians should check the expiration date on all medication that is provided to the school site and update the medication as needed. The following are some additional protocols regarding specific types of medication and/or circumstances:

- ***Long-term medication:*** Provide no more than a 1 month supply and replenish the medication as needed.
- ***Over-the-counter medication:*** Medication (*i.e.,* Benadryl, Tylenol, or herbal medication) must be in the original container clearly labeled with the student's name.
- ***Diabetics:*** A Diabetic Management Plan must be filled out and signed by the parent/guardian and doctor. The Plan and all emergency medication (glucagon and glucose gel) should be given to the Health Technician.
- ***Epipens and epinephrine auto-injectors:*** A Potential Anaphylactic Reaction form (H-58) should be completed and signed by doctor and parent/guardian. (H-26 form is not necessary)
- ***Asthma:*** Provide spacers for inhalers, if indicated, and review the student's use of the inhaler with the school site Health Technician.
- ***Sports teams and medication:*** Health Technicians and Coaches can communicate and share forms related to the student's health and medication regimen. However, because all medication must be stored in the Health Office and student athletes may need medication outside of school hours or away from the school site for practice and competition, parents/guardians must provide another set of medication for such instances.

Note: At the end of the school year, parents/guardians will be asked to pick up all unused medications. **Medications left more than one week after the school year ends will be destroyed.**

### Immunizations (BP 5141.31, AR 5141.31, AR 5141.32)

To protect the health of all students and staff and to curtail the spread of infectious diseases, we cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Students entering a district school or child care and development program, or transferring between school campuses, must present an immunization record which shows at least the month and year of each immunization in accordance with law before they are admitted to school.

A current list of required immunizations by age and grade level is available online or can be obtained in the health office. Immunizations must remain up-to-date in order for a student to remain in school. If this is not corrected, a letter of warning and then a letter of exclusion from school will be mailed home.

#### *Exemptions*

Students will be excluded from school or exempted from immunization requirements only as allowed by law.

As of January 1, 2016, parents/guardians are not allowed to submit a personal belief exemption to a currently required vaccine. Medical exemptions can only be issued through the California Immunization Registry -- Medical Exemption (CAIR-ME). School Nurses will evaluate medical exemptions with documentation from a licensed Medical Doctor (MD) or Doctor of Osteopathic Medicine (DO) provided to the Health Office by the parent/guardian.

## Guidelines for Parents on Keeping Ill Students Home

School Nurses and Healthcare staff have created the following Guidelines for Parents on Keeping Ill Students Home.

Students should not be sent to school if they have any of the following signs or symptoms:

1. ***Fever (over 100 degrees).*** Keep home until the student has not had a fever for at least 24 hours without the use of fever reducing medication (*e.g.,* Tylenol, Motrin).
2. ***Cough and difficulty breathing.*** Do not send to school if the student has labored breathing (heaving of chest muscles with each breath), rapid breathing at rest, blue color to skin, or wheezing (if never previously evaluated and treated), and see a doctor. Keep home if the student has pertussis (whooping cough) until 5 days of antibiotics have been received, or tuberculosis (until treated).
3. ***Rash that is undiagnosed.*** Keep home especially when there is a fever and behavioral change.
4. ***Chicken pox.*** Keep home until all blisters are scabbed over and there are no signs of illness.
5. ***Diarrhea.*** Keep home if the student wears diapers, if there is blood or mucus in the stool (unless from medication or hard stool), if the stools are all black or very pale, or if the stools are very watery and are increasing in frequency. See a doctor immediately if diarrhea is accompanied by: no urine output for 8 hours; jaundiced skin; or the student looks/acts very ill.
6. ***Vomiting.*** Keep home if the student is vomiting more than once a day or it is accompanied by fever, rash or general weakness.
7. ***Impetigo.*** Keep home for 24 hours after starting an antibiotic treatment.
8. ***Ringworm* (a contagious skin fungus infection).** Keep home until treatment is started. If it is in an exposed area, upon return, cover the visible area with dressing and/or clothing. Ringworm on the scalp requires an oral medication, but the student may return to school if covered with appropriate cream or bandage.
9. ***Cold sores.*** Cold sores can be passed from one person to another, but only through direct contact. Children who drool or place toys in their mouths when they have cold sores should stay home; other children may come to school.

Unless otherwise indicated, students with the above symptoms need to be absent for at least 24 hours prior to returning to school.

***Antibiotics***

Children, who are placed on antibiotics for impetigo, strep throat, and several other bacterial infections, should be on them for a FULL 24 hours (longer for Pertussis/Whooping Cough) before returning to school to prevent the spread of those infections.

## Illness, Accidents and Emergencies at School (BP 5141, AR 5141)

Students who become ill or injured at school must check in to the Health Office first before going home. Each student will be evaluated and their symptoms will be responded to with care. Many times students return to class after a rest, ice and/or first aid. While we document these routine visits to the health office, we generally do not contact parents unless we are seeing a pattern of illness.

If a student has an accident or becomes ill at school, the parent/guardian will be contacted using the information listed on the student's emergency card provided through Aeries Parent Portal. Please make sure that you notify the office in person or make changes in the Parent Portal immediately if your phone number or your address changes.

- Head Injury reports will be sent home when a student reports a fall/accident in which they hit their heads, in addition to a phone call home.
- Students will be sent home if they vomit, have a fever of 100 degrees or more, have a significant (disruptive) cough, or a rash.
- Notification will be made for students with bruising, scrapes or other visible injuries.

Students may be released to adults listed as contacts in Aeries Parent Portal at the discretion of administration and with the approval of the parent/guardian. Make sure to have at least three contacts (parents, grandparents, neighbors or friends) who can pick up your child from school.Proper picture identification is required for anyone that will be picking up students during the school day. It is recommended that at least 3 other trusted adult

contacts are listed in Aeries in the event of an unexpected situation, but parents/guardians may update their contact list at any time to authorize other adults to pick up their student.

## Head Lice (BP 5141.33)

Any time children come together, such as at the beginning of the school year and at sleepovers, cases of head lice commonly increase. Head lice do not spread disease and are not a serious medical condition, but they can be a nuisance.

If a student is found with active, adult head lice, the student will be allowed to stay in school until the end of the school day. The parent will be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent will also be informed that the student will be checked upon return to school the next day and allowed to remain in school if no active head lice are detected. If it is determined that the student remains infected with head lice, the school nurse or designee will contact the student's parent to discuss treatment. As needed, staff may provide additional resources and/or referral to the local health department, health care providers, or other agencies.

If a student is found consistently infested with head lice, they may be referred to a multi-disciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

If it is determined that one or more students in a class or school are infested with head lice, the principal or designee may, at their discretion, notify parents of students in that class or school and provide them with information about the detection and treatment of head lice.

The following are steps families can take at home to help prevent children from contracting head lice.

***For all children:***

Please speak with your child about not sharing personal items such as brushes, combs, and hats. If your child has long hair, wearing it in a ponytail is always a good idea when children are in close proximity.

Check your child's head weekly for lice and/or nits as a regular part of the grooming routine. Mature lice, which are no larger than a sesame seed, avoid light and are hard to see. Nits are usually found very close to the scalp, typically within 1⁄4 of an inch. They look like tiny whitish ovals glued to the hair shaft and they cannot easily be flicked away.

Please contact the office in the event lice are found so that staff can follow-up appropriately at school.

(BP 5141.33)

## Child Abuse & Neglect Reporting

All employees of the Vista Unified School District are considered mandated reporters, required by law to report all known or suspected incidents of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. District employees may not investigate to confirm a suspicion.

Parents also have a right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. All complaints must be filed through a formal report by contacting the local law enforcement agency or by calling the Child Abuse Hotline at (858) 560-2191 or (800) 344-6000.

## Wellness Policy (BP 5030)

The District has an adopted Wellness Policy that supports student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe

and healthy school environment. Parents/guardians and staff are to follow the wellness policy and are to reinforce students' understanding and appreciation of the importance of a healthy lifestyle to learning and academic performance. For more information about the District's Wellness Policy and other wellness initiatives of the District, please review BP 5030.

## Food Services

The cafeteria offers a variety of delicious, healthy items for scholars to choose from. Students should not have candy, soda, large bags of chips, or other junk food at school. All items, including Starbucks or other purchased drinks, should be consumed in the lunch area and discarded BEFORE school starts. Eating is not permitted in classrooms. Water is the only approved drink and we encourage students to bring refillable water bottles to school to ensure proper hydration. No energy drinks are allowed.

WaveCrest Website

## Food Allergies/Special Dietary Needs

There are students who have special dietary needs and/or are allergic to certain foods or ingredients (e.g., peanuts, tree nuts, wheat, milk, etc.). When exposed to an allergen, affected students may experience shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Students will not be excluded from school activities nor otherwise discriminated against, harassed, intimidated, or bullied because of their food allergy.

Please help keep all of students safe and healthy at school by keeping in mind the following:

1. Parents are responsible for notifying the principal or school nurse, in writing, regarding their child's food allergies or other special dietary needs.
2. When a student's food allergy or food intolerance substantially limits one or more major life activities, they may be evaluated to determine if accommodations pursuant to Section 504 are required.
3. The school may designate allergen-free area(s) to ensure students with allergies are safe.
4. Students should not share or exchange meals or utensils with other students.
5. Without identifying the student, the principal or teacher may notify parents of other students in the class that a student is allergic to a specific food and may request that certain foods not be provided at class parties or other school events.
6. Parents are encouraged to bring non-food items, such as stickers or pencils, for school celebrations in lieu of food items which present a challenge for students with food allergies.
7. When sending food for others to consume, do not send any foods that do not have food labels.

