

RIO LINDA PREPARATORY ACADEMY

COFFEE WITH THE PRINCIPAL

WEDNESDAY, OCTOBER 25, 2023

8:15 - 9:15 AM





Our work will be:

STUDENT-CENTERED
SOLUTION-ORIENTED
COLLABORATIVE
CARING

AGENDA

1. Introductions
2. Site Focus
3. Attendance
4. School Discipline Policies
5. Discipline Data
6. School Safety

INTRODUCTIONS

INTRODUCTIONS

MRS. AMBER LOZANO

PRINCIPAL

MS. PATTIE LEE

VICE PRINCIPAL

MRS. EVE HOGERHEIDE

ACTIVITY DIRECTOR

SITE FOCUS

VISION

We will get all students to grade level or higher, ensuring individual progress each year.

MISSION

Rio Linda Preparatory Academy's community of students, families, and staff provides opportunities to engage students as lifelong learners in a safe and caring environment.

CORE VALUES

Accountability ♘ Caring ♘ Critical Thinking ♘ Determination ♘ Resilience

ATTENDANCE

ATTENDANCE PRACTICES

Lates and Tardies

- A student is late if they are not where they are supposed to be when the bell rings
 - In line at the door, in the classroom, by the locker room
- Late students go to the main office to:
 - Receive a pass
 - Call home to inform parent of missed instruction
- Students report to class

ATTENDANCE PRACTICES

Lates and Tardies

- Teachers mark the student's attendance with an "L" code.
- The Attendance Clerk enters a Minor Discipline record with "Parent Contact" as the consequence.
- Students with multiple tardies can attend detention at lunch on Wednesdays and/or after school on Mondays to "clear" them for school events. They can also attend Saturday School.
- Students more than 29 minutes late to class are considered tardy and receive a "T" code in Aeries. (*unexcused*)

LATES / TARDIES COMPARISON

| | Grade | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Total |
|----------------|-------|----------|----------|----------|----------|----------|----------|-------------|
| September 2022 | 7 | 172 | 70 | 46 | 70 | 68 | 58 | 484 |
| | 8 | 300 | 156 | 145 | 254 | 171 | 114 | 1140 |
| | ALL | 472 | 226 | 191 | 324 | 239 | 172 | 1624 |
| September 2023 | 7 | 189 | 45 | 25 | 23 | 14 | 13 | 309 |
| | 8 | 207 | 50 | 22 | 34 | 29 | 19 | 361 |
| | ALL | 396 | 95 | 47 | 57 | 43 | 32 | 670 |

ATTENDANCE PRACTICES

Next Steps

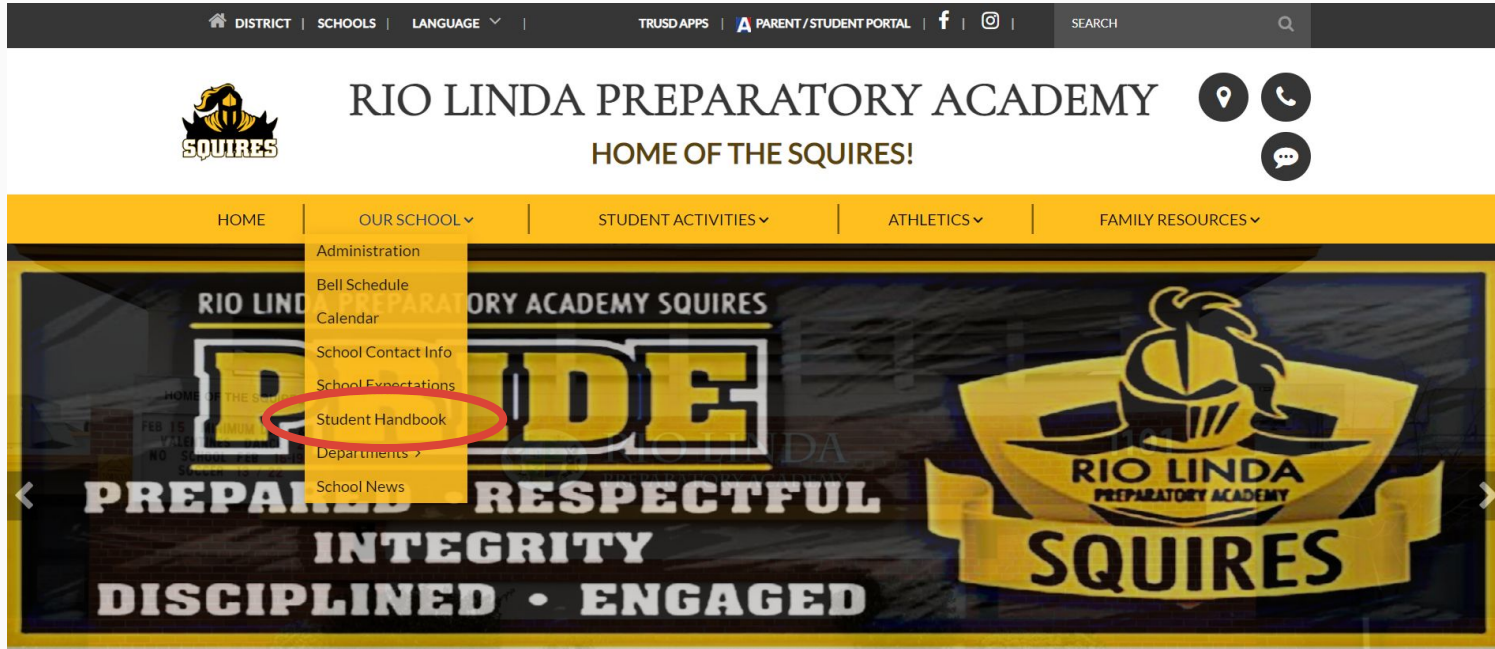
- Review late/tardy data at our next PBIS Tier I Team meeting
 - Determine if our practices should be updated
- Increase attendance incentives
 - Attendance PLC tracks Chronic Absenteeism and rewards attendance improvement
 - Attendance requirement to attend Squire Rewards, field trips, and dances

