El Rancho High School
Student Services Handbook
2019 – 2020

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El Rancho High School Don Code

Be Respectful,

Be Responsible

Be Ready to Learn

Once a Don, Always a Don!
Three Tier Pyramid of Support

Tier One Supports (School-wide):
Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:
- Explicit teaching of expected behaviors
- Consistent acknowledgement and correction of student behavior
- Data-based decision making
- Active supervision
- Safe and welcoming culture

Tier One Supports (School-wide):
Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

Tier Two Supports (Targeted)
Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:
- Targeted skill development
- Function-based interventions
- Increased support and feedback
- Increased progress monitoring

Tier Three Supports (Individual):
Tier Three Supports (academic / behavioral) are long-term, intensive interventions which focus on individual students. Tier Three supports are appropriate for students identified, through the systemic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.
## ERHS Student Services Tiered Supports & Interventions

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<th>Behavior</th>
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### Tier 2

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<th>Counselor/ Student Conference ACCESS Referral</th>
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<td>Tardy Recovery Intervention</td>
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<td>Weekly Attendance Contract</td>
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<td>Student Conference with Admin</td>
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<td>SART Contract/Attendance Contract</td>
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### Tier 1

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<thead>
<tr>
<th></th>
<th>The Don Code</th>
<th>PBIS Lessons / Videos</th>
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<td>PBIS Lessons / Videos</td>
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<tr>
<td>PBIS Lessons / Videos</td>
<td>Text-a-Tip</td>
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<tr>
<td>Monthly Incentives</td>
<td>Banned List</td>
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<tr>
<td>Don Dollars</td>
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<tr>
<td>Banned List</td>
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“Clear Expectations and Parent Communication” 5
PBIS at El Rancho High School

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.
1. **Behavioral Expectations are Defined**

At ERHS school-wide assemblies are held where behavioral expectations are clearly defined. These expectations are also observed during classroom visits.

2. **Behavioral Expectations are Taught**

The behavioral expectations are taught to all students and are taught in real contexts using monthly PBIS lessons. Teachers also take the time to create behavioral expectations for their classrooms. These expectations are also posted in the classroom to serve as clear reminders to students what it means to behave like a DON at ERHS.

3. **Appropriate Behaviors are Acknowledged**

Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. These behaviors are acknowledged through don dollars which then can be used to enter monthly incentive raffles created by the school as well as teacher driven incentives as well.

4. **Behavior Errors are Corrected Proactively**

When students violate behavioral expectations, clear procedures are needed for providing them with feedback, and preventing their unacceptable behavior from resulting in advertent rewards. Teachers are provided with the PBIS/SWIS APP to create referrals on minor and major behavior issues that occur in the classroom. In order to correct these behavior issues proactively teacher/parent communication must be established on a regular basis.
PBIS Monthly Celebration Dates

1. September 6th
2. October 11th
3. November 15th
4. December 20th
5. January 31st
6. Feb 21st
7. March 20th
8. April 17th
9. May 15th
10. June 5th

PBIS Monthly Lesson Dates

1. September 27th
2. October 25th
3. November 22nd
4. December 20th
5. January 31st
6. February 28th
7. March 27th
8. April 24th
9. May 22nd
SCHOOL BEHAVIOR, DISCIPLINE, and POSSESSION POLICY

The purpose of the following school discipline policy is to state the standards of conduct that students and faculty deem necessary for an effective learning environment. To encourage this atmosphere and to encourage student achievement, emphasis is placed on respect for self and others, as well as responsibility for care of property. Disciplinary steps will be taken as appropriate.

- Every student must correctly identify himself/herself when asked to do so by any school employee and must be in possession of a school I.D. card at all times.
- School Personnel are authorized to conduct searches, including personal property (cars, backpacks, cellular phones, etc) when there is reasonable suspicion that the search will uncover evidence that the student is violating the law or rules of the district or the school (Ed Code 49050).
- All gym lockers are property of El Rancho High School and are subject to search by school personnel. The school is not responsible for lost or stolen property.
- In the event a student exhibits any signs of alcohol / drug consumption, the breathalyzer exam / Field Sobriety procedure may be used. It is not the intent of the District to randomly test students. It is the intent to have the breathalyzer exam / Field Sobriety Test procedure to serve as a deterrent to students attending school or school functions after consuming alcohol or drugs. Breathalyzer exams will be conducted by school administrators or designees. The procedure will be administered in a secure area away from student traffic whenever possible and the results will be forwarded to the Principal for appropriate action. Parents will be notified when their student tests positive for the presence of alcohol / drugs.
- Refusal to submit to the breathalyzer exam / Field Sobriety Test procedure will be considered to be a positive test for the presence of alcohol / drugs. The student will be disciplined in accordance with district policy.
- Even though an offense may not be listed in this handbook, students are expected to use common sense and good judgment. Logical consequences are determined by administration in all situations, published or not.
- A Major Offence may result in a citation or arrest by a School Police Officer or a Los Angeles County Sheriff Deputy.
- Please review the ERUSD Parent-Student Handbook available at www.erusd.org for district policies related to Student Services.
## Minor Offenses and Major Infractions