## Bringing Food from Home

Due to California law related to healthy school initiatives and in order to minimize distractions to the academic environment, outside food will not be permitted on campus, with the exception of individual student school lunches. This includes large bags of chips, energy drinks, drinks/food purchased from outside vendors (example Starbucks, Doordash, UberEats, etc.), and candy.

## Water Bottles

Students are encouraged to bring a reusable bottle to fill and refill water to consume while on campus. Drinking water plays an important role in maintaining a child's overall health in the following ways:

1. Supports muscles, joints, and tissues
2. Improves digestive system

3. Keeps growing bodies hydrated
4. Positively impacts cognitive performance, particularly short-term memory
5. Improves visual attention and fine motor skills
6. Can prevent excess weight gain when substituting sugary drinks

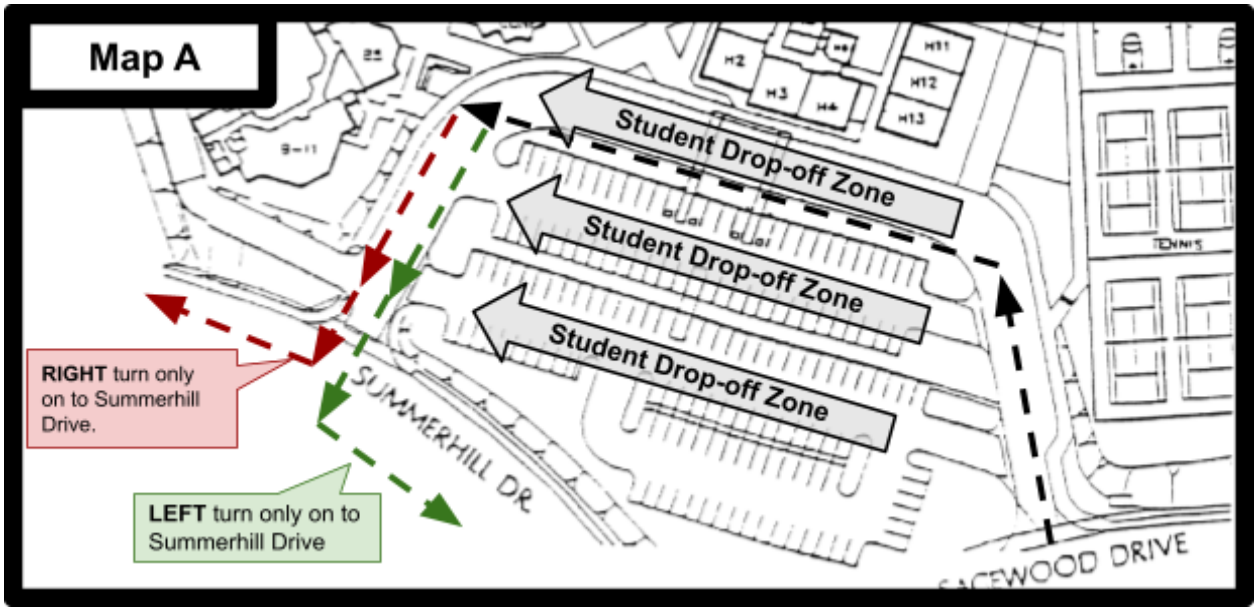
Water bottles may be checked by school staff upon suspicion that they may contain a controlled substance.

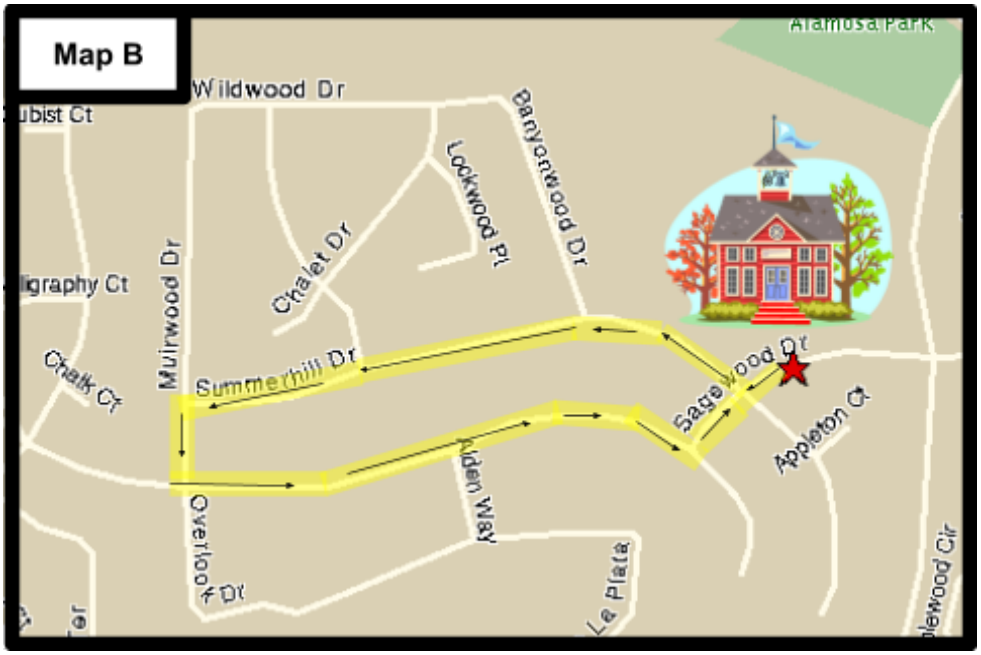
# SAFETY

## Coming to and Leaving from School (Ingress/Egress)

### Traffic Plan

- We have come up with a traffic plan that we hope will help ease some of the traffic congestion. There are three student drop-off zones (please see **Map A** below).
- During busy drop-off and pick-up times, there is a lot of congestion exiting the school. If you need to return to Mesa but struggle to turn left out of the parking lot, there is a way to drive around (see **Map B** below).



## General Safety Reminders:

- Drive slowly in the parking lot.
- **Do not block the entrance to the school parking lot** when dropping off or picking up your child.
- Do not park in red zones at any time.
- When exiting the school during heavy traffic times, two lanes will form (see Map A). All exiting traffic in the right lane must exit to the right. All exiting traffic in the left lane must exit left.
- Please yield to school buses trying to exit the parking lot.
- Please advise your student that he/she must cross the street at the designated crosswalks.
- Students should respect the neighbors' property when walking to/from school by remaining on sidewalks.
- Students should remain out of the street unless crossing at a crosswalk. They should abide by all traffic signals.
- If students ride a bike, e-bike, scooter, or skateboard to school, they must wear a helmet and walk their bike/scooter/board on school property.
- Skateboards and scooters are not permitted on school grounds unless the student has arranged to have a skateboard locker with the main office.

## Drop-off Reminders

- Please note that when dropping students off, there are three drop-off zones.
- School supervision will not begin until 9:30 am on Monday & 8:30 am on Tuesday-Fridays. Please do not drop students off at school prior to supervision times as we can not assure their safety without supervision.

## Pick-up Reminders

- **Please do not park on the opposite side of Sagewood across from the school to pick-up your student.** There is no crosswalk access to this side of the street, and there is heavy, fast-moving traffic.

## School Bus Transportation

*The following general education routes for your school will be offered at the start of the school year (Coming Soon!)*

Please see the School Secretary for the bus application.

## Bike Protocols

- Bike Protocols for VUSD

### Visitors

Other than parents/guardians who have been given prior approval to be on campus, students may not have visitors during school hours or at school events. **All visitors must sign in at the Front Office upon arrival and register on the Raptor Visitor Management System**. Visitors will be asked to present a photo ID and their purpose for entering school grounds. Visitors without a photo ID will have their information manually entered into Raptor by a staff member.

Once a visitor has been approved, a visitor's badge will be printed and the visitor must have the badge displayed for the duration of the visit. Unless otherwise directed by the principal or designee, a staff member will accompany visitors while they are on school grounds. Anyone on school grounds without permission is in violation of law and may be reported to law enforcement.

## Closed campus

In order to provide safety for students and to protect the learning environment, the school is maintained as a closed campus.

- After arriving at school, students are not permitted to leave school grounds.
- Only enrolled students may be on campus when school is in session.

## Off-Limit Areas

Some areas are considered off limits due to safety factors. General guidelines to follow:

- Students may only be in a room when a supervisor/staff member is present.
- All parking lots and driveways are off limits except for arriving and departing.
- **Loitering and playing in restrooms is prohibited.**
- Administration sets boundaries for before school, lunch, and after school.
- Students are not to be behind the handball courts or up on the track without supervision.
- Students are allowed in the office for official business only.

## Passing Periods

All students have a 5 minute passing period to utilize the restroom and/or get a drink before heading to their next class.

## Hall Passes

Students are required to have an authorized pass any time they are out of class. Students may only leave the classroom with the permission of a teacher or administrator. Teachers will issue passes for valid reasons only. Students must have a pass when in the halls before school, during school, or during lunch, excluding passing periods. Hall passes will not be given the first and last 10 minutes of class.

## Restroom Use

Students using the restroom need to ask for permission and receive a pass from their teacher/staff before leaving the classroom.

