



Integrity

Perseverance

Respect

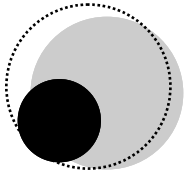
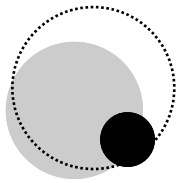
Rubidoux

Dedicated

to

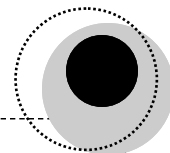
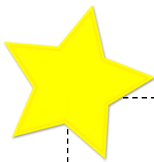
Excellence

PRIDE



2020-2021

4250 Opal Street
Jurupa Valley, CA 92509
Phone: 951.222.7700
Fax: 951.222.7802
www.RubidouxPRIDE.com
College Board school code: 052672
School colors: Black & Gold



This handbook belongs to:

Handbook ownership label area with a dashed border.

2020-2021 Student Handbook



Rubidoux High School's Vision

To provide a safe and dynamic learning environment through collaboration with students, staff, parents, and the community. Our high expectations challenge all students to realize their full academic potential and become successful, contributing members of Rubidoux High School and society.

Board of Education

Silvia Ortega, President
Karen Bradford, Clerk
Linda Chard
Robert Garcia
Melissa Ragole

Elliott Duchon, Superintendent

Administration

Principal, Jose Araux	222-7711
Principal's Secretary, Brenda McComb	
Assistant Principal, Todd Moerer—Student Activities and Facilities	222-7745
Assistant Principal's Secretary, Alicia Jones	
Assistant Principal, —Lisa Boschma—Curriculum and Instruction	416-1115
Assistant Principal's Secretary, Roxanne Valdovinos	
Assistant Principal, - Alicia Heimer —Student Services	222-7724
Assistant Principal's Secretary, Monica Regalado	

Guidance Coordinators

Nancy Sanchez	222-7728
Rosa Gonzalez	222-7733
Franklin Marmolejo	778-0054
Leticia Mellin	222-7732

College and Career Counselor

Rosio Merino	222-7756
--------------	----------

Support Staff

Main Office / Teacher Messages	222-7700
Bookkeeper	222-7747
A.S.B. Director	222-7774
Athletic Director	222-7734
Attendance (24-hour message)	222-7726
Career Center Clerk	222-7756
Adult Education	222-7739
Language, Speech and Hearing Specialist	222-7789
Long Term Independent Study	360-2660
Psychologist	222-7792
Registrar/Records	222-7737
School Nurse	222-7750
Student Management & Accountability TSA	222-7723
School Resource Officer (SRO)	275-0246

RHS Administration Office Hours are Monday – Friday 7:00 a.m. – 3:30 p.m.

TABLE OF CONTENTS

Academic Integrity Policy	12	Harassment, Threats, Bullying	24
Accident Policy	12	JUSD Guide to Student Fees	25
Administration/Directory	2	Learning Partnership Agreement	5
A-G Requirements	11	Littering	24
Altercations/Fighting	24	Loitering	24
Anti-Bullying Rules	6	Lost and Found	19
ASB (Associated Student Body) & ASB Cards	12	Lost, Stolen, or Damaged Articles	25
Athlete Academic Standards	16	Non-Discrimination Policy	23
Attendance Policy	18	Non-School Items, Selling	13
AVID	10	Non-School Materials, Distribution	19
Behavior at School Events	13	Off-Campus Procedures for Lunch	19
Bell Schedules	8	On-Campus Detention/Suspension	21
Bus Passengers	20	Permanent Markers, Spray Paint	24
Calendar, School	8	Physical Education	16
Calendar, District	7	Procedure for Shadowing Students	19
Career Center	11	Public Displays of Affection (PDA)	24
Cheating, Plagiarism	12	RECHS	10
Chromebook Use Policy	14	Saturday Intervention	21
Clubs	13	School Code	11
College Admissions Testing	11	School Map	9
Community & Private College Requirements	11	Sexual Harassment	23
Confiscated Items	21	Skateboards, Bicycles	24
Cyber Bullying and Sexting	24	Smoking, Tobacco Products	25
Dance Royalty	13	Student Drop-off/Pick-up	20
Debts	16	Student IDs	12
Deliveries During School Hours	19	Student Parking	19
Disaster Preparedness	20	Student Use of Technology	14
Disaster, Student Release	21	Searches	24
Discipline	21	Surveys	19
Dress Code	21	Suspension Appeal Procedure	22
Dress Code, Physical Education	16	Suspensions and Expulsions	21
Early Departure Procedures	17	Tagging, Graffiti	24
Electronic Devices	25	Tardy Policy	18
Emergency Cards	20	Teacher Assertive Discipline Plan	21
Schoolwide Learner Outcomes (SLOs)	4	Teacher Assistants	19
Fire Alarms	20	Telephones for Student Use	19
Food or Drink in Classrooms	24	Textbooks	13
Gambling	24	Transcripts	12
Grade Point Average (GPA)	10	Uniform Complaint Procedures	21
Graduation Requirements	10	Visitor Policy	17
Guests at School-Sponsored Events	13	Williams Complaint Policy	22
Guidance Office	11	Work Permits	12



RHS

SCHOOLWIDE LEARNER OUTCOMES (SLOs)

VISION

Rubidoux High School's Vision is to provide a safe and dynamic learning environment through collaboration with students, staff, parents, and community. Our high expectations challenge all students to realize their full academic potential and become successful, contributing members of Rubidoux High School and society.

SOAR with PRIDE!
Perseverance, Respect,
Integrity, Dedication to Excellence

RHS FALCONS WILL SOAR!

Seekers

- ⇒ Seek knowledge and new learning experiences.
- ⇒ Seek and evaluate multiple solutions to a problem.
- ⇒ Seek a variety of ways to communicate your thoughts and solutions.

Outstanding Citizens

- ⇒ Demonstrate respect through compassion, tolerance, and integrity.
- ⇒ Respect yourself and others.
- ⇒ Work with others, respecting their thoughts and opinions

Achievers

- ⇒ Challenge yourself to achieve your full academic potential.
- ⇒ Set and achieve worthwhile personal goals.
- ⇒ Achieve and maintain wellness.

Responsible Individuals

- ⇒ Responsible for your own life-long education and growth.
- ⇒ Responsible for your own choices.
- ⇒ Responsible for contributing to the advancement of your school, community, state, nation, and world.

Rubidoux High School



Expectations and Commitments

	Lunch Area/ Restrooms	Office	Computer Lab/Library	Hallways (Passing Period)
Seekers	Report any problems to an adult Show appropriate identification when asked (i.e. Pass/School ID)	Wait your turn to speak to an adult Use each resource only when needed (i.e. Nurse's office)	Use the internet to search for appropriate material Ask librarian/teacher for assistance when needed	Listen/ respond to adults appropriately Use free time to communicate with teachers about any class concerns
Outstanding Citizens	Use school property appropriately Wait your turn in line	Use appropriate language Greet all office personnel before making a request	Report any misuse of equipment to an adult Use school property appropriately	Follow all staff directions Refrain from PDA
Achievers	Use the restroom during your personal time Use time wisely to take care of any personal business	Ask for help when needed Turn in all office-related forms on time	Use time effectively Use sources appropriately to avoid plagiarism	Arrive to class on time End personal conversations upon entering the classroom
Responsible Individuals	Dispose of trash Return to class to promptly	Be mindful of your own business Keep noise level to a minimum	Dispose of food and drinks before entering Keep your space clean and neat	Only be in designated areas Keep your belongings with you at all times

- ALL STUDENTS will come to class on time, prepared with supplies, and ready to learn.
- ALL TEACHERS will provide high-quality curriculum and instruction that promotes college and career readiness for all students.
- ALL PARENTS will make sure that their child attends school, completes assignments, and monitor their child's progress throughout the school year.
- RHS will enforce rules and expectations, communicate with all stakeholders, and provide a safe and positive learning environment.

Rubidoux High School



Anti-Bullying Rules

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

SOAR with PRIDE

Perseverance Respect Integrity Dedicated to Excellence



JURUPA UNIFIED SCHOOL DISTRICT

Academic Calendar 2020-2021

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

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

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

HOLIDAYS

July	3	Independence Day (Obs.)
Sept.	7	Labor Day
Nov.	11	Veterans Day
Nov.	25	Admission Day (Obs.)
Nov.	26	Thanksgiving Day
Nov.	27	Local Holiday
Dec.	24	Local Holiday
Dec.	25	Christmas Day
Dec.	31	Local Holiday
Jan.	1	New Year's Day
Jan.	18	Dr. Martin Luther King Jr. Day
Feb.	15	Lincoln Day (Obs.)
Feb.	22	Washington Day (Obs.)
May	31	Memorial Day

END OF SCHOOL MONTHS AND DAYS TAUGHT

School Month	Date	Days Taught
1	Aug. 28	17
2	Sept. 25	19
3	Oct. 23	18/20
4	Nov. 20	19
5	Dec. 18	15/14
6	Jan. 22	9
7	Feb. 19	19
8	Mar. 19	19
9	Apr. 16	15
10	May 14	20
11	May 28/27	10/9
Total		180/180

IMPORTANT DATES

Aug.	3	New Teachers Report
Aug.	4	All Teachers Report
Oct.	16	Minimum Instruction Day K-6
Oct.	22-23	ELEMENTARY Conferences (No Pupils)
Oct.	23	End of 1 st Trimester K-6
Nov.	23-27	Thanksgiving Recess
Dec.	18	SECONDARY Conferences (No Pupils)
Dec.	21-Jan. 8	End of 1 st Semester 7-12 Winter Recess
Feb.	12	Minimum Instruction Day K-6
Feb.	19	End of 2 nd Trimester K-6
Mar.	22-26	Spring Recess
May	21	Minimum Instruction Day K-6
May	27	End of 2 nd Semester 7-12
May	28	Minimum Instruction Day K-6
		End of 3 rd Trimester K-6
		Planning Day 7-12 (No Pupils)

LEGEND	
	LEGAL HOLIDAY
	LOCAL HOLIDAY
	SCHOOL RECESS
	BEGINNING OF SCHOOL – K-12
	ELEMENTARY SCHOOLS NOT IN SESSION
	MIDDLE & HIGH SCHOOLS NOT IN SESSION
	END OF SCHOOL – K-6
	END OF SCHOOL – 7-12

Adopted: 3/11/19
Revised: 4/1/19

LEARNING WITHOUT LIMITS

DISTANCE LEARNING RHS BELL SCHEDULES 2020-2021

First day of school is August 6, 2020

Last day of school is May 27, 2021

In our Distance Learning model, school begins at 8:30 a.m. and ends at 2:15 p.m.