<table>
<thead>
<tr>
<th>Minor Offenses:</th>
<th>Major Infractions (ODR):</th>
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<tbody>
<tr>
<td>Minor Offenses are misbehaviors managed “on the spot” (classroom, common areas, etc.). Interventions used to address and correct minor offenses are documented on SWIS as a Minor Referral.</td>
<td>Major Infractions are violations of the Education Code which require the immediate attention of administrative staff. The interventions used to address and correct major infractions are documented on an SWIS Major Referral.</td>
</tr>
<tr>
<td>- Use Menu of Interventions for Minor Offenses (Next Page)</td>
<td>- Refer to Major Referral Flowchart</td>
</tr>
<tr>
<td>- After 5 of the same Problem Behaviors, Teacher can refer a student under a Major Referral documented in SWIS.</td>
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<tr>
<td>- Parent Communication has been established and documented.</td>
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### Minor Offenses:

- Defiance / Disrespect / Disruption
- PDA
- Non-Compliance
- Property misuse
- Dress code (Admin)
- Mild physical contact (Horse Play)
- Inappropriate language
- Tardy
- Lying
- Academic Dishonesty
- Out of bounds
- Trash / littering
- Refusal to dress: PE

### Major Infractions (ODR):

Safety (High Level) EC 48915:
- A1, A2, A3, A4, A5, C1, C2, C3, C4, C5

Safety EC 48900:
- A & A-2 - Fight (see also above, EC 48915)
- B - Weapon
- C - Controlled substance, under influence
- D - Controlled substance, sale
- E - Robbery / extortion
- M - Imitation firearm
- N - Sexual assault
- O - Harass / threaten / intimidate witness
- P1 - Sexual Harassment (see also below — P.2, Non-Safety)
- Q - Hate violence
- R - Harass / threaten / intimidate individual, groups or staff
- S - Terrorist threat
- U - Aid / abet physical injury
- V - Hazing
- X, X1, X2, X3 - Bullying (cyber, sexual orientation, race/ ethnicity, physical/mental disability)

Non-Safety EC 48900:
- F - Damaged property
- G - Stole
- H - Tobacco
- I - Obscene acts / vulgarity
- J - Drug paraphernalia — sale
- K - Disruption / defiance
- L - Received stolen property
- P2 - Sexual harassment

“Clear Expectations and Parent Communication”
Minor Offenses and Menu of Interventions

“Clear Expectations and Parent Communication”

□ Implement procedures for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
□ Clearly define / post the behavioral expectations.
□ Implement procedures for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
□ Parent Communication – Email, Voicemail, Google Classroom Announcement, Aeries Communication, Weekly updates of gradebook.
□ TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).
□ Pre-correct – Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “In two minutes we will break for lunch. I expect everyone to put their materials away, push in all chairs and quietly line up for lunch.”
□ Cue / Prompt / Remind – Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.
□ Acknowledge students who are appropriately demonstrating the expected behavior.
□ Specifically explain HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you _____."
□ Provide a warning – “Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at El Rancho High School. This is an official warning.”
□ Check for student understanding of the behavioral expectations -- “Please summarize for me what we have discussed so I am sure there is no confusion” (written or verbal).
□ Evaluate the student’s skill repertoire – Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.
□ Determine the FUNCTION of the misbehavior. All misbehaviors serve a purpose (function). Determine what the student is gaining or avoiding by engaging in the misbehavior.
□ Provide a structured choice – clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”
□ Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions (peers, adults).
□ Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).
□ Use a variety of consequences – Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.
□ Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.
□ Document interventions with a SWIS Minor Referral
□ Involve a problem-solving team (grade, team, family, SST, 504, IEP).
CHRONIC MISBEHAVIORS:
Questions to Consider

- Have you made parent contact? Discussed misbehaviors and challenges
- Is the student consistently receiving Tier One (school-wide) behavior supports?
- Does the student possess the skills necessary to:
  - Appropriately resolve conflicts with peers and/or adults?
  - Successfully complete academic requirements?
  - Resist peer recruitment (gangs, drugs, hazing, etc.)?
  If no, what targeted skill development is necessary?
- What INTERVENTIONS, as opposed to punishments, have been implemented?
- What ENVIRONMENTAL FACTORS* (triggers) at school are contributing to the misbehavior?
- What FUNCTION* does the misbehavior serve? What is gained or avoided by engaging in the misbehavior?
- Has the student been seen by the school counselor?
- Has the student been provided targeted skill development? i.e., anger management, conflict resolution
- Has the student been seen by a private agency?
- Has the student been paired with an adult mentor to help build positive school relationships?
- Does the student have a behavior contract?
- Has the student been referred to the Student Success Team (SST)?
- Has the student been diagnosed with a medical / psychiatric condition which requires medication?

REMINDER: Parent communication / Parent Involvement along with interventions are the most effective approach when dealing with misbehaviors.
SWIS / PBIS APPS: Adding a Referral

- Staff will use email address to sign onto PBISApps.org as their username
- If they forgot their password or have never signed into the system, click “forgot password” and an email will be sent to reset immediately
- In order to add a referral, click on the Add Referral button at the top of the Dashboard.
- The Referral Entry screen will then show up.