## Emergency Contacts

Staff may only release a student to the individuals listed on the student's emergency card. For this reason, it is very important that the emergency contacts are kept current on each student's emergency card. To make changes, please contact the Attendance Clerk at Roosevelt Middle School.

## Use of School Phones

Office telephones may be used by a student in an emergency only. See "Smartphone and Other Electronic Signaling Devices" section for information on cell phones.

## Dress Code (BP 5132, AR 5132, BP 5136)

Dress and grooming affect the attitude of the students in their work and study habits and contribute to productive learning and a safe environment. All staff members are responsible for enforcing standards of dress. Principals and designees may establish additional local school regulations as they become necessary and appropriate.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Clothing, jewelry, and personal items may not degrade race, gender, sexual orientation, ethnicity, religious, political, or secular organizations.
3. Skin art with the following types of writings or images must be covered:
    a. Vulgar, lewd, obscene, profane, or sexually suggestive
    b. Promote the use of alcohol, drugs, tobacco, or other illegal activity
    c. Can be reasonably determined to threaten the health and safety of the school environment if displayed on a school campus
4. Appropriate shoes must be worn at all times.
5. Hats, caps, and other head coverings and sunglasses shall not be worn indoors.
6. Clothes shall be sufficient to conceal undergarments and cover the chest area, abdomen, and posterior. Specifically:
    a. See-through, strapless, halter, and tube tops and bare abdomens are prohibited.
    b. Skirts and shorts shall be worn at an appropriate/acceptable length for sitting as well as standing.
    c. Pants must fit at the hip so that they will stay on without a belt or stay at the hip with a belt.
7. Chains or weapons, such as those attached to belts, pockets, or wallets, that present a safety hazard are prohibited.
8. Students must be cleanly dressed so as not to promote unhealthy or unsanitary conditions.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

School administrators reserve the right to make an informed judgment on the appropriateness of student attire and may prohibit specific items when behavior from students warrants the need to do so.

### *Gang-Related Apparel*

“Gang-related apparel” includes any clothing, accessories or other items that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. Because gang-related apparel and symbols are constantly changing, definitions of gang-related apparel are consistently reviewed and updated on an ongoing basis in collaboration with law enforcement agencies. Some identified gang-related apparel that may not be worn at school:

- Shorts worn below the knee with knee length socks

- Extra-long t-shirts worn on the outside (not tucked into pants)  T-shirts thrown over or hanging from the shoulder or pockets
- Plaid shirts, with hem worn on the outside of pants and buttoned at the neck
- Cloth/web belts with metal buckles that have initials and/or numbers either stamped on or through them
- Long belts worn with the end hanging down in the front
- Pants which are slit or frayed at the cuff
- Pants worn more than two (2) inches below the waist
- Pants worn with rubber bands around the ankles
- Bandanas hanging from clothing or pockets
- Excessively oversized, baggy or sagging pants, or pants that drag the ground
- Articles personalized with gang-related writing, names, symbols, gothic (Old English) or “tag” style lettering, slogans such as “Smile Now/Cry Later”, “Rollin Hard”, or “Eight Ball”, certain cities or regions depicted by zip code, initials, numbers, abbreviations, slang terms or actual names (760, 619, Oceanside, San Diego)
- Cold weather gloves worn out of season or gloves worn on one hand
- Logos, brands, colors, accessories, alterations, skin art or other items deemed by administrators, in consultation with law enforcement, to indicate gang affiliation.

### *Accountability for Dress Code Violations*

Decisions regarding the appropriateness of clothing will be handled by administration.

Students in violation of dress code expectations will be required to modify/replace their attire to meet the dress code standards. Students may be:

- asked to change into school appropriate clothing
- wear sweater/jacket or other item to cover clothing
- change into their PE clothes
- wear alternate clothing provided by the school
- call home to have a change of clothes brought to school

Students with repeated dress code violations will have progressive discipline, including meeting with administration, parent/guardian conference, or further disciplinary action, including loss of privilege(s).

Clothing or accessories depicting controlled substances or violent or offensive images may be confiscated by administration and returned to parents/guardians.

## Animals on Campus

In order to assure the health and safety of staff, students and visitors, animals may not be brought onto school property. Individuals who bring animals to campus will be asked to take them off campus and if the owner cannot be contacted, the Department of Animal Control will be called.

The District does have policies and procedures to evaluate requests for service animals. Additionally, school Administrators, in collaboration with district staff, review and approve requests for animals on campus for educational purposes, including classroom fish tanks or assemblies which involve animals.

## Emergency Preparedness

Each year, the school reviews and updates the Comprehensive School Safety Plan (CSSP) designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. These plans are collaboratively developed with input from staff, parent advisory groups, local law enforcement and district staff and approved by the VUSD Governing Board each year.

Please see your school administrator if you have any questions or concerns about safety protocol.

# BEHAVIOR & SCHOOL DISCIPLINE

## Civility & Conduct

Each person should be treated with dignity and respect in their interactions within the school community and civility has on the effective operation of our school, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. All staff, students, parents/guardians and other visitors are expected to consistently demonstrate civil behavior in all interactions and communications.

Civil behavior is polite, courteous, and reasonable behavior which is respectful to others and includes integrity, honesty, acceptance, timeliness, dependability, observance of laws and rules, and effective communication. Practices that promote civil behavior include actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through stakeholder engagement; promptly responding to concerns; and embracing varying and diverse viewpoints.

We recognize that the First Amendment provides strong protection for speech. However, we expect that all speech and expression will comport with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms.

Students, staff, parents/guardians, and community members must not communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment.

Behavior by students or staff that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to discipline in accordance with law and as specified in district policy and regulations.

### *Unsafe Behavior*

Ensuring physical safety requires that students make mature and appropriate decisions regarding their own behavior.  Being involved in aggressive “mock fighting,” horseplay, or dangerous activities such as scaling fences or sitting “on” moving vehicles can be extremely hazardous. Students are asked to use common sense and good judgment to avoid putting themselves at risk.

In addition, students involved in throwing ANY objects at other students or into crowds will be subject to severe disciplinary action

PBIS
Positive Behavioral Interventions & Supports

**Positive Behavioral Interventions and Supports**

PBIS helps create schools where everyone can succeed. When done right, PBIS makes schools work better, be more fair, and help all students. Here's how PBIS can make a difference:

- Encourages positive behavior
- Helps close the achievement gap for all student groups
- Increases learning time
- Makes schools feel safer
- Establishes ways to prevent and identify problems early
- Reduces suspensions and expulsions, and increases attendance

**The Wildcat Way**

Campus Wide Expectations

**The Wildcat Way**

| ROOSEVELT WILDCATS | We are Respectful | We are Successful | We are Safe |
|---|---|---|---|
| ***Classroom*** | • Be respectful of **everyone's** property<br>• Actively **listen** when others are speaking<br>• Raise your hand to ask a question  | • Be **in the classroom** when the bell rings<br>• Come **prepared** and participate<br>• **Complete** assignments  | • Move **safely** throughout the classroom<br>• **Pass**, don't throw items<br>• Keep hands, feet, and objects to **yourself**  |
| ***Common Areas*** *(Hallways, Outdoor Areas, Library)* | • **Honor** personal space and belongings<br>• Be **patient** and wait your turn<br>• Use **kind** language. Show gratitude (**please** and **thank you**)<br>• Keep facilities **clean** and use them appropriately  | • Use the **P.A.W.S.** to guide your actions and thinking<br>• Keep track of your belongings **at all times**<br>• Make **Good** Choices<br>• Offer **help** to others  | • **Walk** in the lunch area and walkways<br>• **Stay** in designated areas and pathways<br>• Walk with **purpose** and have a pass<br>• Keep hands, feet, and objects to **yourself**  |
| ***Restrooms/ Locker Rooms*** | • Respect the **privacy** of others<br>• F: Floors stay dry<br>L: Leave it clean<br>U: Use it quickly<br>S: Soft voices<br>H: Hands washed  | • Dress out **daily** and **promptly**<br>• **Lock-up** valuables  | • Self-Management: be aware of your surroundings, **see something, say something**<br>• Keep hands, feet, and objects to **yourself**  |
| ***Digital Spaces*** | • Be present. Turn electronics **off** and keep **inside a backpack** (Phones, earbuds, etc.)<br>• Take care of Chromebook<br>**T.H.I.N.K.** before posting.<br>• Is it True?<br>• Is it Helpful?<br>• Is it Inspiring?<br>• Is it Necessary?<br>• Is it Kind?  | • Know your email and password, keep it **private**<br>• Bring your **charged** Chromebook every day<br>• Stay on task  | • Use technology **responsibly**<br>• Use technology to help yourself and others<br>• **Keep** your personal information private  |

## Behavior Expectations (PBIS/Code of Conduct) (BP 5131, BP 5131.1, AR 5131.1, BP 5144, AR 5144)

At Roosevelt, we utilize PBIS, which stands for Positive Behavioral Interventions and Supports, to promote positive behavior and create a supportive learning environment. We focus on teaching our students behavior expectations and social skills they need to develop to be successful. At Roosevelt, we hold high expectations of our students while providing supports to help them learn and master the following behavior expectations:

- Respect: Students are expected to show respect for themselves, their peers, teachers, staff, and the learning environment. This includes using appropriate language, listening attentively, and treating others with kindness and consideration.