Rubidoux High School

A Bell Schedule *Monday & Wednesday*

Period 1	8:30 am	9:50 am
Break	9:50 am	10:00 am
Students check email, school announcements, etc.	10:00 am	10:20 am
Break	10:20 am	10:25 am
Period 3	10:25 am	11:45 am
Lunch	11:47 am	12:47 pm
Period 5	12:55 pm	2:15 pm
Break	2:15 pm	2:20 pm
Period 7	2:20 pm	3:50 pm



B Bell Schedule *Tuesday & Thursday*

Period 2	8:30 am	9:50 am
Break	9:50 am	10:00 am
Advisory	10:00 am	10:20 am
Break	10:20 am	10:25 am
Period 4	10:25 am	11:45 am
Lunch	11:47 am	12:47 pm
Period 6	12:55 pm	2:15 pm
Break	2:15 pm	2:20 pm
Period 0 / 8	2:20 pm	3:50 pm

HOLIDAYS

Labor Day	September 7	Dr. Martin Luther King, Jr. Day	January 18
Veterans Day	November 11	Lincoln Day	February 15
Thanksgiving Recess	November 23-27	Washington Day	February 22
No School (end of 1st semester)	December 18	Spring Recess	March 22 - March 26
Winter Recess	December 21 - January 18	Memorial Day	May 31

Parent Empowerment TBD

AP TESTING	
May 3	US Government & Politics (am)
May 4	Calculus AB/BC (am)
May 5	English Literature & Comp. (am)
May 6	US History (am)
May 7	Chemistry (am)
	Spanish Literature and Cult. (am)
	European History (pm)
May 10	French Language & Culture (pm)
May 11	Spanish Language (am)
	Psychology (pm)
May 12	English Language (am)
May 13	Statistics (pm)

ELPAC Testing Window February—March

CAA\$PP and CAST Testing Window

April

FINALS

1st Semester:
December 16 & 17

2nd Semester:
May 26 & 27

MARK REPORTING

<u>6 Week Mark Reporting 1</u>
Sept End of Report Period 1
Sept Grades Due
<u>6 Week Mark Reporting 2</u>
Nov End of Report Period 2
Nov Grades Due
<u>Semester 1 Mark Reporting</u>
Dec 18 End of Report Period 3
Dec 18 Grades Due
<u>6 Week Mark Reporting 1</u>
Feb End of Report Period 4
Feb Grades Due
<u>6 Week Mark Reporting 2</u>
Apr End of Report Period 5
Apr Grades Due
<u>Semester 2 Mark Reporting</u>
May 27 End of Report Period 6
May 27 Grades Due



RHS Graduation Requirements

NUMBER OF CREDITS NEEDED TO BE ON TARGET FOR GRADUATION

Students must also meet the course requirements listed below.

<u>Grade Level</u>	<u>Credits Earned</u>
Freshman (9 th)	0 - 50
Sophomore (10 th)	50 - 100
Junior (11 th)	100 - 155
Senior (12 th)	155 - 220

<u>Required Courses</u>	<u>Credits</u>
English Language Arts	40
Mathematics (This applies to class of 2019 and beyond)	30
Life Science	10
Physical Science	10
World History	10
U.S. History	10
Government	5
Economics	5
Healthy Living	5
Physical Education	20
Fine Arts or Foreign Language	10
Career Technical Education	5
Elective	60
Total Credits Required to Graduate	220

*Students must pass a year of Math 1 plus two (applies to 2019 and beyond) additional math courses to graduate



NUMBER OF CREDITS NEEDED TO BE ON TARGET FOR GRADUATION

Students must also meet the course requirements listed above

<u>GRADE LEVEL</u>	<u>CREDITS S1</u>	<u>CREDITS S2</u>
Freshmen	30	60
Sophomores	90	120
Juniors	150	180
Seniors	210	220+

*Physical Education credits: ALL students must complete two years of PE. PE credits can be obtained through participation in PE 1, PE 2, Advanced PE, Horse-manship, Marching Band or ROTC. If a student is enrolled and passes ROTC during their 9th grade year, they will be awarded 5 PE credits and 5 Health credits only.

GRADE POINT AVERAGE (G.P.A.)

GPA is determined by 4 points for an "A," 3 points for a "B," 2 points for a "C," 1 point for a "D," and zero points for an "F" grade. Advanced Placement (AP) and some Honors (UC approved) courses can earn 1 point higher for each grade earned.

AVID



The AVID program assists students in planning for life after high school. The main goal of AVID is to support students in meeting the A-G requirements that are required by most Universities in order to gain acceptance. The program helps develop everyday skills that are necessary to succeed in college, such as organization, Cornell note-taking techniques, and group collaboration. AVID students also get a feel for college life through interaction with college tutors as well as college field trips. Additionally, tutors come in twice a week and lead study groups. AVID helps students prepare for college eligibility by preparing them for exams such as the SAT and ACT which are necessary to gain acceptance to four-year universities. AVID also assists students in their search for scholarships and filling out financial aid forms.



RUBIDOUX EARLY COLLEGE HIGH SCHOOL PROGRAM (RECHS)

Rubidoux High School houses small learning academies and an on-site Rubidoux Early College High School Program (RECHS) in partnership with Riverside Community College (RCC). Its mission is to provide an innovative learning environment that supports and meets the needs of students in an environment which prepares students for college success by starting them in college courses during their junior and senior years. Students earn their high school diplomas while concurrently earning college credits that transfer to their college degree requirements. RECHS students earn up to a year of college credit by the time they graduate from high school.

Students are admitted through an application after an observation process in which the RECHS team observes students in the high school setting to determine if they are likely candidates. Limitations are imposed only insofar as seats are available in the program and based on the student's reasonable likelihood of success in college coursework and specific degree requirements for minors. To remain in the program, students must remain in good standing both in their high school and college coursework. The high school component of the RECHS program is rigorous, requiring that students pass all required core courses at the satisfactory level ("C" or above) with an ongoing overall GPA minimum of 2.80. Grades lower than a "C" (Ds or Fs) are not granted for credit in the RECHS program. Therefore, students may not earn high school credit for college courses unless they attain grades of "C" or better.

RUBIDOUX COLLEGE AND CAREER ACCESS PATHWAY PROGRAM (CCAP)

The College and Career Access Pathway (CCAP) program at Rubidoux High School is a joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education which allows high school students to participate in Community College course while attending Rubidoux High School. The CCAP program is designed to provide students with a pathway to college and to provide them with additional support to give them the best chance for success. This program is blended with our AVID program and students are automatically enrolled in an AVID 10 class while taking their first community college course in the 10th grade. The CCAP students can take up to 6 college courses while attending Rubidoux High School. The goal of the program is to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, and help students to become college and career ready.

GUIDANCE OFFICE

The Guidance Office maintains a Personal Learning Plan (PLP) for each student. The PLP contains a complete record of each student's educational progress, standardized test scores, schedule, grades, etc. Guidance coordinators are trained to assist the student in developing his/her educational objectives. Students may not ask to see their guidance coordinator during class time. Bulletin boards may carry notices of scholarships, college visitations, vocational programs, advanced placement and other pertinent information, or students may also visit the Career Center. **Parent Empowerment: TBD** For more information visit www.rubidouxcounselors.weekly.com

CAREER CENTER

The Career Center is a valuable resource to help students as they prepare for their future. Students may access career interest and aptitude surveys, research various career options, and explore post-secondary education programs, schools, and majors. Students can also learn more about ROP/CTE and complete financial aid applications. You can reach the Career Center at 951-222-7756.

COLLEGE ADMISSIONS TESTING

Students planning to enroll in a 4-year college or university upon graduation need to take the SAT Reasoning Test or the ACT by December of their senior year. **Our College Board school code is 052672.** We encourage students to take the practice tests for the SAT (known as the PSAT) no later than their junior year. This test is given in the fall at RHS. Registration and practice materials are available in the Career Center as well as online at www.collegeboard.com. The application filing period for the California State University System (CSU) is October 1 - November 30 each year. Students MUST apply online at www.csumentor.edu. There are 23 campuses and each campus requires an online application. The application filing period for the University of California (UC) is November 1 - November 30 each year. Students MUST apply online at www.ucop.edu/pathways. There are 9 undergraduate campuses and there is a single online application for all campuses.

COMMUNITY COLLEGE/PRIVATE COLLEGE REQUIREMENTS

Community colleges offer many technical/vocational classes as well as a transfer program that allows students to advance to a four-year college. Any student may be admitted who is either a high school graduate or 18 years of age or who has passed the California High School Proficiency Exam (CHSPE). There are no specific subject requirements. See college catalogues for specific private college admission requirements.

University of California/California State University a–g Admission Requirements

Courses at RHS are offered based on student interest and may not be offered every year. (www.ucop.edu/agguide)

A U.S. HISTORY/GOVERNMENT – 2 years required

American Government
AP European History
AP U.S. History
AP U.S. Government & Politics
U.S. History
World History
Honors World History
World Geography

B ENGLISH – 4 years required

AP English Language & Composition
AP English Literature & Composition
English 9
English 9, Pre--AP
English 10
English 10, Pre--AP
English 11
English 11
Expository Reading & Writing Course (ERWC/English 12)

C MATHEMATICS – 3 years required, 4 years recommended

Intro. Math 1B w/Robotics
Mathematics I
Mathematics II
Honors Math II
Math III
Honors Math III
AP Calculus AB
AP Calculus BC
AP Statistics
Pre-Calculus
Honors Pre-Calculus

D LAB SCIENCE – 2 years required, 3 years recommended

Agricultural Biology
Agricultural Chemistry
AP Biology
AP Chemistry
AP Physics
Earth and Space Science
Biology
Honors Biology
Chemistry
Honors Chemistry
Physics
Honors Physics
Anatomy Physiology & Careers

E FOREIGN LANGUAGE – 2 years of the same language required, 3 years recommended

AP French Language
Honors French
French I, II, III
AP Spanish Language
AP Spanish Literature
Honors Spanish 1 for Spanish Speakers
Honors Spanish 1
Spanish I, II, III
Spanish I for Spanish Speakers
Spanish II for Spanish Speakers
Spanish III for Spanish Speakers

F VISUAL/PERFORMING ARTS – 1 year required

Advanced Ceramics
Art Fundamentals I
Advanced Drawing
Ceramics
Digital Photo I
Digital Photo II
Ballet Folkloric
Chamber Singers
Concert Band
Concert Choir
Marching Band
Mixed Choir
Percussion Ensemble
Strings
Symphonic Band
Treble Choir
Women's Ensemble
Theater I
TV Production
Video Production

G ELECTIVE – 1 year required, 3 years recommended

Agricultural Government and Economics
Auto Body Essentials
Culinary Arts
Advanced Culinary Arts
Business Math
Ethnic Studies
Psychology
AP Psychology
AVID 9/10/11
AVID Senior Seminar
Economics
Publications and Design I
Sociology
Veterinary Science



TRANSCRIPTS

Currently enrolled students receive free official transcripts. Duplicating transcripts requires a 48-hour notice, and all charges must be cleared before transcripts are made. For alumni and former students, there is a \$3.00 fee for each transcript requested, cash or money order.

DID YOU KNOW?

1. Students may either add or drop a class, but they must make an appointment to meet with their guidance coordinators. Students who stop attending a course will receive an "F." Withdrawal deadline is the end of the third (3rd) week of the semester. Teachers WILL NOT drop or add a student until they are notified by the appropriate guidance coordinator. Appropriate class changes will be made during the 1st week of school.
2. While students choose the courses they wish to take, teachers and period assignments are selected randomly by the computer. **Schedule changes for period or teacher preferences cannot be made.**
3. Students who wish to repeat any course to improve their grade may do so with teacher/parent/guidance coordinator approval. However, additional credit will not be granted for a repeated course. There are some advanced courses in special areas that may be repeated for credit. See your guidance coordinator for additional information.
4. Students who are interested in earning credits through a private accredited institution must see their guidance coordinator for more information.
5. Specific information regarding college scholarships and financial aid may be announced in the daily bulletin. More information may be obtained in the Career Center.
6. Advanced Placement classes count an extra grade point for A, B and C grades. (A=5, B=4, C=3; D and F grades do not qualify for an extra grade point.)
7. During the year an academic awards assembly or rally may be held to recognize RHS students who have excelled in school or improved their grades. An ASB card may be required for some awards. Awards that may be available to students who have a current ASB card include a letter for two consecutive semesters of a 3.3 GPA and a bar for additional semesters of 3.3 GPA..