1) The staff cannot be selected (this will automatically populate once a user is signed in)
2) Location defaults to “Classroom”, but can be changed as needed since most teaching staff will record incidents that occur in the classroom
There are five options at the bottom of the Referral Entry page

- Staff will mouse over each button to view the required fields in order for the referral actions to take place.
- Send for Review
- Cancel – this cancels all the information you have entered so far for the referral. It clears all field entries, and you are ready to start over with a new referral entry.
- Save button would submit the current referral data into the system and a pop-up would appear with the referral ID number which can be recorded
- Save & Copy both saves the current referral and also initiates a referral for a second student involved. Save & Copy will “copy” several of the fields that are likely to be similar if another student was involved in the same incident. (e.g., date, location, time).
- Staff can save a referral in draft format to return and complete
- Note this will only save for 30 days.
Major Referral Flowchart

Determined Administrative Action

OR

Tier 2 Interventions:
- Identify Environment & Functional Factors which may have contributed to the misbehavior
- Re-teach school expectations
- Discuss supports and interventions
- Notify the following:
  - Counselor
  - Guardian
- To determine Tier 2 Intervention refer to ERHS Tiered Supports & Interventions

Safety EC 48900
Safety High Level EC 48915
Suspension: 1-5 Days
- Identify Environmental & Functional Factors which may have contributed to the misbehavior
- Discuss supports and interventions
- Schedule meeting with academic and/or mental health counselor to proactively address Environmental & Functional Factors
- Implement Tier 2 Intervention
- Consider and/or enroll in targeted group intervention based on violation
- Document in SWIS
- Notify the following:
  - Teacher
  - Counselor
  - Guardian
  - Attendance
- Meet with Guardian (Pre or Post Suspension)

Multiple Suspensions: 2 or more
- Follow Steps of Suspensions above
- Evaluate the effectiveness of previous consequences and interventions
- Implement Tier 2 - 3 Interventions

“Clear Expectations and Parent Communication” 15
ATTENDANCE

EVERY DAY COUNTS in your child’s education. Every day a student misses school, he/she falls more than two days behind his/her peers. Every day a student is in school, he/she raises his/her chances to score well on tests, participate in school sponsored activities, and become a responsible member of the El Rancho High School Student Body. It is your child’s duty and responsibility to be involved, which begins with being present and on-time every day.

In a coordinated effort to improve attendance, El Rancho High School requires good attendance to participate in all school related activities. Excessive absences and/or tardies may result in the loss of participation in Athletics, Cheer, Pepsters, ASB Commission, Band, Drama, school dances, home athletic events (football games etc).

Please remember to:
  ● Make sure your child comes to school every day and on time. Mondays & Fridays School begins at 8:30 am; Tuesday - Thursday School begins at 7:55 am.
  ● Students are encouraged to arrive 10 minutes before the scheduled start time to ensure on time arrival to class. School gates open at 6:45 am.
  ● Schedule doctor’s appointments after school hours.
  ● Plan your family vacations during school breaks and holidays.
By understanding and promoting that every day counts, together we can continue making positive steps forward – leaps in terms of your child’s future.

STUDENT ATTENDANCE

Pupils aged 6-18 are required to attend school full-time, with regular and punctual attendance. Schools are required to enforce this compulsory attendance law. When children are absent the entire school day, the reason must be identified and recorded as either excused or unexcused. Excused absences are compliant with the compulsory attendance law; unexcused absences are noncompliant and subject to truancy law after three incidents. It is the responsibility of parents to notify the Attendance Office immediately of all absences.

Excused absences recognized by California State Law:
  ● Personal Illness-Without a doctor’s note
  ● Death/funeral of immediate family member (1 day local/3 out of town)
  ● Medical/Dental appointments (requires a doctor’s note)
  ● Extended illnesses requiring hospital or doctor’s care requires a doctor’s note
  ● Appearance in Court
  ● By the discretion of an administrator

Unexcused absences recognized by state California State Law:
  ● College Visits
  ● Funeral services outside the immediate family
  ● Religious holiday or ceremony of student’s own religion
  ● Identified Family Emergencies
  ● Babysitting
  ● Extended non-medical absences will not be excused.
  ● All other absences are considered unexcused/truant when a student is absent from school without authorization or clearance from the Attendance Office.

“Clear Expectations and Parent Communication”
ABSENCES

When a student returns from an absence, parents can do one of the following:

● Call the Attendance Office at (562) 801-7510
  - A-G dial extension 17512
  - H-N dial extension 17511
  - O-Z dial extension 17513
● Write a note and drop it off in the attendance office
● If an absence is not cleared in twenty one (21) days, a truancy will be issued.

Don Code Improvement List

What is the Don Code Improvement List?
This is a list that is generated by the Student Services Office that determines student eligibility for after school events and extra curricular activities.

How does a student end up on the improvement list?
A student ends up on the improvement list for two reasons:

1. Attendance: Three (3) or more excused and unexcused absences.
2. Behavior: Any student that is suspended from school and or have received multiple referrals. Student Services Administration will place the student on the improvement list.

Is the improvement list permanent?
If a student is placed on the improvement list he or she can still go to any event as long as:

1) They have cleared their absences through Saturday School and are under 3 full days.
2) Completion of a behavior and or attendance contract with Administration.

How does a student know if they are on the improvement list?
 Attendance: Students should keep track of their own tardies and truancies on the AERIES Student Portal. Students can also check their Improvement list status by clicking the “Activities” tab on the Don Page.

Attendance Codes:
A- Absences
C- Absences due to school business
E- Excused Absences
Z- Doctor’s note
L- Tardies less than 30 minutes
M- Tardy more than 30 minutes.

“Clear Expectations and Parent Communication”
Behavior: Students will be notified by the Administration at the time of suspension or at the student / parent conference.