- Responsibility: Students are encouraged to take responsibility for their actions and choices. They should complete assignments and tasks on time, come prepared to class with necessary materials, and follow school rules and expectations.

- Safety: Students should prioritize their safety and the safety of others. This includes following safety procedures and rules, reporting any unsafe situations, and being mindful of their actions to prevent harm to themselves or others.

- Cooperation: Students are expected to work collaboratively with their peers, teachers, and staff. This involves participating actively in group activities, respecting others' ideas and perspectives, and contributing positively to a productive learning environment.

- Engagement: Students are encouraged to actively engage in their learning. This includes attending class regularly, actively participating in discussions and activities, and putting forth effort to understand and apply the knowledge and skills being taught.

- Problem-solving: Students are taught to develop effective problem-solving skills. They should seek help when needed, communicate their concerns or issues respectfully, and work towards finding constructive solutions.

- Integrity: Students should demonstrate integrity and honesty in their actions. They should avoid cheating, plagiarizing, or engaging in any form of dishonest behavior, and take responsibility for their mistakes or wrongdoings.

## Potential Interventions and Consequences

Most students are very serious about wanting to take full advantage of the time they spend in school. Students who come to school ready to learn and participate in activities seldom have problems with school rules. However, the conduct of a student should not interfere with the educational rights of others.

District discipline policies and regulations are to be enforced consistently and fairly without regard to race, creed, color or sex. Discipline based on faith in the worth and dignity of each individual is a positive form of guidance rather than a punitive device. In all cases of disciplinary action, students are protected by due process.

At any time, students may be counseled by teachers or administrators regarding their behavior. If this occurs, students will be informed as to what they must do to make their behavior acceptable. Possible consequences, if needed, will also be explained.

### *Jurisdiction*

Students are responsible for their behavior and may have consequences for inappropriate behavior that occurs at any time, but not limited to:

1. While on school or district property.
2. While going to or returning from school.
3. During lunch, recess and passing periods whether on or off campus.
4. During, or while going to or coming from, a school-sponsored activity, including but not limited to dances, athletics, study trips, etc.

## Interventions

The programs, activities, interventions and/or strategies listed are some, but not necessarily all, provided by the Vista Unified School District.

## Programs to Help with Behavior and Attendance Problems

- ASES (After School Education and Security) After School Program
- Boys and Girls Club Sports
- Counseling Groups
- Counselors aligned with grade levels/Prides
- Middle School philosophy and practices in place (Prides)
- Migrant Education
- North County Lifeline
- Parent Portal
- PASS (Promoting Achievement and Student Success) AmeriCorps
- Positive Attributes Wildcats Show (PAWS) Character Education Program
- School Attendance Review Team (SART)
- School Attendance Review Board (SARB)
- Student Clubs
- Student Study Teams (SST)

## Activities and Interventions to Modify Student Behavior or Academic Success

*(In addition to the interventions listed above.)*

- Student Study Teams: Meet with students, parents, teachers, counselor, and/or administration. (Counseling referral)
- Community-based family counseling: North County Lifeline (Counseling referral)
- Site-based Discipline Committee to address school practices, policies, and philosophies related to student discipline
- Progressive Discipline Approach: Warning, campus beautification, detention, loss of privilege, and out-of-school suspension, behavior contracts (Assistant Principal referral)
- Open-door assistance for all students: Counseling Office, Assistant Principal's Office, Health Office
- Individual and group counseling services and referrals (Counseling or School Psychologist)
- Academic and college outreach resources (Counseling Office)
- Behavior Reflections
- Reteaching of behavior expectation or social skill

## Other Means of Correction [EC 48900.5]

Disciplinary measures that may result in loss of instructional time or cause students to become disengaged from school, such as detention, suspension, and expulsion, will be imposed only when required or allowed by

law or when other means of correction have been documented to have failed. Other means of correction include, but are not limited to, the following:

- Warnings
- Review of rules and expectations
- A conference between school personnel, the student's parent/guardian, and the student
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling
- Student study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the student and the student's parents/guardians
- Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504
- Enrollment in a program for teaching prosocial behavior or anger management
- Participation in a restorative justice program
- Conflict mediation
- A positive behavior support approach with tiered interventions that occur during the school day on campus
- Removal of privileges or participation in activities
- After school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
- Specific interventions designed to teach knowledge and skills related to the specific behavior.
- **Office Discipline Referral:** A teacher may refer a student to administration, for committing any of the offenses listed in Education Code 48900. Administration will determine appropriate consequences based on the incident details and disciplinary history of the student. [EC 48910]
- **Community Service:** School or district administrators may require a student to perform community service on school grounds or, with written permission of the student's parent/guardian, off school grounds. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community Service will not be used during the period of suspension or pending expulsion. [EC 48900.6]
- **Detention or Saturday School:** Administrators may assign detention (before or after school) or Saturday School to students as part of the disciplinary process. The purpose of a detention or Saturday School is to engage the student in an intervention, such as one of the Other Means of Correction or community service.
    - **For K-8 - Pupil Rights - Recess SB 291 -** This bill deletes the authority of a teacher or school staff member to restrict for disciplinary purposes the time a pupil is allowed for recess. Recess must be a minimum of 30 minutes on regular instructional days and at least 15 minutes on early release days for all K-8 schools. P.E. and meal time may not be included in the required minutes for recess. The only time a student's recess may be restricted is if the student poses an immediate threat to the physical safety to themselves or one or more pupil peers.

Disciplinary measures that may be used for serious and/or repeated violations can include:

- **Class Suspension:** A teacher may suspend any student from class for the day of the suspension and the following day, for committing any of the offenses listed in Education Code 48900. If the student is assigned to more than one class per day, the suspension will only apply to the class from which the student was suspended; the student will be allowed to attend their other classes unless the administration determines otherwise. [EC 48910]

    As part of the process of suspending a student from class, the teacher must:

- Immediately report the suspension to the principal and send the student to the principal or designee for appropriate action.
- Ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension as soon as possible. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator must attend the conference if it is requested by the teacher or the parent/guardian.

During a class suspension, the student must:

- Not be returned to the class from which they were suspended, during the period of the suspension, without the agreement of the teacher and the principal.
- Be under appropriate supervision.

- **In-School Suspension:** In-school suspensions (ISS) will be imposed only when other means of correction fail to bring about proper conduct *or* when a student has committed an offense listed in EC 48900 (a)-(e) only. ISS is assigned for a partial or full day(s). [EC 48900.5] During ISS, students will not be allowed to attend classes but will be provided with their regular classwork/homework to complete. Students in ISS will not be released to interact with other students during regularly scheduled breaks or lunch periods.

- **Suspension, out of school:** Suspension out of school will be imposed only when other means of correction fail to bring about proper conduct or when a student has committed an offense listed in EC 48900 (a)-(e) only or if the student's presence causes a danger to others. [EC 48900.5] Students may be suspended for 1-5 days. Parents/guardians of students suspended for more than two school days may request homework and assignments for the student to complete. [BP 5144.1, AR 5144, AR 5144.2]

  Prior to suspension: [EC 48911]

  - The administrator will meet with the student, and when possible, the staff member who referred the student. At this due process conference, the student must be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, and the evidence against the student, and the student must be given the opportunity to present their version and evidence in their defense. The student will be asked to sign the suspension notice, acknowledging that they have been offered these opportunities in the meeting, which is not an agreement to the evidence presented by administration, or an admission. Administrators will take note if a student refuses to sign, verifying that the meeting did take place.
  - If there is an "emergency situation" in which the administrator determines that the situation constitutes a clear and present danger to the life, safety, or health of students or school personnel, the administrator will hold the due process conference within two schooldays, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference must then be held as soon as the student is physically able to return to school for the conference.
  - At the time of suspension, a school employee must make a reasonable effort to contact the student's parent/guardian in person, by email, or by telephone. A suspension notification will be provided to the parent/guardian in person, by email or mail. If applicable, a foster child's educational rights holder, attorney, and county social worker, or, if applicable,an Indian child's tribal social worker will receive these notifications.

  Parents/guardians are expected to respond without delay to a request from school officials to attend a conference regarding their student's behavior.

- **Suspension Pending Expulsion:** If a student commits an act that may result in an expulsion recommendation or that requires a recommendation to expel, the student will be put on Suspension

pending expulsion. The same due process steps explained for a Suspension (above) will be followed and the school administration will also schedule a Due Process/Extension of Suspension meeting with the student, parent/guardian and district office personnel within 5 school days. During that meeting, the school will share the findings and evidence from their investigation that led to a recommendation for expulsion and the student and parent/guardian will have an opportunity to provide additional information or evidence as well as ask any questions. The expulsion process will be reviewed in the meeting. Students who are recommended for expulsion are provided with access to their assignments through modified independent study if they are placed on an extended suspension pending an expulsion hearing and final Board approval. [BP 5144.1, AR 5144, AR 5144.2]

## Witnesses and Bystanders

All students, parents, and staff are encouraged to address negative behavior to help us continuously improve school climate. When someone witnesses negative behavior, that person's response or lack of a response, influences school climate. Denouncing negative behavior supports the establishment of a safe and healthy school for everyone. Taking no action to negative behavior can be viewed as acceptance, giving more permission to the person engaging in the negative behavior.