WORK PERMITS

Work permit applications are required for all working students under the age of 18. General summary of Minors' Work Regulations: If federal laws, state laws, and school district policies conflict, the more restrictive law (that which is most protective of the employee) prevails. Generally, minors must attend school until age 18 unless they are 16 years or older and have graduated from high school or received a State Certificate of Proficiency. Employers of minors required to attend school must complete a "Statement of Intent to Employ Minor and Request for Work Permit" (Form B1-1) for the school district of attendance for each minor. Employers must retain a "Permit to Employ and Work" (Form B1-4) for each minor. Work Permits (B1-4) must be retained for three years and open at all times for inspection by sanctioned authorities. A Work Permit (B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor. For more information on Minors' Work Regulations, please visit www.ca.gov. Information/forms regarding work permits can be obtained in the office. A 2.0 GPA and good attendance is required.

ACADEMIC INTEGRITY POLICY (based on California Ed Code 48900, sections G, K, and U)

Each student must take personal responsibility for his/her academic performance and act with integrity. It is always understood that all work represents each individual's own efforts and ideas, unless a teacher specifically authorizes a group assignment.

Academic dishonesty includes, but is not limited to:

- Cheating
- Cheat sheets or using notes without permission
- Forging, altering, or duplicating school or teacher documents and/or teacher or parent signatures
- Fabricating information or citing non-existent sources
- Plagiarism by copying part or all of another person's work and submitting it as your own, giving or getting improper assistance on an assignment meant to be individual work, failing to properly cite paraphrased or quoted materials with footnotes or a bibliography, copying from other sources such as charts, graphs, test, or notes.
- Text messaging exam data or information.

Consequences will be determined by individual teachers and may include the following: receiving zero points on the assignment(s), a failing grade for the six-week grading period and/or for the semester, and on-campus suspension (OCS). Consequences may also include further disciplinary action as determined by the guidance coordinator and/or school administration. Please note that per California Education Code 49066, the final grade for each student is determined by the teacher and cannot be changed without the teacher's consent.

ACCIDENT POLICY

A student accident insurance policy is available each school year. This is an individual policy offered by a private firm to students in Southern California. You may inquire about this in the Guidance Office. **It is the student's and parents' responsibility to apply for insurance through this policy or other personal means.**

ASSOCIATED STUDENT BODY (ASB)

Patterned after the administrative government of the United States, Rubidoux's Associated Student Body (ASB) serves Rubidoux High School as the center of student government. Organization and execution of all activities, fundraising, and events concerning the students at RHS must be approved by ASB. Any concerns or recommendations are to be directed to an ASB representative who will share them at the next ASB meeting. Rubidoux's ASB hopes all students will participate in the functions ASB hosts, making their time at RHS the best that it can be.

STUDENT IDENTIFICATION (ID) CARDS

All students are required to wear a current Rubidoux High School ID card on a RHS lanyard at all times. All transactions with the bookkeeper will require an RHS ID and ID cards must be presented at all school functions and students may be asked to present it during the course of the day for a variety of reasons. **Lost IDs may be replaced for a cost:**

1st time \$1.00
2nd time \$2.00
3rd time \$3.00
4th time \$4.00
5th time \$5.00

ASB CARDS

Not available for purchase 2020 fall semester.

DANCE ROYALTY

Not applicable for 2020 fall semester.

Students may be a candidate for royalty at any school-sponsored dance once per year. They must hold an ASB card, have at least a 2.0 GPA, and be free of all charges with the bookkeeper. Any attendance, suspensions or behavioral issues related to our core values (Perseverance, Respect, Integrity, and Dedicated to Excellence) in the current school year may affect eligibility, and would require administrative approval prior to voting. This applies to all grade levels.

CLUBS

Students can choose among a wide variety of clubs and organizations to pursue special interests and participate in extracurricular activities. Only chartered clubs may officially meet and function as a Rubidoux High School organization. To be chartered, a club is required to have a faculty sponsor, constitution, membership list, and be approved by the ASB secretary. All club expenditures must follow the accounting procedures outlined in the administration. All club expenditures must follow the accounting procedures outlined in the Handbook for Sponsors. See your sponsor before planning any fundraising projects. A sponsor must be present at all meetings. Minutes must be kept and turned in to the Club Advisor by May 30, 2018. Club Advisors will submit final minutes to the ASB Bookkeeper the following day.

SELLING NON-SCHOOL ITEMS

Students may not sell any items at school unless they are participating in a school-approved fundraiser. Items will be confiscated and will require parent pick-up. Violators will be subject to disciplinary action.

BEHAVIOR AT SCHOOL EVENTS

Students or guests who exhibit serious behavior problems at an athletic event or an extracurricular activity (dance, play, concert, etc.) may be prohibited from attending other events for the remainder of the school year. This means that those caught drinking or under the influence of alcohol or a controlled substance, fighting, in possession of a weapon or fireworks, or any other serious violation of *Education Code* 48909 in addition to the immediate consequences (arrest, suspension and/or expulsion), may be banned from future school events during the year. **All school rules and regulations apply to both student and guest of student at any school-sponsored events including off-campus events.**

GUESTS AT SCHOOL-SPONSORED EVENTS

Not applicable for 2020 fall semester.

Rubidoux students wishing to bring a guest to school-sponsored events must present a completed guest pass when purchasing tickets. Tickets must be purchased before the end of lunch on the last day of ticket sales. Events needing guest passes will be determined by the administration. All guest passes needing approval must be turned in to the appropriate office no later than five (5) school days prior to the event. No guest pass will be approved for individuals 21 years of age and older. **All students and guests entering the event must show current photo ID (a class schedule will not suffice).**

TEXTBOOKS

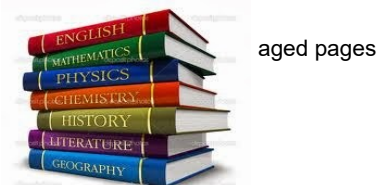
All textbooks remain the property of the Jurupa Unified School District. They are freely checked out (loaned) to students who need them. There is no charge for this loan service, but students are responsible for all textbooks that are checked out to them. Students are encouraged to cover their books.

The following are Rubidoux High School's rules of financial responsibility and payment for missing or damaged textbooks.

1. Each student is responsible for any and all textbooks issued to him/her.
2. Each student must return the same textbook (same number) that was issued to him/her.
3. Textbooks which are not returned for any reason (lost, borrowed, stolen, destroyed) or which are damaged beyond normal use must be paid for by the student or the student's parents (*Ed. Code* 48909) by money order only. This includes textbooks that are damaged by water. The cost will be determined by the replacement cost of the books.
4. If a book is missing for any reason during the instructional term, the student may be required to pay for the book before a replacement copy is issued. In cases of genuine financial hardship a new book may be issued before payment is made, but, in any case, the record must be cleared by the end of the school year.
5. If a missing book is paid for and later recovered, the amount paid will be refunded to the student (receipt for original payment must be provided).
6. Students have a 24-hour period to report damage to a textbook that has been checked out to them.
7. Any textbooks that contain gang affiliated graffiti, symbols or obscenities will be removed from circulation and the student will be charged.
8. Failure to pay any charges will result in loss of participation in school activities and withholding of report cards until amount owed is paid.

Fees for damages

A. Defacement (or other minor damage)	\$2.00 per usable page \$3.00 per non-usable page Cost of textbook for 10 or more dam-
B. Damaged cover	10-25% of cost of textbook
C. Damage to book preventing future use (binding, water damage, mold, etc.)	Cost of textbook/library book
D. Barcode removal or defacement	\$5.00 per barcode sticker



aged pages

Student Use of Technology (refer to BP 6163.4)

Jurupa Unified School District recognizes that access to technology in school gives students greater opportunities to think critically, problem solve, research, create, communicate, and collaborate. Given the integration of these technologies with California State Standards instruction and state mandated annual testing, acceptance of these policies is no longer optional for students. Parents who are concerned about the use of these technologies or the application of these policies should contact the district or school administration to discuss whether reasonable adjustments may be required for a student's particular needs. This acceptable use policy outlines the guidelines and behaviors that users must follow when using school technologies or personally-owned devices on the school campus. School technologies may include internet access, desktop, virtual desktop or laptop computers, Chromebooks, iPads, video conferencing, online collaboration, email and message boards. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed. All activity over the network or using district technologies may be monitored and retained. No use of the district network or equipment is private. Users are expected to communicate with the same appropriate, safe, mindful courteous conduct online as offline. Users should be careful not to share personally-identifying information online or attempt to open files or follow links from an unknown or untrusted origin. A K-12 district Internet safety program, based on the Common Sense Media curriculum, has been implemented at each school. Teachers will reinforce the learned Common Sense Media concepts when appropriate to developing student information literacy skills through the core curriculum. The Common Sense Media curriculum focuses on cyber community citizenship in the primary grades; citizenship and safety, and cyber predator identification in the upper elementary grades; cyber bullying, negative networking, and predator identification, in the middle grades; and cyber harassment, cyber relationships, security – malicious codes, and social-networking risks at the high school level. Every student and teacher will have the opportunity to participate in the Common Sense Media curriculum. Common Sense Media provides free education for parents, students, and schools about online student safety. This quality education resource helps minors be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

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

CHROMEBOOK USE POLICY (DIGITAL GATEWAY)

The Jurupa Unified School District (JUSD) 1:1 Chromebook program is designed to provide students with the opportunity to enhance their learning through the use of 1:1 device technology. A district Chromebook will be checked out to each student who participates in the 1:1 Chromebook program. The Chromebooks are the property of the school district. Similar to other district property assigned to students, i.e., textbooks, students and parents are responsible for the care and return of the Chromebook.

JUSD collect data to establish how and to what degree the Chromebook program affects student achievement. Collection of data may include the administration of a teacher, parent and student survey.

Before Receiving the Chromebook

- A. Parents and students must sign and return the Chromebook Distribution Form agreeing to be responsible for the Chromebook. In the event that the device is lost (stolen, not returned, missing, etc.) the student/parent will be responsible to pay \$270 for the replacement cost of the Chromebook. This is very similar to the existing textbook replacement policy in use at JUSD and many other school districts. If the device is damaged and/or inoperable, the student will be responsible for returning the device to the school site for repair and will be charged a \$25 fine for damage repair. A replacement Chromebook will be issued upon return of the damaged device.

Receiving Your Chromebook

- A. Each Chromebook will be checked out to the student through JUSD's Textbook Management system in your school library.

Care of Your Chromebook

- A. The Chromebook is school property and all students must follow Board Policy 5131 prohibiting student conduct that results in damage to or theft of property belonging to the district, staff or students.
- B. Under no circumstances should Chromebooks be left in unsupervised areas, such as, the school grounds, lunchroom, library, PE rooms, unlocked classrooms, or outdoor walkways.
- C. Use a soft clean and dry cloth to clean the screen. **Do not** use water or cleaning solutions.
- D. Students are responsible for keeping the Chromebook battery charged for class each day.
- E. Parents may choose to purchase a protective case.
- F. When carrying you Chromebook in a backpack or other carrying case, avoid placing too much pressure and weight on the Chromebook screen.
- G. Chromebook screens are particularly susceptible to damage. Do not lean on the Chromebook cover. Do not place anything heavy on the Chromebook that could put pressure on the screen. Do not bump the Chromebook against walls, car doors, floors, etc.