Truancy or Excessive Absences

1. 3 Full Day Unexcused Absences
   a. First Notification of Truancy or Excessive Absences Letter
   b. Banned List
2. Second Notification of Truancy or Excessive Absences
3. SART Workshop
   a. Parent or guardian
   b. Student
   c. SART Contract
4. Attendance Review
   a. 30 Day
   b. 60 Day
   c. 90 Day
5. SARB Review
SART Workshop Dates

September 6th 2019
October 11th 2019
October 18th 2019
November 1st 2019
November 15th 2019
December 6th 2019
January 31st 2019
February 7th 2019
February 21st 2019
March 6th 2019
March 20th 2019
April 3rd 2019
April 17th 2019
May 1st 2019
May 15th 2019

Saturday School Dates

September 7th 2019
September 14th 2019
September 21st 2019
September 28th 2019
October 5th 2019
October 12th 2019
October 19th 2019
October 26th 2019
November 2nd 2019
November 9th 2019
November 16th 2019
December 7th 2019
December 14th 2019
January 18th 2019
January 25th 2019
February 1st 2019
February 8th 2019
February 15th 2019
February 22 2019
February 29th 2019
March 7th 2019
March 14th 2019
March 21st 2019
March 28th 2019
April 18th 2019
April 25th 2019
May 2nd 2019
May 9th 2019
May 16th 2019
May 23rd 2019
May 30th 2019
Dress Code Policy

El Rancho High School respects students’ rights to express themselves in the way that they dress. All students that attend ERHS are also expected to respect the school community by dressing appropriately for an educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. The policy is intended to provide guidance for students, staff and parents.

Minimum Requirements:

1. Clothing must cover areas from one armpit across to the other armpit, down to approximately mid thighs (approximately 3-4 inches in length). Tops must have shoulder straps.
2. Shoes must be worn at all times and should be safe for the school environment.
3. See-through or mesh garments must not be worn without appropriate coverage underneath that minimum requirement of the dress code.

Additional Requirements:

1. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict or imply pornography, nudity, or sexual acts.
3. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
4. Clothing and accessories that endanger students or staff may not be worn.
5. Apparel, accessories, or manner of grooming that, by virtue of its colors, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behaviors is prohibited.

The administration reserves the right to determine what constitutes appropriate dress.
Dress Code Violation Consequences

- **1st Offense**: Confiscation and Formal Warning:
  - Chains, hats, or other offending articles shall be confiscated and returned to the parents.
  - Clothing Violation: Formal Warning; Parents Notified; Documented on AERIES.

- **2nd Offense**: Student will be given two options:
  - Parents are notified, and given the opportunity to bring appropriate dress attire.
  - School will provide the student a loaner.

- **3rd Offense**: Formal Parent Conference and assigned Saturday School.

- **4th Offense**: Student may be banned from school activities and/or suspended.

El Rancho High School
HONOR CODE

Cheating is defined as, but not limited to, the following:
- Copy or allow any assignment to be copied by any method
- Use any unauthorized aid on quizzes, tests, or exams
- Steal, possess, or view a copy of a test beforehand
- Give or receive help on a test
- Take someone else’s work or any portion of their work and submit it as yours – PLAGIARISM
- Scan, alter, or forge any school document

Anyone found to be violating the HONOR CODE will be dealt with on an individual basis and may receive any of the following consequences from teacher and/or administrator:
- Automatic “F” (failure) on the assignment(s) or test(s)
- Parent conference
- Referral placed into student’s file
- Student removed from any and all elected or appointed leadership positions for the remainder of the semester or school year - Administrator Discretion
- Student removed from all extracurricular activities for the remainder of the semester or school year - Administrators discretion
- Formal Disciplinary actions may be taken.
Internet Acceptable Use Policy for Students

Access Information:
- Internet access is given to users who agree to act in a considerate and responsible manner.
- General school rules and district policies for behavior and communications apply.
- Access is a privilege – not a right.
- Appropriate school and/or district personnel may access Internet user’s files.

Responsible users may not:
- Use an other’s password or transmit home addresses and/or phone numbers.
- Use the network for commercial, political, and/or personal uses.
- Transmit or access the system to encourage the use of drugs, alcohol, or tobacco.
- Transmit or access material that is threatening, obscene, disruptive, sexually explicit, or that could be construed a harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
- Use the Internet in any unethical or illegal manner.
- Violate any copyright laws.
- Damage the computer, computer systems, or computer networks.
- Trespass in an other's folders, work, or files.
- Bring electronic devices from home and attach it to the network.

Violations of the above rules may result in loss of Internet access as well as other disciplinary actions. If the user is unsure of how to do something on the computer, ask a teacher or the system administrator at the school.

STUDENT

I understand and will abide by the Acceptable Use Policy. I further understand that any violation of the regulations is unethical, and may constitute a criminal offense. Should I commit any violation, my access privileges will be suspended, depending on the severity of the infraction, my access privileges may be revoked. School disciplinary action may be taken and/or appropriate legal action may be pursued.

PARENT OR GUARDIAN

(If you are under the age of 18, your parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Acceptable Use Policy. I understand that this access is designed for educational purposes. El Rancho Unified School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for El Rancho Unified School District to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.
Electronics Policy

Pursuant to education code 48901.5, possession and use of cellular phones and other personal electronic devices including but not limited to: cell phones, iPods, MP3 players, cameras, video cameras, and recording devices, shall fall under the following guidelines during school hours.

- During school hours, the use of any electronic devices outside of the classroom is permitted only during passing periods, nutrition, and lunch. Excluding the use of external electronics: Any type of speakers boombox amplifiers.

- The use of electronic devices inside the classroom will be at the teacher's discretion.

- Use of such devices should enhance the learning experience. If the use of any devices on school grounds disrupt school activities or violate California Education Code 48900, such devices may be confiscated and students may be subject to disciplinary action commensurate with the related violation.

- The school does not assume liability if such devices are damaged, lost, or stolen.