SCHOOL DISCIPLINE POLICIES

SCHOOL DISCIPLINE POLICIES

RLPA Student Handbook

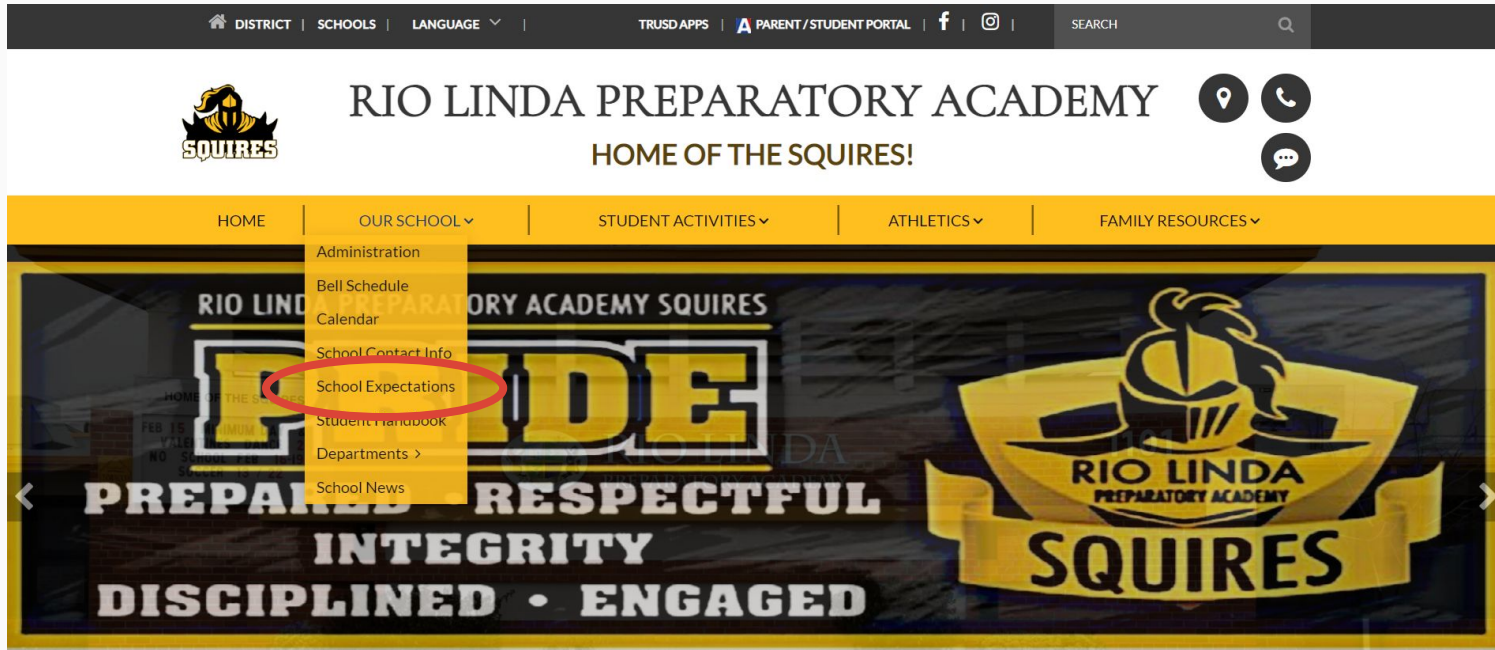
- In the student planner
- On the school website: <https://rlpa.trusd.net>