Using Your Chromebook at School and Home

- A. Students are responsible for bringing the Chromebook and power cords to school each day.
- B. To prepare the Chromebook for use during school, students should charge the Chromebook each evening.
- C. Inappropriate media, graphics, or language may not be used as a screensaver or background photo. Any drug, alcohol, or gang related symbols, pornographic images or inappropriate language will result in disciplinary actions.
- D. Students are allowed to set up their home wireless network on the Chromebook. JUSD's GoGuardian filter contains filter options that meet the Children's Internet Protection Act (CIPA).

Acceptable Use Policy

- A. Students are responsible for adhering to the rules and internet use guidelines outlined in the JUSD Acceptable Use Policy.
- B. Use of Jurupa Unified School District network systems/technologies is a privilege, not a right. Inappropriate use may result in a cancellation of those privileges.
- C. Students shall not engage in vandalism. Any attempt at deliberate damage to the hardware, software, or information stored on any computer/device within the lab, classroom, and library including the introduction of computer viruses or attempts at hacking, will be subject to disciplinary actions, including suspension.
- D. Students/parents will be held responsible for any and all damage to the Chromebook that is checked out to the student. Damage includes, but is not limited to: broken screens, cracked plastic pieces, inoperability, etc.
- E. If the Chromebook is damaged and able to be repaired, students/parents are responsible for the repair costs including tax and shipping. Should the cost of repair exceed the cost of purchasing a new device, the student/parent will be charged the full replacement value (approximately \$336.00).



STUDENT DEBTS

Students are responsible for paying all school-related debts including course fees, vandalism, damage to any school equipment, damaged or lost library books and textbooks. Payment for these items must be made with cash or check only and should be promptly submitted to the ASB Bookkeeper’s office window. Failure to settle these matters may lead to the loss of:

- Senior activities including graduation and Senior Night
- Off-campus lunch permit
- Running for an ASB or class office
- Campus parking
- Dances

ACADEMIC STANDARDS FOR ATHLETES



1. A student participating in a high school athletic program shall meet all California Interscholastic Federation (CIF) eligibility requirements.
2. The eligibility date for all high school activities will be the same as that determined by CIF and League ruling. Students should clear early to avoid long lines and possible delays in eligibility.
3. Six-week grades shall be the basis for determining the grade point average (GPA). The grade point average shall be determined by dividing the accumulated grade points from all classes in which the student is enrolled during the grading period by the number of classes attempted.
4. The student shall obtain at least a 2.0 GPA the 6 weeks prior to participation. A probationary period of 6 weeks shall be in effect for students who fall below the 2.0 GPA, whether or not they have previously participated in an activity. A student whose 6-weeks GPA remains below 2.0 at the end of the probationary period shall go into "ineligible status" until she/he obtains at least a 2.0 GPA at the subsequent 6-weeks grading period. High school freshmen shall be exempt from this standard until the end of their first 6 weeks. Athletes must pass four classes (with a maximum of 1 PE course) or they are automatically ineligible **regardless** of previous GPA.
5. Except to rectify errors, grades, once issued, may not be changed. Incomplete grades become complete in accordance with school practice. Athletes become eligible or ineligible when grades are returned from the County Data Center. Eligibility status is determined within 5 days after grades are received as a hard copy from the Registrar.
6. The second semester GPA of students on probationary or ineligible status may be recalculated to include summer school grades to determine eligibility for fall activities. Credit for courses taken at an accredited college or university may be used to raise quarter or semester GPA's if students received approval from their high school principal or designee prior to attending classes. Each semester unit equals three and one-third (3 1/3) high school credits.
7. Transfer students must meet the same requirements as non-transfer students along with meeting CIF requirements.
8. While under suspension, students shall be ineligible to participate in any activities.
9. Appeals or exceptions to these standards shall be determined by a district administrator designated by the Superintendent. The decision of the administrator shall be final.

PHYSICAL EDUCATION DRESS CODE

Not applicable for 2020 fall semester.

The P.E. staff at Rubidoux High School is committed to improving the quality of physical education for our students. In order to do this, we have established these procedures:

- (a) P.E. Uniform: Regulation P.E. clothes are required and available through the P.E. Department. **Students must have P.E. clothing to receive full credit for the day.**
- (b) Rubidoux PE uniforms, black shorts, grey shirts (plain), white socks and athletic shoes, are required. No altered clothing is permissible. No logos except RHS are permitted.
- (c) As the weather gets cooler, sweats are acceptable. They must be worn over the P.E. uniform and only black or gray sweats are permitted.
- (d) White t-shirts are **not** approved wear in P.E.
- (e) All P.E. shirts must have sleeves.
- (f) RHS dress code **will** be enforced in Physical Education.
- (g) Must have appropriate swimwear. No cotton blend attire allowed in the pool.
- (h) **MUST HAVE A RHS ISSUED COMBINATION LOCK.** NO personal or non-RHS locks allowed

PRICES and SIZES:

T-SHIRTS	S—XL	\$10.00
	2XL—4XL	\$12.00
SHORTS	S—XL	\$10.00
	2XL—4XL	\$12.00
RHS LEGGINGS	XS—XL	\$20.00
SWEATPANTS	S—XL	\$20.00
	2XL—3XL	\$25.00
HOODED SWEATSHIRTS	S—XL	\$25.00
	2XL—4XL	\$30.00



PE uniforms should be purchased during registration. During the school year they are available in the boys PE office. Students must use a school provided locker that will be assigned for their use. Absolutely **no sharing** of combinations and/or lockers is allowed. To ensure a secure environment of property, all valuables should be locked in the student’s personal locker or Long Lockers (**period use ONLY**). **Unauthorized locks will be removed.** If Long Lockers are used over night the contents will be removed.

ATTENDANCE POLICY

Attendance is taken during the synchronous portions of each block period. Parents and students should attempt to schedule all medical appointments outside of school hours to obtain the maximum benefit from the education provided at RHS. the school to release the student. If an absence is due to technological issues, please contact the RHS attendance office.

Attendance is compulsory in California until high school graduation or the age of eighteen. Punctuality and regular attendance are essential to success in school as well as on the job. Any student who is absent must present a written excused upon returning to school, or the parent must personally call the attendance office the day of the absence. State law accepts only 4 reasons for "excused" absences (1) illness/medical; (2) religious absences; (3) bereavement and (4) court appearance. Failure to attend Saturday School or continued truancies may lead to disciplinary action. Telephone calls are received 24 hours a day at [951-222-7726](tel:951-222-7726). If you reached a voicemail message, speak slowly and distinctively. Please spell the student's first and last name and provide the date of birth, give the date(s) he/she was or will be absent, the reason for the absence, your own name, and your relationship to the student (mother, father, legal guardian). This must be done on each day the student is absent from school. If you do not notify the Attendance Office of the student's absence, please send a note with the student and have him/her take it to the Attendance Office window the day he/she returns to school. A note should contain the full name and date of birth of the student, the date of the absence, and the reason for the absence. Only a parent or legal guardian may sign a note or clear an absence.

SHORT-TERM INDEPENDENT STUDY

A student that will be missing more than 5 consecutive days of school may request a placement on short-term independent study from their academic counselor. Short-term contracts need to be requested at least two weeks in advance and will not be allowed exceed 6 weeks. Rubidoux will provide the teacher services, instructional materials, and other necessary items and resources as specified for each assignment. Assignments completed and submitted by due date may earn full academic and attendance credit for the dates specified on the contract. To receive full credit, all work in all subjects must be completed. The manner, time, frequency and place for submitting work is specified on assignment contract. The Independent Study Short-Term Contract include the course descriptions, objectives, study methods, evaluation methods, and resources covered by this agreement. Please reach out to your academic counselor for more information.

ATTENDANCE VERIFICATION FORMS

Any forms requiring attendance verification (e.g. DPPS, CalWorks, Social Security, etc.) will need a **72-hour period** to verify information.

CUSTODY ISSUES

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her 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. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. 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.

EDUCATION FOR HOMELESS CHILDREN (refer to BP617)

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

EDUCATION FOR FOSTER YOUTH (refer to BP 7173.1)

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth. The Foster Youth Liaison for JUSD is the Director of Pupil Personnel Services. They may be contacted at (951) 360-4140.

EARLY DEPARTURE and PROCEDURES FOR LEAVING CAMPUS DURING THE SCHOOL DAY

Not applicable for 2020 fall semester.

Each student MUST have permission prior to leaving campus at ANY TIME during the school day. Students that are 18 years of age must have written authorization from a parent stating that the student is responsible for him/herself to excuse absences or to leave campus. While it is strongly suggested that medical and dental appointments and personal business be conducted after school hours, this is not always possible. If it is necessary for you to leave campus during the day, your parents must send a note with you to this effect to be given to the attendance office. The Attendance Office will provide you with a pass to leave campus. **STUDENTS WHO LEAVE CAMPUS WITHOUT PERMISSION ARE CONSIDERED TRUANT UNDER THE LAW.** Students who do not adhere to the required procedures and who are found off campus are subject to citation by the Sheriff's Department (Riverside Co. Ord. 339.2(3) (a)). **Students who return to campus after being truant that same day are subject to search.** Students who are ill must get a pass from their classroom teacher before coming to the guidance office or the nurse's office.

On special sales days sponsored by ASB (such as Food Week), students who wish to leave campus prior to lunch for errands involving the sales must follow these procedures:

1. Check out with Attendance Office.
2. Must have a written note from sponsor.
3. Must have a written note from parent.

VISITOR POLICY

Rubidoux High School is a closed campus to all but enrolled students and staff. All visitors must sign in at the main office and receive a visitor's pass. The pass must be worn on the shoulder area at all times while on campus. Failure to follow these procedures may lead to police intervention.

Students may not bring relatives or friends to school as visitors (P.C. 626.8 & .6). Non-students may not be on campus at lunch time, before or after school to visit friends.

RAPTOR VISITOR MANAGEMENT SYSTEM

As part of the District's effort to provide a safe and secure learning and working environment the use of the Raptor Visitor Management System is being used. All visitors/volunteers will need to check in and out of the office through the Raptor system. All visitors/volunteers will be asked to present a valid government issued identification (ID) which will be scanned into the system. Please make sure to have a valid identification.

RUBIDOUX HIGH SCHOOL TARDY POLICY



In our current Distance Learning Model, students have 15 minutes to log in and communicate their presence to their teacher before being marked tardy. Excessive tardies will be subject to follow up and further attendance interventions and/or consequences.

RHS Traditional Tardy Policy:

During Period 1, students arriving to campus after 7:15am must report to the Attendance Office to be processed.

Students tardy to class during Periods 2 thru 6, must report to the Attendance Office to be processed. Students found roaming campus will be taken to the Main Office for consequences. Each student truant or tardy may be subject to, but is not limited to, the following consequences:

NUMER OF TRUANCIES

- 1st Truancy** Student marked truant and phone call home
- 2nd Truancy** Consequence, student marked truant, and phone call home
- 3rd Truancy** Meeting with student and staff member, student marked truant, and phone call home
- 4th Truancy** Meeting with parent/guardian and staff member, student marked truant, and phone call home
- 5th Truancy** Suspension
- Subsequent truancies—Staff discretion**

NUMBER OF TARDIES

- 1st Tardy** Student marked tardy and phone call home
- 2nd Tardy** Consequence, student marked truant, and phone call home
- 3rd Tardy** Meeting with student and staff member, student marked tardy, and phone call home
- 4th Tardy** Name placed on No-Go List, student marked tardy, and phone call home
- Subsequent truancies—Staff discretion**

Saturday School	Detention	After School Tutoring
8 tardies per visit	1 tardy per visit	2 tardy per visit

Students may roll back their tardies by checking in with their school ID and attending:

Periodic Q Communication messages will be sent out to parents reporting their child is on the *NO GO List* and the ways to correct their tardies.