**Electronic Violation Consequences**

- **First Offense** - Confiscated; student conference; notify parents and returned at the end of the school day.

- **Second Offense** - Confiscated; parent conference; Administration and parents will come to an agreement on the third offense; returned at the end of the parent conference.

- **Third Offense** - Confiscated; implement agreement with parent.
SKATEBOARDS/BICYCLES

The riding of skateboards, scooters, in-line skates, roller-skates, or other similar contrivances, as defined in the Pico Rivera Municipal Code Section 10.74.010 - shall be prohibited upon any private or public property when such property has been posted pursuant to this section.

SKATEBOARDS, BICYCLES, SCOOTERS, AND ROLLERBLADES ARE TO BE LOCKED IN THE PROVIDED BIKE AND SKATE RACKS ON CAMPUS AND MAY BE CONFISCATED IF VISIBLE.

Consequences:

- 1st Offense: Phone call home, and confiscated item turned into the office will be returned at the end of the school day (3:30pm) after a Conference with an administrator.

- 2nd Offense: Confiscated item will be returned to a parent or guardian accompanied by the student after school day (3:30pm), or an agreed upon date with parent.

- 3rd Offense and Subsequent: Saturday School will be assigned and student will sign a possession violation contract. Upon parent approval, student can also lose their privilege of using their skateboard/bicycle/scooter to school. The confiscated item(s) may be picked up the following school day after Saturday School has been served.

FLOWERS, BALLOONS, FOOD ITEMS, AND OTHER DELIVERIES

Students ARE NOT permitted to bring balloons, flowers, food items, beverages and baked goods (cakes, cupcakes etc.) to school at any time. Flowers, food items, beverages and baked goods WILL NOT be delivered to students during school hours.

PLEASE DO NOT DELIVER ANY ITEMS THROUGH THE GATES. SUCH ITEMS WILL BE CONFISCATED.
El Rancho Unified School District  
Anti-Hazing Policy  
El Rancho High School

El Rancho High School (ERHS) recognizes that membership in extracurricular and co-curricular student organizations can significantly enhance the learning and growth experiences of students. In accordance with state and federal laws, ERHS adamantly prohibits any form of hazing by any student extracurricular or co-curricular organizations. All new member orientation, initiation activities, and other group activities are expected to refrain from hazing in any form. Further, these activities should support the attainment of all purposes stated in the goals and objectives of ERHS.

No student activity, student team, individual student, volunteer, or employee shall conduct nor condone hazing activities. Hazing activities are defined as:

"...any action taken or situation created, intentionally, whether on or off ERHS property, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include but are not limited to the following: use of alcohol or other drugs; paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, scavenger hunts, road trips, or any such activities carried on outside or inside of the confines of ERHS; wearing of public apparel that is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; morally degrading or humiliating games and activities; and any other activities that are not consistent with academic achievement and/or the regulations and policies of the ERHS, or applicable state and/or federal law(s)."

Any individual or organization suspected of authorizing or tolerating the occurrence of a hazing incident will be subject to an investigation by either the El Rancho High School or law enforcement officials. The investigation may be followed by formal charges or a formal disciplinary hearing in accordance with the student or employee conduct due process procedures outlined in the El Rancho Unified School District policies and procedures and/or contracts. The express or implied consent of participants or victims will not be a defense.

All student organizations that are a part of ERHS must agree to the rules and policies of the ERHS. The acceptance of this agreement will allow the organization to exist and represent their school and district.

I have been informed of and will comply with the ERUSD Anti-Hazing Policy.
Restorative Conflict Resolution Process

1. Initial Meeting with each individual student and administration.
   a. Ask to hear the person’s story
   b. Establish a clear understanding of the incident
   c. Has the person who caused the harm agreed to take accountability?
   d. Explain the purpose of the restorative conference
   e. Invite all necessary participants
   f. Share the restorative conference process and questions with participants

2. General Conflict Script:
   a. Welcome and Introduction Script
      “Hello. As you know my name is…and I have been asked to facilitate this meeting. I have spoken to all of you about the incident/s, and it is clear that what has happened has affected/hurt/harmed everyone involved. This is an opportunity to talk about what has happened and how each of you has been affected/hurt. To help us all work together again, we need to discuss ways of stopping any further hurt/harm so that we can improve relationships.”
   b. Start with the person that has been most affected
      i. “I would like to start by asking (person’s name) to talk about how he/she became involved and what happened?” “What were you thinking thinking at the time of the incident?”
      ii. “What have you thought about since?”
      iii. “Who has been affected by what happened and how?”
      iv. “What about this has been the hardest for you?”
   c. Ask all participants in turn the above questions
   d. Say to all participants:
      “Now that we have heard how all of you have been affected/hurt in some way by what happened, is there anything anyone would like to say at this point?”
   e. Invitation to all participants
      i. “What Suggestions do you have that will stop further harm?”
      ii. “What will help all of us work together again, without further conflict?”
      iii. “What will each of you do now to help improve your relationship?”
   f. Restorative Justice Conflict Circle Agreements
   g. Closing the Meeting: “Thank you for being involved. It has allowed us to share and understand what happened and, importantly, provided the opportunity to find positive ways of building better relationships with one another.”
   h. Schedule Follow up Meeting / Check In Meeting.