SCHOOL DISCIPLINE POLICIES

PBIS (POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT)

- In the student planner
- On the school website: <https://rlpa.trusd.net>



SCHOOL DISCIPLINE POLICIES

PBIS (POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT)

- Behavior Expectations
 - Expectations Matrix
- Rewards Systems
 - 5-Star
 - PRIDE Tickets & Weekly Raffle
 - Squires of the Month
 - Squire Rewards
 - Squire Store
- Tiered Interventions
 - Tier I - support provided to all students
 - Tier II - support available for students who need more support
 - Tier III - individualized support designed around specific student needs

Behavior must be taught like academic content.

Schools must provide instruction on expectations, review of expectations, and support when expectations are not met.

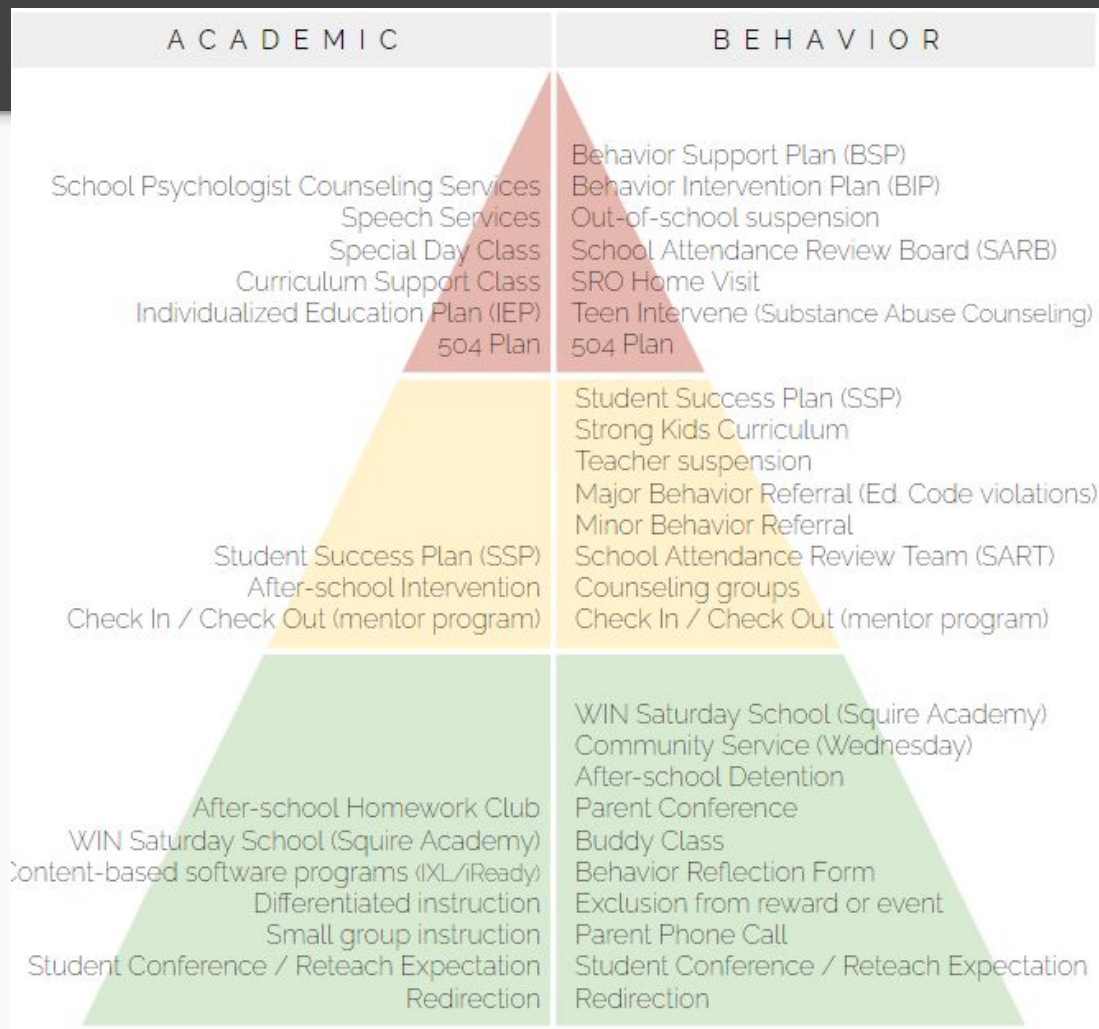
SCHOOL DISCIPLINE POLICIES

PBIS - TIERED INTERVENTIONS

GREEN = Tier I

YELLOW = Tier II

RED = Tier III



SCHOOL DISCIPLINE POLICIES

HOW DO TEACHERS RESPOND TO MISBEHAVIORS?

Education Code 48900

violations are considered “Major” referrals.