**NO GO List* may include, but is not be limited to: Pep Rallies, dances, senior privileges (Prom, Grad Nite, etc.), and off campus passes, participation in practices or rehearsals for athletic teams or performing arts groups.

Periodic unannounced tardy sweeps will take place throughout the school year. Students who are tardy will automatically be assigned a consequence.

Policy is subject to change at any time at Administration's discretion.

BE ON TIME !



PROCEDURE FOR SHADOWING STUDENTS

Not applicable during 2020 fall semester.

Parents/guardians will need to contact the guidance coordinator at least 2 days in advance to notify teachers and arrange for the on-campus shadowing. Parents/guardians will sign-in when they arrive to receive a visitor's badge and will be directed to the appropriate classroom. Parent/guardian will only be an observer in the class, not a participant or evaluator. Questions or comments should be written down and left with the teacher and the teacher will contact the parent within 24 hours to discuss. At the end of the observation, parent/guardian will need to sign out and return the visitor's badge to the office.

OFF-CAMPUS PROCEDURES FOR LUNCH

Not applicable during 2020 fall semester.

Rubidoux High School is a closed campus. Students must have an off-campus pass to leave the campus for lunch. Only 11th and 12th grade students that reach their testing goals will be allowed to obtain an off campus lunch pass. Freshmen and sophomores are not eligible for off-campus privileges.

The criteria are as follows:

- **No D's or F's at the end of prior semester (not including summer school)**
- **GPA of 2.5 or above from prior semester**
- **No trancies from prior semester**
- **No suspensions from prior semester**
- **No academic integrity violations from previous semester**
- **On track to graduate (credits as established in HS course guide)**

PARENT/GUARDIAN must sign the off-campus application in front of a school official. Students will be considered truant if they leave campus without an off-campus pass. **Off-campus passes MUST be carried at all times.** Students may only go to the areas designated on the off-campus pass by their parents. Students out of area will lose their off-campus privilege and will be subject to disciplinary action. Students may be requested to show passes to school officials when leaving or returning to campus. Off-campus passes will be revoked for violation of the school attendance policies

TEACHER ASSISTANTS (TAs)

The Jurupa Unified School District's mission is to ensure that all students are College and Career Ready when they graduate. Starting in 9th grade, all students (except as indicated in an IEP or 504 Plan) will be scheduled into classes to meet these requirements. We do not schedule students for Teacher Assistants (TA) or Open Periods. Any parent request to go against this policy may place a child at risk to not graduate and/or to not meet a-g requirements or College and Career readiness expectations. Parents who request an exception to the above policy must complete a form, and must schedule a meeting to discuss this request with your child's Guidance Coordinator or Administrator.

TELEPHONES FOR STUDENT USE

There are no pay telephones on campus. Students will need to make other arrangements. Emergency calls can be made in the main office until approximately 3:30 p.m.

LOST AND FOUND

The "Lost and Found" is located in the library. Students who have lost items should check the library each quarter as unclaimed items may be donated to local charities.

DELIVERIES DURING SCHOOL HOURS

Not applicable during 2020 fall semester.

All instruction related items must be dropped off at the main office lobby. Person dropping off **must** have an ID and **must** be on the students emergency card. Students can pick up these items during passing periods (if time permits), during lunch, or after school. Students will **NOT** be called out of class nor will the items be delivered. We are not liable for items not picked up. **Items such as food, money, cell-phones, flowers, balloons, etc. will not be accepted for delivery or drop-off.**

STAFF/STUDENT SURVEYS

All surveys (whether for informational or instructional purposes) must be approved by Administration before they can be distributed. The purpose for the survey and how the results will be used must be clearly stated. Submit surveys to the Assistant Principal for Curriculum and Instruction for approval.

DISTRIBUTION OF NON-SCHOOL MATERIALS

No flyers, pamphlets, or any other materials will be passed out on any Jurupa Unified School District site without the prior approval of the Superintendent's office (*Ed. Code 40041, 51520, 51521*).

AUTOMOBILES, MOTORCYCLES AND STUDENT PARKING

Not applicable during 2020 fall semester.

Students who drive automobiles or motorcycles to school may park only in designated marked stalls in the student parking lot. Parking permits must be affixed to the rear view mirror and must be visible to campus supervisors. A parking permit can be obtained at no charge during registration or from the ASB Bookkeeper. **Replacement permits are \$5.00.** Motor Vehicle Code V.C. 21113-C and all posted vehicle codes will be strictly enforced. Vehicles without parking permits issued by RHS as well as vehicles that are improperly parked are subject to Riverside Sheriff Department citation.

Students must possess a valid California Driver's License, current California Vehicle Registration, and proof of insurance when applying for a student parking permit.

Only vehicles that are "street legal" and have a valid California registration for operation on the highways may be parked on campus. The parking lot has limited supervision. Parking is done at the student's own risk; therefore, students should keep vehicles locked at all times. Jurupa Unified School District accepts no responsibility for damage to any vehicle, vandalism, or theft of its contents. Students may not park in the staff designated parking areas. **Speed limit in the parking lot is 10 MPH.**

Irresponsible or reckless driving on the part of any student or failure to comply with any of the above requirements will result in the suspension of parking and may also result in other corrective action appropriate to the offense. Administrative approval must be received before going to the parking lot at any time other than arrival on, and leaving from, campus. Violators will be subject to disciplinary action. Cars are not to be used as lockers! Students may not access cars during class periods or passing periods. **Any vehicle entering the school-parking facilities may be subject to search if there is reasonable suspicion by school administration, trained dogs or police officers. A search of a motor vehicle is defined as any inspection of the interior or storage space of the vehicle (JUSD Regulation 5166).**

EMERGENCY CARDS—Annual Information Update (AIU)

It is necessary that each student has current emergency contact information on file. Information should be updated online through Parent Connect at the beginning of each year. In an emergency, the information updated in Q will enable us to contact parents and arrange medical help for students. A student can only be released to adults listed under the primary and emergency contacts. It is critical that students and parents notify us regarding any changes of address, phone numbers, and/or emergency contact people. Emergency information can be updated through the school at any time.

DISASTER PREPAREDNESS

In the event of a disaster, or during a disaster drill, the Rubidoux High School Disaster Plan calls for all students and staff to evacuate to a pre-determined area. In the evacuation area students are to report for roll call to the teacher of the class from which they evacuated. Evacuation procedures and a map of the evacuation sites are posted in all classrooms. If a drill or disaster occurs during a time when students are not in class such as lunch or passing period, students are to report to the closest safe classroom/building. Students will receive further instructions as necessary to ensure their safety.

STUDENT RELEASE IN CASE OF DISASTER

Not applicable during 2020 fall semester.

In an emergency situation, emergency procedures at the Rubidoux High School and Jurupa Unified School District will be enforced. Rubidoux High School will use an established checkout procedure for releasing students. **Students will only be released to parents, legal guardians, and other persons designated on the student's emergency card.** Parents are advised to update student's emergency contact information when changed so that school personnel can contact the appropriate party to ensure student safety. Parents/guardians must report to the **stadium parking lot** from the Pacific Avenue entrance to officially check out a student. The student will be called from the evacuation area from his/her teacher's class. Be sure to review this procedure with students to ensure they know this process and the importance of following it carefully.

Staff will remain with students at the site until such time as parents/guardians or people specifically listed on the student's emergency card are able to pick up the student. Be sure the emergency card is updated and accurate!

FIRE ALARMS

Penal Code 148.4 states that it is unlawful to interfere with fire alarm apparatus or to give false alarm, punishable by up to one year of jail and a \$1,000.00 fine. Students responsible for false alarms will be punished to the fullest extent possible under school disciplinary and criminal proceedings.

RESTRICTED AREAS

The front of the school, parking lot "B", Opal Street; bus lane Pacific Avenue entrance; access road east of the 600 buildings, student farm areas, behind gymnasium, cafeteria, and men's locker room; P.E. asphalt area, and all athletic fields are OFF-LIMITS during class hours (7:15 – 2:15). Students arriving at school in the morning are to go directly to campus and stay within the boundaries of the classroom buildings. Students should park their vehicles in the student parking lot "A", proceed onto campus, and not loiter around the cars. **NO SKATEBOARDS, NO BICYCLES, NO MOTORIZED VEHICLES, NO ROLLER SKATES/ROLLER BLADES, and NO SCOOTERS** are allowed on campus at any time. **See map on page 9. Shaded areas are off limits to students when not supervised by RHS staff.**

RULES FOR SCHOOL BUS PASSENGERS (District Policy #3500)

Not applicable during 2020 fall semester.

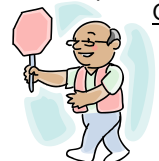
1. Remain seated.
2. Refrain from loud conversation and boisterous conduct.
3. Keep all parts of body inside the bus.
4. Do not throw items inside or out of the bus.
5. Refrain from using profanity.
6. Do not eat or smoke on the bus.
7. Do not wear athletic footwear equipped with cleats or spikes.
8. Watch for traffic when crossing the street in front of the bus and keep away from the side of the bus as it leaves a stop.
9. Students will be held accountable for their conduct at bus stops.

Violations of rules will be reported to the school administration by the driver. Serious offenses will mean suspension of bus privileges no matter how many tickets have been received and may also result in suspension from school. The consequences of bus referrals as established by the JUSD Transportation Department are:

1st Ticket:	Counseling/Parent contact with after-school detention.
2nd Ticket:	Suspended bus privileges for 1-5 days and parent contact.
3rd Ticket:	Bus privileges may be suspended for 2 weeks.
4th Ticket:	Suspension of bus privileges for the remainder of the school year.

STUDENT DROP-OFF AND PICK-UP ZONES

Student drop-off and pick-up zones are marked along Opal Street and Pacific Avenue. The curbs painted white are designated drop-off and pick-up zones. The curbs painted red are restricted by County Transportation as no parking, no stopping areas. **No student drop off in school parking lots on Opal Street.** Bus loading zones are also no parking, no stopping areas. Student safety is our primary concern and it is critical that parents do not park in the designated red zones blocking traffic and/or obstructing crosswalks. Our school resource officer will enforce these regulations. Please do not exit cars from traffic lanes.



JURUPA UNIFIED SCHOOL DISTRICT DRESS STANDARDS

PLEASE REFER TO THE 2020-2021 DISTRICT PARENT GUIDE FOR FULL COPY OF DRESS CODE.

DISCIPLINE

PLEASE REFER TO THE 2020-2021 DISTRICT PARENT GUIDE FOR FULL COPY OF DISCIPLINE PROCEDURES.

CLASSROOM EXPECTATIONS

Teacher will instruct students on rules and consequences for their class. **Teachers will acknowledge and correct inappropriate behavior.** Students and parents must sign and return the acknowledgment that they read and understand the Rubidoux High School, Jurupa Unified School District's and teacher's rules.

Exception: Syllabus, which may include department expectations.

The Assertive Discipline Plan does not apply to defiant, dangerous, or illegal behavior. In these cases, major infractions may lead to suspension, involuntary transfer to an alternative program, or expulsion. Law enforcement agencies may be contacted, which could lead to a citation to appear or arrest.