“Clear Expectations and Parent Communication”
Restorative Parent/Student Conference

1. Review incident with student and parent
2. Review of Attendance
3. Review of grades / transcripts
4. Review SWIS data and discipline
5. Review previous interventions
6. Restorative Conference Questions
   a. “What happened?”
   b. “What were you thinking of at the time?”
   c. “What have you thought about since?”
   d. “Who has been affected by what you have done? In what way?”
   e. “What do you think you need to do to make things right?” Discuss next steps / consequences
7. Discuss next steps / consequences / Ed Code
8. Review and sign agreement
ERHS STUDENT SERVICES FORMS
“TEXT-A-TIP”
Electronic Policy Violation

Students Name:______________________ Grade_______

Teacher Name______________________ Period ______

Item Description:__________________________

Reason:________________________________________

_______________________________________________

Date:_________________________________________
Date: ____________________

Dear Parent/Guardian:

Our records indicate that your child, __________________________________, in the ______ grade has
had ___________ absences as of______________.

Unexcused Absences Education Code Section 48260—Any pupil subject to full-time education who is absent from school without valid excuse for more than 30 minutes on each of three days in one school year is a truant and shall be reported to the attendance supervisor of the superintendent of the school district. California Education Code 48200 and 48400, also require parents or guardians to compel the enrollment and regular attendance at school of all minors between the ages of six and eighteen.

The school district is required to notify you, the pupil’s parent/guardian, of the following (Education Code Section 48260.5):

1. That the pupil is truant.

2. That the parent/guardian is obligated to compel the attendance of the pupil at school.

3. That parents/guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.

4. Alternative educational programs available in the district.

5. The right to meet with appropriate school personnel to discuss solutions to the pupil’s truancy. (Added Statutes, 1983, Chapter 498)

6. The pupil may be subject to arrest under Education Code Section 48264.

7. That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day (Added Statutes, 1983, Chapter 498).

**Excessive Excused Absences**

If your child is absent due to a chronic illness or other unavoidable circumstances, please contact the school attendance clerk. Absences or excessive tardies for any reason affect your child’s education and increase the chances for failure. Tardies also interrupt the classroom and interfere with the learning environment for all students. If the school attendance record is inaccurate, please inform the school attendance clerk.
Inasmuch as you are legally responsible for your child’s attendance, and you realize the importance of regular attendance to your child’s education, we hope that you will regard this letter as our way of notifying you of the seriousness of the problem. Failure to improve your child’s attendance will result in a conference with a representative from school.

Our goal is to assist you in educating your child. We can be successful if your child is in school every day and on time.

Sincerely,

_____________________________ Date:__________________
Primera Notificación de Falta de Asistencia y Ausencias Excesivas

Fecha: ______________________

Estimado Padre/Tutor,

Nuestros registros indican que su hijo/a, __________________________________, en el grado ______ ha tenido ___________ ausencias desde ______________.

El Código de Educación de Ausencias Injustificadas, Sección 48260- Todo alumno sujeto a la educación de tiempo completo, que esté ausente de la escuela sin excusa válida, durante más de 30 minutos en cada uno de los tres días en un año escolar es un ausente injustificado y será reportado al supervisor de asistencia asignado por el Superintendente del distrito escolar. El Código de Educación de California 48200 y 48400 también requiere que los padres o tutores legales obliguen la matriculación y asistencia regular a la escuela de todos menores entre las edades de seis y dieciocho años.

Se requiere que el distrito escolar le notifique a usted, el padre / guardián del alumno, de lo siguiente (Sección 48260.5 del Código de Educación):

1. Que el alumno es ausente sin excusa.
2. Que el padre / guardián está obligado a obligar la asistencia del alumno a la escuela.
3. Que los padres / tutores que no cumplan con esta obligación pueden ser culpables de una infracción y ser procesados de acuerdo con el Artículo 6 (comenzando con la Sección 48290) del Capítulo 2 de la Parte 27.
4. Hay programas educativos alternativos disponibles en el distrito.
5. El derecho de reunirse con el personal apropiado de la escuela para discutir soluciones al absentismo del alumno. (Estatutos Adicionales, 1983, Capítulo 498)
7. Que se recomienda que el padre o tutor acomplene al alumno a la escuela y asista a clases con el alumno durante un día (Estatutos Agregados, 1983, Capítulo 498).

Ausencias Justificadas Excesivas
Si su hijo/a está ausente debido a una enfermedad crónica u otras circunstancias inevitables, comuníquese con la secretaria de asistencia escolar. Las ausencias o tardanzas excesivas por cualquier razón afectan la educación de su hijo y aumentan las posibilidades de fracaso. Las tardanzas también interrumpen el aula e interfieren con el ambiente de aprendizaje para todos los estudiantes. Si el registro de asistencia de la escuela es incorrecto, por favor infórmelo a la secretaria de asistencia escolar. En la medida en que usted es legalmente responsable de la asistencia de su hijo/a, y usted se da cuenta de la importancia de asistir regularmente a la educación de su hijo, esperamos que considere esta carta como nuestra forma de notificarle la gravedad del problema. Si no mejora la asistencia de su hijo, se realizará una conferencia con un representante de la escuela. Nuestro objetivo es ayudarle a educar a su hijo. Podemos tener éxito si su hijo está en la escuela todos los días y a tiempo.

Atentamente,

Direcor (a)_________________________ Fecha _____________________
Dear Parent/Guardian:

This SECOND LETTER is to inform you that your child ________________________, continues to have an attendance problem.