We recommend that witnesses take one of the following actions:

1. If it is safe to do so, stop the behavior or tell the person(s) involved to stop the behavior.
2. Verbally report the behavior to the appropriate school staff member (school resource officer, assistant principal, counselor, teacher, nurse, etc.)
3. Complete and submit an incident report to the appropriate assistant principal.
4. Call 911 when appropriate.

Anonymous reports may be made through PSST World (www.psstworld.com).

Witnesses and bystanders are expected to immediately move away from and report any altercation or other inappropriate behavior in which others are engaging. Any individual who attempts to go near to observe, takes pictures or video of, or comments on (including yelling, encouraging, etc.) an altercation or other inappropriate behavior that others are engaging in will, at a minimum, have consequences for aiding and abetting under Ed Code 48900 (t) which could result in suspension from school after the first offense.

## School Property and Fines

Parents/guardians may be held financially liable if their child willfully cuts, defaces, or otherwise injures any property, real or personal, of the District or school employee, or willfully does not return district property loaned to the child upon demand of an authorized school employee. School property includes, but is not limited to, electronic files and databases. The school may further withhold the grades, diploma, and transcript of the student until the parent/guardian has paid for the damages.

If the student or the parent/guardian is unable to pay for the damages, or return the property, a program of voluntary work will be assigned to the student in lieu of the payment of monetary damages.

## Search and Seizure (BP 5145.12, AR 5145.12)

We are committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons or dangerous objects, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, and only as authorized by law, Board policy and administrative regulation, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, stolen or otherwise prohibited items. School officials must exercise discretion and use good judgment when conducting searches.

School officials may search an individual student, the student's property, or district property under the student's control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable

suspicion must be based on specific and objective facts that the search will produce evidence related to the alleged violation. Student property may also be searched including, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property.

## Law Enforcement

Schools are required to report criminal behaviors such as possession of controlled substances, weapons, and fighting/assault to law enforcement. Law enforcement act in accordance with Penal Code, which may overlap and differ from Education Code, and students who commit criminal behavior at school will be subject to both school and legal consequences. (BP 5145.11)

When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the school official must take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. [EC 48906]

If a minor is released to a peace officer due to suspected child abuse, the school will provide the peace officer with the address and telephone number of the minor's parent/guardian. The peace officer must take immediate steps to notify the parent, guardian, or responsible relative of the minor that the minor is in custody and the place where the minor is being held. If the officer has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours. The officer must, however, inform the parent, guardian, or responsible relative whether the child requires and is receiving medical or other treatment. The juvenile court must review any decision not to disclose the place where the minor is being held at a subsequent detention hearing. [EC 48906]

## Categories of Severe Behaviors and Potential Consequences

Severe behaviors have an extremely negative impact on safety and the effective functioning of the school. While our primary goal is to provide effective interventions that correct inappropriate behaviors at school, California Education Code (EC) identifies specific behaviors that could lead to suspension or expulsion. The sections below define categories of severe behaviors and potential consequences.


- Physical Aggression and Violence
- Controlled Substances, Tobacco and Paraphernalia
- Prohibited or Dangerous Objects
- Property Theft, Destruction
- Threats, Harassment, Intimidation and Bullying
- Obscenity, Profanity, Vulgarity, and Offenses of a Sexual Nature
- Defiance & Disruption


Select this link for definitions for specific words in the section below.

## Physical Aggression and Violence

### *Conflict Resolution and Mediation*

Conflicts can occur throughout society, not just between students at school. Students must develop strategies to constructively and respectfully exchange ideas and viewpoints. Some strategies that reduce conflict on campus include agreeing to the following:

- Avoid the use of derogatory names
- Try to understand the intent of another person's actions before reacting

- Respect individuals as they are
- Educate and learn from each other
- Listen to each other's perspective
- Include all students in all cultural clubs
- Contribute to unifying the school by working together to resolve conflicts
- Request mediation between students and staff when necessary.

When conflicts cannot be resolved at the communicator-level, we use restorative practices to facilitate the above strategies and help rebuild conflict-torn relationships. School staff are always willing to help students resolve conflicts.

***Physical Aggression and Violence***

Physical aggression and violence are unacceptable ways to resolve conflict and will not be tolerated on our campus and staff will intervene when they know, observe or have reasonable suspicion that students are threatening, attempting or causing physical harm or force or violence on others.

Students who stay to observe, take photos of, record, join in, or "jump into" a fight in progress will, at a minimum, be considered to be aiding or abetting the attempted infliction of injury to another person.

***Consequences and Interventions***

If administration determines that a student is in violation of any directives related to threatening, physical aggression or violence, they may implement any other means of correction, including a requirement for the student to participate in school-level interventions related to emotional regulation, anger management, restorative justice or conflict resolution. Administration may also refer to internal services from a counselor or social worker and they may also refer students out to other decision-making or anger management programs. As these violations are serious and dangerous in nature, students may also be suspended or recommended for expulsion based on the guidelines below.

Behaviors that may result in **suspension** on first offense:

- Threatening, attempting or causing **physical injury** to another person. [EC 48900 (a)(1)].

  This includes fighting, retaliation to physical aggression (mutual combat) or even play-fighting that results in injury.

- Willful use of **force or violence on another person**, except in self-defense. [EC 48900 (a)(2)].

  Includes one-sided assault.

Behaviors that may result in **suspension** after the first offense:

- Aiding or abetting the infliction or attempted infliction of physical injury to another person [EC 48900 (t)] with a dual finding. This includes:

  - *Social media communications discussing, encouraging, or posting about physical aggression, or other inappropriate behavior that others are doing.*
  - *Getting close to or circling up to observe an altercation or other inappropriate behavior that others are doing.*
  - *Taking photos, videos or recording altercations or other inappropriate behavior that others are doing, including posting or sharing these.*

  A student who solely aids or abets the infliction or attempted infliction of physical injury to another person may be suspended, but not expelled, unless the student 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.

Behaviors that may result in a recommendation for **expulsion**:

- Threatening, attempting or causing physical injury to another person, including fighting, retaliation to physical aggression or even play-fighting that results in injury. [EC 48900 (a)(1)] with a dual finding
- Willful use of force or violence on another person, except in self-defense, including one-sided assault. [EC 48900 (a)(2)] with a dual finding
- Caused serious physical injury to another person, except in self-defense. [EC 48915(a)(1)(A)] with a dual finding *Law enforcement will be notified.*
- Assault or battery upon any school employee, as defined in Sections 240 and 242 of the Penal Code. [EC 48915 (a)(1)(E)] with a dual finding. *Law enforcement will be notified*

## Controlled Substances, Tobacco and Paraphernalia

***Controlled Substances***

Using, being under the influence of, providing (giving to or leaving for someone else), having (even if someone gave it to you), or selling tobacco, alcohol or other controlled substances pose a clear and serious danger and staff will intervene when they know, observe or have reasonable suspicion of a violation.

***Tobacco and Tobacco Products*** [BP 3513.3, AR 3513.3, BP 5131.62]

Smoking, possession or use of tobacco, or any product containing tobacco or nicotine (cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products), is not allowed while on campus or while attending school-sponsored activities.

Tobacco use is prohibited before and after school, in the parking lot, in or out of cars, and outside school entrances and areas adjacent to and around school property. Possession of lighters, matches, and other smoking paraphernalia is also prohibited.

***Alcohol and Other Drugs*** [BP 5131.6, AR 5131.6, BP 5136.61]

Use of, providing (giving to or leaving for someone else), having (even if someone gave it to you), selling, or being under the influence of alcohol or any other drugs, other than prescribed medication administered in accordance with medical directions, are not allowed while on school property or while attending any schools-sponsored activities.

***Non-Punitive Self-Referral***

We strongly encourage any student who is using alcohol or drugs to discuss the matter with their parent/guardian or any school staff member. Students who disclose past use of alcohol or other drugs when seeking help from an intervention or recovery program must not be punished or disciplined for such past use. (This does not include a student who is in possession or under the influence of alcohol or other drugs at the time of reporting this information.)

***Consequences and Interventions***

If administration determines that a student is in violation of any directives related to tobacco, alcohol, drugs, or other controlled substances, they may implement any other means of correction, including a requirement for the student to participate in school-level interventions related to controlled substances. Administration may also

refer to internal services from a counselor or social worker and they may also refer students out to other diversion and rehabilitation programs. As these violations are serious and dangerous in nature, students may also be suspended or recommended for expulsion based on the guidelines below. The Governing Board may require a student who is expelled from school for reasons relating to controlled substances, or alcohol, prior to returning to school to enroll in a county-supported drug rehabilitation program.

**Behaviors that may result in suspension on first offense:**

- Possessing, using, selling, providing or being under the influence of a **controlled substance**, including alcohol or other intoxicants [EC 48900(c)]. *Law enforcement will be notified.*

**Behaviors that may result in suspension after the first offense:**

- Offering, arranging to sell or negotiating to sell a **fake controlled substance** [EC 48900(d)]
- Offering, arranging to sell or negotiating to sell the prescription drug, Soma. [EC 48900(p)] *Law enforcement will be notified.*
- Possessing or using tobacco or products containing **tobacco or nicotine**, including vapes. [EC EC 48900 (h)]
- Possessing, offering, arranging to sell or negotiating to sell drug **paraphernalia**. [EC 48900(j)]

  This includes tobacco, THC or other vapes, parts of vapes, and any items used to package, distribute or consume controlled substances.