CONFISCATED ITEMS

Confiscated items are not the responsibility of the school if they are lost, stolen, or vandalized. Note: Students may pick up items on Tuesdays or Thursdays from 2:15 p.m. until 3:00 p.m. in the main office. **Any item not claimed within one month from date of receipt in the office will be discarded.**

ADMINISTRATIVE DISCIPLINE INTERVENTIONS

Rubidoux High School Discipline Policy EC 51100 and Board Policy 5131

Every student shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of teachers and other staff; observe good order and propriety of department; be diligent in study; be respectful to teachers and other staff in authority; be kind and courteous to school mates; and refrain from the use of profane and vulgar language. (Section 300, California Code of Regulations, Title 5)

On-Campus Suspension (OCS)/On-Campus Detention (OCD)

1. Students may be assigned to OCS/OCD as a consequence for not following school rules, regulations, and procedures. They may be assigned to OCS/OCD for one or more periods to full days.
2. Students will be allowed restroom and lunchtime privileges under supervision.
3. Depending on the nature of the violation, campus beautification may be assigned in lieu of or in addition to OCS/OCD.
4. Violation of OCS/OCD rules will result in off campus suspension.

Saturday Intervention

1. Students may be assigned Saturday School as a consequence for not following school rules, regulations, and procedures. Any truancy may result in assignment to Saturday School.
2. Saturday School is to be served on the date assigned.
3. If a student is late to or does not attend Saturday School he/she will be considered a no-show. This may result in additional consequences.
4. Habitual Saturday Schools assignments may require a parent conference with an assistant principal.

Suspensions & Expulsions

A pupil may be suspended or expelled regardless of whether:

- The student is on school grounds.
- The student is going to or coming from school.
- The student is on or off the campus.
- The student is attending a school-sponsored activity.
- The student is coming from or going to a school-sponsored activity.

Other Disciplinary Measures

1. Detentions
2. Loss of Privileges

UNIFORM COMPLAINT PROCEDURE

PLEASE REFER TO THE 2020-2021 PARENT GUIDE FOR FULL COPY OF THE UNIFORM COMPLAINT PROCEDURE.

SUSPENSION APPEAL PROCEDURE

Note: During the appeal of suspension to the principal, the student shall remain suspended for the length of the appealed suspension. Because the appeal process is a challenge to student records, only the student's Educational Rights Holder may appeal a suspension.

When a parent or guardian wishes to appeal the suspension (without recommendation for expulsion), the following procedure shall be followed:

1. The pupil's parent or guardian shall have the right to submit a written statement that shall be attached to the suspension notice.
2. The parent or guardian shall submit a written statement outlining the reasons for requesting an appeal **within five (5) school days of the date the student was suspended** to the principal or designee.
3. Upon receipt of a written appeal of a suspension, the principal or designee shall have five (5) school days to consider the appeal. After considering the appeal, the principal or designee will notify the parent or guardian of the decision.
4. If the principal or designee agrees to alter the suspension after considering the parent or guardian's appeal, and the parent or guardian agrees with the change, the appeal process shall end.
5. If the principal or his designee does not agree to change the suspension, or if the parent or guardian does not agree with the change offered by the principal, the parent or guardian may then appeal the suspension to the Superintendent's Designee.
6. The Superintendent's Designee shall hear appeals only after the appeal has been heard by the principal or designee.
7. The parent or guardian shall submit the written reason for appealing the suspension to the Superintendent's Designee within five (5) school days after being notified by the principal.
8. The Superintendent's Designee will contact the parent or guardian as soon as possible but **within five (5) school days** of receipt of the written request.
9. The Superintendent's Designee shall confer with the principal to determine if there is sufficient evidence to find that the alleged violation occurred, whether the penalty imposed is appropriate for the violation, and whether the pupil has been afforded due process of law.
10. The Superintendent's Designee shall make a finding of fact and shall render a decision.
11. The Superintendent's Designee will then inform the parent and the principal first verbally and then in writing, of the decision.
12. If the Superintendent's Designee determines that no violation occurred, all records regarding the suspension shall be immediately destroyed.
13. If the Superintendent's Designee determines that the penalty imposed was inappropriate for the violation, all records concerning the suspension shall be revised to indicate the penalty imposed by the Superintendent's designee.
14. If the Superintendent's Designee determines that the violation did occur and that the penalty was appropriate, the suspension shall stand.
15. In all cases, the decision rendered by the Superintendent's Designee shall be final and shall end the appeal process.
16. The appeal of suspension with a recommendation for expulsion is terminated with the Superintendent's Designee meeting. [EC 48911(g)]



WILLIAMS COMPLAINT PROCEDURES

PLEASE REFER TO THE 2020-2021 PARENT GUIDE FOR FULL COPY OF THE WILLIAMS COMPLAINT POLICY

NON-DISCRIMINATION POLICY

EC 220; Section 504 of the Rehabilitation Act of 1973; Title II of the American with Disabilities Act; Title VI and Title IX of the Education Amendments of 1972

The Jurupa Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services, and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the 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. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g. athletic teams, sports competitions, and field trips) and to use facilities consistent with their gender identity. The district assures that lack of English language skills will not be a barrier to admission or participation in District programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

SAFE PLACE TO LEARN ACT

EC 234 and 234.1

The Jurupa Unified School District is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the PC and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. 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 of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of the district's anti-discrimination, anti-harassment, anti-intimidation and anti-bullying policies, please contact the office of Pupil Personnel Services at (951) 360-4140 .

SEXUAL HARASSMENT-EC 48980 (g) and 231.5 and Board Policy 5145.7

The Jurupa Unified School District is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the district's sexual harassment policy or to report incidences of sexual harassment, please contact Human Resources.

Sexual Harassment Annual Notification to Students and Parents

SEXUAL HARASSMENT INVESTIGATION AND COMPLAINT PROCEDURE

1. The Principal or designee ("investigator") shall promptly investigate all complaints of sexual harassment. In so doing, the investigator may speak individually with:
 - a. The student or other person who raised the complaint ("complainant")
 - b. The person accused of harassment
 - c. The alleged victim(s)
 - d. Anyone who saw the harassment take place
 - e. Anyone mentioned as having related information or any other person
2. The complainant shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The investigator will only discuss or share the complaint with necessary persons on a need-to-know basis. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the investigator may discuss the complaint with the following persons:
 - a. The Superintendent or designee
 - b. The parent/guardian of the student who complained
 - c. The parent/guardian of student accused of harassment
 - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - e. Child protective and/or law enforcement agencies responsible for investigating child abuse reports if appropriate
 - f. Legal counsel for the district
4. When the complainant and the person accused of harassment so agree, the district may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. A complainant will not be required to work out a situation directly with the accused person.
5. The investigator shall inform a student complainant that he/she has the right to file a formal complaint at any time in accordance with the district's student complaint policy (5161).

If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.
6. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. Statements made by the persons identified above;
 - b. The details and consistency of each person's account;
 - c. Evidence of how the complaining student reacted to the incident;
 - d. Evidence of past instances of harassment by the accused person;
 - e. Evidence of past harassment complaints that were found to be untrue.
7. To judge the severity of the harassment, the principal or designee may take into consideration:
 - a. How the misconduct affected one or more students' education;
 - b. The type, frequency and duration of the misconduct;
 - c. The number of persons involved;
 - d. The age and sex of the person accused of harassment;
 - e. The subject(s) of harassment;
 - f. The place and situation where the incident occurred;
 - g. Other incidents at the school, including incidents of harassment that were not related to sex.
8. The principal or other district representative shall inform the student complainant and the person accused in writing of the findings of the investigation at its completion.
9. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.

Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offensive graffiti;
2. Providing staff in-service and student instruction or counseling;
3. Taking appropriate disciplinary action. In addition, the District may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Any violation of District policies prohibiting sexual harassment by students and/or staff may result in appropriate disciplinary action, up to and including expulsion of student(s) and/or termination of staff. In addition, violation of these policies may also expose the District, individual officer's employees, and/or student(s) to civil liability. If the complainant is not satisfied with the District processing of a complaint of discrimination, the complainant may also seek remedies with the following other state or federal agencies which may have jurisdiction:

U.S. Department of Education - Office of Civil Rights
California Department of Education - Superintendent of Public Instruction
These agencies are listed in the white pages of the telephone book and on the Internet.

ALTERCATION/FIGHTING

Altercations, either physical or verbal, are disruptive to the educational process. All students involved may be subject to disciplinary actions. Students involved in physical altercations may be suspended from school. Repeat offenses (for example, two fights), injury to another person, or gang related altercations could be a recommendation for expulsion. This includes running to watch a fight and obstructing staff from getting to the combatants by crowding around. Always move away from a fight or confrontation. **Middle school discipline history may be considered in all reviews of behavior.**

CYBER BULLYING and SEXING

Cyber bullying and sexting is prohibited. In addition to the **Internet User Agreement** which is signed by every student, students must adhere to the following rules regarding the use of the Internet: students will not engage in cyber bullying or sexting; no inappropriate, sexually explicit statements or photos shall be shared, sent from, or saved on a student's social networking site, cell phone, or camera. Students who post anything on public internet websites that is perceived as bullying, intimidation, a threat to students or school staff, or results in the disruption of school activities, may be subject to disciplinary action. Seniors who will or may turn 18 may be prosecuted as adults for sexting.

HARASSMENT, THREATS, BULLYING, INTIMIDATION, and HAZING

Students are to make every effort to get along with others and are to refrain from behavior that degrades, insults, teases, harasses, taunts, mocks, bullies, or challenges. Harassing, making threats, mad dogging, or intimidating any student or group of students is a suspendable offense. This includes behavior characterized as horseplay or "messing around." Students conspiring to engage in or cause a disruption, disorder, hazing, and/or invading the rights of a student or group of students, may be subject to disciplinary action (*Ed. Code 32051, 48900.4*).

PUBLIC DISPLAYS OF AFFECTION (P.D.A.)

Students must not engage in public displays of affection, including kissing, sitting on laps, and inappropriate touching. Disciplinary action may be taken.

FOOD or DRINK

Students are not to take any open containers of food or drink into classrooms during class time. Students may eat in class during lunch with the permission of their teacher.

GAMBLING

Gambling is illegal in public schools throughout the State of California; therefore, it is not allowed on our campus. Violators are subject to disciplinary action. Playing cards, dice, or any gambling item or game of chance will be confiscated.

LITTERING

Students are to dispose of trash and litter in a proper manner. Littering is a violation of Penal Code 374.46 (a) and may be ticketed. Please help to keep our campus clean by using the trash receptacles placed throughout the campus.

HANGING OUT/LOITERING

Students are not to loiter on private or public property or on any of the city streets surrounding our campus during the school day. Students are not to loiter in the parking lot before or after school. Students should park their cars upon arriving on campus and not loiter in the parking lot. **Students are not to loiter on campus after school.** Students may wait for their parents in front of the school. Appropriate disciplinary action may be taken for those students who choose to violate this policy. All students, unless under the supervision of the RHS staff, should depart campus within 30 minutes of the end of the school day.

LASER POINTERS-PC 417.27

It is a crime for any student to possess a laser pointer on any elementary or secondary school campus, unless possession is for a valid instructional purpose. Directing the beam of a laser pointer into the eyes of another or into a moving vehicle or into the eyes of a guide dog is also prohibited. A pupil may be suspended or expelled for acts which are enumerated in this section and are related to a school activity or attendance which occur at any time, including but not limited to: 1) while on school grounds, 2) while going to or coming from school, 3) during the lunch period, whether on or off the campus, or 4) during, or while going to or coming from a school sponsored activity. Law enforcement may be contacted.