Number of excused absences ___________________
Number of unexcused absences ________________
Number of tardies (30+ minutes) ________________
TOTAL ___________________

1. The School Attendance Review Team (SART) and/or Student Study Team (SST) has received a referral on behalf of your child regarding excessive excused absences, tardies, or unexcused absences.
2. An appointment has been made for you and your child to meet with the school committee to consider a proper plan for correcting this problem.
3. Both parents are requested to attend. Please bring your child.

YOUR SCHEDULED APPOINTMENT IS AS FOLLOWS:

Date __________ Time ____________
Location ________________________

Failure to appear will result in a referral for further action.

For unexcused absence or tardies:
Education Code Section 48261—Subsequent Report of Truancy. Any pupil who has been reported as a truant and who is again absent from school without a valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

We appreciate your cooperation in being prompt for your appointment.

____________________________
Principal or Designee

cc: Cumulative folder/student’s teacher(s)
FECHA: ________________
Estimado Padre/Tutor:

Esta SEGUNDA CARTA es para informarle que su hijo/a _____________________, sigue teniendo un problema de asistencia a clase.
Número de ausencias con excusa ____________________
Número de ausencias sin excusa ____________________
Número de retrasos (de 30 minutos o más) ___________________
Total ____________________

1. El Equipo de Revisión de la Asistencia (SART por sus siglas en Ingles) o El Equipo de Estudio Estudiantil (SST por sus siglas en Ingles) ha sido notificado de que su hijo/a tiene un exceso de faltas justificadas, retrasos o ausencias sin justificación.
2. Hemos arreglado una cita para que usted y su hijo/a se reúnan con el equipo de la escuela para diseñar un plan adecuado que corrija este problema.
3. Se requiere la presencia de ambos padres. Por favor traiga a su hijo/a.

SU CITA ES LA SIGUIENTE:

Fecha _______________________ Hora ___________________________
Lugar _________________________________

La falta de asistencia a esta cita resultará en que se tomen otras medidas.

Para ausencias o retrasos sin excusas:
Código de Educación Sección 48261-Informe Subsiguiente de Ausencias Sin Justificación: Todo alumno que ha sido reportado como ausente sin justificación y vuelve a estar ausente de la escuela sin una excusa valida un día o más, o llega tarde un día o más, deberá de nuevo ser reportado como ausente sin justificación al supervisor de asistencia o al superintendente del distrito.

Agradeceremos su cooperación en presentarse puntualmente a su cita.

__________________________
Director o persona designada

cc: Cumulative folder/student’s teacher(s)
Date: _________________

Dear _________________:

This THIRD LETTER is being mailed to you to inform you that your child, _________________, continues to have a school attendance problem.

Inasmuch as I have either had no response from you and/or there has been little or no improvement in your son's/daughter's attendance behavior, I am now required to take legal action under:

Education Code Section 48261—Subsequent Report of Truancy: Any pupil who has been reported as a truant and who is again absent from school without a valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district.

You will be required to meet with School Attendance Review Board #20A (SARB). You have (5) days from the date of this letter to contact me before the above action is taken. You are also hereby notified that if your son/daughter is absent for two days or more due to illness, a medical verification of reason for the absence will be required. The absences will be considered unexcused without the medical verification. CalWORKS benefits may be interrupted and or funding reduced if your child continues to have attendance problems.

If you have any questions, please contact me at ________________.

Sincerely,

________________________
Principal or Designee

Cc: Student’s Cumulative file
Fecha: ______________________
Estimado/a ____________________________:

Esta TERCERA CARTA se le entrega por correo para informarle que su hijo/a, __________________________________, continúa teniendo un problema de asistencia.

Como no he tenido ninguna respuesta de parte suya, y/o ha habido poco a ningún progreso en la asistencia de su hijo/hija, tengo que tomar una medida legal, que se establece en el Código de Educación 48490 y 48293. Sobre la responsabilidad de los padres de enviar a sus hijos a la escuela regularmente.

Usted tendrá que reunirse con la Junta de Revisión de Asistencia a la Escuela #20A.
Código de Educación Sección 48261—Informe Subsiguiente de Ausencias justificación:

Todo alumno que ha sido reportado como ausente sin justificación y vuelve a estar ausente de la escuela sin una excusa valida un día o más, o llega tarde un día o más, deberá de nuevo ser reportado como ausente sin justificación al supervisor de asistencia o al superintendente del distrito.

Tiene usted cinco días a partir de la fecha de esta carta, para ponerse en contacto conmigo antes de que se tome acción sobre lo mencionada arriba. También queda notificado por este medio que, si su hijo/hija se ausenta dos a más días por enfermedad, debe presentar un certificado médico. Las ausencias se considerarán injustificados sin el certificado médico.

Los beneficios de CalWORKS pueden ser sancionados si su hijo/a sigue teniendo problemas de asistencia.
Si tiene alguna pregunta, por favor ponerse en contacto con mi oficina ____________.