**Behaviors that may result in a recommendation for expulsion:**

- Possessing a controlled substance other than the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis (excludes THC vapes) or the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician. [EC 48915 (a)(1)(C) with a dual finding. *Law enforcement will be notified.*

**Behaviors that will result in a mandatory recommendation for expulsion:**

- Selling a controlled substance (other than alcohol) listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. [EC 48915(c)(3)] *Law enforcement will be notified.*
  *HSC Chapter 2, Section 11053- 11059 includes controlled substances as: opiates, opium derivatives, hallucinogenic substances, depressants (Mecloqualone, Mecloqualone, GHB), stimulants (Cocaine, amphetamines, methamphetamines, Fenethylline, N-Ethylamphetamine), narcotics (opiates, hydrocodone, oxycodone, etc), steroids, ketamine), fentanyl, etc.*

## Prohibited or Dangerous Objects

***Prohibited Items***

Students are expected to come to school with only the necessary items and supplies that are to be used for their classes and their learning. Some items, that may be perfectly acceptable to have and use in the home environment, are not permitted to be at school because they can cause disruption to classroom or orderly school environments, create an unclean or unsafe environment, and frequently lead to conflict or more serious incidents.

[insert your list of prohibited items, could include gum, squirt guns etc…]

***Weapons and Dangerous Objects***

Students may not possess (even if someone gives it to you), provide, use, or sell weapons, imitation firearms, or dangerous objects of any kind in school buildings, on school property or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

School staff will intervene when they know, observe or have reasonable suspicion of a violation and any school employee is authorized to confiscate a weapon, dangerous instrument, or imitation firearm from any person on school grounds.

***Consequences and Interventions***

If administration determines that a student is in violation of any directives related to weapons or dangerous objects, they may implement any other means of correction, including a requirement for the student to participate in school-level interventions related to decision-making, restorative practices or other appropriate interventions. Administration may also refer to internal services from a counselor or social worker and they may also refer students out to other programs. Students who use weapons or dangerous objects to threaten, attempt to harm, or harm any other person will face appropriately serious consequences. As required by law, law enforcement will be notified. As these violations are serious and dangerous in nature, students may also be suspended or recommended for expulsion based on the guidelines below.

Behaviors that may result in **suspension** on first offense:

- Possessing, selling or otherwise furnishing a **firearm, knife, explosive, or other dangerous object**. [EC 48900 (b)] *Law enforcement will be notified.*

Behaviors that may result in **suspension** after the first offense:

- Possessing an **imitation firearm**. [EC48900 (m)]. *Law enforcement will be notified.*

Behaviors that may result in a recommendation for **expulsion**:

- Possessing a **knife or other dangerous object** of no reasonable use to the student. [EC 48915 (a)(1)(B)] with a dual finding. *Law enforcement will be notified.*

Behaviors that will result in a **mandatory** recommendation for **expulsion**:

- **Brandishing** a **knife** at another person. [EC 48915 (c)(2)] *Law enforcement will be notified.*
- Possessing, selling or otherwise furnishing a **firearm**. [EC 48915 (c)(1)] *Law enforcement will be notified.*
- Possessing an **explosive**. [EC 48915 (c)(5)] *Law enforcement will be notified.*

## Property Theft, Destruction

All students are expected to demonstrate respect and appreciation for school property by treating all school property, including the physical campus and the items that are purchased for staff and student use (furniture, technology, supplies, etc.) with care. Students are also expected to respect the property of others by not touching, damaging or taking items that do not belong to them.

***Consequences and Interventions***

If administration determines that a student is in violation of any directives related to property damage, destruction or theft, they may implement any other means of correction, including a requirement for the student to participate in school-level interventions, restorative practices or other appropriate interventions. Administration may also refer to internal services from a counselor or social worker and they may also refer students out to other programs.

Parents/guardians may be held financially liable if their child willfully cuts, defaces, or otherwise injures any property, real or personal, of the District, employee or other person, or willfully does not return District property loaned to the child upon demand of an authorized school employee. Property includes, but is not limited to, electronic files and databases. The school may further withhold the grades, diploma, and transcript of the student until the parent/guardian has paid for the damages. [EC 48904]

If the student or the parent/guardian are unable to pay for the damages, or return the property, a program of voluntary work may be assigned to the student in lieu of the payment of monetary damages.

Students who threaten, attempt to harm, or harm any other person, such as robbery or extortion, will face appropriately serious consequences. As required by law, law enforcement will be notified. Theft and property destruction may result in police action and possible prosecution. As these violations are serious and dangerous in nature, students may also be suspended or recommended for expulsion based on the guidelines below.

Behaviors that may result in **suspension** after the first offense:

- Causing or attempting to cause **damage to school property or private property**. [EC 48900 (f)]
- **Stealing** or attempting to steal **school property or private property**. [EC 48900 (g)]
- Knowingly **received stolen school property or private property**. [EC 48900(l)]

  This means that someone gave you, or you took, property that was not yours that you knew was stolen from someone else.
- Committing or attempting to commit **robbery** **or** **extortion** [EC 48900 (e)]

Behaviors that may result in a recommendation for **expulsion**:

- **Robbery** **or** **Extortion**. [EC 48915 (a)(1)(D)] with a dual finding. *Law enforcement will be notified.*

## Threats, Harassment, Intimidation and Bullying

Threat Assessments - Please be advised that our process is to advise our School Resource Officers of any verbal or implied threat of serious bodily injury. The school administrator will conduct a threat assessment, as will the School Resource Officer or designee. The assessment determines if it is a credible threat.

We are committed to each student's success in learning within a caring, responsive, and safe environment that is free of threatening, harassment, intimidation, violence, and bullying.

Each student has a right to:

- Learn in a safe and friendly place
- Be treated with respect

- Receive the help and support of caring adults

Students are strongly encouraged to anonymously report any issues regarding bullying or cyberbullying.

Verbal and non-verbal threatening, harassment, or intimidation is prohibited including, but not limited to:

- Vulgar letters, notes, posters, symbols or other offensive communications
- Comments, gestures, hand signs, facial expressions, stare-downs or touches
- Any forced action such as pulling clothes down, blocking or cornering someone in a sexual way
- Negative comments, slurs, or behaviors
- Force or threat of violence through outright actions, intimidation, or bullying.
- Aggressive "mock fighting," horseplay, or dangerous activities such as scaling fences or sitting "on" moving vehicles
- Clothing, signs, stickers, jewelry or any other items with images or words that are disrespectful, discriminatory, intimidating, threatening, or harassing to others

***Discrimination, Harassment, Intimidation, and Bullying*** ***(BP 5131.2, BP 5145.3, AR 5145.3, AR 5145.41)***

The Vista Unified School District prohibits unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school may be subject to disciplinary action up to and including expulsion.

Any student, parent, or other individual may report an incident to a teacher, the principal, a compliance officer, or any other available school employee. The complaint alleging unlawful discrimination, harassment, intimidation, or bullying against any student, employee, or other person participating in district programs and activities must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct. Complaints will be investigated and resolved through AR 1312.3 - Uniform Complaint Procedures (UCP).

***Consequences and Interventions***

If administration determines that a student is threatening, harassing, intimidating, discriminating against or bullying others, they may implement any other means of correction, including a requirement for the student to participate in school-level interventions, restorative practices or other appropriate interventions. Administration may also refer to internal services from a counselor or social worker and they may also refer students out to other programs.

Students who threaten, attempt to harm, or harm any other person, will face appropriately serious consequences. As required by law, law enforcement will be notified. Threatening, intimidation and harassment may result in police action and possible prosecution. As these violations are serious and dangerous in nature, students may also be suspended or recommended for expulsion based on the guidelines below.

Behaviors that may result in **suspension** on first offense:

- **Threatening,** attempting or causing **physical injury** to another person, including fighting, retaliation to physical aggression or even play-fighting that results in injury. [EC 48900 (a)(1)]

Behaviors that may result in **suspension** after the first offense:

- **Harassing, threatening, or intimidating** a student who is a complaining **witness** or a witness in a school disciplinary proceeding [EC 48900 (o)].
- Engaging in, or attempting to engage in, **hazing** [EC 48900 (q)]
- **Bullying:** Engaged in an act of bullying and/or cyberbullying. [EC 48900 (r)]

(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 student or group of students as defined in EC 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable student(s) in fear of harm to their person or property.

(B) Causing a reasonable student(s) to experience a substantially detrimental effect on the student's physical or mental health.

(C) Causing a reasonable student(s) to experience substantial interference with the student's academic performance.

(D) Causing a reasonable student(s) to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "**Electronic act**" means the creation or transmission originated on or off the school site, 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 website, including, but not limited to:

(I) Posting to or creating a burn page. "**Burn page**" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) "**Cyber sexual bullying**" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 in this subclause, must 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.

(III) 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 must not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.

## Behaviors that may result in a recommendation for **expulsion**:

- Committed **sexual harassment**. [EC 48900.2] (Grades 4-12 only) with a dual finding. A Title IX report will also be made to the District Office.