PERMANENT MARKERS, WHITE OUT PENS, ETCHING TOOLS, SPRAY PAINT, and LASER PENS

These items are **not** allowed at school and will be confiscated. Students bringing these items on campus may be subject to disciplinary action, including suspension from school. Parents may be held liable for any damage committed by their student (*Ed. Code 48900, 48904, 48980*).

TAGGING/GRAFFITI ON PERSONAL PROPERTY

Tagging/graffiti or gang-related writing is prohibited on campus. Students are not allowed to have it in their possession or in their personal items. This includes but is not limited to notebooks, books, backpacks, cell phones, cell phone cases and clothing. Students may be subject to disciplinary action and may be held accountable for any damage and monetary remuneration for damages that occur on school property.

SKATEBOARDS, ROLLER BLADES/SHOE SKATES, SCOOTERS, BICYCLES and MOTORIZED VEHICLES

Due to the insurance liability, skateboards are not to be ridden or carried on campus at any time. Students bringing skateboards to school must lock up their skateboards in the skateboard rack prior to the start of class. (Students must bring their own lock). Skateboards that are carried around will be confiscated and must be picked up by a parent or guardian. Heelys (shoes with rollers in heels), scooters, and roller blades/skates are not to be brought to campus at any time. Bicycles should be properly locked in designated areas and not ridden on campus. RHS will not be responsible for these items if lost, stolen, or vandalized. Students riding on campus are subject to suspension from school. V.C. 21212 requires all persons under the age of 18 to wear a helmet when operating a bicycle. No motorized vehicles, motorcycles, or motorbikes may be brought on campus, except to be parked in designated student parking areas.

SEARCHES and USE OF TRAINED DOGS

Per JUSD Board Regulation 5166: "Whenever it is determined that a **reasonable suspicion** exists that a student may be in violation of the law or school rules, school administrators or certificated discipline designees, per *Education Code 48911 (i)*, may conduct a search of the student. School officials may call upon a law enforcement officer to conduct or assist in any search, and when deemed appropriate, a metal detector may be used to assist with a search." School administrators may conduct random searches in a classroom at any time. PE lockers and personal items such as backpacks, purses, and cars are subject to search by a school administrator who has reasonable grounds or suspicion. In an effort to keep the school free of drugs and firearms, the district may use specially trained non-aggressive dogs to alert staff to the presence of substances prohibited by law or district policy. The dogs may sniff the air around lockers, desks, bags, items, or vehicles on district property or at district sponsored events (*Ed. Code 35160, .1, 35294-35294.5, 49050-49051, 493320-49334, P.C. 626.9 & .10, Board Policy*).

SMOKING/TOBACCO PRODUCTS

The possession or use of tobacco products, matches, lighters, electronic cigarettes etc. are not allowed. This includes possession of batteries and/or chargers. Violation will be subject to disciplinary action which may include suspension (*Ed. Code* 48900, 48901, 48915, Board Policy).

ELECTRONIC NICOTINE DELIVERY SYSTEMS (ENDS)-Health and Safety Code 119405 and 11014.5

The Jurupa Unified School District prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sales of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

ELECTRONIC DEVICES, CELLULAR PHONES, CD PLAYERS, IPODS, PAGERS, VIDEO CAMERAS, ELECTRONIC GAMES, and RADIOS

Students may possess but not use radios, tape, or CD players, iPods, MP3 players, ear buds, pagers, or cellular phones in any class. **These items must not be in use during designated instructional minutes (class time).** No recording or pictures of any conversation, school activities, conferences, or classroom presentation may be made without prior consent of all parties to include video or still cameras. **THE JURUPA UNIFIED SCHOOL DISTRICT AND RHS STAFF WILL NOT BE RESPONSIBLE FOR THESE ITEMS IF CONFISCATED, LOST, STOLEN OR DAMAGED NOR WILL THEY DEDICATE RESOURCES TO INVESTIGATE LOSS, THEFT OR DAMAGE OF THESE DEVICES.** Any item not claimed within one month from the date of receipt in the office will be discarded. Students must surrender the item to any school official when asked. Students who violate this rule will be referred to the office for defiance. Possession of an electronic device is a privilege, not a right, and any electronic device that is confiscated at any time will result in an automatic confiscation of the electronic device and will be subject to the discipline measures listed below:

- First Offense:** Device will be confiscated and held in the office. Note: Students may pick up property on Tuesday or Thursday from 2:15 p.m. until 3:00 p.m. in the Main Office.
- Second Offense:** Device will be confiscated and held in the office to be returned only to the student's parent or guardian.
- Third Offense:** One day OCS/SS and device will be confiscated & picked up by parent/guardian. Behavior Contract.
- Fourth Offense:** 2 day OCS and device will be confiscated and picked up by parent/guardian. Review Behavior Contract.
- Fifth Offense:** 1-3 days OCS & device will be confiscated and picked up by parent/guardian. Review Behavior Contract.

LOST, STOLEN, or DAMAGED ARTICLES

Jurupa Unified School District or Rubidoux High School assumes no responsibility for personal property lost, stolen, or damaged on campus or at any school activity (including ALL electronic devices, i.e. cell phones, iPods, & etc.). When a book is lost, a replacement will not be issued until the lost book is paid for. Lost books and other obligations may be paid to the bookkeeper located in the administration building.

JUSD GUIDE TO STUDENT FEES

Public education must be provided to students free of charge, including free access to all educational programs and extra-curricular activities. Free access also includes any prerequisites to participation in education programs and extra-curricular activities, such as the purchase of a uniform. Fees may only be imposed when they are specifically authorized by law.

Participation in an activity is different from attending an activity as a spectator. Attendance fees may be charged to students (unless the attendance is for instruction or extra curricular purposes, when a fee may not be charged); participation fees may not.

Points of Law:

- The California Constitution provides for "a system of common schools" by which a free school is supported. This provision entitles children to be educated at the public's expense and is known as the "free-school guarantee."
- Title V of the California code of Regulations provides that enrolled pupils shall not be required to pay any fee, deposit or other charge unless specifically required by law.
- The California Supreme Court has held that the free-school guarantee extends to all programs that are "educational in character", whether they are curricular or extra-curricular, including, but not limited to:
 - Athletic programs;
 - Dramatic productions;
 - Vocal groups and musical activities.
- An activity need not result in course credit to be educational in character.
- Providing financial assistance to enable needy students to participate in the activity does not cure the violation.

The California Attorney General Addressed the Issue of "Donations" in a 1998 Opinion:

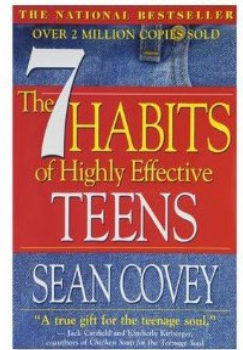
- The "voluntariness" of the donation is the critical factor in resolving the question presented. We conclude that as long as the private funds are raised voluntarily, the school district would not have to pay for these expenses with school funds." (81 Ops. Atty. Gen. 153 (1998).)
- It is to be noted that donations for participation in many of the extra-curricular activities may be solicited. While voluntary donations are permissible, you are cautioned that the practice of asking every student for a specific dollar amount may be characterized as an improper fee.
- Likewise, fundraising efforts must not be mandatory. Fundraising may be encouraged of all students, but it may not be required.

Fundraising

- Schools may offset the cost of extra-curricular activities through fundraising. Keep in mind:
- Private fundraising is permissible.
- Public fundraising may not be a mandatory student activity.
- The District encourages donations to its schools. However, the District discourages students (or their parents) from donating funds solely for the purpose of avoiding participation in a fundraising activity.

A student who does not actively raise funds may not be denied participation in extra-curricular activity.

The 7 Habits ~ Try Them!!!



When these seven simple tips to leading a more efficient and effective life are instituted in daily life by teens, their success levels jump exponentially.



Habit 1: Be Proactive®

Take responsibility for your life.

Being proactive is the first step to putting the other six ideas into place. Take responsibility for your actions and your situation. Thinking ahead is the best way to get ahead. Proactive people take responsibility for their own happiness or unhappiness, their own success or failure. Being proactive means making decisions based on values rather than emotions. It especially means not blaming others or being a victim.

Habit 2: Begin with the End in Mind®

Define your mission and goals in life.

Think about your goals, hopes and dreams. Then work to make them a reality. Creating your own mission statement for life will help you live each day to the fullest as you work to achieve these goals. Decide what you believe and what you want. Then live by these tenets day in and day out.



Habit 3: Put First Things First®

Prioritize and do the most important things first.

Learning to prioritize is perhaps the most important step to becoming an effective teen. Consider your goals, vision and values as you organize your priorities. Choose what is most important and put that at the top of your to-do list. Living like this can also help shift your mind into "big picture thinking." Know what is important to you and don't let the ups and downs of daily life distract you from that.

Habit 4: Think Win-Win®

Have an "everyone-can-win" attitude.

Thinking win-win means to approach your relationships with a sense of mutual respect based on the idea of compromise. Believe that it is possible to arrive to a solution that benefits all parties involved, and you will arrive at such a solution. This is opposed to selfish win-lose thinking and martyr like lose-win thinking. Speak in terms of "we" and not in terms of "me."



Habit 5: Seek First to Understand, Then to Be Understood®

Listen to people sincerely.



You cannot expect someone to focus on your ideas and thoughts if you cannot afford them the same opportunity. This step is the first and biggest in developing effective communication and relationship skills. Make the effort to understand where the other party is coming from, what they are thinking. When it is clear that you have grasped their world view, regardless of whether you agree, it is easier to ask them to try to understand your point of view.

Habit 6: Synergize®

Work together to achieve more.



The phrase "two heads are better than one" is really true. Rather than arguing between "your way" and "my way," work together to come up with a solution that falls under "our way." Nine times out of ten, the solution you create together will be better than anything created individually. Learn to appreciate that everyone brings something different to the table. With combined efforts, the overall outcome will be more successful.

Habit 7: Sharpen the Saw®

Renew yourself regularly.

Taking time for yourself is key. It is impossible to live by these tenets with a stressed mind and body. Find your relaxation habits. If it's watching a movie, reading a book, going for a walk or anything else you come up with, be sure to schedule "me time." By renewing yourself, you will be able to approach others with an open mind and live a more highly effective life.