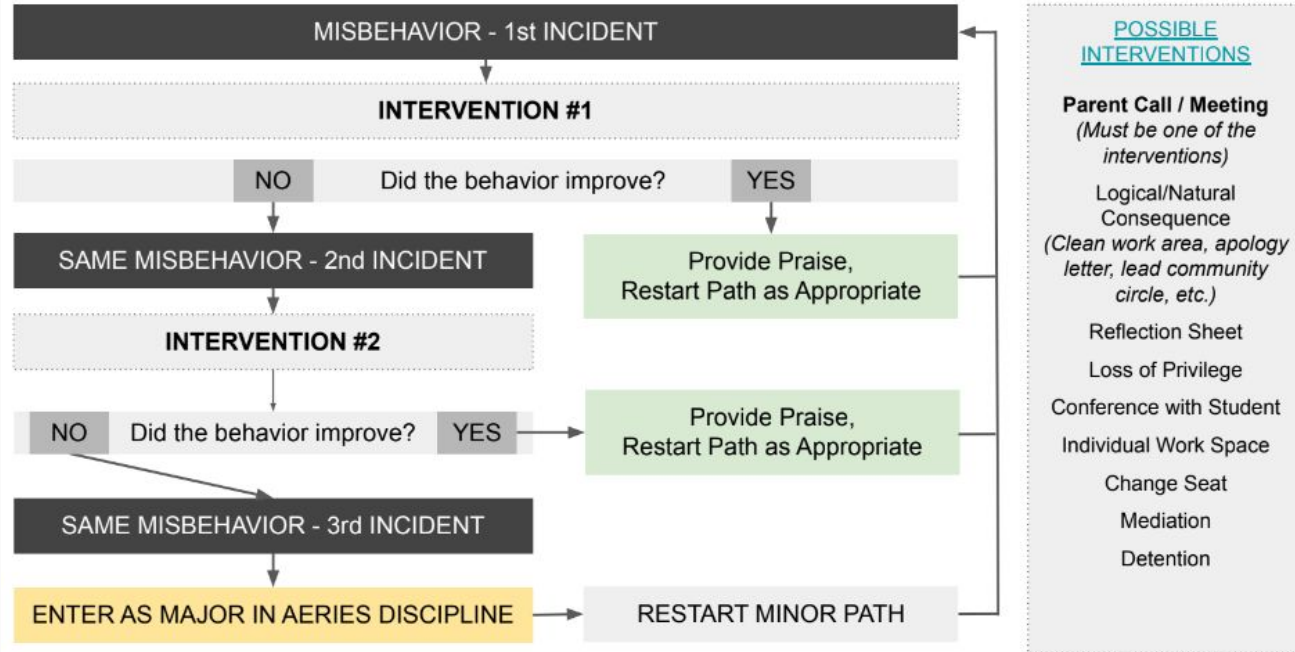
All other misbehaviors are considered “Minor” and teachers follow this flow chart.

Prior to a minor:

1. Redirect/Remind student of expectation
2. Warning
3. Alternative setting or support
 - a. *Buddy Class*
 - b. *Seat change*
 - c. *Check if academic support is needed*

Documentation:

1. Enter each minor behavior in Aeries under discipline, select Minor
2. Select an appropriate intervention add to the documentation.



SCHOOL DISCIPLINE POLICIES

HOW DO TEACHERS RESPOND TO MISBEHAVIORS?

Education Code Section 48910 - Class Suspensions

(a) A **teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following.** The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the schoolsite, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. **As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension.** If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

SCHOOL DISCIPLINE POLICIES

HOW DO ADMINISTRATORS RESPOND TO MISBEHAVIORS?

Education

Code 48900

violations
are handled
according to
the TRUSD
Discipline
Guide 7-12.