  Sexual harassment of students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity will be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) will be taken into account. (BP 5145.7, AR 5145.7, AR 5145.71, AR 5145.41)

  ***Instructional Program***

  As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

  1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
  2. A clear message that students do not have to endure sexual harassment under any circumstance.
  3. Encouragement to report observed instances of sexual harassment even when the victim of the harassment has not complained.
  4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
  5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, will be investigated and action will be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
  6. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
  7. Information about the rights of students and parents to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues.
  8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

  ***Defining Sexual Harassment***

  Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, under any of the following conditions:

  1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
  2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
  3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

***Examples of Sexual Harassment***

Examples of types of conduct which are prohibited and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

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, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

***Reporting and Investigating Allegations of Sexual Harassment***

Students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee, or a third party or who have experienced off-campus sexual harassment that has a continuing effect on campus are strongly encouraged to report the incident to their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment must notify the Title IX Coordinator within one school day. The report must be made whether the alleged victim files a formal complaint or requests confidentiality.

Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1323.3 – Uniform Complaint Procedures. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator will ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3. The Title IX Coordinator will offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances. If, upon the conclusion of an investigation, sexual harassment is

determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Records of all reported cases of sexual harassment are maintained in accordance with law and District policies and regulations to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

The following individual has been designated as the District's Title IX Coordinator: Rachel D'Ambroso, Assistant Superintendent of Human Resources at 1234 Arcadia Avenue, Vista, CA 92084, (760) 726-2170. The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX sexual harassment complaint procedures, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under the Uniform Complaint Procedures.

To review the full text of VUSD board policy and administrative regulation on sexual harassment, please click on the following links: BP 5145.7 and AR 5145.7.

- Caused, attempted to cause, threatened to cause, or participated in an act of, **hate violence**. [EC 48900.3] (Grades 4-12) with a dual finding.

  Hate Violence: As used in this section, "hate violence" means any act punishable under Section 422.6, 422.7, or 422.75 of the Penal Code.

  In order to foster a supportive environment for a diverse student body, the Vista Unified School District provides guidelines to assist in the reduction and/or prevention of hate harassment and hate behavior (School Board Policy 5145.9). Report all hate behavior to staff and administration.

  (a) No person, whether or not acting under color of law, must ***by force or threat of force, willfully injure, intimidate, interfere with, oppress, or threaten*** any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States in whole or in part *because of one or more of the actual or perceived characteristics of the victim*. [PC 422.6]

- 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 48900.4]

- Made **terroristic threats** against school officials or school property, or both. [EC 48900.7] with a dual finding

  (b) For the purposes of this section, "terroristic threat" must 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. [EC 48900.7]

## Obscenity, Profanity, Vulgarity, and Offenses of a Sexual Nature

### Public Display of Affection

The school recognizes that genuine feelings of affection may exist between students; however, students should refrain from inappropriate intimate behaviors on campus or at school-related events. Repeated or especially

inappropriate behavior in this regard may result in disciplinary action. Public displays of affection deemed inappropriate include: intimate embraces, kissing, fondling, lewd or other inappropriate conduct. It also includes "twerking" or other inappropriate or sexually suggestive dancing. Students may be suspended for more than one incident involving this type of behavior (see EC 48900 (i) below).

Behaviors that may result in **suspension** after the first offense:

- Committed an obscene act or engaged in habitual profanity or vulgarity [EC 48900 (i)]
- Committed or attempted to commit a sexual assault or sexual battery. [EC 48900 (n)] (see mandatory expulsion recommendation below)

Behaviors that will result in a **mandatory** recommendation for **expulsion**:

- Committing or attempting to commit a sexual assault or committing a sexual battery as defined Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

## Defiance & Disruption

By law, students are required to do what is reasonably asked of them by adults at school, as long as the request does not cause physical or mental danger to them. If a student feels that they are being treated unfairly, the student should refrain from arguing with the staff member and take the appeal to an administrator. **School staff is defined as any and all adult personnel.**

All school staff members are in a position of authority on campus and at any school-related activity. Direct challenges or verbal abuse toward a staff member will result in disciplinary action. If the challenge or verbal abuse is considered a threat of bodily harm to a staff member, disciplinary action could result in arrest and possible suspension.

Behaviors that may result in **suspension** after a first offense:

- Grades 9-12 Only: Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties [EC 48900 (k)]

  Students in grades TK-8 will have Other Means of Correction for defiance or disruption.

## Hate Motivated Behavior & Hate Speech

Vista Unified School District is committed to addressing hate-motivated behavior and hate speech in our schools. This approach balances accountability with support, giving students opportunities to learn, grow, and foster a positive, inclusive school culture.

To address hate-motivated behavior effectively, all schools in the district will implement a progressive discipline model. This method ensures appropriate responses to each incident while offering educational opportunities to help students understand the impact of their actions. The focus is on corrective measures to change behavior, not just punishment. Site Administrators have the authority to determine how to apply the following steps:

1. **Verbal Warning and Education**
    - For a first incident, the school will address the student with a private conversation and issue a verbal warning.
    - During this conversation, educators will explain why the language or behavior is harmful, reinforcing the school's values of respect and inclusivity. This step serves as an opportunity for the student to reflect and learn.
2. **Written Warning and Counseling**
    - If the behavior continues, a written warning will be issued, along with a mandatory counseling session.
    - This step emphasizes the seriousness of the behavior and provides the student with guidance to support their understanding and personal growth.
3. **Parent/Guardian Involvement and Behavior Plan**
    - In cases of persistent or more serious incidents, a meeting will be held with the student's parents or guardians to discuss the behavior and jointly create a personalized behavior plan.
    - Involving the family ensures collaborative support for the student's positive change.
4. **Suspension or Further Disciplinary Action**
    - For repeated or severe instances, disciplinary measures such as suspension or other administrative responses may be applied.
    - This step is a last resort, underscoring the district's commitment to maintaining a respectful and safe environment for all students.

## Definitions:

***Abetting:*** Encouraging, inciting, or inducing another to commit a crime. [PC 31]

***Aiding:*** Assisting, supporting, or helping another to commit a crime. [PC 31]

***Assault:*** An unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another. [PC 240]

***Attempting:*** Attempting means that a person has tried to do something or put in effort to do something. Attempting to cause physical harm, for example, could include throwing something at someone or trying to hit, kick or otherwise hurt someone, even if you were unsuccessful in harming them.

***Arranging or Negotiating:*** *A*rranging or negotiating means that a person was making plans and exchanging details about providing something or getting something from someone, even if you or the other person was not actually planning to follow through. For example, talking with another student about getting a firearm, other weapon or controlled substance, even if one or both of you did not actually plan to do it is considered arranging or negotiating.

***Battery:*** Any willful and unlawful use of force or violence upon the person of another.[PC 243]

***Brandishing a Knife:*** "Brandishing" means any person who, except in self-defense, in the presence of any other person, draws or exhibits (a knife), in a rude, angry, or threatening manner, or who in any manner, unlawfully uses a deadly weapon other than a firearm in any fight or quarrel. [PC 417]

***Bullying:*** See linked definition.

***Dual Finding:*** A decision to expel must be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. Other means of correction include review of rules/expectations and interventions for similar offenses.

(2) Due to the nature of the act, the presence of the student causes a continuing danger to the physical safety of the student or others. This determination will be made using the student's disciplinary record and facts from the incident.

***Explosive:*** An explosive is defined as any substance, or combination of substances, whose main purpose is to detonate or rapidly combust and is capable of an instantaneous release of gas and heat. An explosive is also considered any substance whose main purpose is to be combined with other substances to create something that would explode. Does not include lighters, matches, "poppers". [HSC 12000]

***Extortion:*** Extortion is the obtaining of property or other consideration from another, with consent, or the obtaining of an official act of a public officer, induced by a wrongful use of force or fear, or under color of official right. [PC 518(a)]

***Firearm:*** A firearm means "a device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of an explosion or other form of combustion…[this] also includes a rocket, rocket propelled projectile launcher, or similar device containing an explosive or incendiary material, whether or not the device is designed for emergency or distress signaling purposes…" Examples of "firearms" include: [PC 16520]

- pistols,
- revolvers,
- handguns, and
- shotguns (including short-barreled shotguns)

***Furnishing:*** Furnishing means that you gave it to someone - whether they were aware of it or not. For example, if you put something in someone's backpack, you are furnishing, and if you put it somewhere where someone else found it or picked it up, you are furnishing.

***Hazing:*** "Hazing" means a method of initiation or preinitiation into a student 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 student.

***Imitation Firearm:*** "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 (includes bb guns, paintball guns, airsoft guns, or water guns/toys that are substantially similar to a real gun). Note that threatening harm with an imitation firearm could result in an expulsion recommendation. Examples of imitation firearms include any of the following if they are substantially similar to a real firearm:

- bb guns,
- paintball guns,
- airsoft guns, or
- water guns/toys

***Knife:*** "Knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3-1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

***Mutual Combat:*** When two or more individuals engage in physical aggression/altercation. This includes when one person starts an altercation and the other person retaliates. Retaliation is not considered "self defense".

***Obscene Matter:*** Defined in PC 311

***Offering:*** If you ask someone if they want something or if you say that you will give or provide something to someone, that is offering. Offering can be made generically, such as a social media posting that advertises or suggests that something could be available from you.

***Possession:*** Possession means having, owning, or controlling something. Even if you did not bring it, even if it does not belong to you, if you have it for any reason, you are in possession.

***Reasonable student*** A student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the student's exceptional needs.

***Robbery:*** Robbery is the felonious taking of personal property in the possession of another, from their person or immediate presence, and against their will, accomplished by means of force or fear. [PC 211]

***Selling/sales:*** Selling or sales means that money or some other object of value was exchanged for the item/substance.