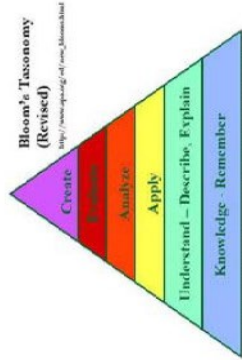


Article By Katelyn Coyne ~ Adapted from Sean Covey's, The 7 Habits of Highly Effective Teens

Depth of Knowledge (DOK) Overview Chart

Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level		Evidence of Depth of Knowledge
<p>Level 1 Recall/Reproduction Recall a fact, information, or procedure. Process information on a low level.</p> <p><u>Bloom</u> <i>Know/Remember</i> "The recall of specifics and universals, involving little more than bringing to mind the appropriate material." <i>Comprehend/Understand</i> "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."</p>	Arrange Calculate Cite Define Describe Draw Explain Give examples Identify Illustrate Label Locate List Match	Measure Name Perform Quote Recall Recite Record Repeat Report Select State Summarize Tabulate	<ul style="list-style-type: none"> • Explain simple concepts or routine procedures • Recall elements and details • Recall a fact, term or property • Conduct basic calculations • Order rational numbers • Identify a standard scientific representation for simple phenomenon • Label locations • Describe the features of a place or people • Identify figurative language in a reading passage
<p>Level 2 Skill/Concept Use information or conceptual knowledge, two or more steps</p> <p><u>Bloom</u> <i>Apply</i> "Uses information in another familiar situation." (Executes - Carries out a procedure in a familiar task) (Implements - Uses a procedure in an unfamiliar task)</p>	Apply Calculate Categorize Classify Compare Compute Construct Convert Describe Determine Distinguish Estimate Explain Extend Extrapolate Find Formulate	Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify Solve Sort Use	<ul style="list-style-type: none"> • Solve routine multiple-step problems • Describe non-trivial patterns • Interpret information from a simple graph • Formulate a routine problem, given data and conditions • Sort objects • Show relationships • Apply a concept • Organize, represent and interpret data • Use context clues to identify the meaning of unfamiliar words • Describe the cause/effect of a particular event. • Predict a logical outcome • Identify patterns in events or behavior

Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level		Evidence of Depth of Knowledge
<p>Level 3 Strategic Thinking Requires reasoning, developing a plan or a sequence of steps, some complexity</p> <p><u>Bloom</u> <i>Analyze</i> "Breaking information into parts to explore understanding and relationship."</p> <p><i>Evaluate</i> "Checks/Critiques – makes judgments based on criteria and standards."</p>	<p>Appraise Assess Cite evidence Check Compare Compile Conclude Contrast Critique Decide Defend Describe Develop Differentiate Distinguish</p>	<p>Examine Explain how Formulate Hypothesize Identify Infer Interpret Investigate Judge Justify Reorganize Solve Support</p>	<ul style="list-style-type: none"> • Solve non-routine problems • Interpret information from a complex graph • Explain phenomena in terms of concepts • Support ideas with details and examples • Develop a scientific model for a complex situation • Formulate conclusions from experimental data • Compile information from multiple sources to address a specific topic • Develop a logical argument • Identify and then justify a solution • Identify the author's purpose and explain how it affects the interpretation of a reading selection
<p>Level 4 Extended Thinking Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities.</p> <p><u>Bloom</u> <i>Synthesize</i> "Putting together elements and parts to form a whole</p> <p><i>Evaluate</i> Making value judgments about the method."</p>	<p>Appraise Connect Create Critique Design Judge Justify Prove Report Synthesize</p>		<ul style="list-style-type: none"> • Design and conduct an experiment that requires specifying a problem; report results/solutions • Synthesize ideas into new concepts • Critique experimental designs • Design a mathematical model to inform and solve a practical or abstract situation. • Connect common themes across texts from different cultures • Synthesize information from multiple sources



Bloom's Critical Thinking Questioning Strategies

<p>Level 1 - Knowledge - exhibits previously learned material by recalling facts, terms, basic concepts and answers.</p> <p>Key words: who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select</p>	<p>Level 5 - Evaluation - compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.</p> <p>Key Words: combine, compile, compose, construct, create, design, develop, formulate, imagine, invent, make up, originate, plan, propose, solve, solution, suppose, discuss, modify, change, improve, adapt, minimize, maximize, delete, elaborate, improve</p>
<p>Level 2 - Understand - demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.</p> <p>Key words: compare, contrast, demonstrate, describe, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify, infer</p>	<p>Sample Question Frames</p> <p>What changes would you make to solve . . . ?</p> <p>How would you improve . . . ?</p> <p>What would happen if . . . ?</p> <p>Can you elaborate on the reason . . . ?</p> <p>Can you propose an alternative . . . ?</p>
<p>Level 3 - Apply - solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</p> <p>Key words: apply, build, choose, construct, demonstrate, develop, draw, experiment with, illustrate, interview, make use of, model, organize, plan, select, solve, utilize</p>	<p>How would you adapt _____ to create a different ?</p> <p>How could you change the plot . . . ?</p> <p>What could be done to minimize/maximize . . . ?</p> <p>What way would you design . . . ?</p>
<p>Level 4 - Analysis - examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.</p> <p>Key words: analyze, categorize, classify, compare, contrast, discover, divide, examine, group, inspect, sequence, simplify, distinguish, distinction, relationships, function, assume, conclude</p>	<p>Level 6 - Create - presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.</p> <p>Key Words: award, choose, defend, determine, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, support, prove, disprove, assess, influence, value</p>
<p>Sample Question Frames</p> <p>How is _____ related to . . . ?</p> <p>Why do you think . . . ?</p> <p>What motive is there . . . ?</p> <p>What conclusions can you draw . . . ?</p> <p>How would you classify . . . ?</p> <p>How would you categorize . . . ?</p> <p>What evidence can you find . . . ?</p> <p>What is the relationship between . . . ?</p> <p>Can you make a distinction between . . . ?</p> <p>What ideas justify . . . ?</p>	<p>Sample Question Frames</p> <p>Do you agree with the actions . . . ? with the outcomes . . . ?</p> <p>What is your opinion of . . . ?</p> <p>How would you prove . . . ? disprove . . . ?</p> <p>Can you assess the value or importance of . . . ?</p> <p>Would it be better if . . . ?</p> <p>Why did they (the character) choose . . . ?</p> <p>What would you recommend . . . ?</p> <p>What data was used to make the conclusion . . . ?</p> <p>How would you rate the . . . ?</p> <p>What would you cite to defend the actions . . . ?</p> <p>How would you evaluate . . . ?</p> <p>What choice would you have made . . . ?</p> <p>How would you prioritize . . . ?</p> <p>What judgment would you make about . . . ?</p> <p>Based on what you know, how would you explain . . . ?</p> <p>What information would you use to support the view . . . ?</p>

SMART Goals



SMART goals are:



- S – Specific: Goals should be exact, precise, detailed, explicit, and/or definite.*
- M – Measurable: Goals should be quantifiable, able to be gauged, and/or computable.*
- A – Attainable: Goals should be within reach, possible, and/or achievable.*
- R – Realistic: Goals should be sensible, practical, down-to-earth, and/or reasonable.*
- T – Time Bound: Goals should have realistic and set time for completion.*





In other words...

- I. **Specific:** A specific goal has a much greater chance of being accomplished than a general goal. Example: A “general” goal would be, “Get in shape.” But a “specific” goal would say, “Join a health club and workout 3 days a week.”
- II. **Measurable:** Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.
- III. **Attainable:** When you identify goals that are the most important to you, you begin to figure out ways to make them become a reality. You develop the attitude, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.
- IV. **Realistic:** To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplish actually seem easy because they were a labor of love.
- V. **Time Bound:** For a goal to work, it should have time limits. Otherwise, your inner (or outer...) procrastinator will continue to put it off. By setting a goal with a deadline, you have something to work towards. Be wary of setting arbitrary deadlines just for the sake of a time limit. Come up with a time frame that is reasonable and makes sense for the goal. Otherwise you risk not taking the deadline seriously. Try to link goals to other things that have dates. When there is a reason for the deadline, it's easier to work towards it and not blow it off.

Using SMART Goals to Set a Plan



What opportunities would you like to have in your future? YOU are the main piece of making those opportunities come true. Think about what you desire for yourself in semester one, semester two and for the next school year, and create a SMART goal for each of the following sections. You will then be working with your goals to set a plan of attack for achieving those goals. In the chart below, fill in a goal that you want to try to achieve for each aspect of your life.

Type of Goal	1 year	3 year	5 year
Academic/ Education/ Learning			
Future Plans/Post High School			
Interests/ Hobbies/ Fun Activities			
Family/ Friends			

Time Management

STEPS TO TIME MANAGEMENT

Careful planning can help eliminate forgotten events and assignments. It's simply a matter of keeping track of what you need to do and when you need to do it. Learning to manage your time now will help you accomplish more throughout your life. How you spend your time is a habit developed over years. Changing habits isn't easy, but it's worth the effort if it will increase your productivity and give you more time to do the things you really enjoy. Your student planner is an excellent tool for tracking your activities. Include everything you need to do, then add the things you want to do. Three basic techniques will help you manage your time.



1 MAKE A "TO DO LIST" (TDL)

By making and prioritizing a list of things you need to do, you will be able to set aside time to complete those tasks. As you finish a task, cross it off the list. You'll feel a greater sense of accomplishment as you become more productive. Use the **TO DO LIST** area of your student planner to write your tasks.

To use a TDL:

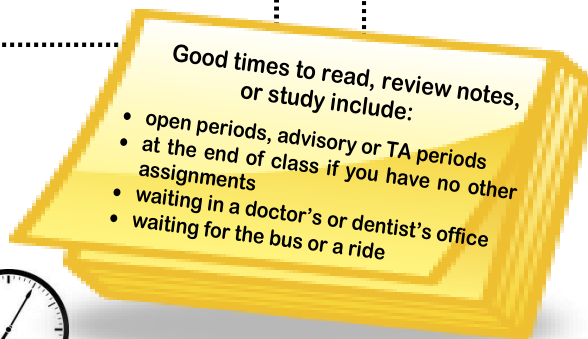
1. List the tasks you want to accomplish for the day. Do not include routine things which you are not likely to forget.
2. Prioritize or rank each task using the following system or one you develop.
 - 1—do first
 - 2—do second
 - 3—do third, and so on
3. Complete the tasks according to their rank and cross them off when they are done.



2 USE YOUR STUDENT PLANNER

Your student [planner is an excellent tool for keeping track of your activities and assignments.

1. Record assignments and their due dates. Cross off assignments when completed. Record reminders and long-term projects on your TDL. Also record each on the day it was given, the day it is due, and in-between reminder.
2. Record dates and times of meetings, practices, games, and other appointments.
3. Review the your planner's "Academic Word of the Day" each day to strengthen your academic vocabulary. Fill out the vocabulary cube each week to take it a step further.



3 USE YOUR TIME WISELY



While at home:

1. Establish a routine. Set aside a specific time each night to do homework.
2. Schedule one-hour blocks of time. Study for 50 minutes and break for 10 minutes.
3. Estimate how long each assignment will take and plan accordingly. Do your hardest work first. You will feel a true sense of accomplishment when you are finished, and the rest of your work will be much easier.
4. Get to work right away. Do not waste time talking on the phone, e-mailing, texting, snacking, or watching TV.
5. Spend extra time studying subjects you find more challenging. Review what you have already studied or read ahead.
6. Do not let watching TV or chatting online consume all of your free time. Use your free time to study, spend time with friends or family, read and write, or exercise.
7. Continually work on long-term assignments to avoid having to rush later. Break them into smaller tasks to make the job easier and reduce stress.
8. Check off finished assignments in your student planner.

While at school or elsewhere:

1. Use "idle time" during the day when you have nothing specific planned. Using time efficiently will help ensure you get everything done. Take a book or notepad with you wherever you go.
2. Begin working on assignments immediately. This gives you a head start and the opportunity to ask questions.
3. Get to class on time. Having to catch up wastes valuable time.
4. Use your student planner to record your assignments, practices, and appointments.
5. Work on long-term assignments far in advance. Avoid having to read a 200-page book the night before it's due simply because you didn't plan ahead.
6. Use study halls and teacher assistant (TA) periods if you have down time. You will have less work to do at home. If you don't have a particular assignment to work on, review notes from the day or week or read ahead.
7. Ask your teacher for help if you are having trouble with an assignment.
8. Avoid missing school if possible. Stay home only if you really are sick. You miss all discussions and assignments and still have work to do when you return.