TRUSD DISCIPLINE GUIDE (7-12)

| ED CODE | STUDENT INFRACTION | FIRST INTERVENTION/ CONSEQUENCE | SECOND INTERVENTION/ CONSEQUENCE | THIRD INTERVENTION/ CONSEQUENCE |
|-------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 48900(a)(1) | Caused, attempted to cause, or threatened to cause physical injury to another person | Mandatory Actions: <ul style="list-style-type: none">• Parent contact• Conference with student• Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry• Ensure due process• Re-entry conference if suspended• Incident document in student information system Other potential actions: <ul style="list-style-type: none">• 1 – 5 day suspension• Student Study Team (SST)• Referral to school counselor• Referral to district for support services-CWA, Student Services, Foster Youth• Referral to outside services/supports• Restorative Practices• Other alternatives to suspension• Notification to law enforcement | Mandatory Actions: <ul style="list-style-type: none">• Parent contact• Conference with student• Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry• Ensure due process• Referral to school counselor• Re-entry conference if suspended• Incident document in student information system Other potential actions: <ul style="list-style-type: none">• 1 – 5 day suspension• Student Study Team (SST)• Referral to district for support services-CWA, Student Services, Foster Youth• Expulsion referral• Referral to outside services/supports• Restorative Practices• Other alternatives to suspension• Notification to law enforcement | Mandatory Actions: <ul style="list-style-type: none">• Parent contact• Conference with student• Provide corrective feedback: de-escalate student, re-teach/practice identified behavior skills, facilitate student re-entry• Ensure due process• Referral to school counselor• Re-entry conference if suspended• Incident document in student information system Other potential actions: <ul style="list-style-type: none">• 3 – 5 day suspension• Expulsion Referral• Referral to district for support services-CWA, Student Services, Foster Youth• Referral to outside services/supports• Restorative Practices• Other alternatives to suspension• Notification to law enforcement |

SCHOOL DISCIPLINE POLICIES

HOW DO ADMINISTRATORS RESPOND TO MISBEHAVIORS?

CA Education Code Section 48900.5

(a) Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when **other means of correction** fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069.7. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

SCHOOL DISCIPLINE POLICIES

HOW DO ADMINISTRATORS RESPOND TO MISBEHAVIORS?

Other Means of Correction:

- Student Conference
- Meeting with Parent
- Mediation (conflict management)
- Behavior Support Plan
- Community Service
- Behavior Reflection Form
- Apology letter
- Schedule Change

**Rio Linda Preparatory Academy
Behavior Support Plan**

Name: _____ Grade: _____
Completed by: _____ Date: _____

It has been determined that the above student is experiencing difficulties in school. To assist the student with educational success, the student will participate in a Behavior Support Plan, following the listed expectations and using appropriate supports. RLPA will provide support to help the student meet these expectations.

| PREVIOUS VIOLATIONS/INCIDENTS: | PREVIOUS INTERVENTIONS: | |
|-----------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> Physical altercation | <input type="checkbox"/> Parent phone call | <input type="checkbox"/> Class change |
| <input type="checkbox"/> Verbal altercation | <input type="checkbox"/> Parent meeting/conference | <input type="checkbox"/> Saturday School |
| <input type="checkbox"/> Threats of violence | <input type="checkbox"/> Mediation | <input type="checkbox"/> Detention |
| <input type="checkbox"/> Inappropriate posts on social media | <input type="checkbox"/> Student meeting/conference | <input type="checkbox"/> Suspension |
| <input type="checkbox"/> Truancy | <input type="checkbox"/> Re-entry Meeting | <input type="checkbox"/> Attendance Meeting |
| <input type="checkbox"/> Disruptive behavior in the classroom | <input type="checkbox"/> Behavior Contract | <input type="checkbox"/> Teen Intervene |
| <input type="checkbox"/> Task/work avoidance | <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Inciting a fight/accomplice to a fight | | |

Support Plan: _____

STUDENT EXPECTATIONS:

1. Attend classes on time and remain for the full class time
2. Follow all school rules with no further days of suspension
3. Make satisfactory academic achievement
4. Follow the plan identified on the Behavior Reflection Form

Failure to comply with the expectations may result in suspension, expulsion, and/or police citation.

In addition to the statements above, the student is informed that physical altercations (fights) should be avoided whenever possible. Any student who engages in an altercation without attempting to escape the situation will be deemed an equal participant (mutual combat) and will receive corresponding consequences for Education Code 48900 violations, including suspension from school.