***Self Defense***: Individual did not want to fight, tried to avoid or stop fighting (evidence "I don't want to fight." "Stop/No", trying to get away).

***Sexual Assault:*** **PC 261** defines rape as a form of sexual assault
**PC 266c** defines sexual intercourse, sexual penetration, oral copulation, or sodomy as forms of sexual assault
**PC 286** further defines sodomy as a form of sexual assault
**PC 287** further defines oral copulation as a form of sexual assault
**PC 288** further defines sexual assault as: … a person who willfully and lewdly commits any lewd or lascivious act… upon or with the body, or any part or member thereof, of a child who is under the age of 14 years, with the intent of arousing, appealing to, or gratifying the lust, passions, or sexual desires of that person or the child
**PC 289** further defines sexual assault as: an act of sexual penetration when the act is accomplished against the victim's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person

***Sexual Battery:*** **PC 243.4** defines sexual battery as: Any person who touches an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse.

- "touches" means physical contact with another person, whether accomplished directly, through the clothing of the person committing the offense, or through the clothing of the victim
- "Intimate part" means the sexual organ, anus, groin, or buttocks of any person, and the breast of a female

***Stealing:*** Taking of items that are public or personal property of others. This includes not giving something back that someone else let you borrow or asked you to hold on to and it includes if you get something that belongs to someone else fraudulently (by lying or tricking them in some way). The major difference between theft and robbery/extortion is that there is no threat or use of force or fear. [PC 488]

***Terroristic Threat:*** For the purposes of this section, "terroristic threat" must 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.

***Under the Influence:*** School staff, including health technicians, LVNs, RNs, Campus Supervisors and others that are trained, may evaluate the symptoms of being under the influence. Staff are not required to determine what substance or measure quantities (i.e., a breathalyzer or blood test is not required) of being under the influence to make a determination that a student is exhibiting symptoms of being under the influence.

# REPORTING AND COMPLAINT RESOURCES

## Collaborative Problem-Solving

We believe that the quality of our programs and services can be improved when we engage in conversation to resolve differences and or disagreements through a process focused on making decisions that are in the best interest of students. Parents/guardians, staff, students and community members are encouraged to first engage in conversations first with the person(s) or program where the concern exists.

Students, parents/guardians, staff and community members are encouraged to bring questions or concerns to school administration or other appropriate school staff by calling, emailing, or requesting a meeting so that we can collaboratively problem-solve directly with you.

Contact Us: 760-726-8003

## Anonymous Reporting

Students, parents/guardians, staff and community members may submit anonymous reports to the district office using the PSST/Report-It system. Links to PSST are also available on school and district websites. District staff work with school staff to investigate and address concerns reported from PSST reports.

## Nondiscrimination in Programs and Activities

The **Vista Unified School District** is committed to providing equal opportunity for all individuals in its programs and activities. **District** programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, political affiliations, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of **district and school** services. The **District** assures that lack of English language skills shall not be a barrier to admission or participation in **district** programs. When 15 percent or more of a school's students speak a single primary language other than English, all notices, reports, statements, or records sent to parents by the school shall be translated into that other language; parents may respond in English or the primary language.

**District** programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The **Superintendent or designee** shall ensure that the **District** provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to **district** and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the **Superintendent or principal** if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

All allegations of unlawful discrimination in **district** programs and activities shall be investigated and resolved through the Uniform Complaint Procedures.

## Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. Sexual harassment of students at school or at school-sponsored or school-related activities is prohibited. Retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment is also prohibited. Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity will be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) will be taken into account. Any employee found to have engaged in sexual harassment or sexual violence toward any student will be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

The following individual has been designated as the District's Title IX Coordinator: Dr. Joan Faus, Director - 1234 Arcadia Ave., Vista, CA 92084 (760) 726-2170 ext. 92180 joanfaus@vistausd.org. The Title IX Coordinator is responsible for coordinating the District's efforts to comply with Title IX sexual harassment complaint procedures, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under the Uniform Complaint Procedures.

Instructional Program

As a preventative measure, students will receive age-appropriate instruction and information on sexual harassment, including:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.

2. A clear message that students do not have to endure sexual harassment under any circumstance.

3. Encouragement to report observed instances of sexual harassment even when the victim of the harassment has not complained.

4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, will be investigated and action will be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.

6. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

7. Information about the rights of students and parents to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the District investigation of a sexual harassment complaint continues.

8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Defining Sexual Harassment

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

Examples of Sexual Harassment

Examples of types of conduct which are prohibited and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

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, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Reporting and Investigating Allegations of Sexual Harassment

Students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student, an employee, or a third party or who have experienced off-campus sexual harassment that has a continuing effect on campus are strongly encouraged to report the incident to their teacher, the principal, the District's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment must notify the Title IX Coordinator within one school day. The report must be made whether the alleged victim files a formal complaint or requests confidentiality.

Once notified, the Title IX Coordinator will determine whether the complaint or allegation is to be addressed through AR 5145.71 – Title IX Sexual Harassment Complaint Procedures or BP/AR 1323.3 – Uniform Complaint Procedures. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator will ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3. The Title IX Coordinator will offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances. If, upon the conclusion of an investigation, sexual harassment is determined to have occurred, the Title IX Coordinator, or designee in consultation with the Coordinator, will take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Records of all reported cases of sexual harassment are maintained in accordance with law and District policies and regulations to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

To review the full text of the District's board policy and administrative regulation on sexual harassment, please go to https://www.vistausd.org/departments/educationalexcellence/student-support-services/youth-advocacy-services. A copy of the written policy on sexual harassment is included in school and District publications and posted in the main administrative offices and other areas where rules, regulations, procedures, and standards of conduct are provided. Additionally, each school site serving students in grades 9 through 12 has the written policy posted in each bathroom and locker room. A copy of the policy, as it pertains to students, is provided as part of any orientation program conducted for new and continuing students. Staff members also receive a copy of the policy at the beginning of the school year or at the time of hire.

## District Complaint Resolution

After speaking with the person or department where the concern exists and you have questions regarding the resolution of your concern/complaint or you believe the result to be unjust, the District Complaint Resolution Process outlines the process for resolving different types of complaints.

Some complaints fall within the **Uniform Complaint Procedures** process. Please see the *Annual Notification of Uniform Complaint Procedures for 2023-24* below for more information.

**VISTA UNIFIED SCHOOL DISTRICT**
1234 Arcadia Avenue, Vista CA 92084-3404 (760) 726-2170
www.vistausd.org

*Serving the Communities of Vista, Oceanside, San Marcos, Carlsbad and San Diego County*

**Board Members**
Julie Kelly
Sue Martin
Rena Marrocco
Martha Alvarado
Cipriano Vargas

**Superintendent**
Dr. Matt Doyle

## ANNUAL NOTIFICATION OF UNIFORM COMPLAINT PROCEDURES (UCP) for 2023-24

For students, employees, parents/guardians, school and District advisory committee members, private school officials, and other interested parties

Vista Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the Uniform Complaint Procedures (UCP). The UCP shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education
3. After School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education and Career Technical and Technical Training Programs
6. Child Care and Development Programs
7. Compensatory Education
8. Consolidated Categorical Aid Programs
9. Course Periods without Educational Content
10. Discrimination, harassment, intimidation, or bullying against any protected group as identified under EC 200 and 220 and GC 11135, including any actual or perceived characteristic as set forth in PC 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance
11. Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and newcomer pupils
12. Every Student Succeeds Act
13. Instructional Materials and Curriculum: Diversity
14. Local Control and Accountability Plans (LCAP)

15. Migrant Education
16. Physical Education Instructional Minutes
17. Reasonable Accommodations to a Lactating Pupil
18. Regional Occupational Centers and Programs
19. School Athletic Team Names, Mascots, or Nicknames
20. School Plans for Student Achievement
21. School Site Councils
22. State Preschool
23. State Preschool Health and Safety Issues in LEAs Exempt from Licensing
24. Student Fees
25. And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by the District.

A student enrolled in any public school shall not be required to pay a student fee for participation in an educational activity. A student fee complaint may be filed with the principal or the Superintendent or designee.

A student fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Copies of the UCP process are available free of charge. To obtain a copy of the complaint form and review additional UCP-related information, go to **https://www.vistausd.org/departments/humanresources/complaint-resolution-resources**.

**Board Members**
Julie Kelly
Sue Martin
Rena Marrocco
Martha Alvarado
Cipriano Vargas

**Superintendent**
Dr. Matt Doyle

Compliance Officer

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints: Assistant Superintendent, Human Relations Rachel D'Ambroso - 1234 Arcadia Drive, Vista, CA 9208 (760) 726-2170 ext. 92202 **racheldambroso@vistausd.org**. The compliance officer is knowledgeable about the laws and programs that they are assigned to investigate.

Notification

The District's UCP policy and regulations are posted in all schools and offices, including staff lounges and student government meeting rooms. Written notification of the District's UCP is provided annually to students and their parents, employees, district and school advisory committee members, appropriate private school officials, and other interested parties.

The District also posts the standardized notice of the educational rights of foster youth, homeless students, former juvenile court students now enrolled in the District, children of military families, migrant students, and newcomer students, as specified in EC 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process on its website.

The District has a notice posted to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, students, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Appeal

A complainant may appeal the District's investigation report to the CDE by filing a written appeal within 30 calendar days after receiving the District's decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of the investigation report for that complaint. A complainant may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.