Sinceramente,

____________________
Director o persona designada

cc: Cumulative folder/student’s teacher(s)
### SCHOOL ATTENDANCE/BEHAVIOR REVIEW TEAM CONTRACT

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<thead>
<tr>
<th>Hearing Date</th>
<th>School District:</th>
<th>School</th>
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<tr>
<th>Student’s Name</th>
<th>Accompanied by:</th>
<th>Relationship:</th>
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<tr>
<th>Names of Parents/Guardian</th>
<th>Student’s Address:</th>
<th>Student’s Phone #</th>
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#### THE STUDENT SHALL:
- ___ 1. Attend school and all assigned period every day.
- ___ 2. Arrive at school and every class period on time.
- ___ 3. Comply with daily sign-in procedures as directed.
- ___ 4. Obey all school rules, dress codes, and behave appropriately at school.
- ___ 5. Participate in the following counseling and educational programs:

____________________________________________________________________________________

6. Other:______________________________________________________________________________

#### THE PARENT/GUARDIAN SHALL:
- ___ 1. Ensure that child is at school daily at or before 7:50 a.m.
- ___ 2. Not remove child from school early without providing the school a valid excuse.
- ___ 3. For all illness related absences:
  - ● Provide school with written verification by doctor/medical advisor; OR
  - ● Send child to school to be checked/released if ill.
- ___ 4. For any and all absences: Contact school to explain absence.
- ___ 5. Participate in the following parenting and counseling programs:

____________________________________________________________________________________

6. Provide school with verification of counseling/parenting sessions attended.
- ___ 7. Have child examined/treated by doctor/medical advisor for:

____________________________________________________________________________________

8. Inform the school nurse about medication prescribed and taken by child on a regular basis.
- ___ 9. Attend all meetings scheduled by the school/school district, District Attorney’s Office and court.
- ___ 10. Make all doctor and/or dental appointments for child after school or on school holidays.
- ___ 11. Other: ___________________________________________________________________

#### TO THE STUDENT AND PARENT(S)/GUARDIAN(S):

I/We agree to participate in the above agreement and understand that if I/WE fail to abide by the terms, I/WE can be referred to School Attendance Review Board (SARB), District Attorney Mediation and court. For behavior SART, failure to abide by the terms may result in further discipline, including but not limited to: Suspension from school, an intervention transfer to another school in the district, or a recommendation for expulsion from the school district.

STUDENT SIGNATURE:_______________________ PARENT/GUARDIAN SIGNATURE:_______________________

SCHOOL ADMINISTRATOR:__________________________________

"Clear Expectations and Parent Communication"
CONTRATO DE ASISTENCIA ESCOLAR / EQUIPO DE REVISIÓN DE COMPORTAMIENTO

Fecha de la Audiencia: | Distrito Escolar: | Escuela:  
---|---|---
Nombre del Estudiante: | Acompañado por: | Parentesco:  
Nombre de los Padres/Tutor: | Domicilio del Estudiante: | Número de Teléfono del Estudiante:  

EL ESTUDIANTE DEBERÁ:
___1. Asistir a la escuela y a todos los periodos asignados diariamente.
___2. Llegar puntualmente a la escuela y a cada periodo de clases.
___3. Cumplir con los procedimientos diarios para registrarse a la clase como se le ha instruido.
___4. Obedecer todas las reglas escolares, los códigos de vestimenta y comportarse de forma adecuada en la escuela.
___5. Participar en los siguientes programas de asesoramiento y educativos:________________________________

EL PADRE/ TUTOR DEBERÁ:
___1. Asegurarse que el niño(a) esté en la escuela diariamente a las o antes de las 7:50 de la mañana.
___2. No sacar al niño(a) de la escuela temprano sin proporcionarle a la escuela una excusa válida.
___3. Por las ausencias correspondientes a una enfermedad:
   ● Proporcionarle a la escuela una verificación por escrito de un doctor/asesor médico; o
   ● Enviar al niño(a) a la escuela para que lo revisen/ que lo liberen si está enfermo
___4. Para todas las ausencias: Contactar a la escuela para explicar las ausencias.
___5. Participar en los siguientes programas para padres y asesoramiento:

___6. Proporcionar a la escuela la verificación de asistencia a las sesiones de asesoramiento/cursos para padres.
___7. Llevar al niño(a) que sea examinado/tratado por un doctor/ asesor médico para:
___8. Informarle a la enfermera escolar acerca de la medicina recetada y tomada por el niño(a) regularmente.
___9. Asistir a todas las reuniones programadas por la escuela / distrito escolar, la Oficina del Fiscal del Distrito y el tribunal.
___10. Hacer todas las citas del doctor y/o dentista para el niño(a) después de clases o durante días festivos escolares.
___11. Otro: ____________________________________________________________________

PARA EL ESTUDIANTE Y PADRES / TUTORES:

Yo / Nosotros acordamos participar en el acuerdo mencionado previamente y entendemos que, si YO / NOSOTROS no cumplimos con los términos, YO / NOSOTROS podemos ser referidos a la Junta de Revisión de Asistencia Escolar (SARB por sus siglas en inglés), a la Mediación del Fiscal de Distrito y al tribunal. Para SART de comportamiento, el incumplimiento de los términos puede dar como resultado medidas de disciplina adicionales, que incluye, pero no se limita a: Suspensión de la escuela, una intervención de transferencia a otra escuela en el distrito o una recomendación de expulsión del distrito escolar.

FIRMA DEL ESTUDIANTE:_________________________________ FIRMA DE PADRE:_________________________________

ADMINISTRADOR:________________________________________

“Clear Expectations and Parent Communication”
Don Dollars

“Clear Expectations and Parent Communication”
Don Dollars Back

“Clear Expectations and Parent Communication”
Visitor Request Form

El Rancho High School

Visitor Request Form

All forms need to be submitted to the Student Services Office 24 hours prior to visit.

All visitors are required to present proper identification at time of visit.

Visitor Name: __________________________ Date: __________________________

Purpose: __________________________ Date: __________________________

2 days maximum

Teacher Name: __________________________ Room#: _______ Time*: __________________________

* Not to exceed an hour unless prior arrangements have been made with an administrator

Approved □

Denied □

AP of Student Services Signature

“Clear Expectations and Parent Communication” 42