Student signature: _____ Date: _____
Administrator signature: _____ Date: _____
Parent signature: _____ Date: _____

Behavior Reflection Form
Rio Linda Preparatory Academy

| Reasons for my behavior | Description of my behavior | Consequences of my behavior |
|-------------------------|----------------------------|-----------------------------|
| | | |
| | | |
| | | |

My plan for improvement: _____

Help I need to make my plan work: _____

SCHOOL DISCIPLINE POLICIES

HOW DO ADMINISTRATORS RESPOND TO MISBEHAVIORS?

State Guidance for New Laws on Discipline

Assembly Bill 419

Ending Suspensions for Willful Defiance in Grades Kindergarten Through Eight:

In 2013, the Legislature approved Assembly Bill 420, which **prohibited suspensions on willful defiance or disruption grounds** for students in grades kindergarten through three. According to data collected by the California Department of Education (CDE), suspensions for willful defiance significantly decreased upon passage of this measure. In 2019, the Legislature extended this prohibition to students in grades four through eight through Senate Bill 419 (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB419).

Research indicates that students of color; students with disabilities; and lesbian, gay, bisexual, transgender, queer, intersex, and asexual students are more likely to be suspended for low-level subjective offenses such as willful defiance.

SCHOOL DISCIPLINE POLICIES

HOW DO ADMINISTRATORS RESPOND TO MISBEHAVIORS?

- Our goal is to help students change their behavior and reduce missed instructional time.
- Physical safety is our priority when managing student misbehaviors.
- Preventative actions are taken whenever possible to help students avoid conflict.
- Restorative actions are taken whenever possible to help students right any wrongs and feel safe at school.
- We work with TRUSD Student Services to ensure we are following state and district guidelines.
- We work with TRUSD PD when needed.



MAJOR MISBEHAVIORS DISCIPLINE RESPONSE FOR SUSPENDABLE ED. CODE VIOLATIONS

Get **written student statement**
(can be transcribed by an adult)

Interview student for more information about what happened before as well as knowledge of expectations. Add interview notes to back of statement.

Review Aeries/Email for more information & behavior history. If none present, call the teacher to ask for more information to be input.

If Class suspension...

Teacher inputs 1 or 2 days in Aeries and calls home about suspension, offers meeting.

Enter into Assertive Discipline and update attendance with "S".

Mediation with student:

- What are your concerns?
- What are your needs moving forward?
- What's the plan to make sure that happens?

Due Process steps must be done

If no Class Suspension...

1ST VIOLATION

2ND VIOLATION

3+ VIOLATIONS

Review Behavior Expectation and **discuss Education Code violation**

Determine appropriate intervention:
Phone call home
Mediation
Conference with student
Apology Letter
Community Service

Document in Aeries & Call home

Behavior Reflection Form

Document in Aeries & Call home

Upload form in Aeries Interventions

Out of school suspension

Document in Aeries & update attendance

Contact home & **provide suspension letter**

Re-entry meeting upon return.
Create Behavior Support Plan on 4th offense & review on further offenses.



MAJOR MISBEHAVIORS DISCIPLINE RESPONSE FOR NON-SUSPENDABLE ED. CODE VIOLATIONS

Get **written student statement**
(can be transcribed by an adult)

Interview student for more information about what happened before as well as knowledge of expectations. Add interview notes to back of statement.

Review Aeries/Email for more information & behavior history. If none present, call the teacher to ask for more information to be input.

If Class suspension...

Teacher inputs 1 or 2 days in Aeries and calls home about suspension, offers meeting.

Enter into Assertive Discipline and update attendance with "S".

Mediation with student:

- What are your concerns?
- What are your needs moving forward?
- What's the plan to make sure that happens?

Due Process steps must be done

If no Class Suspension...

1ST VIOLATION

2ND VIOLATION

3+ VIOLATIONS

Review Behavior Expectation and **discuss Education Code violation**

Determine appropriate intervention:
Phone call home
Mediation
Conference with student
Apology Letter
Community Service

Document in Aeries & Call home

Behavior Reflection Form

Document in Aeries & Call home

Upload form in Aeries Interventions

Set up parent meeting

Document contact in Aeries

Hold meeting to create/update BSP

Upload BSP in Aeries Interventions

DISCIPLINE DATA

ASSERTIVE DISCIPLINE DISTRIBUTION *(REPORTED TO THE STATE)*

| CODE | TOTAL | 7TH GRADE | 8TH GRADE | FEMALE | MALE |
|----------------------------------------------------------|-------|-----------|-----------|--------|------|
| Threat/Caused/Attempted Injury (E) 48900 (a) 1 | 17 | 12 | 5 | 7 | 10 |
| Willfully used Force/Violence (E) 48900 (a) 2 | 43 | 33 | 10 | 14 | 29 |
| Dangerous Object/Firearm/Knife (E) 48900 (b) | 1 | 0 | 1 | 1 | 0 |
| Robbery or Extortion (E) 48900 (e) | 1 | 1 | 0 | 1 | 0 |
| Tobacco Possession/Use Electric Cigarettes (E) 48900 (h) | 4 | 3 | 1 | 4 | 0 |
| Obscene Act Habitual Vulgar (E) 48900 (i) | 6 | 3 | 3 | 2 | 4 |
| Disrupted/Defied School Rules (E) 48900 (k) | 40 | 31 | 9 | 9 | 31 |
| Imitation Firearm Possession (E) 48900 (m) | 1 | 1 | 0 | 0 | 1 |
| Threat/Harass/Intimidate Witness (E) 48900 (o) | 1 | 1 | 0 | 0 | 1 |

ASSERTIVE DISCIPLINE DISTRIBUTION *(REPORTED TO THE STATE)*

| CODE | TOTAL | 7TH GRADE | 8TH GRADE | FEMALE | MALE |
|---------------------------------------------------------|------------|--------------|--------------|-----------|-----------|
| Aids or Abets (E) 48900 (t) | 3 | 2 | 1 | 3 | 0 |
| Sexual Harassment (E) 48900.2 | 1 | 1 | 0 | 0 | 1 |
| Caused/Attempt to Cause Hate Violence (E) 48900.3 | 1 | 0 | 1 | 1 | 0 |
| Threats to School Personnel/Pupils (E) 48900.4 | 1 | 1 | 0 | 0 | 1 |
| Engaged in an act of bullying (E) 48900 (r) | 6 | 6 | 0 | 3 | 3 |
| Thief/Altering Electronic Files/Databases (E) 48900 (u) | 1 | 1 | 0 | 1 | 0 |
| TOTALS | 127 | 96 | 31 | 47 | 80 |

DISCIPLINE COMPARISON (8/18/22 - 10/24/22 VS. 8/17/23 - 10/24/23)

| CODE | TOTAL | | 7TH GRADE | | 8TH GRADE | |
|----------------------------------------------------------|-------|-------|-----------|-------|-----------|-------|
| | 22/23 | 23/24 | 22/23 | 23/24 | 22/23 | 23/24 |
| Threat/Caused/Attempted Injury (E) 48900 (a) 1 | 5 | 17 | 1 | 5 | 4 | 1 |
| Willfully used Force/Violence (E) 48900 (a) 2 | 38 | 43 | 19 | 22 | 19 | 6 |
| Dangerous Object/Firearm/Knife (E) 48900 (b) | 3 | 1 | 1 | 0 | 2 | 1 |
| Controlled Substance (E) 48900 (c) | 5 | 0 | 1 | 0 | 4 | 0 |
| Robbery or Extortion (E) 48900 (e) | 0 | 1 | 0 | 1 | 0 | 0 |
| Property Damage School/Private (E) 48900 (f) | 6 | 0 | 2 | 0 | 4 | 0 |
| Stolen Property School/Private (E) 48900 (g) | 2 | 0 | 0 | 0 | 2 | 0 |
| Tobacco Possession/Use Electric Cigarettes (E) 48900 (h) | 8 | 4 | 3 | 3 | 5 | 1 |
| Obscene Act Habitual Vulgar (E) 48900 (i) | 16 | 6 | 5 | 3 | 11 | 3 |
| Disrupted/Defied School Rules (E) 48900 (k) | 46 | 40 | 19 | 31 | 27 | 9 |

DISCIPLINE COMPARISON (8/18/22 - 10/24/22 VS. 8/17/23 - 10/24/23)

| CODE | TOTAL | | 7TH GRADE | | 8TH GRADE | |
|---------------------------------------------------------|-------|-------|-----------|-------|-----------|-------|
| | 22/23 | 23/24 | 22/23 | 23/24 | 22/23 | 23/24 |
| Imitation Firearm Possession (E) 48900 (m) | 0 | 1 | 0 | 1 | 0 | 0 |
| Threat/Harass/Intimidate Witness (E) 48900 (o) | 0 | 1 | 0 | 1 | 0 | 0 |
| Aids or Abets (E) 48900 (t) | 0 | 3 | 0 | 2 | 0 | 1 |
| Engaged in an act of bullying (E) 48900 (r) | 2 | 6 | 2 | 6 | 0 | 0 |
| Thief/Altering Electronic Files/Databases (E) 48900 (u) | 0 | 1 | 0 | 1 | 0 | 0 |
| Sexual Harassment (E) 48900.2 | 0 | 1 | 0 | 2 | 0 | 1 |
| Caused/Attempt to Cause Hate Violence (E) 48900.3 | 0 | 1 | 0 | 0 | 0 | 1 |
| Threats to School Personnel/Pupils (E) 48900.4 | 2 | 1 | 2 | 1 | 0 | 0 |
| TOTALS | 133 | 127 | 55 | 96 | 78 | 31 |

SCHOOL SAFETY

SCHOOL SAFETY

- Campus Security
 - One point of entry during school hours
 - Visitors sign in and out at the main office and are checked in using Hall Pass system
 - Wear visitors badge
 - Cameras are located all around campus and used to provide evidence during investigations
 - For confidentiality reasons, we do not show video footage to students or families
 - All staff use Catapult Emergency Management System and radios to communicate during emergencies or for safety-related issues

SCHOOL SAFETY

- Supervision

- Campus Safety Specialist (Mr. Jason) monitors campus from 7:30 to 3:00.
- Admin and CSS monitor hallways, East blacktop, and locker room area during all passing periods
- Admin, CSS, and counselor monitor the cafeteria, quad, hallways, North blacktop, and locker room area during lunch
- All common areas are monitored by teachers 15 minutes before school and 15 minutes after school
- PE teachers monitor locker rooms during changing times

SCHOOL SAFETY

- Prevention
 - Staff identify conflict as early as possible
 - Information is not known unless it is witnessed by staff or shared with us
 - Staff do not have access to students' social media accounts
 - Admin and counselor conduct mediations to teach students how to resolve conflicts peacefully
 - Develop plans to avoid future conflict
 - Bully Reports available through admin and online
 - Use PBIS Tier I systems to encourage and reward positive behavior
 - Use culture building activities to develop positive connections among students
 - Systematically make all students aware of the rules at the beginning of the year and at the semester
 - Expectation reminders shared periodically in classrooms, in the student announcements, and in the Weekly Newsletter for families

SCHOOL SAFETY

- Intervention

- Admin conduct an investigation for all major misbehaviors
- Admin and counselor lead mediations to help students recover from conflicts and address their concerns
 - Develop plans to avoid future conflict
- Re-entry meetings are held after suspensions to develop a success plan and identify potential continuing conflicts
- Bully Reports available through admin and online
- Behavior Support Plans are developed when needed to support positive behavior and identify supports needed
- The PBIS Tier II Team identifies students needing extra academic or behavioral support and connects them with available resources and interventions

SCHOOL SAFETY

- Post-Lockdown Actions
 - Consulted with TRUSD PD and Student Services to ensure all requirements were met
 - Met with families of individuals involved
 - Held emergency PBIS Team and Discipline Advisory Board meetings to determine appropriate school-wide response
 - The Discipline Advisory Board met to assign consequences using the TRUSD 7-12 Discipline Guide and to identify interventions
 - Used cameras to identify all students who aided or abetted the attempted physical harm of a student
 - Received a minor behavior referral for violating CA Ed. Code 48900(t)
 - Excluded from attending the September Squire Rewards
 - Received an informational presentation from TRUSD SROs regarding aiding and abetting
 - Event and school response reviewed and discussed by the site Instructional Leadership Team and site Safety Team
 - Moving forward: All students who follow, record, instigate, or support a fight will receive a major discipline referral
 - Prevents staff from intervening and de-escalating a violent situation and often causes more fights

SCHOOL SAFETY

- Social Media
 - Major cause of conflict and fights at RLPA
 - We need your help with managing the impact of social media at school
 - Students:
 - Send VP Lee or Principal Lozano screenshots of concerning or inappropriate posts
 - Keep all evidence of bullying
 - Don't respond online or in messages
 - Don't share your passwords with anyone, even your close friends
 - Log out of your accounts on others' devices
 - Parents:
 - Monitor your child's internet activity
 - Discourage posting on "RLPA" instagram pages
 - These pages are not associated with the school and we do not have access to them
 - Talk to your child about the negative consequences of "venting" online

QUESTIONS?

TOPIC SUGGESTIONS?

Future Meeting Topics

- What would you like to learn more about?
- What would you like to discuss?
- What tools and resources do you want?
- How would you like to spend this time?

Thank you!

See you

Wednesday

11/29 at 8:15am.

